

# Academic Catalog 2024-2025

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## NORTHEASTERN ILLINOIS UNIVERSITY

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CHICAGO, ILLINOIS 60625

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Home Page: [www.neiu.edu](http://www.neiu.edu) (<http://www.neiu.edu>)

# The University

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Northeastern Illinois University is a fully accredited public university serving the Chicago metropolitan area. Total graduate and undergraduate enrollment is approximately 6,000. 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.

## Faculty

Northeastern employs approximately 350 full-time and 100 part-time faculty who are committed to excellence in teaching. Their varied academic backgrounds and professional accomplishments provide students with many learning opportunities.

# Accreditation

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Northeastern Illinois University is accredited by the Higher Learning Commission of the North Central Association, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604, telephone number (800) 621-7440.

In addition, Northeastern is accredited through these disciplinary bodies:

- National Association of Schools of Music (<http://www.nasm.arts-accredit.org/>)
- National Association of Schools of Art and Design (<http://www.nasad.arts-accredit.org/>)
- Council on Social Work Education (<https://www.cswe.org/>)
- National Council for Accreditation of Teacher Education (<https://www.chea.org/national-council-accreditation-teacher-education/>)
- Council for Accreditation of Counseling and Related Educational Programs (<http://www.cacrep.org/>)
- Association to Advance Collegiate Schools of Business (<http://www.aacsb.edu/>)

If you have questions regarding accreditation at Northeastern Illinois University, please contact the Office of Institutional Research and Assessment at (773) 442-4890.

# Baccalaureate Goals

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## 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 artistic performance
- Quantitative literacy
- Information literacy and research skills
- Technological fluency
- 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 engage big questions, as well as the practical issues of everyday life

### 3. Learning within the Framework and Resources of NEIU

- Integration 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
- Application of local and global civic knowledge
- Understanding and appreciation 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.

# Campus Locations

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Northeastern Illinois University believes in access to opportunity. We offer a variety of classes and degree-granting programs at our campus locations. Enrollment, financial aid and academic support services are offered at most of the locations.

**Northeastern Illinois University (Main Campus)**

5500 N. St. Louis Ave  
Chicago, IL 60625

**Jacob H. Carruthers Center for Inner City Studies**

700 E. Oakwood Blvd  
Chicago, IL 60653

**El Centro**

3390 N. Avondale Ave  
Chicago, IL 60618

**University Center of Lake County**

1200 University Center Dr  
Grayslake, IL 60030

# History

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## 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 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, 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.

# Mission, Vision, and Values

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## Mission

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

## Vision

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

## Values

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

### Integrity

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

### Excellence

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

### Access to Opportunity

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

### Diversity

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

### Community

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

### Empowerment Through Learning

NEIU is dedicated to creating a culture that provides life-long learning opportunities for all members of the University community. We are especially committed to transforming students' lives by engaging them in an educational experience that empowers them to graduate with the skills and knowledge to effectively participate and lead in personal, professional and civic realms.

# Organization of the University

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## **ORGANIZATION OF THE UNIVERSITY**

The State of Illinois established the Board of Trustees for Northeastern Illinois University in January of 1996. The Board shall have all of the powers and duties specified in 110 ILCS §680/25-1, 1001 et seq.; 110 ILCS §615/14; and 110 ILCS §681/26-1, et seq. of the Illinois Revised Statutes. The Board composition by statute is 9 Illinois residents appointed by the Governor and 1 student elected by the student body.

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.

Please visit [www.neiu.edu/about/board-trustees](http://www.neiu.edu/about/board-trustees) (<http://www.neiu.edu/about/board-trustees/>) for more information.

## **BOARD OF TRUSTEES**

J. Todd Phillips, Chair

Michelle Morales, Vice Chair

Anna Meresidis, Secretary

Betty Fleurimond

Marvin Garcia

Jorge Leon

Ann Kalayil

Itzel Linares, Student Trustee

Paula Wolff



# President's Office

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**Katrina Bell-Jordan, Ph.D., President**

The President is assisted by the Provost, who also serves as one of five vice presidents (Academic Affairs, Finance and Administration, Institutional Advancement, Student Affairs, and Enrollment Management).

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.

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THE FOLLOWING OFFICES REPORT TO THE PRESIDENT

## **Division of Marketing and Communications**

Through its relationships with the news media, businesses and organizations, and the community at large, this office helps raise awareness about the University locally, nationally and internationally. By promoting the accomplishments of the faculty, staff and students--as well as the University as a whole--the office builds the University's reputation in alignment with its core values.

## **Government Relations**

The Executive Director of Government Relations is the University's designee for communicating with elected officials regarding the University's present and future institutional plans, activities, concerns, and positions pertaining to pending legislation, and also serves as the main point of contact for legislative interest in the University.

# Enrollment Services

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## Enrollment Services

Dr. Claudia Mercado, Interim Vice President for Enrollment Services  
Rahshida Walker, M.A., University Registrar  
Maureen Amos, M.A., Executive Director of Financial Aid, Scholarships, and Student Employment  
Steven Pajak, B.A., Associate Director for Admissions Review and Processing  
Rene Quinonez, B.S., Associate Director of Student Information Systems  
Tim Sheahan, M.B.A., Director of Graduate Admissions  
Cris Toffolo, Ph.D., Director of International Programs  
Ryan Trout, Director of Undergraduate Admissions

Enrollment Services provides assistance to new, returning, and current students regarding admissions, new student orientation, financial aid and scholarships, student employment, records and registration, international programs, and veterans benefits. The area strives to provide exceptional customer service to students, faculty, and staff. We provide services to support all phases of the student's life cycle and contribute to the student's success.

**Undergraduate Admissions (D-130)**  
(773) 442-4050

**Graduate Admissions (D-101D)**  
(773) 442-6001

**Transfer Center (D-130)**  
(773) 442-4050

**Admissions Processing (D-113)**  
(773) 442-4000

**Financial Aid and Scholarship (D-200)**  
(773) 442-5000

**International Programs (LWH-0008B)**  
(773) 442-4796

**Registration (D-101)**  
(773) 442-4040

**Records - Undergraduate (D-101)**  
(773) 442-4060

**Records - Graduate (D-101)**  
(773) 442-6017

**Student Employment (D-012)**  
(773) 442-4696

**Veterans Services (D-130)**  
(773) 442-4005

# Academic Affairs

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R. Shayne Cofer, Ph.D., Interim Provost and Vice President

Reporting to the President, the Provost is responsible for instruction, academic programs and academic support services. Academic programs are offered through the Colleges of Arts and Sciences (<http://catalog.neiu.edu/arts-sciences/>), Daniel L. Goodwin College of Education (<http://catalog.neiu.edu/education/>), College of Business and Technology (<http://catalog.neiu.edu/business-management/>), College of Graduate Studies & Research, and Ronald Williams Library. In addition, Academic Affairs is administratively responsible for the following programs:

- Academic Advising
- Center for Academic Writing
- Center for College Access and Success
- Center for Teaching and Learning
- Child Care Center
- Community and Professional Education (CAPE)
- El Centro
- First Year Experience
- Institutional Research and Assessment
- Jacob H. Carruthers Center for Inner City Studies
- Learning Success Center
- Nontraditional Degree Programs
- Project Success
- Proyecto Pa'Lante
- Student Success and Retention
- TRIO Student Support Services
- University Center of Lake County
- University Honors Program

# Academic Advising Center

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## Academic Advising Center

Jamie N. Riess, Ph.D., Director  
Lech Walesa Hall, LWH-0027  
(773) 442-5470

The Advising Center provides academic advising to all degree-seeking undergraduate students who have not declared a major. This encompasses General Admit, Transfer, and Re-Admit students. Students continue to work with an advisor from the Center until they declare a major, at which point the major department will assign a major advisor.

The Advising Center promotes student success by providing students with the information, guidance, and support they need to develop and achieve their academic goals. Advisors assist students with interpretation of placement test scores, course selection, registration, academic planning, general education requirements, major selection, graduation requirements, and interpretation of University policies and procedures.

# Jacob H. Carruthers Center for Inner City Studies

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Akua Cason, Interim Director

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 courses from the College of Arts and Sciences that fulfill the General Education Program Requirements. In addition, students can pursue a BACHELOR'S OR MASTER'S DEGREE IN URBAN COMMUNITY STUDIES. For course listings and descriptions, please refer to the GOODWIN COLLEGE OF EDUCATION under Urban Community Studies.

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

CCICS has a computer lab that provides 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.

Academic counseling, financial aid counseling, and registration assistance are available to CCICS students. The Summer Bridge Program is designed to enhance the skills of entering freshmen and returning adults. The program focuses 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.

# Center for Academic Writing (CAW)

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Kate Hahn, Ph.D., Executive Director

The Center for Academic Writing, located in the Ronald Williams Library, is the home of the Writing Intensive Program (WIP) and part of the Learning Success Center (<http://catalog.neiu.edu/university/organization-university/academic-affairs/learning-support-center/>). CAW provides writing support to all NEIU students and WIP peer tutor support to students enrolled in WIP courses. Students can make appointments to work with a writing or WIP tutor online or in person. CAW offers workshops and consultations to departments and faculty who are developing and teaching WIP courses or who are interested in integrating writing into any course. More information is available by visiting the LSC webpage (<https://www.neiu.edu/university-life/learning-success-center/>) or by contacting CAW by phone at (773) 442-4492 or by email at [lsc@neiu.edu](mailto:lsc@neiu.edu).

## Writing Intensive Program (WIP)

The Writing Intensive Program is comprised of undergraduate courses across the curriculum that fulfill NEIU's writing intensive graduation requirement. Undergraduate students must successfully complete a writing intensive (WIP) course of at least 3 credit hours within their discipline in order to graduate. Please see the text of this requirement under Bachelor's Degree Graduation Requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>) in this catalog.

Students should speak with their advisor to confirm which course(s) will fulfill the WIP graduation requirement for their major. WIP courses are content courses that are designed to help students master the course content, learn about writing in their chosen discipline, and improve their writing skills.

**The list below is a *sample* of WIP courses offered across the curriculum.** Students should review the program requirements for their major and speak with their advisor to determine which WIP courses will fulfill the graduation requirement.

Code	Title	Hours
ANTH-300	Writing Intensive Program: Writing In Anthropology	3
ART-395	Writing Intensive Program: Professional Practices In Studio Art	3
BIO-305	Writing Intensive Program:General Ecology	4
CHEM-213	Writing Intensive Program: Quantitative Analysis	5
CMTC-305	Writing Intensive Program: Writing In Communication, Media & Theatre	3
CS-319	Writing Intensive Program: Fundamentals Of Software Engineering	3
ECED-313	Writing Intensive Program: Language Development And Educational Implications	3
ECON-221	Writing Intensive Program: Tools For Economists	3
ELED-302	Writing Intensive Program: Foundation Of Teaching The English Language Arts	3
ENGL-210	Writing Intensive Program: Methods for English Majors	3
ESCI-306	Writing Intensive Program: Earth Materials	4
GES-250	Writing Intensive Program: Writing in GES	3
GS-205	Writing Intensive Program: Interdisciplinary Research And Writing	3
HRD-325	Writing Intensive Program:Communication In Human Resource Development	3
ICSE-303	Writing Intensive Program: Research Design And Methodology	3
JUST-202	Writing Intensive Program:Justice And Inequality	3
LLAS-201	Writing Intensive Program: Culture & History Of Latinos	3
MATH-311	Writing Intensive Program: Introduction To Advanced Mathematics	5
MNGT-370	Writing Intensive Program: Managing Global Business Organization	3
MUS-312	Writing Intensive Program: Beethoven	3
NDP-310	Writing Intensive Program: Diversity In The Workplace	3
PHIL-311	Writing Intensive Program: Reasoning In Writing	3
PSCI-251	Writing Intensive Program: Comparative Political Systems	3
PSCI-344	Writing Intensive Program: Public Organization Theory	3
PSYC-202	Writing Intensive Program: Statistics And Research Methods I	3
SCED-301	Writing Intensive Program:Methods Of Teaching On The Secondary Level	3
SOC-346A	Writing Intensive Program: Critical Writing For Sociology	3
SCED-311	Writing Intensive Program: School Curriculum	3
SPED-371	Writing Intensive Program:Foundations Of Special Education	3
SWK-303	Writing Intensive Program: Human Behavior And The Social Environment I	3

WGS-303	Writing Intensive Program: The Power Of Writing: Interdisciplinarity As Critical Practice	3
WLC-333	Writing Intensive Program: Cross-Cultural Communication	3

# Center for College Access and Success

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Founded in 1978, the *Center for College Access and Success* (CCAS) is the largest school improvement organization in Chicago. We serve diverse communities in metropolitan Chicago and nearby urban centers. Our goal is to create a college-going culture where students develop the skills they need to apply, transition, and eventually graduate from college.

If you are an alumnus of any of our College Bound programs (GEAR UP, Talent Search, Upward Bound and Upward Bound Math and Science), be sure to check in with your advisor regarding TRIO Student Support Services and other activities, scholarships, and incentives offered on the main campus to help with your successful transition to Northeastern Illinois University.

## A Unique Role

The *Center for College Access and Success* is in the unique position of connecting research, innovative programming, and educational funding priorities. We collaborate across the University to create programs for students that increases access to postsecondary education, and improves retention and success. The Center implements these programs in pre-K-12 schools supported by grants from local, state, and federal agencies, private foundations, and corporations.

## Preparing for Success

All *Center for College Access and Success* programs are focused on aspects of *Preparation, Readiness, Access, and Success* as a formula for success in education, career and life. We use innovative and research-based strategies that motivate students to become academically prepared, increasing their potential for successful futures.

## A Leader in Programs and Resources

For the last 42 years, the Center has demonstrated an exemplary record in student outcome improvement. We are helping to expand the university's participation in the national dialogue about first generation, low-income college goers.

## Approaches That Work

The *Center for College Access and Success* brings together teachers, parents, administrators, and staff from community agencies, universities, arts and cultural organizations, and businesses to share knowledge and resources. The Center is successful because we are able to work with all of the stakeholders that create a college-going culture in homes, schools, and communities.

Programs areas include: College Readiness and Access, College Success Support, Out-of-School Time, Parent and Family Engagement, STEM Initiatives, and Professional Development for teachers, administrators and other school and community staff.

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**For more information, visit our website** Center for College Access and Success (<http://www.centerforcollegeaccessandsuccess.org/>)



# Center for Teaching and Learning (CTL)

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Sandra Beyda-Lorie, Ph.D., Executive Director

The Center for Teaching and Learning (CTL) promotes a community of shared excellence and innovation focused on the enhancement of student learning. The CTL offers guidance and support for faculty on instructional design and teaching methods appropriate for face-to-face, hybrid, remote and online learning environments. CTL professionals are dedicated to working with instructors, departments and programs to generate new ideas, engage in critical reflection, share best practices, and implement equity-minded and inclusive teaching approaches.

The CTL provides workshops, educational software training, instructional design templates, guidance documents and other resources, as well as individual consultations for faculty members requesting our services. Non-credit, professional development courses for faculty teaching in the virtual environment, and support for the use of the learning management system, Desire2Learn, is also offered.

Additional information is available by visiting the CTL webpage (<https://www.neiu.edu/academics/academic-affairs/center-teaching-and-learning/>) or by contacting the CTL via email at [ctl@neiu.edu](mailto:ctl@neiu.edu).

# Child Care Center

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<http://www.neiu.edu/university-life/child-care-center> (<http://www.neiu.edu/university-life/child-care-center/>)

## **CHILD CARE CENTER**

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

# El Centro

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María Rebeca Lamadrid-Quevedo, M.A., Interim Director

For more than 50 years, El Centro, Northeastern's Avondale location, has provided students from diverse communities with the academic support they need to achieve their goals. El Centro's urban, student-friendly setting offers general education courses in addition to four majors: **Special Education, Computer Science, Justice Studies and Social Work**. Students from all backgrounds and lived experiences are welcome at El Centro.

El Centro staff assist prospective students and their families to understand the admission and financial aid processes to help them get started on their academic journey at Northeastern. El Centro provides comprehensive academic support and co-curricular programs for first year and transfer students.

The **El Centro Scholars Cohort Program** is unique in that it provides first-year students with a comprehensive college experience in a cohort setting, ensuring their success. El Centro's Scholars Program provides a road map, through their structured curricula, built-in academic and social supports, and through familiarization with the entire university. With the support of El Centro's caring staff, students spend their first year of college at El Centro as they complete their general education courses.

To ensure our students achieve their academic goals, El Centro advisors offer services with a holistic approach to support students in their educational endeavors. Students receive one-on-one assistance from the moment they choose to become a part of El Centro.

For more information contact Northeastern Illinois University El Centro at 3390 North Avondale, Chicago, Illinois 60618. Telephone: 773-442-4080; Fax: 773-442-4085.

Web: <https://www.neiu.edu/academics/el-centro>

# First-Year Experience (FYE)

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Jeremy Babcock, M.A., First Year Experience

LWH 2017

(773) 442-5815

V-Byard@neiu.edu

The First-Year Experience (FYE) 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/academics/first-year-experience> (<http://www.neiu.edu/academics/first-year-experience/>).

## Course Offerings

### **AFAM-109. First Year Experience: Exploring Africa In Chicago. 3 Hours.**

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 Chicagoland area, seek out individuals of African descent in academia, healthcare, business, industry and other professions, and use standard interview techniques to critically examine their contributions to the city of Chicago, to the United States, and to the world.

**ANTH-109B. First Year Experience: Skeletons In Chicago's Closet. 3 Hours.**

Bones hold an enormous amount of information about individuals and populations. This active class investigates what can be learned from bones and teeth in the context of forensic anthropology, bioarchaeology, and paleobiology. We will start by learning the bones of the skeleton and move on to identifying age, sex, trauma, etc., in forensic and archaeological contexts. Finally, we will look at fossil bone and what it can reveal about past life. Students will work with bones and models in lab, complete group and individual projects, and will learn and apply useful techniques for college success. First year students only.

**ANTH-109C. First Year Experience: Skin Of Chicago. 3 Hours.**

We wear about 9 lbs. of it every day, but we take most of its functions, adaptations, uses, and subtle cultural signals for granted. Skin is something everyone should know inside and out. For anthropologists, skin is a place where issues of biology, comparative anatomy, culture, evolution, archaeology, tradition, taboo, ritual, art, diversity, and race all come together. An understanding of human skin helps to turn over the judgments people make about others based on skin color. Using Chicago as a field laboratory, we will discover the wonders of skin, ever mindful of how we fit inside our own.

**ART-109. First Year Experience: Art, Architecture And Urban Design In Chicago. 3 Hours.**

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. First Year Experience: Professionalism, Ethics, Law & Chicago Scandals. 3 Hours.**

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.

**CMTM-109A. First Year Experience: Chicago On Video: One Pixel At A Time. 3 Hours.**

In this course, the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-discovery and Transitions) are interwoven with the field-specific concepts and terminology of video production. Students in this dynamic, hands-on class will turn the lens on other students engaged in hands-on learning...producing children's theatre, testing water samples, conducting fieldwork, examining issues of social justice... and get a taste of both documentary production and advanced undergraduate coursework at NEIU. Students will also get to explore uses of video at the community level - from high school students covering sports events, to local immigrants keeping their cultural ties alive.

**CS-109. First Year Experience: The Information Age: Its Impact On Chicago's Culture. 3 Hours.**

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.

**DANC-109. First Year Experience: Steppin' Out: Dance In Chicago. 3 Hours.**

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

**ECON-109. First Year Experience: Money Matters: The Chicago Economy. 3 Hours.**

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

**EDFN-109. First Year Experience: Schooling Chicago: Communities, Public Education And Change. 3 Hours.**

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 use of new information technologies in k-12 education.

**ELAD-109. First Year Experience: School's Out: Chicago's Bouquet Of Nontraditional Educational Programs. 3 Hours.**

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 then 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 your career opportunities, and Expand your horizons and creativity.

**ELED-109. First Year Experience: Building Chicago One Teacher At A Time. 3 Hours.**

In this course the five foundations (Future Planning, Integral Preparation, Research, Self-discovery, and Transitions) of Northeastern's First-Year Experience program are taught alongside an introduction to content specific to the discipline of Teaching of Elementary Education. Introduction to Chicago schools, communities, and diverse student population as well as curricular models, school structures and best practices in teaching.

**ENGL-109A. First Year Experience: Chicago's Literary Diversity: Reading The Neighborhoods. 3 Hours.**

This course explores how literary Chicago enters into discourses on race and ethnicity in twentieth century literature. Beginning with 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. First Year Experience: Reading And Writing The Literary And Political Landscapes Of Chicago. 3 Hours.**

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. First Year Experience: Drama And Diversity In Chicago. 3 Hours.**

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

**ENGL-109D. First Year Experience: Windy City Words: Ethnolinguistic Chicago. 3 Hours.**

This course integrates the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-Discovery, and Transitions) with concepts from the study of literacy and language. Using the city as a field site, students actively explore the linguistic and cultural diversity of Chicago through independent research, readings, online resources, speakers, and other experiences.

**ENGL-109E. First Year Experience: Your Chicago: Write On!. 3 Hours.**

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

**ESCI-109. First Year Experience: Chicago Rocks! Geology In The City. 3 Hours.**

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. First Year Experience: Chicago's Muddy Waters- Environmental Geology. 3 Hours.**

Chicago's vital bodies of water - Lake Michigan, Chicago River, and others - interact with the urban landscape and the soils and rocks of the ground beneath. Such interactions influence environmental issues in everyday life, including "What happens when water goes down the drain?" and "Why do certain areas flood after it rains?" These questions are explored in the context of Chicago's geology, to evaluate the critical factors 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 environmental geology impacts in local neighborhoods. (Lecture 2 hr., lab 2 hr.).

**GES-109A. First Year Experience: Global Chicago. 3 Hours.**

This First Year course provides a broad overview of the Chicago metropolitan area in the global context and within the framework of urban geography. Students will explore Chicago as a hub in the global economy and the many ways in which global forces have impacted the region.

**GES-109B. First Year Experience: Humans And The Chicago Environment. 3 Hours.**

Students will explore the relationships between human settlement and the natural environment in the Chicago metropolitan area including local environmental problems, their causes, and their possible solutions. Issues such as waste disposal, recycling, brownfields, suburban sprawl, air and water pollution, water supply, flooding and drainage, invasive species, and urban parks are investigated with classroom discussion. Some field trips are possible.

**HIST-109. First Year Experience: History Of Chicago. 3 Hours.**

Chicago is the most "American" of the major cities and has been at the forefront of change. In 50 years Chicago transformed from a fur-trading crossroads to a major industrial center, and that speed made it a city of stark contrasts. Enormous tensions emerged between the entrepreneurial forces that built the city and the countervailing social forces that strived to humanize it. A stream of immigrants played an integral role in shaping the city, contributing to economic and cultural development. Chicagoans faced huge challenges and as a result became pioneers of the economic, social, and political trends that shaped modern America.

**JUST-109. First Year Experience: Justice In Chicago. 3 Hours.**

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

**LING-109. First Year Experience: Language And Diversity In Chicago. 3 Hours.**

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. 3 Hours.**

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. This 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. First Year Experience: Chi-Tunes: Music In Chicago. 3 Hours.**

In this course, the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-discovery and Transitions) are interwoven with the field specific concepts and terminology of music. This course is designed to increase the first year student's awareness, understanding and enjoyment of a variety of musical styles through attending live performances. Students will learn the basics of reading and writing music, music history, and music's place in society and culture through pre and post concert discussions.

**PEMT-109. First Year Experience: Chicago Body Works. 3 Hours.**

This course will give students a comprehensive and practical view of the importance of fitness and nutrition in their daily lives. Students will be engaged in activities that they can participate in for life. They will learn the underlying fundamentals of a fit for life attitude. Each student will be provided with the knowledge and understanding of how to assess their current level of fitness and how to make improvements in the five health-related fitness component areas (cardiovascular fitness, body composition, flexibility, muscular strength and muscular endurance) through various physical and skill related activities. Also emphasized will be the importance and application of proper nutrition. A strong focus will be the multifaceted and diverse challenges faced by individuals committed to pursuing wellness in Chicago.

**PEMT-109B. First Year Experience: Adventure In Chicago. 3 Hours.**

This course is a hands-on experiential based approach to learning about and using cooperative learning, teams, challenge and adventure education, simulations and debriefing processes to create positive learning environments that promote engaged active learning. The course will focus on themes of self-knowledge, diversity, dealing with conflict, classroom dynamics, establishing effective learning environments, building peer and teacher-student trust and relationships that promote a "caring classroom".

**PSCI-109. First Year Experience: Civic Engagement, Community And Social Change In Chicago. 3 Hours.**

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 skill (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.

**SOC-109A. First Year Experience: Investigating Chicago: Immigration & Migration. 3 Hours.**

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

**SPAN-109. First Year Experience: Chicago's Latina/o Cultures. 3 Hours.**

Freshmen explore Chicago's vibrant Latina/o culture as an integral part of the city's cultural landscape through short stories, poetry, films, speakers, and field trips to cultural venues or activities. In the course, the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-discovery, and Transitions) are interwoven with concepts and terminology specific to cultural and literary studies. Taught in Spanish and English. Prerequisite: Score of 384 or above in the Spanish placement exam (available online at [www.neiu.edu/~flddept/placement.htm](http://www.neiu.edu/~flddept/placement.htm)).

**TESL-109A. First Year Experience: Chicago Speaks: Helping Immigrants Communicate. 3 Hours.**

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 investigating 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.



# International Programs

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Cris Toffolo, Ph.D., Interim Director of International Programs

## Office of International Programs

The Office of International Programs (<http://neiu.edu/academics/international-programs/>) (OIP) was established in 1996 as a reflection of Northeastern Illinois University's (NEIU) commitment to the comprehensive internationalization of its campus and curriculum. OIP initiates and maintains NEIU's partnerships with universities around the world and serves many different NEIU constituencies: (1) international students coming to NEIU to earn a degree and/or study English; (2) exchange students from NEIU's international partner universities (IPUs) who come to NEIU for one or two semesters; (3) NEIU students who wish to study abroad, thereby preparing themselves to function effectively in the interconnected 21st Century world; (4) NEIU academic departments that are creating dual degree programs and/or globalizing their curriculum; (5) NEIU faculty who are seeking to internationalize their research and/or teaching (including by organizing study tours); and (6) visiting scholars. In 2004, OIP was awarded the prestigious Institute of International Education (IIE) Andrew Heiskell Award for Internationalizing the campus. In 2018 it was awarded a 100,000 Strong in the Americas grant by the Partners of the Americas Foundation, in collaboration with the U.S. Department of State (DOS) and the Association of International Educators, NAFSA, to expand two-way international student mobility with Colombia. In 2019 OIP was awarded both an IDEAS Capacity Building Program Grant by the U.S. DOS's Bureau of Educational and Cultural Affairs and World Learning, and the first of several Harnessing Innovation through Virtual Exchange (HIVE) grants from the Stevens Initiative of the Aspen Institute and IIE, to expand collaborative online learning (COIL) initiatives. Since 2021 IIE and Fulbright have selected NEIU to run their annual pre-departure orientation for all Fulbright scholars going to Sub Saharan Africa. Beginning in 2022, annually, OIP has hosted a Young Leaders in the America's Initiative (YLA) Fellow and has been awarded an IREX outbound grant. In 2023 IIE awarded OIP an American Passport Project grant to assist NEIU students to obtain their first passport. And every year since 2021 at least one international student has been awarded a Western Union Foundation scholarship after being nominated by OIP's director, and several domestic students have been awarded Gilman scholarships to help finance study abroad. OIP is a member of the American International Recruitment Council (AIRC), the Hispanic Association of Colleges and Universities (HACU), International Educators of Illinois (IEI), IIE, NAFSA, and Study Illinois. For more information view the OIP website (<https://www.neiu.edu/academics/our-centers-and-programs/international-programs/#:~:text=General%20questions%20should%20be%20directed,%2Dprograms%40neiu.edu>), and/or contact OIP by email at [International-Programs@neiu.edu](mailto:International-Programs@neiu.edu), or by phone at +1-773-442-5447.

## International & Exchange Students

Northeastern welcomes students from other countries as degree-seeking bachelor's and master's students; as exchange students who come for a semester or year-long experience; and those who come to study English as a second Language. All International students are eligible to live on campus in NEIU's residence hall, The Nest.

All students coming from outside the U.S. may arrive up to thirty (30) days before the start of their academic program. They are encouraged to do so, to secure housing and get properly settled. OIP will issue all international students either a Form I-20 or DS-2019 to enable them to apply for an F1 or J1 visa, respectively. Upon arriving in the US all students must report to OIP before classes start to submit copies of their passport, visa, I-94 form, local address, and course registration, as well as their original Financial Form(s) and bank statement(s), etc.

All new students coming from outside the U.S. are required to attend the new international student orientation day conducted by OIP staff. The orientation occurs a few days before classes begin. Participation in orientation helps to ensure new international students understand both the university and the laws that could have an impact on their international student status. To maintain international student status, all international students must meet USCIS enrollment requirements and may not work off campus without authorization. The orientation dates and times are provided in a letter included in the admission packet.

## Degree-Seeking International Students with a F-1 Visa

NEIU welcomes international students from around the world who wish to earn a degree from NEIU. To be admitted to a degree program, international students apply online (<https://admissions.neiu.edu/international-applicants/>).

## Degree-Seeking International Transfer Students with a F-1 Visa

International students transferring to Northeastern from another U.S. school must report to OIP before classes start to submit copies of their passport, visa, I-94, local address and phone number, and course registration, as well as their original Financial Form(s) and bank statement(s), etc. They may choose to attend either NEIU's general orientation session, or OIP's orientation for new international students. The latter occurs during the week before the first day of classes in any academic semester. Students changing their visa status to an F-1 are required to attend the new international student orientation prior to their term of admission, even if their change of status has not yet been granted.

## Students Coming to Learn English

NEIU welcomes non-native English speakers who wish to just improve their English language proficiency or to do so before entering a degree program. Students wishing to do intensive English language study should apply to NEIU's School for the Advancement of English Language and Learning (SAELL

(<http://neiu.edu/academics/international-programs/intensive-english-program/saell-program/>). Students interested in SAELL can direct their questions to the Director of SAELL by emailing [esl@neiu.edu](mailto:esl@neiu.edu).

International students attending SAELL must follow the rules that apply to all students coming from outside the U.S., or transferring from another U.S. school, or changing their visa status. The new international student orientation dates and times will be included in a letter from the SAELL director. OIP will advise students about whether to get an F1 or J1 visa.

## Exchange Students Coming from Partner Universities

Each year NEIU welcomes dozens of exchange students from our international partner universities (IPUs) (<https://www.neiu.edu/academics/our-centers-and-programs/international-programs/exchange-j-1-students/international-partner-universities-ipus/>). Exchange students come on a J-1 visa and enroll in NEIU classes for one or two semesters. All international exchange students must meet program requirements based on the agreement between Northeastern and their home university. Students interested in coming on an exchange program should begin by contacting the international office at their home university. They can also contact NEIU's Coordinator of International Partnerships in the Office of International Programs (OIP), to learn about how to get nominated and apply, about visas and other questions. For more information view the OIP website (<https://www.neiu.edu/academics/our-centers-and-programs/international-programs/exchange-j-1-students/>), and/or contact OIP by email at [International-Programs@neiu.edu](mailto:International-Programs@neiu.edu), or by phone at +1-773-442-4799.

## NEIU Students Wanting to Study Abroad

### Semester- and Year-Long Exchange Opportunities

Northeastern has established formal partnerships with over forty universities in twenty countries around the world. Through these partnerships, both undergraduate and graduate students have opportunities to study for one or two semesters at an international partner university (IPU) (<https://www.neiu.edu/academics/our-centers-and-programs/international-programs/exchange-j-1-students/international-partner-universities-ipus/>) to enhance their understanding of other cultures and ecosystems, to deepen their grasp of global and international affairs, and to engage in intensive language study, etc. International students enrolled at NEIU on a F-1 visa can also participate in these exchange opportunities. During their time abroad at an IPU as exchange students, NEIU students remain registered, and pay their tuition and fees to NEIU. For this reason, federal financial aid may still be used to cover these costs. In addition, NEIU students regularly qualify for special study abroad scholarships: e.g., HACU Scholarship; IIE Midwest, Gilman, Borman, Freeman Asia, Organization of American States, etc. For more information about studying abroad and about NEIU's IPUs, visit the OIP website (<https://www.neiu.edu/academics/our-centers-and-programs/international-programs/#:~:text=General%20questions%20should%20be%20directed,%2Dprograms%40neiu.edu>), or contact OIP at [International-Programs@neiu.edu](mailto:International-Programs@neiu.edu), or by phone at +1-773-442-4799.

### Summer and Winter Session Programs

Domestic NEIU students and F1 degree-seeking students can also participate in the shorter programs offered during summer and winter terms by our IPUs. These programs, which last from one to six weeks, offer 3-6 credit hours and typically include an intensive language component plus historical and cultural activities. Some Programs are tailored to specific majors (i.e., in business and STEM fields). For more information visit the OIP website (<https://www.neiu.edu/academics/our-centers-and-programs/international-programs/#:~:text=General%20questions%20should%20be%20directed,%2Dprograms%40neiu.edu>), or contact OIP directly at [International-Programs@neiu.edu](mailto:International-Programs@neiu.edu), by phone at +1-773-442-4799.

### Short, NEIU Faculty-Led Study Tours

Northeastern faculty offer another type of study abroad experience through short study tours that they lead each year. On these trips, which last 5-21 days, students are able to enhance their understanding of other cultures and habitats, deepen their cultural sensitivity, learn history on location, and increase their intercultural competencies while earning credit. Recent tours have taken students to Belize, Burundi, China, France, Ghana, and Japan. For more information consult OIP's website (<https://www.neiu.edu/academics/our-centers-and-programs/international-programs/study-abroad/faculty-led-tours/>), or contact OIP at [International-Programs@neiu.edu](mailto:International-Programs@neiu.edu), or +1-773-442-5493.

## NEIU Academic Departments

Collaborations between academic departments across national borders is growing rapidly around the world, and taking many different forms. The Office of International Programs (OIP) keeps abreast of these developments and can assist academic departments to understand the myriad opportunities that exist. It can help a department to develop one of these forms, including undergraduate and graduate dual degree programs, in which students complete some approved classes at an NEIU partner university outside the U.S., and other courses at NEIU and earns an NEIU diploma. To learn more about such opportunities, contact OIP's director, Dr. Cris Toffolo at [c-toffolo@neiu.edu](mailto:c-toffolo@neiu.edu) or +1-773-442-5493.

## NEIU Faculty

The Office of International Programs (OIP) assists NEIU faculty to internationalize their teaching and research in a variety of ways. In addition to working with faculty to design and implement short-term study tours (see above), OIP helps faculty get engaged in Collaborative Online International Learning (COIL) by helping faculty find international teaching partners with whom to collaborate, and by writing grants to help support COIL collaborations as well as other internationalization efforts. OIP seeks out opportunities for faculty to travel and teach abroad (e.g., Erasmus+ opportunities), and works closely with NEIU's Fulbright program coordinator. OIP also helps faculty to invite visiting scholars. To learn more about such opportunities, or to find out how to

become an OIP Faculty Ambassador, visit the OIP website (<https://www.neiu.edu/academics/our-centers-and-programs/international-programs/faculty-resources/>), or contact OIP's director, Dr. Cris Toffolo at [c-toffolo@neiu.edu](mailto:c-toffolo@neiu.edu) or +1-773-442-5493.

## Visiting Scholars

NEIU welcomes visiting scholars who wish to be in residence at Northeastern to do research, attend seminars, provide guest lectures and audit classes (however visiting scholars may not teach full courses). Interested scholars should send, to the chair of the department they wish to work with, a copy of their curriculum vitae and an official letter outlining both what they want to do while in residence at NEIU, and how they will engage cross-culturally. The Office of International Programs (OIP) will work with the relevant academic department and other offices to review the request. Illinois state law requires visiting scholars, like all university staff and faculty, to submit to a background check. Learn more here (<https://www.neiu.edu/academics/our-centers-and-programs/international-programs/visiting-scholars/>) or contact OIP's director, Dr. Cris Toffolo at [c-toffolo@neiu.edu](mailto:c-toffolo@neiu.edu) or by phone at +1-773-442-5493.

# Learning Success Center

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Kate Hahn, Ph.D., Executive Director

The Learning Success Center (<http://www.neiu.edu/lsc/>) (LSC), in conjunction with the Center for Academic Writing (<http://catalog.neiu.edu/university/organization-university/academic-affairs/center-academic-writing/>) (CAW), provides peer-directed academic tutoring for NEIU students in the following areas:

- Content, with a focus on General Education courses
- Math, with a focus on Developmental and 100-level courses
- Writing Intensive Program (WIP) courses (through the Center for Academic Writing (<http://catalog.neiu.edu/university/organization-university/academic-affairs/center-academic-writing/>))
- Writing (through the Center for Academic Writing (<http://catalog.neiu.edu/university/organization-university/academic-affairs/center-academic-writing/>))

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 mindset, academic engagement, brain-based habits for college learning, and learning strategies for note taking, textbook reading, and test taking. The primary emphases are promoting active learning strategies, encouraging student engagement, and providing content support.

Tutors are graduate and undergraduate students who are recommended by faculty and carefully selected on the basis of their own academic achievement and interpersonal communication skills. Tutors are trained, supervised, and supported in their role as tutors.

The LSC provides all NEIU students an opportunity to learn with other students. Appointments are strongly encouraged, and students are welcome to drop in to discuss their individual academic support needs. The LSC is located on the fourth floor of the Ronald Williams Library and provides support to students at all NEIU locations. More information is available by visiting the LSC webpage (<http://www.neiu.edu/lsc/>) or by contacting LSC by phone at (773) 442-4568 or by email at [lsc@neiu.edu](mailto:lsc@neiu.edu).

# NEIU Libraries

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The NEIU Libraries are the perfect place to study, read, collaborate, and relax. Whether you need scholarly articles for an assignment, or you're just looking for a fun new book to check out, our friendly and knowledgeable librarians can assist you in person through both scheduled and walk-in consultations. Can't visit campus today? We're happy to support you by phone, in chat, and through email. The Libraries give you access to nearly 1.2 million electronic, print, and media items, many of which you can view from off-campus with your NetID and password. We house a growing collection of textbooks and other course resources on reserve for your use, and we loan out various kinds of equipment to help you successfully complete your studies.

## Highlights:

- 32 public computer stations on the 1st and 2nd floors
- 60 Dell laptops for short-term or long-term loans
- Moveable tables and whiteboards for group collaboration
- Individual study carrels with reading lights and electrical outlets
- Access to shared resources from over 90 other Illinois academic libraries
- The Libraries offer a number of reservable spaces for group study, lactation needs, meditation, and student groups. They are available for current students, faculty, and staff, and may be reserved at <https://neiulibraries.libcal.com> (<https://neiulibraries.libcal.com/>); student groups meeting space through 25Live (<https://25live.collegenet.com/neiu/>)
- Additional resources and study spaces at El Centro (<https://www.neiu.edu/el-centro-library-and-learning-resource-center/>) and the Carruthers Center for Inner City Studies (<https://www.neiu.edu/ccics-library/>)

## IRAD and University Archives

The Ronald Williams Library serves as the Illinois Regional Archives Depository (IRAD) (<https://neiulibraries.libguides.com/c.php?g=60370&p=7347014>) for Chicago and Cook County, housing and providing access to a portion of the city's and county's archival materials. Additionally, the library preserves the historical documents of Northeastern Illinois University within the University Archives (<https://www.neiu.edu/neiu-libraries/services/university-archives/>). Digitized selections from the University Archives' collections are available for viewing online (<https://neiudc.neiu.edu/archives/>). Both collections can be found on the library's lower level. For more information, please contact the University Archivist ([universityarchives@neiu.edu](mailto:universityarchives@neiu.edu)) or visit the guide to the collections (<https://neiulibraries.libguides.com/c.php?g=60370&p=387670>).

## Additional Units Located Within the Library

- Learning Success Center (<http://catalog.neiu.edu/university/organization-university/academic-affairs/learning-support-center/>)
- Center for Academic Writing (<http://catalog.neiu.edu/university/organization-university/academic-affairs/center-academic-writing/>)
- Center for Teaching and Learning (<http://catalog.neiu.edu/university/organization-university/academic-affairs/center-teaching-learning/>)
- Language Learning Lab (<http://catalog.neiu.edu/arts-sciences/world-languages-cultures/>)

# New Student and Family Programs

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Main Office - C-520  
(773) 442-5373

The New Student and Family Programs Office focuses on the successful transition of entering first-year and transfer students. This office coordinates new student orientation, testing services for the English (Writing and Reading) and Mathematics placement exams, training of orientation leaders, and family and parent programming.

## New Student Orientation

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

## Testing

The Testing area administers and coordinates placement testing in English (Writing and Reading) and Mathematics. Counseling Services provides psychological testing for students when deemed appropriate. The Career Development Center assists students by providing information for graduate entrance exams and career testing. The Department of World Languages and Cultures offers placement tests in non-English languages (i.e., German, French, Spanish, Russian) and the Test of English as a Foreign Language (TOEFL). In addition, the Daniel L. Goodwin College of Education and the College of Business and Management administer a variety of tests/examinations required for admission to their respective colleges.

## Family and Parent Programming

Family and Parent Programming involves and supports family members by providing helpful information to aid in the success of their student. Programs such as Family Orientation, Family Brunch, and our Family Newsletter provide parents and family members an opportunity to become connected to Northeastern, its community and campuses.

# Project Success

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Erica S. Brown-Pierce, Director  
Lech Walesa Hall, LWH-4029  
(773) 442-4980

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

Project Success is also a University admitting body, responsible for recruiting and admitting students. Students in this program are given a two-year adjustment period to meet University academic requirements. They must actively participate in the assistance programs provided and show evidence of academic progress.

Students receive guidance and support from academic advisors until the requirements to declare a major are met and/or four semesters have transpired since the student enrolled at NEIU. In addition, the program offers integral information about transitioning and excelling in college, via 3-credit academic transition courses taught by Project Success advisors. These courses complement the program's objectives to provide personal and academic support services designed to increase scholastic achievement and persistence towards graduation.

## **ACAD-101B. Success Program Seminar I: Project Success. 3 Hours.**

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. Success Program Seminar II: Project Success. 3 Hours.**

This course expands upon college success strategies as described in Acad Dev 101B- Success Program Seminar I: Project Success. The course is designed for students who successfully completed Acad Dev 101B- Success Program Seminar I: Project Success, but did not successfully complete the first Fall term at Northeastern, with a term grade point average of 2.0 or higher, based on the Project Success Achievement Agreement.

# Proyecto Pa'lante

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

Proyecto Pa'Lante is an academic support services program that has historically and continues to serve Latino students who demonstrate academic potential, and may not meet the general University admissions requirements. Proyecto Pa'Lante is also a University admitting body, responsible for recruiting and admitting students. Students entering the university through general admissions may opt into Proyecto Pa'Lante on a first come first serve basis, as space is limited.

Students in this program are given a two-year adjustment period to meet University academic requirements. They must actively participate in the assistance programs provided and show evidence of academic progress. Students receive guidance and support from a bilingual and bicultural academic advisor until the requirements to declare a major are met.

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

Proyecto Pa'Lante es un programa de apoyo académico que históricamente fue establecido y continúa con el enfoque de proveer servicios a estudiantes Latinos que demuestran potencial académico y tal vez no cumplen con los requisitos generales para ser admitidos a la universidad. Proyecto Pa'Lante mantiene funciones de admisión a la universidad y son responsables de reclutar y admitir estudiantes. Estudiantes que entran a la universidad bajo los requisitos generales también pueden elegir participación en Pa'Lante dependiendo en el cupo, espacio es limitado.

Estudiantes en este programa reciben un periodo de ajuste académico de dos años para cumplir los requisitos académicos de la universidad. Se requiere que los estudiantes participen activamente y demuestren evidencia de su progreso académico. Los estudiantes reciben la orientación y apoyo de un consejero académico bilingüe y bicultural hasta que cumplan los requisitos para declarar su especialidad académica.

Además, el programa ofrece información integral acerca de la transición y el éxito en el colegio a través de cursos de 3 créditos enseñados por los consejeros académicos de Pa'Lante. Estos cursos complementan los objetivos del programa de proveer servicios de apoyo personal y académico diseñados para mejorar académico, persistencia hacia graduación, y la formación de comunidad entre Northeastern Illinois University.

## Proyecto Pa'Lante Seminars

### **ACAD-101C. Special Programs Seminar I: Proyecto Pa'Lante. 3 Hours.**

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 Programs Seminar II: Proyecto Pa'Lante. 3 Hours.**

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.



# TRIO Student Support Services

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Amie Jatta, Director  
 Ronald Williams Library, LIB-412  
 triosss@neiu.edu  
 (773) 442-4981

## TRIO Student Support Services Programs

### Purpose

Three TRIO Student Support Services (SSS) Programs help undergraduates at NEIU navigate college successfully by providing a wide range of support that improves academic performance and increases graduation rates.

TRIO SSS Programs advisors help students develop Student Success Plans and identify valuable resources that enable them to reach their goal of graduation. This model makes it possible for TRIO SSS Programs staff to create customized success plans for each individual student.

### Three TRIO Student Support Services Programs

TRIO SSS Programs at NEIU include three federally funded grants designed to serve income-eligible, first-generation, and students with disabilities. These programs help students overcome academic, social, and cultural barriers, enabling them to participate fully in university life and ultimately to obtain a college degree:

- **SSS Achieve** program serves first-generation or income-eligible undergraduate students from all majors.
- **SSS Teacher Preparation** program serves undergraduate students majoring in education, supporting them on their path toward university graduation and teacher certification through services such as test preparation, and personal, academic, and professional development workshops.
- **SSS Access** program serves undergraduate students experiencing challenges with educational access or performance due to a documented disability, including learning and cognitive disabilities, psychiatric and neurological symptoms, physical and sensory impairment, and chronic health conditions.

### TRIO SSS Programs members have access to:

- One-to-one advising that supports academic, social, and personal development
- 24/7 online tutoring in 300 subjects
- Advocacy for financial assistance, housing, and proper nutrition
- Student Success Plan preparation
- Content Exam support for Teacher Preparation students
- Participation, engagement, and study abroad scholarships
- Tutoring, peer mentoring, and peer coaching
- Priority registration and help with course selection

For more information, please visit <http://www.neiu.edu/triosss> (<http://www.neiu.edu/triosss/>).

### Eligibility

Any student enrolled or accepted for enrollment at NEIU who is a citizen or legal resident of the U.S. or meets residency requirements for federal student financial aid AND meets at least ONE of the following requirements:

- **Income-eligible:** a student whose family meets federal income eligibility requirements
- **First-generation:** a student whose parents have not earned a baccalaureate degree
- **Documented disability:** as defined in the Americans with Disabilities Act and verified by NEIU

### Join TRIO SSS Programs

Apply at [http://bit.ly/TRIOSSS\\_Programs\\_OnlineApplication](http://bit.ly/TRIOSSS_Programs_OnlineApplication) ([http://bit.ly/TRIOSSS\\_Programs\\_OnlineApplication/](http://bit.ly/TRIOSSS_Programs_OnlineApplication/))

# University Honors Program

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Sudha Srinivas, Director  
 Jon B. Hageman, Coordinator  
 Melissa Ramos, Administrative Assistant

## Curriculum and Standards Board:

Amina Chaudhri, Teacher Education, Chair  
 John Casey, Philosophy  
 Denise Cloonan Cortez de Andersen, World Languages and Cultures  
 Jenny (Ru) Dawley-Carr, Educational Inquiry and Curriculum Studies  
 Amanda Dykema-Engblade, Psychology  
 Sarah Fabian, Communication, Media, and Theater  
 Nadja Insel, Earth Science  
 Brooke Johnson, Sociology  
 Ana Nieves, Art  
 Deepa Pillai, Management and Marketing  
 Aaron Schirmer, Biology  
 Emina A. Stojkovi#, Biology

Uniquely flexible and engaging for all majors and at almost every stage of degree progress, the University Honors Program (UHP) is open to eligible undergraduates who have a minimum of three academic terms left before graduating from NEIU. UHP students enjoy priority registration, small class sizes, extended library privileges, a dedicated Honors librarian, and a stimulating curriculum that emphasizes critical and independent thinking, research, and creativity. A limited number of Merit Tuition Scholarships are awarded to UHP students on the basis of academic merit and Honors course completion, and several Foundation scholarships are exclusive to UHP students. The UHP Student Advisory Board is made up of UHP students elected by their peers, meets regularly with the UHP coordinator, and organizes honors events and activities.

The University Honors Program consists of two independent tiers:

- The Honors Student University Core Curriculum (UCC) Program for freshmen and sophomores, and
- The Honors Scholar 300-level Program for juniors and seniors.

Four unique Area Courses in the UCC program introduce Honors Students to the array of subject areas available at NEIU and demonstrate the interconnections between academic disciplines. UHP students also have the opportunity to enroll in an Honors General Education course reserved for Honors students. At the 300 level, Honors Scholars tailor the UHP curriculum to their major, research, and/or career interests. Requirements at the 300 level emphasize research and creative activities, and culminate in the completion of a two-semester Senior Project that builds professional and academic confidence, preparedness, and competitiveness. Successful completion of the University Honors Program curriculum results in Honors Student and/or Honors Scholar designations on the student's transcript and/or diploma.

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

More detailed information on the NEIU Honors Program is available in the Honors Office, B-141, by phone at (773) 442-6044, or at [neiu.edu/honors](https://www.neiu.edu/honors) (<https://www.neiu.edu/academics/our-centers-and-programs/honors-program/>).

## Requirements for Admission

**Entering Freshmen:** Completed UHP application (<https://www.neiu.edu/sites/neiu.edu/files/documents/2020/09/16/UHP%20Application%20v2020FILLABLE.pdf>), "High Pass" on application essay and documentation of at least one of the following:

- ranked in top 10% of graduating high school class, or
- minimum standardized test score (SAT of 1200 or ACT of 25), or
- significant works demonstrating excellence in creative activities (such as a portfolio)

Students with a GED are strongly encouraged to apply. Exceptional cases will be considered; contact the UHP office at [honors@neiu.edu](mailto:honors@neiu.edu).

**Current NEIU/Transfer Students:** Completed UHP application (<https://www.neiu.edu/sites/neiu.edu/files/documents/2020/09/16/UHP%20Application%20v2020FILLABLE.pdf>), "High Pass" on application essay, and minimum cumulative GPA of 3.5 (on a 4.0 scale) in NEIU courses numbered 100 and above or in transferable courses. If you completed an Honors Program at a 2-year institution, please contact the UHP at [honors@neiu.edu](mailto:honors@neiu.edu) prior to applying. Up to six credits earned in a similar Honors Program may be considered for transfer into the NEIU Honors Program. Petition for transfer courses will be evaluated by the UHP Coordinator. Submit UHP application (<https://www.neiu.edu/sites/neiu.edu/files/documents/2020/09/16/UHP%20Application%20v2020FILLABLE.pdf>), application essay, and other supporting materials to [honors@neiu.edu](mailto:honors@neiu.edu).

## Honors Student UCC Program (Freshmen and Sophomores)

Freshmen and Sophomores complete five of their regular general education requirements by taking Honors courses in the fine arts, humanities, and behavioral, social and natural sciences. Course scheduling is designed for you to complete the Honors Student program in four consecutive semesters. As an Honors student, you will take four required Area Courses (one in each general education area) and one general education Honors elective. Through these courses you will gain perspective on the array of studies available at Northeastern and learn to see the interconnections between academic disciplines.

Code	Title	Hours
ZHON-191	Honors Introduction To The Arts	3
ZHON-192	Introduction To The Humanities	3
ZHON-193	Honors Introduction To The Social Sciences	3
ZHON-194	Honors Introduction To The Sciences	3
Z- Honors elective		3
<b>Total Hours</b>		<b>15</b>

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

## Honors Scholar 300-level Program (Juniors and Seniors)

Students may enter the Honors Scholar program in one of two ways:

1. successful completion of Honors Student Program and declaration of an academic major; or
2. declaration of an academic major, Junior standing, cumulative GPA of 3.5, and a "High Pass" on the Scholar-level application essay.

Students applying (<https://www.neiu.edu/sites/default/files/documents/2021/11/10/UHP%20Application%20v2021FILLABLE.pdf>) via the second option above will respond to an essay question that will allow them to demonstrate their critical thinking and writing skills.

The 300-level Honors Scholar program (<http://www.neiu.edu/academics/our-centers-and-programs/honors-program/eligibility-criteria-and-applying-admission/>) for juniors and seniors provides a customized Honors experience that is aligned with each student's goals. This program will allow you to build connections and skills above and beyond what is otherwise possible in an undergraduate experience. As an Honors Scholar, you tailor the curriculum to your own academic major and interests while building valuable connections with peers and faculty members. Study abroad, international field experiences, Honors electives, or graduate-level electives in your field can also partially fulfill requirements for the Honors Scholar Program.

The self-directed research emphasis of the Scholar Program culminates with your completion of a two-semester Senior Capstone Project in your senior year. In the first semester, you will take Honors Seminar in Research and Creative Processes (ZHON-360) to generate a Senior Capstone Proposal. The following semester, you complete your project with the support of a faculty mentor of your choosing (ZHON-395: Honors Thesis/Creative Project (<https://www.neiu.edu/sites/neiu.edu/files/documents/mnramo15/Thesis%20Packet%20web.pdf>)). Students gain vital professional experience, learn greater degrees of self-discipline, and a level of confidence and ease with their subject matter that is unmatched at the undergraduate level. Our goal is to prepare the student to be as competitive as possible in the job market or in applications to graduate and professional programs.

### Requirements for the Honors Scholar Program

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

Code	Title	Hours
3 UHP electives at the 300 level (adapted major/minor courses, Study Abroad or international field experience, or ZHON-375)		9
ZHON-360	Honors Seminar In Research & Creative Processes	3
ZHON-395	Honors Thesis/ Creative Project	3
<b>Total Hours</b>		<b>15</b>

Successful completion of the Honors Scholar Program earns you the designation "Honors Scholar" on your transcript and diploma, graduation from NEIU with Latin honors (*cum laude*, *magna cum laude* or *summa cum laude*), and a UHP Senior Project that is catalogued in the Ronald Williams Library Digital Commons. (<https://neiudc.neiu.edu/>)

## Adapted Courses

Students at the Honors Scholar level apply to adapt non-Honors courses at the 300 level for Honors credit. In this way, courses in the student's major, minor, or related area can be adapted to fulfill UHP requirements. Scholars typically select courses that are related to their creative/research

or professional interest. Student and faculty member normally discuss this option prior to the start of the semester in which the course will be taken, then complete and submit the UHP Adapted Course Application (<http://www.neiu.edu/sites/neiu.edu/files/documents/2020/04/22/AdaptedCourseForm%20v2020fillable.pdf>) to the UHP office (or [honors@neiu.edu](mailto:honors@neiu.edu)) for approval by the UHP Coordinator.

## UHP SENIOR PROJECT (ZHON 360 and ZHON 395)

All UHP Scholars design and complete a UHP Senior Project, a research-based thesis or creative work (depending on your major) that represents outstanding undergraduate achievement and the culmination of the 300-level Honors Scholar curriculum.

The process of designing and completing an extended project will distinguish you and set you apart from others as you apply to graduate programs or compete in the professional job market. UHP alumni routinely credit this aspect of the program with providing the tools they needed to be competitive and successful after graduation.

The UHP Senior Project consists of a minimum of two semesters.

In the first semester of your final year, you will enroll in ZHON-360 Honors Seminar in Research and Creative Processes, where you will design and complete a project proposal that includes an abstract, a literature review, and an initial write-up of your proposed inquiry/project. Also during this semester, you will seek out a faculty member (most often, but not exclusively, in your major) whose expertise overlaps with that of your own research interest and is willing to serve as your thesis advisor (and mentor you) through the completion of your project. You are also asked to identify a Second Reader for your thesis, usually another faculty member (either at NEIU or elsewhere) whose expertise is relevant to your research topic and is willing to provide feedback on the second draft of your thesis.

In the second semester of your final year, you will enroll in ZHON-395: Honors Thesis/Creative Project (<https://www.neiu.edu/sites/neiu.edu/files/documents/mnramo15/Thesis%20Packet%20web.pdf>). This individualized study course takes a minimum of one semester to complete, but can take longer. To be eligible to enroll in ZHON-395: Honors Thesis/Creative Project, you must successfully complete ZHON-360 with an approved project proposal and the support of a faculty thesis advisor. The project/thesis is reviewed by a faculty committee and, upon completion and UHP approval, is submitted to the Ronald Williams Library Digital Commons (<https://neiudc.neiu.edu/>). Additional details for scholars, thesis committee chairs, and committee members are in the UHP Senior Project Manual (<https://www.neiu.edu/sites/neiu.edu/files/documents/mnramo15/Honors%20Thesis%20Manual%20Fall%202019%20FINAL.pdf>) and other related documents from the UHP Office, B-141.

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

### ZHON-191. Honors Introduction To The Arts. 3 Hours.

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.

### ZHON-192. Introduction To The Humanities. 3 Hours.

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 count for General Education credit in the Humanities area.

### ZHON-193. Honors Introduction To The Social Sciences. 3 Hours.

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 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.

### ZHON-194. Honors Introduction To The Sciences. 3 Hours.

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 advance 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.

### ZHON-360. Honors Seminar In Research & Creative Processes. 3 Hours.

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.

**ZHON-375. Honors Colloquium: World Perspectives. 3 Hours.**

Specialized and intensive investigation of topics in broadly defined areas of current interest: reading, discussions, guest lectures.

**ZHON-395. Honors Thesis/ Creative Project. 3 Hours.**

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

**Prerequisite:** ZHON-360 with a minimum grade of C.

**ZHON-3951. Honors Thesis/ Creative Project Hours. 1 Hour.**

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.

**ZHON-3952. Honors Thesis/ Creative Project Hours. 2 Hours.**

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.

**ZHON-3953. Honors Thesis/ Creative Project Hours. 3 Hours.**

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.

# Office of Equity, Diversity and Inclusion

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## Office of Equity, Diversity and Inclusion

*Vacant*, Executive Director

### Mission

The Office of Equity, Diversity and Inclusion (OEDI) provides leadership, vision and accountability on NEIU's commitments to:

- foster diversity and inclusive excellence
- institutionalize culturally responsive teaching, learning and programming
- resolve systemic inequities and
- create a welcoming, supportive and respectful environment for all.

We hope you will engage with us in this important work and look forward to connecting with you!

### Defining Equity, Diversity, and Inclusion

Equity, diversity and inclusion are critical to advancing academic excellence and the overall success of our students, faculty and staff. We must not only define these words, we must also be vigilant in our commitment to build and sustain a community that embraces these core values.

After two rounds of community input during the Fall 2021, the following definitions currently serve as NEIU's shared institutional understanding of Equity, Diversity and Inclusion:

**EQUITY** is the balance achieved when everyone receives what they need to successfully pursue their goals without having to sacrifice their integrity or well-being. Achieving equity requires a commitment to identify and rectify systemic exploitation, disenfranchisement, disregard, disrespect and exclusion that has institutionalized unequal access to opportunities, networks, resources and support in higher education.

**DIVERSITY** is the range of differences that shape who we are, who we are expected to be and become, and the likelihood we will face barriers in pursuit of our goals. Fostering diversity requires a commitment to understand, value and engage differences in backgrounds, identities, abilities, cultures and experiences for their capacity to help us identify and rectify structural inequities.

**INCLUSION** is the experience of feeling welcomed, respected, valued and supported within a social, educational or professional community. Inclusion requires ensuring that the knowledge systems, perspectives and experiences of all community members inform equitable decision-making processes, policies, practices, social and material infrastructure that govern institutions of higher education. The perspectives and experiences of those historically excluded from and marginalized within higher education and its shared governance processes should be centrally engaged to ensure a comprehensive understanding of the barriers to true inclusion and how best to overcome them.

# Finance and Administration

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## **Beni Ortiz, Interim Vice President for Finance and Administration**

The Division provides strategic direction and leadership for campus financial and administrative services that support the daily operations of the University. The Division is responsible for supporting the executive team and other stakeholders with key financial and operational information and driving a culture of innovation in managing NEIU's business operations. Finance and Administration provides service to the campus community in all aspects of the University's financial affairs, including financial planning, policy and analysis, financial records and reporting, budget development, cash management, risk management, management of the external audit process, and the development and implementation of a comprehensive technology plan. Areas within the Division of Finance and Administration include University Budgets, Controller's Office, Facilities Management, Procurement, Risk Management, Auxiliary Services, Human Resources, Student Payment Services, and University Technology Services.

# Instructional Support Services

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## Student Computing Services

<http://www.neiu.edu/scs> (<http://www.neiu.edu/scs/>)

Student Computing Services (SCS) provides computing resource support for students through open computing labs, Technology Enhanced Classrooms (TEC) lab and online training materials.

## STUDENT COMPUTER LABORATORIES

At Northeastern Illinois University, SCS maintains over 425 computer workstations for general student use in 15 locations across the main campus, El Centro and the Carruther's Center for Inner City Studies (CCICS). These computers, both Windows and Mac, have a number of applications that include Word Processing, Spreadsheet, Database, Presentation and Communications.

All computers are networked and have high-speed Internet access. Nine locations are TEC labs where general curriculum and classroom instruction is provided throughout the semester. For a complete listing of all available student computer labs, visit the SCS website (<http://www.neiu.edu/scs/>) and click on the Computer Labs link.

## STUDENT AND FACULTY SERVICE SUPPORT

SCS provides access to online training materials in Word Processing, Spreadsheet, Presentation, E-Mail and the Internet for students and interested faculty. SCS also provides student support in the open computer labs and TEC labs during open lab hours. SCS employs students on a part-time basis for this purpose. All student employees are given special training in technical and service support procedures.

## ASSISTIVE TECHNOLOGY

SCS supports students who have disabilities by coordinating with the Accessibility Center. Access to equipment in the computer labs is provided for the disabled in addition to special software (Jaws) for the visually impaired.



# University Police

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## University Police Department

The University Police Department is responsible for fostering and maintaining a safe and secure campus environment for the University community. The Department is a full service law enforcement agency whose additional responsibilities include security of University property, emergency preparedness, parking and key control for all Northeastern campuses. The Department is open 24 hours a day, 7 days a week and is located in the northwest corner of the Parking Facility.

To contact the police, call 773-442-4100 or dial extension 4100 on campus. Please visit [neiu.edu/police](https://www.neiu.edu/police) (<https://www.neiu.edu/university-life/university-police/>) for additional information regarding the services provided by the University Police Department.

# Institutional Advancement

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Liesl Downey, B.A., Vice President of Institutional Advancement and Executive Director of the NEIU Foundation

Institutional Advancement is responsible for strengthening the University through strategic initiatives that foster awareness, understanding and support for the University through fundraising and alumni outreach programs, events, and campaigns. This is executed by the Division's Offices of Alumni Relations, Development and Advancement Services, in partnership with University Leadership and the Office of Marketing and Communication. It also directs the operations of the Northeastern Illinois University Foundation in collaboration with the Foundation's Board of Directors to raise private monetary support for scholarships, other student aid, University strategic funding priorities, and growing the University's endowment.

Alumni Relations / Alumni Association (NEIUAA) (<http://neiu.edu/alumni-and-giving/alumni/>)

Alumni Relations hosts a variety of events and programs throughout the year to engage alumni with the University, including but not limited to social gatherings at University locations and throughout Chicago; academic lectures; community service activities; volunteer opportunities; and mentoring and professional development programs. The NEIUAA is more than 87,000 strong with members throughout the United States and around the world. The NEIUAA offers a five-level membership program to alumni and friends of the University, with the fully tax-deductible annual membership fee supporting programs throughout the year as well as student scholarships for internship and mentorship experiences. Current NEIU students may engage with the NEIUAA through a variety of programs, including student memberships, internship scholarships, and an alumni/student mentorship program.

Development / NEIU Foundation (NEIUF) (<http://neiu.edu/alumni-and-giving/giving/give-neiu/>)

The NEIU Foundation, through the Office of Development, coordinates the University's efforts to raise philanthropic support for strategic priorities through private sources. This encompasses annual and principal giving, corporate and foundation relations, planned giving, development communications, and stewardship programs. Development also provides counsel for special fundraising efforts across university units and student groups. The help of faculty, staff, students and volunteers is crucial as Development and the Foundation communicate the impact of philanthropic support and inspire alumni and friends with opportunities to enrich and grow Northeastern's capacity for excellence.

# Legal Affairs and General Counsel

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The Office of Legal Affairs and General Counsel (General Counsel) represents Northeastern Illinois University (Northeastern or the University), and its employees acting in their official capacities. The General Counsel provides legal advice and manages all legal services for Northeastern.

Guided by the operating principles of high ethical standards, sound decision-making, consensus building, courtesy, and respect, the General Counsel is committed to act with integrity, knowledge of the law, and reason in support of the University's mission, vision and values (<https://www.neiu.edu/about/mission-vision-and-values/>).

The University General Counsel:

- assists in the development of University policy and procedures
- advises Northeastern administrators regarding sensitive employment matters
- reviews contracts and other legal documents
- selects and coordinates outside legal counsel when necessary
- helps resolve disputes and claims
- serves as the University's Freedom of Information Act (FOIA) (<https://www.neiu.edu/about/university-leadership/president/freedom-information-act/>) fulfillment center

The University General Counsel cannot:

- provide legal advice or representation to employees or students about personal legal issues such as divorces, wills, and landlord tenant issues
- counsel University administrators in matters unrelated to Northeastern business
- advise University administrators or departments whose interests are or may be adverse to the University

All University matters requiring legal advice or legal action should be referred to the General Counsel.

Nicki Bazer, Interim General Counsel  
c/o Northeastern Illinois University  
5500 North St. Louis Avenue, Room C 220  
Chicago, IL 60625  
Phone: (773) 442-5412  
Fax: (773) 442-5070  
[legal-affairs@neiu.edu](mailto:legal-affairs@neiu.edu)

# Equal Opportunity and Ethics

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## Equal Opportunity and Ethics

### Equal Opportunity and Nondiscrimination Policy

Northeastern supports the principles of equal opportunity in employment and education. Discrimination and harassment are not tolerated on all of our campuses. Northeastern does not discriminate in employment or education on the basis of race, color, religion, sex, pregnancy, disability, national origin, caste, hair textures and protective hairstyles, citizenship status, work authorization status, ancestry, age, order of protection status, genetic information, marital status, sexual orientation, gender identity, gender expression, transgender status, arrest record status, political affiliation, military status, veteran's status, or unfavorable discharge from military service. Northeastern accepts complaints of discrimination and harassment from students, employees, applicants for admission or employment, and University visitors. The University does not tolerate retaliation against any person for coming forward with a complaint or concern, or for otherwise participating in the process of addressing discrimination or harassment. The University will comply with all federal, state, and applicable local nondiscrimination and equal opportunity laws, orders, and regulations. G1.7 Equal Opportunity and Nondiscrimination Policy ([https://www.neiu.edu/sites/default/files/documents/2024/02/05/Pol\\_G1.7\\_EO\\_Nondiscr\\_REVISION\\_FINAL\\_02052024.pdf](https://www.neiu.edu/sites/default/files/documents/2024/02/05/Pol_G1.7_EO_Nondiscr_REVISION_FINAL_02052024.pdf))

### Equal Opportunity and Nondiscrimination in Hiring

The University is committed to hiring a diverse and talented workforce to serve our critical educational mission. Northeastern has a fair and rigorous hiring process for all hires, including tenure-track faculty. Based on the University's commitment to equity, diversity and inclusion, the following resources are provided in connection with the hiring process to the search committees that conduct the hiring process. The Equal Opportunity Office encourages members of our campus community, including faculty, staff and students, to read these materials and engage in robust discussions regarding their contents.

- We Are All for Diversity - Article (<https://www.neiu.edu/sites/neiu.edu/files/documents/2020/11/10/We%20Are%20All%20for%20Diversity%20Article.pdf>)
- Equity Representation Data at NEIU (<https://www.neiu.edu/sites/neiu.edu/files/documents/2020/11/10/EQUITY%20DATA%20REPRESENTATION%20AT%20NEIU.pdf>)

Northeastern's Director of Equal Opportunity and Ethics Compliance is responsible for managing the University's equal opportunity and nondiscrimination compliance. If you have a complaint involving discrimination and/or harassment, or if you have questions about Northeastern's policies, please contact:

Aaron McLeod, Esq., Director of Employee and Labor Relations  
 Equal Opportunity Officer  
 Northeastern Illinois University  
 5555 North Bernard Street  
 Chicago, IL 60625  
 Phone: (773) 442-5303  
 Email: [eeo@neiu.edu](mailto:eeo@neiu.edu)

### Northeastern's Ethics Office is the University's compliance office.

Northeastern's Ethics Office makes every effort to foster an ethical environment for the University community. We hold all members of the University to the highest ethical standards and expect all employees to strictly comply with the state ethics laws. The Ethics Office is responsible for receiving and, as necessary, coordinating and/or referring the investigation of allegations of fraud, waste, abuse, mismanagement, misconduct, or other violations of the State Officials and Employees Ethics Act (<https://www.ilga.gov/legislation/ilcs/ilcs5.asp?ActID=2529&ChapterID=2>). Every year, Northeastern employees receive ethics training covering such topics as accepting gifts and bribes, conflict of interest, inappropriate use of University resources for personal matters, whistleblower protection, and avoidance of political activities during the work day. More information about various ethics matters and resources, as well as the recently updated Gift Ban restrictions on food and drink (\$75) and gifts (\$100), changed per the Governor's Executive Order 15-09 ([https://www2.illinois.gov/Pages/government/execorders/2015\\_9.aspx](https://www2.illinois.gov/Pages/government/execorders/2015_9.aspx)), may be found on the Ethics (<https://www.neiu.edu/about/university-leadership/executive-team/legal-affairs-and-general-counsel/equal-opportunity-and-ethics/ethics/>) webpage.

Abby J. Clark, Interim Ethics Officer  
 Northeastern Illinois University  
 5500 N. St. Louis Avenue  
 Chicago, IL 60625  
 Phone: (773) 442-5412  
 Email: [ethics@neiu.edu](mailto:ethics@neiu.edu)

# Student Affairs

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**Terry C. Mena**, Ph.D., Vice President and Dean of Students for Student Affairs

The office of Student Affairs serves as a primary source of information and advice about co-curricular opportunities and university resources. We educate students and the university community about university-wide policies and administer the Student Code of Conduct. We provide violence prevention training, mediate disputes and help students put classroom learning into practice. You may contact our office for assistance if you are experiencing difficulties adjusting to college life or if you just need someone to talk to. Staff members will work with you to help evaluate your situation and refer you to the people who can properly assist you.

## Our Staff

Paola Vargas, M.A., Interim Associate Dean of Students

Quintiliano Rios-Perez, M.A., Interim Assistant Dean of Undocumented Student Resources and Student Care

## Contact us

Sachs Administration Building, C-336

Phone: (773) 442-4600

Email: [saffairs@neiu.edu](mailto:saffairs@neiu.edu)

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## **Residential Life – The Nest**

NEIU Student Housing (<https://www.americancampus.com/student-apartments/il/chicago/neiu-student-housing/>) provides a supportive learning and living environment conducive to healthy living, personal growth, academic achievement and professional success in the heart of the university and the city of Chicago.

Northeastern continues to work with American Campus Communities (<https://www.americancampus.com/>) (ACC) on the design, development and management of NEIU student housing. ACC has established itself as a leader in quality student housing communities nationwide.

## Contact Us

3659 W. Bryn Mawr

(773) 442-4663 (on-campus extension 4663)

[neiu@americancampus.com](mailto:neiu@americancampus.com)

# The Angelina Pedroso Center For Diversity and Intercultural Affairs

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DeWitt Scott, Director

Building B, B-159  
(773) 442-5449  
CDIA@neiu.edu

The **Angelina Pedroso Center for Diversity and Intercultural Affairs** develops and provides programming and initiatives designed to educate, empower and retain students from socially and culturally diverse backgrounds.

The Pedroso Center works to create an environment that honors all differences, supports the holistic needs of students and empowers them to be agents of social change. The Center fosters the success of historically underserved student populations through advocacy, mentorship, intercultural education, awareness-building workshops and initiatives that celebrate our unique differences. In addition to our co-curricular programs, we offer a variety of resources which include lounge spaces, two (2) all-gender restrooms, a lactation room, and a kitchenette, as well as referral services.

We invite you to stop by and check us out!

# Campus Recreation

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## Campus Recreation

Andy Dutil, Executive Director

Physical Education Complex, PE-1111

Phone: (773) 442-4632

Main Office: (773) 442-4135

email:campusrec@neiu.edu

Campus Recreation (<https://www.neiu.edu/university-life/campus-recreation/>) assists the Northeastern Illinois University community in establishing and maintaining a healthy lifestyle through a variety of recreation, fitness, and sport activities designed to foster individual development and enrich university life. Programming initiatives such as group fitness classes, personal training, fitness assessments, intramural and club sports, adventure programming, swimming lessons, student employment and development, health and safety courses and special events take place in a welcoming and inclusive environment throughout the main campus and satellite locations. Campus Recreation also partners with city-wide agencies and programs for high school sports, youth and adult recreational sports, camps and special events.

# Career Development

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## Career Development

Katy McGuinnis, Director  
Building B, B-119

(773) 442-4680

ocs@neiu.edu

Career Development integrates career development services and experiential learning with the goal of ensuring that Northeastern Illinois University students graduate ready and well-prepared to articulate the professional abilities and skills they have acquired through their curricular and co-curricular experiences. We also strengthen existing and develop new collaborative community and business partnerships that advance the University's mission in preparing a diverse community of students for leadership and service in their professions and in a dynamic multicultural world.

Career Development offers many resources and services to Northeastern students and alumni, including:

- A Career Planning Guide that focuses on early career engagement and coaching to enable students to make intentional efforts to explore career and major options and develop skills that prepare them for the workforce
- Opportunities for students to gain real world knowledge and experience leading to career and graduate school through internships and experiential learning opportunities in partnership with non-profits and businesses in the communities surrounding Northeastern's locations
- Resume and cover letter writing assistance
- Appointments regarding interviews, job search strategies, and networking
- Workshops, career fairs, and other events

Appointments can be scheduled by calling (773) 442-4680 or through your Handshake (<http://neiu.joinhandshake.com/>) account. Drop-in resume critique hours (no appointment needed) are posted on the Career Development (<https://www.neiu.edu/university-life/career-services/>) web page at the beginning of each semester. The Handshake (<http://neiu.joinhandshake.com/>) online job board is a source of information for job openings and opportunities.



# Student Counseling Services

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MIKI KOYAMA, PH.D., INTERIM DIRECTOR

Building B, B-119

(773) 442-4650

counsect@neu.edu

Student Counseling Services supports student success by providing counseling and mental health services to currently enrolled Northeastern students and offers consultation and outreach to the campus community at large.

We offer counseling and psychotherapy to help students understand and deal with emotional distress, relationship difficulties, and personal concerns, freeing them up to make clearer and healthier decisions. Through counseling, students can explore a range of personal life problems that may cause distress and disrupt their lives, including issues such as anxiety, suicidal thoughts, anger, depression, relationship problems, traumatic experiences or addictions. Individual, couples and group psychotherapy are available to current students. We are also available to faculty and staff for consultation about students and to request outreach services. When services are needed that are beyond the scope of what Student Counseling Services can offer, referrals are made to outside providers.

Appointments can be scheduled by calling (773) 442-4650, by email at [counsect@neu.edu](mailto:counsect@neu.edu), or in person in B-119.

After hours, you can reach a crisis counselor by calling (773) 442-4650 and pressing "2" during our outgoing message for urgent concerns. Additionally, Talk Now on TimelyCare (<https://www.neiu.edu/university-life/student-counseling-services/timelycare/>) provides 24/7 access to a counselor in under five minutes.

# Student Disability Services

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Doug Lawson, M.Ed., Director  
Building D, D-104  
(773) 442-4595  
SDS@neiu.edu

Student Disability Services (<https://www.neiu.edu/university-life/student-disability-services/>) (SDS) provides academic and technical assistance to students and works closely with faculty to facilitate student access. SDS provides students with physical and learning disabilities reasonable accommodations and services in compliance with the Americans with Disabilities Act (ADA).

To navigate through Student Disability Services pages and learn more about services, click on the How to Get Services (<http://www.neiu.edu/university-life/disability-services/how-get-services/>) option.

# Student Health Services

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Jennifer Lasko, Interim Director  
Building E, E-051  
(773) 442-5800  
health-services@neiu.edu

Student Health Services (<https://www.neiu.edu/university-life/student-health-services/>) offers routine physical exams, assessment and treatment of minor illnesses and injuries, health screening tests, health counseling and well-woman care services, including birth control. Health promotion and wellness events on all campuses are sponsored and supported by Student Health Services.

**In the case of life-threatening medical emergencies, Campus Police should be immediately contacted at extension 5511.**

## **Student Immunization Policy**

The University requires all students enrolled in 6 or more credit hours to submit personal immunization records to Student Health Services to be in compliance with the Student Immunization Policy ([https://www.neiu.edu/sites/neiu.edu/files/documents/ktvoigt/Pol\\_S1.4\\_Student\\_Immunization\\_and\\_Screening\\_FINAL\\_0.pdf](https://www.neiu.edu/sites/neiu.edu/files/documents/ktvoigt/Pol_S1.4_Student_Immunization_and_Screening_FINAL_0.pdf)). More information is available at [www.neiu.edu/healthservices](http://www.neiu.edu/healthservices) (<http://www.neiu.edu/healthservices/>).

## **Student Health Insurance**

Student health insurance is not required and there is no University health insurance fee for students. The University no longer offers any student health insurance plans. Students interested in purchasing health insurance may qualify for health insurance through the State of Illinois official ACA health marketplace. Visit <https://getcovered.illinois.gov> for more information. Individual health insurance plans are also available for purchase through most private health insurance companies.

# Student Leadership Development

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Veronica Rodriguez, M.Ed., Director  
Building B, B-159  
(773) 442-4660  
sld@neiu.edu

Student Leadership Development (SLD) engages our diverse students through programming, service opportunities, civic engagement initiatives, experiential learning and leadership opportunities designed to enhance their connection to the University. SLD hosts small and large scale programming designed to promote school spirit. Connect with our office (<https://www.neiu.edu/university-life/student-leadership-development/>) to learn about NEIU traditions and how you can make the most of your college experience.

## Leadership Philosophy

Student Leadership Development strives to enhance our students' college experience through student engagement. We nurture students as they emerge on campus. We guide them as they advance through their collegiate career. We support them as they develop transferable skills. We advise them as they evolve into engaged global community members. We celebrate them as they recognize their potential.

We cultivate leaders.

## What Can You Gain by Participating In Our Programs?

- Build your knowledge, skills and confidence as a leader and gain valuable experience to apply in post-college careers.
- Explore current, relevant and global issues that will spark civic engagement.
- Practice strategies for leading positive change, such as forming organizations, planning events, volunteering, fundraising and creating awareness campaigns.
- Receive recognition for your accomplishments in leadership and civic engagement.

## Leadership Development

Northeastern Illinois University is committed to graduating students who will be leaders in their professional careers and their communities. Student Leadership Development offers a wide range of training opportunities and out-of-classroom experiences that encourage NEIU students to assess and develop the skills needed for effective leadership and multicultural understanding.

## Civic Engagement

Do you want to make a difference in your community? We can help you find the right opportunity! No matter your interests, major, experience-level or time constraints, there is something for you. Get involved with the outside community through service days, Alternative Spring Break trips or volunteer through one of our student-run service projects. Partner with faculty, staff and students to apply what you are learning in your courses to real world problems. Gain valuable experience that will enhance your education as you become an aware and socially responsible individual through service and social action.

Another means of civic engagement is through voting in local and national elections. We recognize the privilege that comes with voting and that not all of our students have the right. We encourage everyone who is able to participate to vote and affect positive change in society. To assist and encourage our students' participation, Student Leadership Development holds voter registration drives prior to elections and maintains TurboVote, an online voter registration site.

## Student Involvement

Student organizations represent the most visible and accessible avenue to student involvement. At Northeastern Illinois University there are more than 85 student organizations to suit a variety of interests. You will find academic, social, cultural, media, religious and community service organizations, just to name a few. To get the most from your college experience, it's important that you make time to create a plan that integrates your academic pursuits and career interests to help determine the choices you make about the time you spend outside of class. Active involvement both in and out of class contributes to your learning experience. Additionally, involvement in out-of-classroom experiences can help you develop valuable leadership and organizational skills and contribute to your marketability. Student organizations are an integral part of the student life at NEIU as well as the reflection of the diverse interests and activities of our student community.

Stop by Student Leadership Development or call us at (773) 442-4660.

# Student Union, Event and Conference Services

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Andy Dutil, Executive Director

Student Union, SU-207

(773) 442-4630  
suecs@neiu.edu

The Student Union (<https://www.neiu.edu/university-life/student-union/>) at Northeastern Illinois University serves as a destination for our diverse community of students, faculty, staff and visitors to relax, connect, learn and grow through engaging programming, quality dining experiences and exceptional conference and event services. Student Union staff operates the Welcome Desk and Box Office (ticket sales to university events), administers University ID cards, the CTA U-Pass, locker rentals, and lost and found, and sells stamps and discounted AMC movie tickets.

This office oversees all Event and Conference Services (<https://www.neiu.edu/university-life/event-and-conference-services/>), and Virtual Bookstore (<https://www.neiu.edu/university-life/bookstore/>) and Campus Dining services.

## Welcome Desk and Box Office

Northeastern's Welcome Desk and Box (<https://www.neiu.edu/university-life/student-union/welcome-desk-and-box-office/>) Office (<https://www.neiu.edu/university-life/student-union/welcome-desk-and-box-office/>) is conveniently located in Village Square and can help you find answers to all of your questions related to campus information and resources.

Welcome Desk services include:

- Student, Faculty and Staff Identification Cards (<https://www.neiu.edu/university-life/student-union/welcome-desk-and-box-office/identification-cards/>) (IDs)
- CTA U-Pass (<https://www.neiu.edu/university-life/student-union/welcome-desk-and-box-office/u-pass-information/>) Distribution
- Box Office (<https://www.neiu.edu/university-life/box-office/>) - purchase tickets to Northeastern Performing Arts concerts & other special events
- Lost and Found (<https://neiu.v2.crowdfind.com/public/#/studentunion/items>)
- Locker Rental
- Discounted AMC Movie Tickets
- Stamps

Hours of Operation:

- Monday - Thursday 9:00 a.m. - 9:00 p.m.
- Friday - 9:00 a.m. - 6:00p.m.

Please reach out to the Welcome Desk to verify, call (773) 442-4290 or email us at [Welcome-Center@neiu.edu](mailto:Welcome-Center@neiu.edu)

## Chicago Transit Authority (CTA) U-Pass

The CTA U-Pass is an unlimited ride pass for the CTA, available to all full-time students.

Important CTA U-Pass Information:

- For the Spring, Summer and Fall terms, full-time is defined as 12 credit hours minimum for undergraduate students and 9 credit hours minimum for graduate students
- The cost is \$155 each semester
- Full-time students who do not want the U-Pass, please email [u-pass@neiu.edu](mailto:u-pass@neiu.edu) ([U-Pass@neiu.edu](mailto:U-Pass@neiu.edu)) to receive an auto response with instructions.
- Part-time students who are taking 6 credit hours and would like to opt in for the U-Pass for a fee of \$155, please email [u-pass@neiu.edu](mailto:u-pass@neiu.edu) ([U-Pass@neiu.edu](mailto:U-Pass@neiu.edu)) to receive an auto response with instructions.

Questions about the U-Pass program can be directed to [welcome-desk@neiu.edu](mailto:welcome-desk@neiu.edu) or (773) 442-4290.

Questions about U-Pass waivers and charges on student accounts can be directed to [studentpaymentservices@neiu.edu](mailto:studentpaymentservices@neiu.edu).

### Replacement Cards are obtained through the Welcome Desk - the fee is \$50.00

7-day passes can be provided, if available, to students who are waiting on their first Ventra Card only. Students who have lost, damaged or had their card stolen are not able to receive a 7-day pass.

## How You Can Print at Northeastern Illinois University

Students at NEIU who have registered for classes prior to the beginning of the semester and have no financial or academic holds are allocated a 7,500 point print quota which will be given at the beginning of the first day of classes in the semester for which the student is registered. A student who does not meet these requirements or registers after the first day of classes will not receive a print quota and will need to log in to NEIUport, click the "Help Desk" icon and submit a support ticket through NEIU's support application TeamDynamix or by contacting Technology Services at (773) 442-4357 (HELP) from any in-house phone.

The print quota can be used for printing, scanning and copying on campus Xerox printers and be in compliance with the University's Acceptable Use of Information Technology Resources policy. Color printing is available at the Library Copy Center, Student Lounge and Pedroso Center. Any unused print quota is removed after the last day of classes. Unused print quota does not roll over to the next semester. There are no refunds for unused portions of the print quota or points purchased via "Add Value" stations or debit/credit cards. The print quota is not part of or related to the Computer Resource Fee and has no cash value.

Users who exceed their print quota can purchase additional print points via "Add Value" stations located on campus or via credit card by logging in to PaperCut (<https://print.neiu.edu/user/>) and choosing the "Add Credit" menu option. Once logged in, users can also submit web print jobs, request refunds (within 48 hours and only due to hardware or toner failure), manage their printing account and set/change their PIN. For security purposes, print quota, PINs, NetIDs and passwords should never be shared among users. The print quota quantity is subject to change without notice.

- Single-sided black-and-white prints and copies are 10 points per page.
- Double-sided black-and-white prints and copies are 9 points per page (or 18 points per page printed or copied on two sides).
- Color copies and prints are 25 points (Color printing is available at the Library 1st Floor and Student Lounge and the Pedroso Center).
- Scans are 4 points.

## ID Card Policy

All students enrolled in Northeastern Illinois University are required to obtain a Northeastern identification (ID) 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 Welcome Desk. There is no charge for the first ID issued; however, there is a charge to replace a lost ID. To obtain your ID card, you must present proof of registration for the current semester and a photo ID (such as a valid driver's license).

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

# Admissions

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## Admissions and Transfer Center

The Admissions Office and Transfer Center are part of Enrollment Services (D-130) and assist prospective undergraduate and graduate 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, you may contact the Admissions Office at (773) 442-4071 or visit our website at Admissions (<http://www.neiu.edu/future-students/how-apply/>).

## Graduate Admissions

Graduate Admissions is part of Enrollment Services (D-130) and assists prospective graduate students with the process of applying for admission and learning more about opportunities at Northeastern Illinois University. Graduate Admissions counselors review admission requirements and procedures and discuss academic programs. For more information, you may contact the Graduate Admissions Office at (773) 442-6001 or visit our website at Admissions (<http://www.neiu.edu/future-students/how-apply/>).

## General Information

Factors considered in evaluating an undergraduate applicant for admission to Northeastern may include an applicant's GPA and standardized test scores.

Factors considered in evaluating a graduate applicant for admission may include GPA, letters of recommendations, and statements of goals. Graduate programs may require additional documents and/or have additional admission requirements. Visit the website (<https://admissions.neiu.edu/additional-requirements-graduate-programs/>) for more information about graduate program requirements.

## Admission Requirements and Application Procedures

Applicants for admission at Northeastern Illinois University must:

1. Apply online (<https://apply.neiu.edu/apply/>) (preferred) or submit a completed paper application.
2. Pay a non-refundable application fee (for Graduate or Graduate Student-at-Large applicants) or approved application fee waiver accompanying the application. The application fee can be paid online when completing the application using check or credit card. If submitting a paper application, please include a check or money order payable to Northeastern Illinois University. If paid in cash at the Student Payment Services Office, the receipt should be attached with the paper application package.
3. Applicants applying to degree granting or certificate/licensure/endorsement programs must provide official transcripts and/or test scores, and other required documents based on their admission type. Once you apply, you may check your application status page to view a list of required checklists. Transcripts and examination scores must be official and received in an envelope sealed by the sending institution. Hand-carried transcripts will be considered official as long as they are delivered in the sealed envelope. Transcripts become the property of the University and cannot be released.
4. Meet the admission requirements of your admission type (Click on Admission Type on left menu).

Refer to individual applications for specific instructions.

## 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 to participate in Advance Registration.

International students who carry B1/B2, F, or J visas must complete their files by the published International student deadline for the term in which the student is applying in order to ensure proper processing of the I-20 form or DS-2019.

All transcripts and other documents submitted in support of a student's application for admission become the property of the University. The Admissions Operations 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 post-secondary attendance may be cause for the student's admission to be rescinded and, if a current student, for the student to be considered for dismissal from the University. An administrative hold will be put on the student's record blocking further registration. Petitions to reenter will be reviewed by the Admissions Appeal Committee.

Applicants must be in good disciplinary standing at schools previously attended. Applicants who are not in good disciplinary standing will be reviewed on a case-by-case basis.

## **Admission by Appeal**

Undergraduate applicants who are not granted admission will have the opportunity to appeal their admissions decision. Instructions on how to appeal and what required documents to submit are communicated to each applicant in the admission decision correspondence, which is available for view/download from the application status portal. Applicants who wish to appeal will complete the appeal form (link provided in the decision letter). Admission portfolios will be reviewed by an Admissions Appeal Committee. All appeal portfolios must be received by the following deadlines:

- Fall Appeals must be received by May 1
- Spring Appeals must be received by August 1
- Summer Appeals must be received by April 1

## **Undergraduate Admission to Major Programs**

Undergraduate applicants are first approved for admission to the university. It is then the student's responsibility to apply to the academic department in which he/she wishes to major, to the Daniel L. Goodwin College of Education if pursuing a teacher education program, and to the College of Business and Technology if pursuing a business degree.

Students who are readmitted to the University must re-declare their major(s) and minor(s).

The University requires all undergraduate students to declare a major by the time they have earned a total of 45 credit hours. Students intending to major in business, education, or graphic design can declare a "Pre-major" until the program admission requirements to the College of Business and Technology, Daniel L. Goodwin College of Education, or the BFA program are met.



# Freshmen

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## Admission Requirements and Application Procedures

### Classification and Definition

A student currently attending high school or a high school graduate who has never attended a college or university after graduating high school **OR** a student who has satisfactorily passed the G.E.D. and has never attended a college or university.

### Requirements For Admission

Northeastern Illinois University has adopted a Test Optional admissions policy for undergraduate admissions to the university. Applicants who have a cumulative high school grade point average of 2.5 or above will automatically be admitted to the university and not be required to submit standardized test scores for admissions. Applicants who score below a 2.5 grade point average are encouraged to submit standardized test scores.

Students with GEDs: If you are 18 years of age, or older, you can be considered for admission upon successful completion of the GED.

### Subject Requirements for Freshmen

In addition to meeting the Test Optional minimum requirement 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 Language Arts
- 3 years of Mathematics (1 year must be algebra and 1 year must be a course that includes geometry content)
- 2 years of Writing (1 year must be an English course and 1 year may be provided as part of any course offered)
- 2 years of Social Science (must include 1 year of U.S. history or combination of U.S. history and American government and 1 semester of civics)
- 2 years of Science
- 1 year of Electives (Includes art, music, foreign language, or vocational education)

\*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.

### How to Apply for Admission and required documents

1. Submit application for admission. We recommend all students apply online (<https://apply.neiu.edu/apply/>) for faster processing. NEIU also accepts the Common Application for new first-time freshmen.
2. Arrange to have an official high school transcript from each high school attended or GED transcript sent to the Admissions Office. You may send electronic transcripts (please check with your high school to determine if this is an option). Courses taken at high schools outside of the United States must be evaluated by a member of NACES (<https://www.naces.org/members>) for equivalence of our undergraduate degree. A course-by-course evaluation is required.
3. Arrange for your ACT/SAT scores to be sent directly to the Admissions Office.  
Standardized test scores are **not** required for admission to the University. Applicants, however, are encouraged to submit test scores in order to meet some scholarship and class prerequisite requirements.
4. If you are currently attending high school, request a copy of your "courses in progress" be sent along with your transcript to ensure your high school subject requirements do not appear deficient.
5. If you are a veteran, you must submit a photocopy of your DD214.
6. 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.

# Transfer

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## Admission Requirements and Application Procedures

### Classification and Definition

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

### Requirements For Admission

The applicant must have an overall "C" (2.0 GPA on 4.0 scale) average in **all** coursework attempted and be in good academic standing at the last school attended full time. An applicant with less than 24 semester hours of college credit must also meet freshman requirements and submit high school transcripts.

Applicants must be in good disciplinary standing at schools previously attended. Applicants who are not in good disciplinary standing will be reviewed on a case-by-case basis.

### How to Apply for Admission

1. Submit application online (<https://apply.neiu.edu/apply/>) for faster processing. NEIU also accepts the Common Application for transfer applicants.
2. The applicant must have an overall "C" average in all coursework 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.
3. Arrange to have an official college transcript from each college or university attended sent to the Admissions Office. You may have your transcript sent electronically from your college/university directly to the Admissions Office. Courses taken at colleges/universities outside of the United States must be evaluated by a member of NACES (<https://www.naces.org/members>) for equivalence of our undergraduate degree. A course-by-course evaluation is required.
4. If you have earned less than 24 semester hours of college credit, you must also have an official high school transcript sent from your high school and meet freshmen admissions requirements.
5. If you are a veteran, you must submit a photocopy of your DD214.
6. 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, you 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.

## Undergraduate Transfer Credit Policy

**Community College work:** A maximum of 64 semester hours will be accepted in transfer from a community college and used toward graduation. Students who have completed more than 64 hours at a community college will only have 64 hours reflected on the NEIU transcript. Students who need to have a transfer course not listed on their NEIU transcript added may complete a Request for Re-evaluation form available in Enrollment Services. 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.

**4-year College/University 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 in Enrollment Services. 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.

### Combination of Community College and College/University work:

In cases where both a community college and a four-year college/university were attended, a maximum of 90 semester hours will be accepted in transfer; however, the maximum of 64 semester hours earned from a community college or through credit by examination or the military still applies.

### Bachelor of Arts in Interdisciplinary Studies

Students majoring in the Bachelor of Arts in Interdisciplinary Studies program are permitted to transfer up to 96 semester hours.

### Acceptance of Associate Degrees

Students graduating with an approved Illinois Community College Board (ICCB) Model Associate of Arts (AA), Associate of Science (AS), or Associate of Arts in Teaching (AAT) degree will be granted junior standing and will have fulfilled Northeastern Illinois University's General Education-Distributive Learning requirements.

### Preliminary Degree Evaluation

Transfer students will be able to run their online degree evaluation to see how Northeastern has accepted their transfer courses. Information on how to run the online degree evaluation will be sent with the student's admissions letter. Transferred courses accepted by the University do not necessarily meet specific program requirements.

### Transfer Advisors

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

## Transfer Credit Policies

- Courses from institutions without regional or national accreditation are nontransferable. 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.
- 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 Northeastern. There is a limit of 30 semester hours of technical and vocational courses accepted in transfer.
- Courses from other colleges or universities must have been completed at the appropriate level to be eligible for transfer credit consideration. Developmental and remedial courses are examples of courses not transferable.
- "Credit by examination" equated to an actual course and listed on an official transcript must be stated in terms of Credits Awarded and must include a semester hour assignment to be accepted by Northeastern in transfer.
- Credit for prior learning through portfolio submission is only considered for students in the Bachelor of Arts in Interdisciplinary Studies (BAIS) program. 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 without regional or national accreditation but approved for candidacy status by the recognized regional or national accrediting agency may be accepted by Northeastern upon request once the institution has been officially accredited. Proof of accreditation and candidacy period are required.
- Science and education courses which are 15 years old or more are not transferable to NEIU without special departmental and/or college approval. This restriction does not apply to a student majoring in the Bachelor of Arts in Interdisciplinary Studies (BAIS) program.
- Business courses which are 6 years old or more are generally not applicable toward a Business and Management major for reasons of datedness.
- A maximum of 30 credit hours of ROTC/Military Science coursework is acceptable as elective transfer credit subject to the credit being properly recorded on the student's transcript. Students in the BAIS program may transfer more than 30 credit hours of ROTC/Military Science coursework.
- All transfer students must earn a minimum 30 credit hours (24 hours for BAIS students) of coursework in residence at Northeastern to be eligible to graduate.
- 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. This restriction does not apply to a student majoring in the Bachelor of Arts in Interdisciplinary Studies (BAIS) program.
- Course work transferred for credit in the student's major is subject to departmental and/or college approval.

## Credit by Examination

### Credit for Advanced Placement (AP)

Students who have successfully completed Advanced Placement exams may receive college credit for this work. Please refer to the Advanced Placement Transfer Guide for information about the subjects and minimum passing scores. The guide is available online at the Credit by Examination page (<http://admissions.neiu.edu/transfer-center/credit-examination/>) or in Enrollment Services.

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

### Credit for College Level Examination Program (CLEP)

Students who have successfully completed College Level Examination Program (CLEP) general or subject exams may receive college credit for this work. Please refer to the CLEP Transfer Guide for information regarding transferable subjects and minimum passing scores. The guide is available online on our Credit by Examination page (<http://admissions.neiu.edu/transfer-center/credit-examination/>) or in Enrollment Services.

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

### Credit for International Baccalaureate (IB)

Students who successfully complete the International Baccalaureate (IB) Diploma Programme may receive college credit for this work. Please refer to the International Baccalaureate Transfer Guide for information regarding transferable subjects and minimum passing scores. The guide is available online at the Credit by Examination page (<http://admissions.neiu.edu/transfer-center/credit-examination/>) or in Enrollment Services.

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

## Credit for Military Service

Four credit hours are awarded to veterans who have been honorably discharged and have served a minimum of one year on active duty or in the guard/reserve. Veterans must submit Member 4 of their DD214 to the Admissions Processing Office at the time of application for admission.

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

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 websites:

- USAF—CCAF Transcripts <https://www.airuniversity.af.edu/Academic-Affairs/Registrar/>
- Joint Services Transcripts for Army, Coast Guard, Marine Corps, and Navy are requested at <https://jst.doded.mil>

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

## DSST

Northeastern accepts DSST credit for students who major in the Bachelor of Arts in Interdisciplinary Studies (BAIS) program. For more information, contact the Nontraditional Degree Programs Office at (773) 442-6030.

## Guaranteed and Dual Admission Program

Northeastern has agreements with many area community colleges that allow for concurrent admission to the community college and Northeastern, simplifying the transfer process. Under the agreement, students who wish to participate must meet the admissions requirements of both institutions as well as the admissions requirements of the Northeastern program in which they desire to major. Both institutions will provide students with select services to guarantee a seamless transfer process.

Students who wish to be admitted to Northeastern will submit an application to both Northeastern and one of the community colleges with which there is an agreement in place. The applications and academic credentials will be reviewed by both institutions. Students who enroll in the program will have access to Northeastern's campus and select services while attending their community college. Students must maintain continuous full-time or part-time enrollment with a 2.0 grade point average to remain eligible for the dual admission program. Agreements can be found under the Dual Admissions category at <http://admissions.neiu.edu/transfer-center> (<http://admissions.neiu.edu/transfer-center/>).

Students who are interested in this program should contact Northeastern Illinois University's Admissions Office.

# Illinois Articulation Initiative

## Illinois Articulation Initiative (IAI)

Northeastern is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed Illinois General Education Core Curriculum (GECC) between participating institutions. Successful completion of the GECC 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> (<http://www.itransfer.org/>).

The Illinois Transferable GECC 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 Fine Arts	3 courses	(9 credits)
Mathematics	1 course	(3 credits)
Physical and Life Sciences	2 courses	(7 to 8 credits)
Social and Behavioral Sciences	3 courses	(9 credits)

## Illinois Articulation Initiative Course Requirements:

### Communication (3 courses, 9 semester hours)

IAI Course No.	NEIU Course No.	NEIU Course Title	Credit Hours
C1 900	ENGL-101	Writing I	3
C1 901R	ENGL-102	Writing II	3
C2 900	CMTC-101	Public Speaking	3

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 No.	NEIU Course No.	NEIU Course Title	Credit Hours
F1 900	MUS-101	The Musical Experience	3
F1 906	DANC-101	The Dance Experience: Introduction To The Art Of Dance	3
F1 907	CMTT-130	Introduction to Theatre	3
F2 900	ART-101	Art In Society	3
F2 901	ART-106	Introduction To Art History I	3
H3 902	ENGL-202	The World Of Drama	3
H3 903	ENGL-201	The World Of Poetry	3
H3 905	ENGL-220	Introduction To Shakespeare	3
H3 912	ENGL-221	English Literature:The Beginnings To C. 1750	3
H3 913	ENGL-222	English Literature: C. 1750 To The Present	3
H3 914	ENGL-218	American Literature:Beginnings To 1865	3
H3 915	ENGL-219	American Literature:1865 To The Present	3
H4 900	PHIL-102	Introduction To Philosophy	3
H4 904	PHIL-213	Ethics	3
H4 905	PHIL-211	Philosophy Of Religion	3
H4 906	PHIL-101	Critical Thinking	3
HF 907D	WGS-101	Women's Perspectives And Values	3

One Humanities and one Fine Arts course is required.

**Mathematics (1 course, 3 semester hours)**

IAI Course No.	NEIU Course No.	NEIU Course Title	Credit Hours
MI 900-1	MATH-187	Calculus I	4
MI 900-2	MATH-202	Calculus II	4
MI 900-3	MATH-203	Calculus III	4
MI 905	MATH-251	Writing Intensive Program: Introduction To Advanced Mathematics	5

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

IAI Course No.	NEIU Course No.	NEIU Course Title	Credit Hours
P1 900L	PHYS-110	Physics In Everyday Life	3
P1 902L	CHEM-110	Chemical Concepts	3
P1 903	CHEM-103	Chemistry And Society	3
P1 905L	ESCI-121	Introduction To Earth Science	3
P1 906	PHYS-103	The Universe:Past, Present And Future	3
P1 908	ESCI-123	Environmental Geology	3
L1 900L	BIO-100	Introduction To Biology	3
L1 905	BIO-104	The Changing Natural Environment	3

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 No.	NEIU Course No.	NEIU Course Title	Credit Hours
S1 901N	ANTH-212	Introduction To Cultural Anthropology <sup>2</sup>	3
S1 902	ANTH-215	Human Origins: Introduction To Biological Anthropology	3
S2 900	HIST-214	United States History 1607-1877	3
S2 901	HIST-215	United States History 1877-Present	3
S2 902	HIST-111A	World History: The Origins Of The West, To 1500	3
S2 903	HIST-111B	World History: The West And The World, 1500-Present	3
S2 906N	HIST-111E	World History: Africa <sup>2</sup>	3
S2 908N	HIST-111C	World History: East Asia <sup>2</sup>	3
S2 910N	HIST-111D	World History: Latin America <sup>2</sup>	3
S3 901	ECON-215	Principles Of Macroeconomics	3
S3 902	ECON-217	Principles Of Microeconomics	3
S4 900N	GES-104	World Geography <sup>2</sup>	3
S5 900	PSCI-216	American National Government	3
S5 903	PSCI-210	Introduction To Political Science	3
S5 905	PSCI-251	Writing Intensive Program: Comparative Political Systems	3
S6 900	PSYC-100	Survey Of Psychology	3
S6 902	PSYC-110	Life Span Development	3
S6 903	PSYC-215	Child Psychology	3
S7 900	SOC-100	Introduction To Sociology	3
S7 902	SOC-214	Sociology Of Intimacy, Marriages And Families	3

Two disciplines must be represented from the following list: Anthropology (S1), History (S2), Economics (S3), Geography (S4), Political Science (S5), Psychology (S6), and Sociology (S7).

<sup>1</sup> Course examines aspects of human diversity within the United States.

<sup>2</sup> Course examines aspects of human diversity from a non-U.S./non-European perspective.

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

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

# Second Bachelor's Degree

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## Admission Requirements and Application Procedures

Students who wish to earn a second bachelor's degree must submit to the Admissions Operations Office a completed Northeastern undergraduate application form, a non-refundable \$30 application fee and an official college transcript from the regionally accredited institution which awarded the first baccalaureate degree.

## Classification and Definition

A student who has earned a bachelor's degree and wishes to earn a second undergraduate degree. If the degree was earned outside of the United States, an evaluation from a NACES-approved evaluation service must state that the degree is equivalent to a U.S. bachelor's degree. If it is not equivalent the student will be processed as a transfer student.

NOTE: Tuition and fees will be assessed at the graduate student rate.

## Requirements For Admission

Evidence of graduation from a regionally accredited college or university.

## How to Apply for Admission

1. Submit undergraduate application to the Admissions Office. We encourage students to apply online (<https://apply.neiu.edu/apply/>) for faster processing.
2. Arrange to have an official college transcript from each college or university attended sent to the Admissions Office. You may have your transcript sent from the college/university attended directly to the Admissions Office. Courses taken at colleges or universities outside of the United States must be evaluated by a member of NACES (<https://www.naces.org/members>) for equivalence of our undergraduate degree. A course-by-course evaluation is required.
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, you 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.



# International Students

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## Admission Requirements and Application Procedures

### Classification and Definition

International Students with an F1 Visa are eligible for admissions only in NEIU's degree programs or into NEIU's Intensive English Program, called SAELL. The only exceptions are students who apply as an undergraduate student-at-large for the Summer session only, provided they submit a copy of their I-20, I-94, visa letter from the Designated School Official (DSO) of their home school giving permission to attend and affirming the home school will take responsibility in making sure the student stays in status. J Visa holders must submit a copy of their DS-2019, I-94 and visa and may attend one semester only during the summer.

Students with J visas must apply as a student-at-large unless they intend to become a full-time degree seeking student. Before they do so, however, they must first apply to the degree program as an international student and once admitted, they must apply for a visa "change of status," to an F1 visa. Students who are out-of-status will not be considered for admission.

NOTE: Students must complete their files by the published deadline for the term in which they are applying to ensure proper processing of I-20 forms. An I-20 will not be issued until the student has received notification of admission from Northeastern's Admissions Office. At no time will any student on an F or J visa be eligible for resident tuition assessment.

### Requirements For Admission

1. Submit application for admission to the Admissions Office. We encourage students to apply online (<https://apply.neiu.edu/apply/>) for faster processing.
2. Arrange to have an official college transcript from each college or university attended sent to NEIU's Admissions Office. You may have your transcript from U.S. schools sent electronically from your college/university directly to the Admissions Office. Courses taken at colleges or universities outside of the United States must be evaluated. Applicants have two options for obtaining a foreign transcript evaluation: (a) NEIU's Office of International Program may prepare an in-house evaluation that will be used for internal use only. Official academic transcripts will be required for NEIU to prepare the complimentary transcript evaluation. If official transcripts are not in English, certified English translations are required; or (b) Request a foreign transcript evaluation be prepared by a member of NACES (<https://www.naces.org/members/>). A detailed listing of all courses completed and grades obtained is required. Most evaluation agencies affiliated with NACES refer to this as a "Course-by-course" evaluation.
3. Arrange to have official scores from an accepted English Language Proficiency test sent to the Admissions Office. NEIU accepts the following English language proficiency tests with the minimum scores as noted below:

**TOEFL iBT** = 61 or higher (Undergraduate) or 79 or higher (Graduate)

**TOEFL ITP** (taken in NEIU's SAELL Program) = 500 or higher (Undergraduate) or 550 or higher (Graduate)

**IELTS** = 6.0 composite or higher (Undergraduate) or 6.5 composite or higher (Graduate)

**PTE Academic** = 44 or higher (Undergraduate) or 53 or higher (Graduate)

**Duolingo English Test** = 105 or higher (Undergraduate) or 120 or higher (Graduate)

**Cambridge B2 First** = 170 or higher (Undergraduate) or 180 or higher (Graduate)

Some Graduate programs require an English proficiency test score that is higher than the university's minimum requirement; these can be found on the application along with other program-specific requirements.

As an alternative to submitting an acceptable score on an approved standardized test, applicants may also demonstrate their English language proficiency by enrolling in NEIU's SAELL Intensive English Program and passing Level 4 with a grade of at least 80% in all core classes. Details about the SAELL Program are available on its website. (<https://www.neiu.edu/academics/our-centers-and-programs/intensive-english-program-saell/intensive-english-program/>)

You may be eligible for a waiver of the English Language Proficiency Requirement if you have completed your high school or college/university in an English medium school in your country. You can complete the English Proficiency Waiver or you can reach out to the Office of International Programs at [international-programs@neiu.edu](mailto:international-programs@neiu.edu) to see if you qualify.

International applicants who are interested in applying for the undergraduate or graduate admission, but who do not meet the English Language proficiency minimum scores may be considered for International Conditional Admission in conjunction with the School for the Advancement of English Language and Learning (SAELL).

4. Masters applicants must also submit 2 letters of recommendation, statement of goals and objectives, and any additional documents required by the program. Please refer to Graduate Students section for more information.

5. Your file will be reviewed for admission decision when the application, fee and all academic documents, such as transcripts and test scores are received. However, an I-20 will not be issued until the Requirements for I-20 Processing have been met. Please see below.

## **Requirements for I-20 Processing**

In order to attend Northeastern Illinois University, you must be issued an I-20 from the Office of International Programs. In addition to submitting the required admissions documents and receiving an admission letter, you must submit the following documents to the Office of International Programs for the I-20 to be processed. For more information, contact the Office of International Programs.

1. You must file a Northeastern Financial Statement form that indicates your sponsor has sufficient finances to support you for the duration of your stay in the United States. 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.
2. If applicant is currently in the United States, a copy of the I-94 must also be submitted.
3. You must indicate your home country address on the application form. Additional information may be requested by the Office of International Programs such as transfer release forms, proof of Optional Practical Training (OPT) and additional financial statements.

# Graduate Students

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## General Admission Requirements

Applicants for graduate admission at Northeastern Illinois University must:

1. Submit a completed application. Applying online (<https://apply.neiu.edu/apply/>) is the preferred and quickest way to apply. Applicants interested in applying to the Master of Business Administration (MBA) or Master of Science in Accounting (MSA) must apply using the BusinessCAS application ([http://urldefense.proofpoint.com/v2/url/?u=https-3A\\_\\_businesscas.org\\_apply\\_&d=DwQFaQ&c=euGZstcaTDllvimEN8b7jXrwqOf-v5A\\_CdpgnVfiiMM&r=olQGdg5rLOleWP6-RECUyTzWc9J6yAAomSbMyXJ2OkM&m=2zQTzG1LPyslCE2xHNnDQom5DRGzHZvObGzWzRBybQ&s=jfS3jWYc4c6Trr2ruEQWgYVcxmsL8lvBg1PwO6E](http://urldefense.proofpoint.com/v2/url/?u=https-3A__businesscas.org_apply_&d=DwQFaQ&c=euGZstcaTDllvimEN8b7jXrwqOf-v5A_CdpgnVfiiMM&r=olQGdg5rLOleWP6-RECUyTzWc9J6yAAomSbMyXJ2OkM&m=2zQTzG1LPyslCE2xHNnDQom5DRGzHZvObGzWzRBybQ&s=jfS3jWYc4c6Trr2ruEQWgYVcxmsL8lvBg1PwO6E)).
2. Pay a non-refundable application fee via the online application payment process. If submitting a paper application, 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 Student Payment Services Office, the receipt should be attached with the application package.
3. Possess an undergraduate bachelor's degree (or equivalent) from a regionally-accredited college or university or recognized international college or university. Three-year degrees from a college or university in a country that is a signed participant in the Bologna Process are eligible to be officially accepted as equivalent to a four-year U.S. degree. In addition to all required documented listed above, students who graduated with a three-year Bologna-compliant degree must submit the accompanying Diploma Supplement (DS).
4. Official transcripts are required from all colleges and universities attended. Official transcripts and examination scores must be sent electronically or mailed in sealed envelopes from the sending college or institution. Opened transcripts are not considered official. Transcripts can be sent electronically, by the college or university, to [gradadmissions@neiu.edu](mailto:gradadmissions@neiu.edu). Transcripts sent by the student are not acceptable.

Courses taken at colleges and universities **outside of the United States must be evaluated**. Applicants have two options for obtaining a foreign transcript evaluation:

- NEIU's Office of International Programs can prepare an in-house evaluation that will be used only for internal use. Official academic transcripts will be required for NEIU to prepare the complimentary transcript evaluation. If official transcripts are not in English, certified English translations are required.
- Request a foreign transcript evaluation be prepared by a company which is a current member of the professional association, NACES (<https://www.naces.org/members> (<https://www.naces.org/members/>)). A detailed listing of all bachelors and masters courses completed and grades obtained is required. Most evaluation agencies affiliated with NACES refer to this as a "Course-by-course" evaluation.

Applicants must meet the requirements of the specific program to which they are applying (see below).

## Admission to a Degree Program

In addition to the general requirements listed above, application to a master's degree program requires the following additional materials for most programs. Please note, some programs may require additional letters of recommendations or documents. Visit our website (<https://admissions.neiu.edu/additional-requirements-graduate-programs/>) for full list of requirements for each program.

1. Two letters of recommendation.
2. A two-page statement of goals and objectives.
3. Transcripts from all institutions of higher education attended for which the applicant enrolled in credit-earning courses. Transcripts from NEIU do NOT need to be submitted. It is also not necessary to re-submit any transcripts that have been submitted in a previous application to an NEIU graduate program, as long as no additional coursework was completed since the initial transcript was sent to NEIU.
4. Consult the application instructions for additional application requirements for specific degree programs. Some programs have an earlier application deadline and/or require an interview or portfolio. Business programs require applicants to take the Graduate Record Examination (GRE general as well as the subject test) or the Graduate Management Admission Test (GMAT), or to apply for a waiver of this requirement. Students applying to these programs must arrange to send the test scores to the Graduate Admissions Office at Northeastern Illinois University to avoid delay or denial of admission. The code for Northeastern Illinois University is 1090.
5. International students applying to Northeastern must show proof of English language ability. This can be shown in various ways. See the International Students section below for more information.

Admission to a master's degree program requires the following level of academic achievement:

1. Demonstrate a high level of scholastic ability as reflected by an undergraduate grade point average of 2.75 or better (4-point scale), though some programs require 3.00 or higher. All undergraduate coursework completed prior to the conferral of the bachelor's degree is computed in this average. Any previous graduate credit is also taken into appropriate consideration.

2. An average of at least B (3.0) in the undergraduate coursework that is the foundation for the master's program.
3. Satisfactory mastery of the program prerequisites.

Applicants must be in good disciplinary standing at schools previously attended. Applicants who are not in good disciplinary standing will be reviewed on a case-by-case basis. The final admission decision rests with the program faculty.

An undergraduate senior who meets all of the requirements for admission to the College and the specific degree program, and is within 9 semester hours of completing an undergraduate degree may be granted **Contingent Admission**. Prior to the start of classes in the term of admission, an applicant granted contingent admission must submit an official transcript showing conferral of the degree in order to start graduate coursework. Courses used to fulfill the undergraduate degree requirements will not apply to the graduate degree program of study.

## Conditional and Provisional Admission

An applicant who does not meet all of the academic requirements for admission to a degree program may be admitted into one of the following two graduate admission categories upon the recommendation of the graduate program and the approval of the College of Graduate Studies and Research.

**Conditional Admission:** Applicants lacking mastery of certain, specific program prerequisites may be allowed to obtain that mastery by completing prerequisite coursework by a specified time or point in the graduate program as deemed appropriate by the graduate program. Such applicants will be granted admission and assigned to "conditional status." Students in conditional status will be required to complete their prerequisite work early in their graduate program, in accordance with the sequence of courses recommended by their graduate program advisor. Failure to complete the prerequisite work by the time the student earns 12 credit hours of graduate-level work will result in a hold being placed on their ability to register for courses in all future terms until the completion of the prerequisite work. Registration holds may only be released for the upcoming semester upon a plan of prerequisite course completion agreed upon by the student and the graduate program advisor.

**Provisional Admission:** Applicants who do not meet the standard academic background expected for full admission to a degree program, may, in some cases, be granted admission to "provisional status" upon the recommendation of the graduate program and the approval of the College of Graduate Studies and Research. Admission to provisional status may result from an applicant having:

1. a degree from an institution for which academic credit equivalency cannot be established, or one that issues transcripts with ungraded academic records.
2. an undergraduate cumulative grade point average that is below 2.75.
3. an erratic undergraduate academic record.

Students admitted to provisional status must achieve a grade of B or better in all courses taken until the term of completion of the first 9 graduate-level credits in the program. Failure to meet this performance standard will result in dismissal from the program.

Students admitted to provisional status who also lack mastery of certain, specific program prerequisites may also be allowed to obtain that mastery by completing prerequisite coursework as described above. Such students will be subject to both expectations described above for students in provisional and conditional status.

Applicants must be in good disciplinary standing at schools previously attended. Applicants who are not in good disciplinary standing will be reviewed on a case-by-case basis.

## Notification of Admission

The Graduate Admissions Office will inform students in writing of the admissions decision. Students who are admitted should contact their program advisor within two weeks of receiving notification of admission, register for the courses they plan to take in their first term, and participate in orientation programs as specified by the college and/or program.

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 contact the program advisor well in advance of any registration period, as detailed program advising cannot be done, and should not be expected, just prior to the start of classes.

## International Students

**International Students** are required to follow all admissions processes and fulfill all of the admissions requirements noted above. Additionally, they must demonstrate that they meet eligibility requirements for F-1 visa status and English language proficiency.

**Eligibility for F-1 visa status** requires demonstrating the availability of sufficient funds to cover all university tuition and fees, and all living expenses for the first year at NEIU. This is done by completing and submitting a notarized Northeastern Financial Statement form along with notarized supporting documents, which include an official, notarized bank letter obtained from the financial institution(s) of the sponsor(s) identified on the Northeastern

Financial Statement. Further details can be obtained on the "Forms" page of the website of the Office of International Programs (<https://www.neiu.edu/academics/our-centers-and-programs/international-programs/forms/>).

**English language proficiency:** International students must demonstrate English language proficiency as evidenced by an approved standardized test. International applicants are exempt from this requirement if they have earned 24 credit hours from a regionally or nationally accredited U.S. college or university. Students can also have this requirement waived if they can document that they were taught all in English at schools they attended outside of the U.S. To do this a student should submit NEIU's English Language Waiver form and any required documentation that is noted on this form.

NEIU accepts the following English language proficiency tests for acceptance to Graduate programs with the minimum scores noted in the table below:

- TOEFL iBT** = 79 or higher
- TOEFL ITP** (taken in NEIU's SAELL Program) = 550 or higher
- IELTS** = 6.5 composite or higher
- PTE Academic** = 53 or higher
- Duolingo English Test** = 120 or higher
- Cambridge B2 First** = 180 or higher

Some programs require an English proficiency test score that is higher than the University minimum requirement; these program's can be found on the application along with other program-specific requirements.

As an alternative to submitting an acceptable score on an approved standardized test, applicants may also demonstrate their English language proficiency by enrolling in NEIU's SAELL Intensive English Language Program and passing Level 4 with a grade of at least 80% in all core classes. Details about the SAELL Program are available on its website (<https://www.neiu.edu/academics/our-centers-and-programs/intensive-english-program-saell/intensive-english-program/>).

Applicants who do not meet the minimum English language proficiency scores may be considered for International Conditional Admission to a graduate degree program. SAELL provides training for international students to see the English language proficiency requirement.

International Conditionally Admitted students study for at least one semester in SAELL, and sometimes they study in SAELL for several semesters until they meet the English proficiency requirement.

After the English proficiency requirement has been met, the student will be fully admitted into the degree program and can begin studying in the degree program the next semester.

International Conditionally Admitted students are not permitted to take classes in the degree program until after they have met the English proficiency requirement and they have been fully admitted to the degree program.

## Admission Acceptance / Deferral

Students may request, in writing, a deferral of their matriculation for up to one year. Requests for deferment should be submitted to the Graduate Admissions Office at [grdeferment@neiu.edu](mailto:grdeferment@neiu.edu).

## Graduate Transfer Credit Policy

Graduate transfer credits are any credits used to fulfill Northeastern Illinois University graduate degree requirements which are:

1. earned at Northeastern prior to the term of admission to a graduate program: OR
2. earned at a regionally or nationally accredited college or university or recognized international college or university. These transfer credits may be earned either prior to or after admission to a Northeastern graduate program.

All graduate transfer credits that are used to fulfill degree requirements need to be approved by the program.

Students should submit their transfer credit request form before the completion of 9 credit hours after admission to the program. Any delay in the completion of the transfer credit request may impact the student's graduation date. Credits transferred in the final semester before graduation will delay graduation until the credits are posted.

Credit earned for thesis hours can not be transferred to NEIU from another academic institution.

Coursework credits are eligible for transfer credit only if they meet the following criteria:

- a. Credits must be for graduate-level work;
- b. The course grade must be a B- or higher;
- c. Credits must have been completed within 6 years of expected graduation.

See the Graduate Certificate Programs policy (<http://catalog.neiu.edu/graduation-requirements/graduate-certificate-programs/>) for information explaining the relationship between related certificates and degree programs.

1. Coursework taken at Northeastern prior to admission to a graduate program: Credit for coursework taken at Northeastern prior to admission to a graduate program, which the student wishes to count towards that graduate program, is limited to no more than 50% of the program requirements, except in the case of credits from an earned graduate certificate. The entirety of credits from an earned graduate certificate can be counted towards a graduate degree program (see the Graduate Certificate Programs policy (<http://catalog.neiu.edu/graduation-requirements/graduate-certificate-programs/>)). No additional transfer credit is allowed if credits from an earned certificate represent 50% or more of the total program requirement credits.
2. Coursework taken outside of Northeastern: Graduate transfer credits can be earned either before admission to the student's program or after admission to the program, provided that the total number of transfer credits (regardless of when they were earned) does not exceed 9 hours, unless approved specially as part of a formal university agreement. Formal university agreements allowing external transfer credits that would exceed 50% of the course credit requirements for any graduate program must be reviewed and approved via normal governance process. All transfer credits earned after the student has been admitted to his/her program must be approved by the advisor, program advisor, and the Dean of the College of Graduate Studies and Research prior to enrollment at the other institution.

# Student-At-Large

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## STUDENT-AT-LARGE WITHOUT DEGREE

### CLASSIFICATION AND DEFINITION

Undergraduate students working toward a baccalaureate degree at another college or university. NOTE: Students-at-large interested in earning an undergraduate degree at Northeastern must submit an application for admission and meet undergraduate admission requirements.

Students-at-Large without degree are not eligible to receive financial aid.

Students-at-Large who later apply as degree-seeking students and are denied will not be allowed to continue to enroll in the Student-at-Large status. An appeal may be submitted to the Admissions Appeal Committee.

### REQUIREMENTS FOR ADMISSION

Graduation from high school or Satisfactory completion of the G.E.D. **AND** must be in good academic standing at last college attended and have cumulative GPA of 2.0 or higher (4.0 scale).

### HOW TO APPLY FOR ADMISSION

1. Submit Student-at-Large application for admission with a \$30 application fee to the Admissions Office. We encourage students to apply online for faster processing.
2. If you are a Permanent Resident of the United States, attach a clear photocopy of the front of your Permanent Resident card. If you have been granted temporary residence, conditional entrance, are a parolee, refugee, asylee, or in the process of becoming a Permanent Resident, you must submit appropriate U.S. Citizenship and Immigration Services documentation and/or copy of a valid visa.

NOTE: Transcripts are not required.

## STUDENT-AT-LARGE WITH DEGREE

### CLASSIFICATION AND DEFINITION

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

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

Students-at-Large with degree are not eligible to receive financial aid.

### REQUIREMENTS FOR ADMISSION

Graduation from a regionally accredited college or university.

### HOW TO APPLY FOR ADMISSION

1. Submit Student-at-Large application for admission with a \$30 application fee to the Admissions Office. We encourage students to apply online for faster processing.
2. Submit official transcript from which the highest degree was awarded.
3. If you are a Permanent Resident of the United States, attach a clear photocopy of the front of your Permanent Resident card. If you have been granted temporary residence, conditional entrance, you are a parolee, refugee, asylee, or in the process of becoming a Permanent Resident, you must submit appropriate U.S. Citizenship and Immigration Services documentation and/or copy of a valid visa.

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

# Readmission

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## Admission Requirements and Application Procedures

### Inactivation/Re-admission Policy

An undergraduate or graduate student who does not enroll in at least one course over six consecutive semesters, including the summer semester, will have his/her student status changed from "Active" to "Inactive". An undergraduate student must be re-admitted to the University or as a student-at-large to register for additional classes.

A graduate student must be re-admitted to the same program, admitted to a different program, or admitted as a student-at-large to register for additional classes. Re-admission to a student's original program is not guaranteed.

All re-admitted students are subject to the catalog year requirements based on their semester of re-admission and enrollment.

### Bachelor of Arts in Interdisciplinary Studies (BAIS) Inactivation/Re-admission Policy

An undergraduate Interdisciplinary Studies student who does not enroll in at least one course over six semesters, including the summer semester, will have his/her student status changed from "Active" to "Inactive". An inactive Interdisciplinary Studies student will need to be re-admitted to the University and the Interdisciplinary Studies program. Re-admitted students are subject to the catalog year requirements based on their semester of re-admission and enrollment.

### Requirements For UNDERGRADUATE RE-Admission

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.

### How to Apply for Admission

1. Submit an application for admission to the Admissions Office. We encourage students to apply online for faster processing.
2. Arrange to have official transcripts sent from any colleges or universities attended since leaving Northeastern.
3. If you are a Permanent Resident of the United States, attach a clear photocopy of the front of your Permanent Resident card. If you have been granted temporary residence, conditional entrance, are a parolee, refugee, asylee, or in the process of becoming a Permanent Resident, you must submit appropriate U.S. Citizenship and Immigration Services documentation and/or copy of a valid visa.
4. International Students must submit a new/updated Northeastern Financial Statement and required supporting documents.



# Veterans

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## Veterans Admission Requirements and Application Procedures

### Classification and Definition

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

### Veterans Services Office

The Veterans Services Office (D-130) provides veterans, active military members, reservists, and their families guidance on obtaining their federal and state veterans educational benefits. The Veterans Services Office strives to assist the military community with all aspects of their NEIU experience.

Note: Veterans benefits are approved by the Illinois State Approving Agency.

Prospective military-connected students are encouraged to contact the Head of Veterans Services for assistance with navigating the admissions application process. Please visit the Veterans Services Office (D-130) to learn what veterans' resources NEIU offers. For more information, call (773) 442-4005, email [veterans@neiu.edu](mailto:veterans@neiu.edu) or visit our webpage, <http://admissions.neiu.edu/veterans-services> (<http://admissions.neiu.edu/veterans-services/>).

### Credit for Military Service

Four credit hours are awarded to veterans who have been honorably discharged and have served a minimum of one year on active duty or in the guard/reserve. Veterans must submit Member 4 of their DD214 to the Admissions Processing Office at the time of application for admission.

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

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 websites.

USAF-CCAF Transcripts: <http://www.airuniversity.af.mil/Barnes/CCAF> (<http://www.airuniversity.af.mil/Barnes/CCAF/>)

Joint Services Transcripts for Army, Coast Guard, Marine Corps, and Navy: <https://jst.doded.mil>

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

### Retention of VA Records

Student records are kept for 3 years following the ending date of the last period certified to VA. Records need to be kept longer than 3 years only if a written request to keep the records longer is received from the Department of Veterans Affairs or the General Accounting Office 30 or more days before the end of the 3-year period. This requirement is in the Code of Federal Regulations (38 CFR 21.4209(f)).

## ROTC Programs

### Air Force ROTC

Northeastern Illinois University has a crosstown agreement with Air Force Reserve Officer Training Corps (AFROTC) and the University of Chicago allowing students to enroll in the Air Force ROTC program at the University of Chicago. Air Force ROTC is a four-year program that can be consolidated into a shorter period of time, and which allows qualified men and women the opportunity to earn commissions as Second Lieutenants in the United States Air Force or the United States Space Force upon graduation and upon completion of the Air Force ROTC. Students may apply for scholarships to receive full tuition and fees or room and board as well as a book stipend for \$900 a year plus monthly subsistence allowance which ranges from \$300-\$500.

All members of the Professional Officer Course also receive the Charles McGee Leadership Award to provide \$18,000 towards tuition and fees or \$10,000 for room and board as well as a book stipend of \$900 a year plus monthly subsistence allowance which ranges from \$450-\$500.

State of Illinois ROTC scholarships are also available to qualified students and pay full tuition.

The Air Force ROTC courses are taught on the University of Chicago campus but registration for the courses takes place via NEIUport and students registered in Air Force ROTC courses are assessed NEIU tuition and fees. For more information on Air Force ROTC, email [airforcerotc@uchicago.edu](mailto:airforcerotc@uchicago.edu) (<http://catalog.neiu.edu/admissions/veterans/airforcerotc@uchicago.edu>) or visit the website at: Air Force Reserve Officer Training Corps (AFROTC) | College Admissions ([uchicago.edu](http://uchicago.edu)) (<https://collegeadmissions.uchicago.edu/afrotc/>).

Military Science (Army ROTC)

Military Science (Army ROTC) is offered through Northeastern Illinois University in conjunction with Loyola University Chicago. Loyola is the host school for all of Army ROTC in the northern Chicago area. Basic courses (freshman and sophomore level) are open to all students and require no prerequisites. The advanced portion of the course for juniors and seniors is only open to those students who meet special ROTC criteria.

All lecture courses, physical training courses and Leadership Labs are offered off campus at Loyola University Chicago or alternate locations near Northeastern. Army ROTC is time-intensive and on average meets five times per week or more. For further information on scholarship opportunities call the Recruiting Operations Officer at Loyola University Chicago, Army ROTC at (773) 508-8980.

# AP, IB, CLEP, Dual Admission

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## Credit for Advanced Placement (AP)

Students who have successfully completed Advanced Placement exams may receive college credit for this work. Please refer to the Advanced Placement Transfer Guide for information about the subjects and minimum passing scores. The guide is available online on our Credit by Examination page (<http://admissions.neiu.edu/transfer-center/credit-examination/>) or in Enrollment Services.

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

## Credit for College Level Examination Program (CLEP)

Students who have successfully completed College Level Examination Program (CLEP) general or subject exams may receive college credit for this work. Please refer to the CLEP Transfer Guide for information regarding transferable subjects and minimum passing scores. The guide is available online at the Credit by Examination page (<http://admissions.neiu.edu/transfer-center/credit-examination/>) or in Enrollment Services.

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

## Credit for International Baccalaureate (IB)

Students who successfully complete the International Baccalaureate (IB) Diploma Programme may receive college credit for this work. Please refer to the International Baccalaureate Transfer Guide for information regarding transferable subjects and minimum passing scores. The guide is available online at the Credit by Examination page (<http://admissions.neiu.edu/transfer-center/credit-examination/>) or in Enrollment Services.

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

## State Seal of Biliteracy

As required by Illinois HB 4330, the State Seal of Biliteracy recognizes Illinois public high school graduates who have attained a high level of proficiency in one or more languages in addition to English.

Requests for translation of a State Seal of Biliteracy are to be made by contacting the Admissions Office for the request form. The course credit review will be completed by the Department of World Languages and Cultures.

## Guaranteed and Dual Admission

Northeastern has agreements with many area community colleges that allow for concurrent admission to the community college and Northeastern, simplifying the transfer process. Under the agreement, students who wish to participate must meet the admissions requirements of both institutions as well as the admissions requirements of the Northeastern program in which they desire to major. Both institutions will provide students with select services to guarantee a seamless transfer process.

Students who wish to be admitted to Northeastern will submit an application to both Northeastern and one of the community colleges with which there is an agreement in place. The applications and academic credentials will be reviewed by both institutions. Students who enroll in the program will have access to Northeastern's campus and select services while attending their community college. Students must maintain continuous full- or part-time enrollment with a 2.0 grade point average to remain eligible for the dual admission program. Agreements can be found under the Dual Admissions category at <http://admissions.neiu.edu/transfer-center> (<http://admissions.neiu.edu/transfer-center/>).

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

# Tuition and Fees

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## Tuition Guarantee Plan - Undergraduate Students

As of the Fall 2004 semester, tuition for newly enrolled undergraduate students seeking their first bachelor's degree became 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 online Schedule of Classes for more information.

## Extension to Tuition Guarantee Plan

Starting in Fall 2010, undergraduate students who previously qualified for the Tuition Guarantee Plan, as defined above, became qualified for two additional years of guaranteed tuition. The tuition rate for the additional two years is equal to the amount charged to undergraduate students seeking their first Bachelor's degree who initially enrolled in the academic year following the students with the additional tuition guarantee. For example, students who first enrolled in Fall 2007 had their tuition guaranteed at the same rate through Summer 2011, and now will have their tuition rate guaranteed for two additional consecutive academic years at the rate charged to students who first enrolled in Fall 2008.

**Please note:** Tuition and fees are assessed per credit hour up to a total of **16** credit hours.

# Tuition

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## Tuition Per Credit Hour

Undergraduate (Newly Enrolled Fall 2024 or Spring 2025)	\$430.95
Graduate	\$463.53
Non-Resident Undergraduate (Newly Enrolled Fall 2024 or Spring 2025)	\$861.90
Non-Resident Graduate	\$927.06
Mandatory Fee	\$85.00

## Tuition and Fees for Enrollment of 12 credit hours <sup>1,2</sup>

Undergraduate (Newly Enrolled Fall 2024 or Spring 2025)	\$6,191.40
Graduate	\$6,582.36
Non-Resident Undergraduate (Newly Enrolled Fall 2024 or Spring 2025)	\$11,362.80
Non-Resident Graduate	\$12,144.72

<sup>1</sup> These totals do not include the \$3 Green fee per semester nor the \$155 UPass fee.

<sup>2</sup> Part-time students can request to purchase a \$155 UPass by contacting the NEIU Student Union Office.

Tuition and fees are subject to change without notice.

## Refunds

Final dates for refunds when withdrawing from classes are stated in the online Schedule of Classes. A service charge of \$10 will be deducted for processing refunds for complete withdrawal of all classes.

### PAYMENT OPTIONS

Payments can be made by Visa, MasterCard, Discover, American Express or check via NEIUport (<http://neiuport.neiu.edu/>). A 2.50% (\$3 minimum) convenience fee will be applied to all credit/debit card payments made to your student account online or in person. Starting February 23, 2024, the convenience fee for domestic card transactions was increased to 2.95% and the convenience fee for international card transactions increased to 4.25%.

Fee-free payment options are: electronic check (ACH), cash (in person) and personal/cashier check via mail or in person. Once you register as a student, you are responsible for the full amount due regardless of any subsequent additions in credit hours, unless you officially drop by the appropriate refund deadline. If you are unable to pay your tuition in full at the time you make your initial payment, you may select the Deferred Payment Plan. A \$10 fee will automatically be added to your account on September 7, 2024, for the Full and First 8-Weeks fall session, October 5, 2024, for the Second 8-Weeks fall session.

# Fees

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## Mandatory Student Fees

Mandatory General Fee Per Credit Hour

**\$85.00 per credit hour (up to 16 credit hours)**

The General Fee intends to enhance and facilitate many aspects of University life.

Revenues from the General Fee support services, programs, facilities and materials to help students succeed and ultimately contribute to a comprehensive learning environment. The General Fee supports:

- University renovations, improvements and upgrades of classrooms, laboratories and other academic space.
- Current and future long-term investments in capital facilities and technology infrastructure.
- A comprehensive Campus Recreation (<https://www.neiu.edu/university-life/campus-recreation/>) program, including intramurals, wellness and fitness programs, aquatics, sport clubs and informal recreation.
- Enhancement of computer resources available to students including:
  - Computer labs
  - Smart classrooms
  - Connectivity
  - Support staff
- Student Health and Wellness Services (<https://www.neiu.edu/university-life/student-health-services/>) to provide assessment and care for a wide range of student health concerns.
- Library initiatives that support student-learning opportunities.
- Infrastructure and operational costs involved in making online courses available to students.
- Performing Arts, including University theater and dance productions, and musical concerts.
- Student Government Association (SGA) (<https://www.neiu.edu/university-life/student-leadership-development/student-government-association/>) student organizations and clubs, and the many activities, programs, media, and events sponsored by the SGA.
- The Student Union (<https://www.neiu.edu/university-life/student-union/>), which is the heart of the activity 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 Green Fee Committee (<https://www.neiu.edu/university-life/green-fee-committee/>) supports the implementation of clean and renewable energy technologies and improvement of campus energy efficiency at the University. Some examples of the uses of this fee may include: a campus-wide energy audit, lighting efficiency improvements, alternate energy sources (solar panels) and recycling initiatives

**MANDATORY FLAT RATE FEES:** NEIU charges mandatory flat rate fees that are assessed once per semester rather than per credit hour

- **\$155.00 Chicago Transit Authority (CTA) U-Pass** Fee provides an unlimited ride pass for the CTA, available to all full-time students. For the Spring, Summer and Fall terms, full-time is defined as 12 credit hours minimum for undergraduate students and 9 credit hours minimum for graduate students.

# Financial Aid, Scholarships and Student Employment

Northeastern Illinois University is committed to providing an affordable education to all enrolled students and takes pride in its graduates completing with the least amount of loan indebtedness in the region. The primary responsibility for covering the cost of attendance rests with the family and is reflected in the Expected Family Contribution or eligibility index for those applying for financial aid. There are two primary applications for student financial aid (1) the FREE Application for Federal Student Aid (FAFSA) and (2) the alternative application for those not eligible to complete the FAFSA. Federal and State assistance programs are meant to supplement educational costs and are intended to be combined with institutional and private scholarship assistance to avert over-borrowing. For purposes of financial aid eligibility, full-time enrollment is defined as twelve (12) credit hours for undergraduate students and nine (9) credit hours for graduate students. Half time enrollment is defined as six (6) credit hours. Financial Aid is located in D-200 (773-442-5016) and offers assistance in meeting educational expenses through grants, scholarships, student employment programs, and loans.

## Federal Grants

Programs	Eligibility	Description of Programs	Repayment	Office to Contact
Federal Pell Grant	(First Time Undergraduates) The Federal Pell Grant eligibility is determined by the completion of the FREE Application for Federal Student Aid or FAFSA. Students with a Student Aid Index or SAI of 6,000 or less are eligible for the Federal Pell Grant. The amount of Federal Pell Grant funds a student may receive over his or her lifetime is limited by federal law to be the equivalent of six years full-time. Since the maximum amount of Pell Grant funding a student can receive each year is equal to 100%, the six-year equivalent is 600% (or six years, full-time).	Applies to tuition and fees plus other educational expenses. This includes the summer semester.	No repayment obligation. Expires after six (6) years, full-time awards.	Northeastern Financial Aid
Federal Supplemental Educational Opportunity Grant	(First Time Undergraduate) Limited availability. Must show exceptional need and be Pell Grant eligible. Must be enrolled at least half time, in a degree-seeking program. Must file FAFSA by NEIU priority file date. Summer semester eligibility when enrolled half-time.	Program is considered a source of grant funds to supplement federal student aid programs such as Federal Pell Grant (described immediately above) if the student continues to show need.	No repayment obligation.	Northeastern Financial Aid
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 degree-seeking, College of Education program; 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 Financial Aid

## State Grants

Programs	Eligibility	Description of Programs	Repayment	Office to Contact
Estimated Illinois Monetary Award Program (ISAC)	(First Time Undergraduate) Must be resident of Illinois and enroll for at least three credit hours of a degree seeking program. Expires after ten (10) full-time terms of use.	Applies to tuition and fees only. Must apply annually by way of the FAFSA or State Alternative Application.	No repayment obligation. Expires after 135 paid credit hours.	Northeastern Financial Aid or ISAC, 1755 Lake Cook Rd., Deerfield, IL 60015-5209, (847) 948-8500.
Illinois AIM HIGH/NEIU Golden Opportunity Scholarship	(First Time Undergraduate) Renewable scholarship for first-time, full-time freshmen and new transfers enrolled in at least twelve (12) credit hours. FAFSA required with Annual Available Income below \$95,000 and official high school or transfer college academic grade point average of 3.00 or greater year one and subsequent three years.	Applies to Cost of Attendance for an equivalent of four years of enrollment.	No repayment obligation. Expires after four (4) years, fulltime awards.	Northeastern Financial Aid
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 mandatory 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 (773) 442-4005 or ISAC, 1755 Lake Cook Rd., Deerfield, IL 60015-5209, (847) 948-8500.



<p>Illinois National Guard/ Naval Militia (ISAC)</p>	<p>(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.</p>	<p>No repayment obligation</p>	<p>Payment of tuition and some fees. at any state school. Students may enroll full or part-time.</p>	<p>Northeastern's Veterans Services Office (773) 442-4005 or ISAC, 1755 Lake Cook Rd., Deerfield, IL 60015, (847) 948-8500.</p>
<p>Illinois Special Education Teacher Tuition Waiver</p>	<p>(Undergraduate or Graduate) Be an Illinois Resident. Student must sign the application's Teaching Agreement/Master Promissory Note promising to fulfill the teaching commitment or repay funds received plus interest. Cannot also be a recipient of the Minority Teachers of Illinois (MTI) Scholarship Program or the Golden Apple Scholars of Illinois Program during the same semesters.</p>	<p>For teachers or academically talented students pursuing a career in special education at a nonprofit public, private or parochial preschool, elementary or secondary school teacher in Illinois.</p>	<p>Sign the application's Teaching Agreement/ Master Promissory Note promising to fulfill the teaching commitment or repay funds received plus interest</p>	<p>ISAC, 1755 Lake Cook Rd., Deerfield, IL 60015, (847) 948-8500</p>

Illinois Minority Teachers Scholarship	Be an Illinois resident, be a minority student of either African American/Black, Hispanic American/Latino, Asian American or Native American origin; sign the application's Teaching Agreement/Promissory Note promising to fulfill the teaching commitment or repay funds received plus interest; not receive funds from the Illinois Special Education Teacher Tuition Waiver (SETTW) Program or the Golden Apple Scholars of Illinois Program during the semesters	If: 1) you plan to teach at a nonprofit Illinois public, private, or parochial preschool, elementary school, or secondary school, for which the Illinois State Board of Education (ISBE) determined that no less than 30 percent of the enrolled students are African American/Black, Hispanic American/Latino, Asian American, or Native American; and 2) you are of African American/Black, Hispanic American/Latino, Asian American or Native American origin, then you may qualify for up to \$5,000 per year as part of the Minority Teachers of Illinois (MTI) Scholarship Program.	The four-year teaching commitment for this program must be fulfilled at a nonprofit Illinois public, private, or parochial preschool, elementary school, or secondary school, for which the Illinois State Board of Education (ISBE) has determined that no less than 30 percent of the enrolled students are African American/Black, Asian American, Hispanic American/Latino, or Native American	ISAC, 1755 Lake Cooke Rd., Deerfield, IL 60015, (847) 948-8500
Illinois Early Childhood Access Consortium for Equity Scholarship	(Undergraduate) Must be resident of Illinois, U.S. citizen or an eligible noncitizen, enrolled in at least 3 credit hours, pursuing an early childhood education major	Applies against remaining tuition and fees after other federal, state, and institutional assistance is applied (gap); Not to exceed Cost of Attendance	There is no teaching commitment or repayment required.	Northeastern Financial Aid or ISAC, 1755 Lake Cook Rd, Deerfield, IL 60015-5209, (847) 948-8500.

### INSTITUTIONAL SCHOLARSHIPS

Programs	Eligibility	Description of Programs	Repayment	Office to Contact
Eagle Performance Funds	(First Time Undergraduate) Enrolled full-time. Must complete FAFSA. Must be enrolled in a degree program. Must file FAFSA by NEIU priority file date, be in MAP Grant suspense and maintain academic grade point average of 3.0 or above	Supplement educational costs for those students eligible for the Monetary Award Program grant but who are in a suspense statuses due to limited State of Illinois funding	Not applicable	Northeastern Financial Aid
NEIU Star Scholarship	Complete an associate's degree from one of the City Colleges of Chicago, submission of FAFSA, enroll full time and maintain cumulative academic grade point average of 3.0	In recognition of the educational excellence of Chicago Star Scholarship students, CCC Star Scholars who graduate from CCC with a transferable Associate Degree and a minimum GPA of 3.0 will be admitted to Northeastern Illinois University and will be eligible to receive an NEIU Star Scholar Award of \$2,500.	Not applicable; scholarship expires after 2 years. Summer semester not included.	Northeastern Financial Aid

## William D. Ford Federal Direct Loan Program

Programs	Eligibility	Description of Programs	Repayment	Office to Contact
Direct Loans (Subsidized & Unsubsidized)	(Undergraduate and Graduate) Enrolled full or half-time. Must complete FAFSA. Must be citizen or permanent resident of the United States.	Dependent undergraduate loan limits according to academic level: \$3,500 to \$7,500 per yr. Independent undergraduate loan limits according to academic level: \$3,500 to \$12,500 per yr. Subsidized Eligibility limited to equivalent of six years full time. Graduate (masters and TLP) loan limits according to \$20,500 per yr. Unsubsidized eligibility only.	Interest rates determined annually. Maximum fixed rate not to exceed 8.5% for undergraduates and 9.5% for graduate (master's). Repayment begins 6 months after you graduate, leave school, or drop below half-time status.	Northeastern Financial Aid
PLUS Loans (Parent Loan for Undergraduate Students)	Dependent undergraduate students. Credit worthiness required.	Amount not to exceed student's cost of attendance.	Interest rates determined annually. Maximum fixed interest rate not to exceed 10.5%. 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 Financial Aid
Graduate PLUS Loans	Graduate master's degree students. Credit worthiness required.	Amount not to exceed student's cost of attendance	Interest rates determined annually. Maximum fixed interest rate not to exceed 10.5%. 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 Financial Aid

# Applying for Student Financial Assistance

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## How To Apply For Financial Aid

The two primary financial aid applications are the Free Application for Federal Student Aid (FAFSA (<https://studentaid.gov/h/apply-for-aid/fafsa/>)) and the Illinois Alternative Application (<https://studentportal.isac.org/en/alternativeapp/>). Both applications are available on-line beginning October 1 for the upcoming award year.

- Your admission application to the University must include your social security number and date of birth in order to match receipt of and eligibility for the FAFSA.
- If you have completed the FAFSA or the Alternative Application and need to add NEIU as a school to receive your information, enter the Title IV school code of 001693 in the online application.
- Using FAFSA (<https://studentaid.gov/h/apply-for-aid/fafsa/>) on the web to file, students can select to sign electronically using a Federal Student Aid Identification Number or FSA ID. Students can apply for a Federal Student Aid ID (FSA ID) (<https://studentaid.gov/fsa-id/sign-in/landing/>) on the FAFSA site. Effective 2024-2025, every contributor to the FAFSA requires an FSA ID.
- For priority consideration for all institutional financial aid, your financial aid application should be received at NEIU by February 15.
- Effective 2024-2025 each contributor to the FAFSA will provide consent to the Internal Revenue Service (IRS) Direct Data Exchange (FA-DDX). Federal Tax Information or FTI updates the FAFSA, including tax filing status (e.g., non tax filing, married). Without consent to exchanging FTI, the Student Aid Index will not be determined. This streamlines the FAFSA completion and verification process.

Once the FAFSA is complete, the student will receive a FAFSA Summary through the email address provided on the FAFSA. If any of the information on the FAFSA Summary is incorrect, make the necessary corrections through the FAFSA (<https://studentaid.gov/h/apply-for-aid/fafsa/>) site. If all the information is correct, save a copy for your records. To have Northeastern Illinois University receive the data from the FAFSA, add the University to the listing of schools by name search or by Title IV School Code (001693). Once received, the University will update the NEIUport student portal with the most current status.

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

## Special or Unusual circumstances

The Financial Aid Office has flexibility under US Department of Education in adjusting eligibility for federal student aid - known as professional judgment - due to special or unusual circumstances. These circumstances include: loss of income, change in housing status, loss of family member and no parental contact. Students who have special or unusual circumstances should contact the Financial Aid Office (<https://www.neiu.edu/financial-aid/contact-financial-aid/>) in person, by email or by telephone.

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 Pell Grant, Monetary Award Program Grant (ISAC), AIM HIGH/Golden Opportunity Scholarship (ISAC) and Direct Loan applications are also reviewed in date order. Although the amounts of these awards are not determined by the date priority, early applicants will receive their award offers first.

You will receive an award offer detailing the financial aid for which you qualify reflected in NEIUport, My Financial Aid tab. 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 credit balance refund distribution process from Student Payment Services. Students can register for direct deposit using NEIUport, Registration Tools in the Student tab. Students choosing to pick up a paper check must provide two documents of identification, one of which must be the University ID.

Additional information concerning financial assistance and filing deadlines can be obtained by checking the student portal, the website, email at [Financial-Aid@neiu.edu](mailto:Financial-Aid@neiu.edu) or fax at (773) 442-5040.

## Steps to Apply for Federal Student Assistance

1. Create a Federal Student Aid ID (<https://studentaid.gov/fsa-id/create-account/launch/>). A FSA ID gives you access to Federal Student Aid's online systems and can serve as your legal signature.
2. Use your FSA ID log into the FAFSA (<https://fafsa.gov/>) site and complete the **FREE Application for Federal Student Aid** using the household income for two years prior to the year you plan to enroll. For example, if you plan to enroll in 2024-2025, the income required for the FAFSA is 2022.
  - a. Transfer income using the **IRS Data Exchange**: Secured file transfer based on address information from the actual tax return. Consent to the IRS Data Exchange is required for each contributor to the FAFSA. Due to security all income information transferred will be 'masked.'
  - b. Manually enter income only when the IRS Data Exchange does not work: The benefit for using the IRS Data Exchange is that - if selected for the verification process - Financial Aid will waive requests for Federal Tax Information (FTI).

3. Most information on the FAFSA - with exception of the income - is based on the day on which you are submitting the application. An example of this is marital status.
4. Submit the FAFSA using the Title IV School Code for Northeastern Illinois University (001693) and monitor your email for your Student Aid Report.

## Federal Student Aid Programs

Federal Pell Grant  
Federal Supplemental Educational Opportunity Grant  
Federal TEACH Grant  
Federal Direct Subsidized Loan  
Federal Direct Unsubsidized Loan  
Chapters 31 and 33 Veteran Benefits

## Steps to apply for State of Illinois Assistance

1. Complete and submit the **FREE Application for Federal Student Aid** (FAFSA (<https://fafsa.gov/>)) or the Illinois Alternative Application (RISE Act (<https://studentportal.isac.org/en/alternativeapp/>)).
2. Based on the date in which you submit your FAFSA, eligibility for the **Illinois Monetary Award Program** Grant will be determined by Northeastern Illinois University. If you are in a suspense status based on the date the FAFSA is submitted and have a cumulative academic grade point average of 3.0 or above, eligibility will be determined for Eagle Performance Awards.
3. **Teacher-Based scholarship** applications are available through the Illinois Student Assistance Commission (ISAC (<http://www.isac.org/students/during-college/applying-for-financial-aid/applications/>)). These scholarships include:
  - a. Special Education Teacher Tuition Waiver
  - b. Minority Teacher Scholarship
  - c. Golden Apple
  - d. **Early Childhood Access Consortium for Equity Scholarship Program**
4. **Veteran-Based scholarship** applications are available through ISAC (<http://www.isac.org/students/during-college/applying-for-financial-aid/applications/>). These scholarships include:
  - a. Illinois Veteran's Grant
  - b. Illinois National Guard
  - c. MIA/POW Scholarships

## Steps to Apply for Institutional Assistance: Don't Stop at the FAFSA!

Once your **FREE Application for Federal Student Aid** (FAFSA (<https://fafsa.gov/>)) is submitted each October 1st, do not stop there. Your next step is to complete an online Northeastern Illinois University scholarship application using AcademicWorks! Students are able to search and apply for NEIU Foundation and Tuition Scholarships using the AcademicWorks online scholarship system.

## Accessing AcademicWorks

- Go to AcademicWorks (<https://neiu.academicworks.com/>).
- Sign in using your NEUport login information

## University Scholarship Programs

Eagle Performance  
ENLACE Program  
NEIU for You  
Special Circumstances  
Student Trustee Scholarship  
TRIO Scholarship

## Institutional Payment Plan Option

Students and families may pay online or in person at Student Payment Services. For a \$10 Deferment Fee, the following payment plan is available for balances remaining after grants, scholarships and/or loans are applied:

## FALL SEMESTER

- August – ¼ balance
- September – ¼ balance
- October – ¼ balance
- November – remaining balance

## SPRING SEMESTER

- January – ¼ balance
- February – ¼ balance
- March – ¼ balance
- April – remaining balance

Balances remaining after the end of a semester are subject to a \$50 outstanding balance fee and an Accounts Receivable hold on future registration.

# Steps to Apply for Private Assistance

## Seek FREE money options first

1. If you have not already, sign up for at least three scholarship searches by creating a profile and a personal statement that can be used as a template for all applications. It is recommended to use one of the following search engines:
  - My Scholly (<https://myscholly.com/theplatform/>)
  - Scholarship America (<https://scholarshipamerica.org/>)
  - Scholarship360 (<https://scholarships360.org/>)
  - FastWeb (<https://www.fastweb.com/>)
  - Sallie Mae (<https://www.salliemae.com/college-planning/tools/scholarship-search/>)
  - Scholarship Owl (<https://scholarshipowl.com/>)
2. If you have not already completed the 'household inventory' of restaurants, entertainment venues, social media and retailers to inquire about scholarships, apply for at least 2 per week.

## NEIU and Private Loan Borrowing

The University policy on alternative or private loans is that they be limited to those students who: 1) have student-at-large academic status, 2) are not eligible for financial assistance under Title IV Financial Aid Programs and 3) have exhausted all Direct Loan eligibility. The maximum certification for borrowers not studying abroad is \$12,500.

The process for approval, certification and disbursement of Alternative/Private Loans may be delayed with the new requirement to complete a Private Education Loan Self-Certification Form. Before a borrower can be approved, the student must complete an (<http://ifap.ed.gov/dpclatters/attachments/GEN1001A-AppSelfCert.pdf>) Alternative/Private Loan Self-Certification (<https://fill.io/Private-Education-Loan-Applicant-Self-Certification-Form-8c740fe2/>) and have the form mailed or faxed to the lender. The Self-Certification requires the Cost of Attendance for the loan period. A private loan borrower has a 90-day right of refusal to either reject or reduce the loan. For more information on private loans, view the Private Student Loan Comparison Chart. (<https://finaid.org/calculators/loancomparison/>) Students are also encouraged to earn badges using the GRADReady (<https://gradready.com/sponsor/neiu/>) financial literacy tool. Students earning the most badges at the end of the semester are eligible for \$500 in institutional scholarships.

# Minimum Standards of Academic Progress

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

## Types of Aid Covered by the Policy

Grants	Loans	Other
Federal Pell Grant	Federal Subsidized Direct Loan	Federal College Work-Study
Federal Supplemental Education Opportunity Grant (SEOG)	Federal Unsubsidized Direct Loan	ISAC Monetary Award Program (MAP) Grant
Federal TEACH	Federal PLUS Direct Loan	ISAC Minority Teachers
ISAC National Guard Grant(ING)*	Federal GRAD PLUS Direct Loan	ISAC Special Education Teacher
ISAC Veteran's Grant (IVG)*		ISAC AIM HIGH/Golden Opportunity Scholarship
		ISAC Early Childhood Access Consortium for Equity Scholarship

## Policy Statement

At the completion of each academic term, students are expected to:

- Complete successfully sixty-seven percent (67%) of attempted credit hours in which they enroll. [The cumulative completion rate is reviewed each term.] -- **AND**
- Maintain a minimum cumulative grade point average of 2.0 or "C" as an undergraduate by the end of each term. [Graduate students are expected to maintain a minimum cumulative grade point average of 3.0 or "B" by the end of each term.] -- **AND**
- Complete the program of study within a maximum time frame of 180 semester credit hours (undergraduate) or 54 semester credit hours (graduate/ masters). The maximum time frame for graduate counseling and social work majors is 60 semester credit hours.

Academic progress requirements apply to all semesters of enrollment, including those semesters for which no financial aid was disbursed. Although credit hours attempted in developmental coursework do not count toward degree requirements, they do count for academic progress purposes – academic grade point average, completion rate and maximum time frame.

\*Pursuant to 23 IL Adm Code 2730 and 2733 students receiving ONLY Illinois National Guard Grant Program OR Illinois Veteran Grant Program awards are exempt from pace and time frame criteria.

### Academic Grade Point Average (GPA) Requirement

1. The student's cumulative academic grade point average will be evaluated at the end of each term based on grades received from all attempted coursework including those taken prior to a major change and repeats.
2. If the GPA falls below the requirement, the student's aid will be **suspended**.
3. GPA for developmental coursework is factored into enrollment status and total attempted coursework for financial aid purposes only. Developmental coursework is not factored into a student's official academic standing or degree requirements; however, they are factored in for academic progress purposes.
4. Financial aid eligibility will be reinstated once the student has achieved the minimum requirement or successfully reinstated through the appeal process.

### Course Work Completion Rate (PACE) Requirement

A student must successfully complete at least 67% of the cumulative credit hours attempted. **Hours attempted** is defined as semester hours a student is registered after the add/drop period or census date. **Successfully completed** is defined as the total earned number of hours toward graduation in which a student receives a grade of A, B, C, D, NP, or P. This includes attempted courses prior to a change in major or academic program, repeat courses as well as developmental coursework and accepted transfer coursework.

1. **Official Withdrawals** are defined as courses dropped after the census date either in person or by way of NEIUport and will be included in hours attempted. A semester of complete withdrawals results in financial aid **suspension**.
2. **Unofficial Withdrawals** are defined as a term of unearned grade points. Examples of unearned grade points include: incomplete (I), failing (F), unofficial withdrawal failing (UWF), never attended failing (NAF), not passing (NP), and missing (X). A semester of unofficial withdrawals results in financial aid **suspension**.



3. The standard of 67% will be monitored *cumulatively* at the end of each term. If, at the end of the term, a student is below the cumulative 67% standard, the student's aid will be **suspended**. This includes terms in which the student is not receiving aid. Aid will be reinstated once the student has achieved the 67% cumulative completion rate or successfully reinstated through the appeal process.

#### **Maximum Time frame Requirements**

1. Full-time undergraduate students are expected to complete their program of study within a maximum time frame not to exceed six years. The time frame for part-time undergraduate students is prorated beyond six years. As 120 credit hours are required for undergraduate programs, students may take up to a maximum 150% or 180 attempted semester hours. **This also includes a limit of 30 semester hours of ESL and/or developmental course work.**
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.
3. Full-time graduate (masters) students are expected to complete their program of study within two and one half years. The time frame for part-time graduate students is prorated to a maximum of 54 attempted semesters with the exception of those pursuing Counselor Education and Social Work where the maximum time frame is 60 attempted semester hours.
4. **Attempted semester hours** include successfully completed coursework, accepted transfer credit hours, incompletes, withdrawals – official and unofficial - as well as credit hours resulting from change in major declaration. An NEIU student may repeat coursework once in order to receive a higher grade. Each attempt counts within maximum time frame requirements. Withdrawals do not count as repeat coursework.

#### **Financial Aid Warning, Probation & Suspension**

Students will be notified at the end of *each* semester if they are in a warning, suspension status or approaching maximum time frame by Financial Aid. New students who fail to meet the minimum grade point average and/or pace requirements for their first term will be placed on warning status for the following term. Continuing students approaching maximum time frame will be placed on a warning status when they fall within 20 semester hours of the requirement. Students maintain eligibility while on warning status. Once a student's eligibility is suspended, all future financial aid disbursements stop. Students can request to be reinstated through the appeal process. In the instance students are reinstated on a term-by-term basis, the student will remain in a probationary status until the cumulative requirements are achieved. When conditions of reinstatement are not met, students will be suspended.

#### **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. Grade changes (e.g. incomplete to an earned grade) submitted after the determination of suspension should be communicated to Financial Aid, as an appeal may no longer be required. Students who wish to appeal after being placed on suspension status must complete the following steps:

1. Submit a signed **typewritten statement** to NEIU Financial Aid explaining why the requirements were not met. The petition is available in downloadable form on the Financial Aid website (<http://www.neiu.edu/financial-aid/>).
2. **Include supporting documentation** verifying the situation (letter from physician, copy of memorial service, police or accident report, etc.) with the appeal petition.
3. Include an academic plan of action that will enable the student to meet the Minimum Standards of Academic Progress requirements in the future.
4. Students suspended for exceeding the maximum hours requirement should also **include a degree audit from their department academic advisor** listing the courses still needed to complete their degree AND the anticipated date of graduation.
5. **Deadlines for appeals:** Fall semester – October 15, Spring semester – March 15 and Summer semester – June 15.

Appeals will be considered by the Satisfactory Academic Progress Appeal Committee, which will render a decision. There is no defined limit on how many appeals a student can submit for review. This committee consists of members from various NEIU faculty and advisors, including Financial Aid. The Committee meets every six to eight weeks during the semester unless an emergency situation occurs and the meeting is rescheduled. Financial Aid will notify the student in writing of the committee's decision.

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



# Satisfactory Academic Progress Appeal Guidelines

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

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

Appeals will be considered by the Standards of Academic Progress Appeal Committee, which will render a decision in writing. This committee consists of members from various NEIU departments and offices, including Financial Aid. 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.** Financial Aid will promptly notify the student in writing of the committee's decision.

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

# Return of Federal Title IV Assistance

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## NEIU Financial Aid Withdrawal & Return of Title IV Policy

Federal Title IV funds are awarded and disbursed with the expectation that a student will attend coursework for the entire semester for which the assistance is disbursed. Most Financial Aid Programs will not pay for courses dropped during the add/drop period (before census date). After this period has expired, student enrollment is captured for the remainder of the term. Financial Aid Programs will disburse against the student's University billing account based on the captured enrollment hours. The return of funds is based upon the concept that students earn their financial aid in proportion to the amount of time in which they are enrolled. If the student withdraws from all courses prior to completing more than 60% of a semester, he/she may be required to repay a portion of the federal financial aid disbursed. A pro rata schedule is used to determine the amount of federal funds a student will have earned at the time of the withdrawal. All returns are required within 45 days of the date the withdrawal occurred ('date of determination'). Weekends are included in the calculation except where a break coinciding with a weekend exceeds five days.

NEIU returns a calculated amount based on a percentage earned, thereby creating a bill against the student's accounts receivable. Federal Title IV funds include:

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

Once determined, Federal Title IV funds are returned in the following order: Direct Unsubsidized Loan, Direct Subsidized Loan, Direct PLUS Loan, Federal TEACH, Federal Pell Grant and Federal Supplemental Educational Opportunity Grant (FSEOG).

## Complete (OFFICIAL) Withdrawals

Financial Aid is required to perform a Return of Title IV calculation for students receiving Federal funds and who **completely withdraw** from all registered courses before 60% of the term has expired. The date of determination used in the calculation is the date in which the last course was withdrawn for that term. 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.

## Unofficial Withdrawals

Financial Aid 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, NAF, RNAF, UWF, RUWF, NP, 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 Financial Aid verifying the actual last date of attendance. In addition, Financial Aid will contact each instructor requesting the last date of attendance or 'active participation' in order to determine if the student is eligible for a prorated portion of their disbursed aid or a Post Withdrawal Disbursement (PWD) of aid. 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.

For courses with 'NAF' or 'RNAF' grades, all Title IV funds are returned as this grade reflects the student never attended. For courses with 'UWF' or 'RUWF' grades, the last date of attendance is a required entry for the instructors during grading and that last date of attendance is used in the calculation. Once it is determined that funds must be returned, NEIU returns the calculated amount thereby creating a bill against the student's accounts receivable.

## INVOLUNTARY WITHDRAWALS

Northeastern Illinois University (NEIU) reserves the right to involuntarily withdraw a student whose behavior suggests a significant risk of harm to self or others. Involuntary student withdrawal may or may not include plans or contingencies that condition the return of a student to the University.

## POST WITHDRAWAL DISBURSEMENTS

If the student has accepted his/her federal aid and it has not disbursed, the reason for the non-disbursement will be identified by Financial Aid. If any of the following conditions have been met, the aid will be included in the "Post Withdrawal Disbursement" section of the calculation:

1. **Federal Pell Grant:** FREE Application for Federal Student Aid received date with a valid expected family contribution (EFC) is prior to the official withdrawal date
2. **FSEOG:** Federal student aid was awarded prior to official withdrawal date
3. **Federal Direct PLUS, Subsidized and Unsubsidized:** Loan 'accepted' (originated) by federal processor prior to official withdrawal date and electronic Master Promissory Note signed prior to calculation

The post-withdrawal disbursement calculation identifies whether a student is eligible for an additional disbursement despite no longer being enrolled. If the student has outstanding institutional charges, the funds are automatically applied to the student's billing account. If a credit balance results from a post-withdrawal disbursement, the student/parent is sent a letter notifying him/her of the amount available. The student/parent is asked to return the letter within 14 days indicating whether he/she wishes to receive the credit balance. Northeastern Illinois University cannot make a Post-Withdrawal Disbursement to the account or estate of a student who is deceased. Further, a student's estate is not required to return any Title IV funds.

## **REPORTS OF NON-ATTENDANCE**

Students who are reported for non-attendance for coursework while enrolled at Northeastern Illinois University forfeit eligibility to any Federal, State, Institutional or Private financial assistance. The University will return all assistance to the appropriate source which will result in an outstanding balance due. Deferred and late fees apply.

# 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 is to lead in the promotion and awarding of university scholarship funds to deserving students. Therefore, the goal is to assist in lessening the financial burden that many students seek to overcome. Many of the Merit and Talent Awards are open to students regardless of citizenship status.

Students seeking additional information about scholarships should call (773) 442-4606 or e-mail [scholarships@neiu.edu](mailto:scholarships@neiu.edu) (M-Morrow@neiu.edu). Students are also encouraged to visit the Scholarships (<https://www.neiu.edu/financial-aid/scholarship-opportunities/>) website.

## Scholarships - Institutional / Merit/Talent /Special

Programs	Eligibility	Description of Programs	Repayment	Office to Contact
NEIU Presidential Scholarship	(Only Open to Entering Freshmen) Must have at least a 3.50 cumulative GPA (unweighted or weighted); minimum ACT of 25 (or 1100 SAT) OR have a 3.50 (unweighted or weighted) and be in the top 10% graduating class; graduate of an Illinois high school, and submit application.	Covers in-state tuition (120 credit hours), fees, and books for a maximum of four years. (Must maintain a GPA of 3.50 for eligibility for renewal.)	No repayment obligation.	Financial Aid, Scholarships & Student Employment - Michelle Morrow, <a href="mailto:scholarships@neiu.edu">scholarships@neiu.edu</a> 773-442-4606
NEIU Provost Merit Freshman Scholarship	Freshmen who have applied for early admission; cumulative GPA of 3.50 or higher	Up to \$2,000. Determined upon admission – no application necessary	No repayment obligation	Financial Aid, Scholarships & Student Employment - Michelle Morrow, <a href="mailto:scholarships@neiu.edu">scholarships@neiu.edu</a> 773-442-4606
NEIU Provost Merit Transfer Scholarship	Transfer students who have applied for early admission; earned Associate of Arts or Associate of Science degree; cumulative GPA of 3.50	Up to \$2,000. Determined upon admission – no application necessary	No repayment obligation	Financial Aid, Scholarships & Student Employment - Michelle Morrow, <a href="mailto:scholarships@neiu.edu">scholarships@neiu.edu</a> 773-442-4606
NEIU Deans Merit Freshman Scholarship	Freshmen who have applied for early admission; have a cumulative GPA of 3.00 or higher	Up to \$1,000. Determined upon admission – no application necessary	No repayment obligation	Northeastern Scholarships - Michelle Morrow, <a href="mailto:scholarships@neiu.edu">scholarships@neiu.edu</a> 773-442-4606
NEIU Deans Merit Transfer Scholarship	Transfer students who have applied for early admission; earned Associate of Arts or Associate of Science degree; cumulative GPA of 3.00	\$1,000. Determined upon admission – no application necessary	No repayment obligation	Financial Aid, Scholarships & Student Employment - Michelle Morrow, <a href="mailto:scholarships@neiu.edu">scholarships@neiu.edu</a> 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 College of Graduate Studies & Research or academic department chairperson or advisor or send email to <a href="mailto:graduatestudies@neiu.edu">graduatestudies@neiu.edu</a>

NEIU Phi Theta Kappa Scholarship	A minimum 3.50 GPA and an A.A. or A.S. degree are required. In addition, student must be enrolled full-time and a resident of Illinois; enroll in the Fall 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. One new recipient is selected each year for the fall.	Covers tuition for the first 60 credit hours at NEIU. Must maintain 3.5 GPA. June 30th application deadline. Only awarded in the fall.	No repayment obligation.	Financial Aid, Scholarships & Student Employment - Michelle Morrow, scholarships@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	NEIU Office of Human Resources, Rina Charters, R-Charters@neiu.edu, 773-442-5200
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, cas@neiu.edu, 773-442-5700
NEIU College of Business & Technology	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 3.00, one page essay, submit two letters of recommendation from teachers and/or employers.	Fulltime or half-time tuition scholarship	No repayment obligation.	Northeastern's College of Business & Technology. Vladimir Fernandez V-Fernandez1@neiu.edu 773-442-6134

NEIU Daniel L. Goodwin 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 3.50, one page essay.	Full-time or half-time tuition scholarship.	No repayment obligation.	Northeastern's College of Education/Office of the Dean, COE@neiu.edu 773-442-5500
NEIU Honors Tuition Merit Scholarship	Undergraduate Honors Program participants – 3.50 GPA, service and progress in program determine award.	Pays in-state tuition only.	No repayment obligation.	Northeastern's Honors Program Office, Melissa Ramos, Honors@neiu.edu, 773-442-6044
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. Kimya Barden, K-Barden@neiu.edu 773-442-6030
NEIU Nest Student Housing Scholarship	Degree seeking undergraduate, new freshman or transfer and continuing students and a 2.50 or higher GPA; recipients must earn 30 credit hours during the academic year, participate in activities sponsored by the Learning Support Center and Student Leadership and Development, maintain good academic and disciplinary standing.	To provide financial assistance to students who wish to live in campus housing and enhance their engagement at the University. A limited number of renewable and one-time \$1,000 awards are available.	No repayment obligation	Financial Aid, Scholarships & Student Employment - Michelle Morrow, scholarships@neiu.edu, 773-442-4606
NEIU Star Scholarship	Must be a Star Scholar transferring from one of the City Colleges of Chicago; have an earned AA/AS/ AGS or AFA Degree; have a cumulative GPA of at least 3.00 or higher; recipients must earn at least 30 credit hours per year and maintain a cumulative GPA of 3.00 or higher and have a declared major. Completion of the NEIU Star Scholarship application is required.	Up to \$2,500 per semester	No repayment obligation	Northeastern's Transfer Center, transfersteps@neiu.edu or Michelle Morrow at scholarships@neiu.edu

NEIU For You (For Transfer Students)	Be an Illinois resident, have attended a two-year or four-year Illinois college or university, have a minimum cumulative GPA of 2.00 or higher (NEIU will waive the minimum 2.50 GPA admission requirement for eligible students), have an annual adjusted gross income of \$75,000 or less and family assets of \$75,000 or less, submit a Free Application for Federal Student Aid (FAFSA) or if an undocumented student complete the RISE Act Alternative Application for Illinois Financial Aid instead of FAFSA, be admitted to NEIU as an incoming first-time student	To provide financial assistance to incoming transfer students	No repayment obligation	Office of Undergraduate Admission (Transfer Center), <a href="mailto:transfersteps@neiu.edu">transfersteps@neiu.edu</a> or Financial Aid, Scholarships & Student Employment, <a href="mailto:scholarships@neiu.edu">scholarships@neiu.edu</a>
NEIU For You (For Freshmen)	Be an Illinois resident who attended an Illinois high school, have a minimum cumulative GPA of 2.00 or higher (NEIU will waive the minimum 2.50 GPA admission requirement for eligible students), have an annual adjusted gross income of \$75,000 or less and family assets of \$75,000 or less, submit a Free Application for Federal Student Aid (FAFSA) or if an undocumented student complete the Alternative Application for Illinois Financial Aid instead of FAFSA, and be admitted to NEIU as an incoming first-time, full-time freshman enrolled in at least 12 credit hours per semester.	To provide financial assistance to incoming freshmen students	No repayment obligation	Office of Undergraduate Admissions, <a href="mailto:admissions@neiu.edu">admissions@neiu.edu</a> or Financial Aid, Scholarships & Student Employment, <a href="mailto:scholarships@neiu.edu">scholarships@neiu.edu</a>

Farzaneh Family Cyrus of Persia Scholarship	Be accepted as a first-time, full-time undergraduate, submit a FAFSA or RISE/ Alternative application to demonstrate financial need, submit an Intent to Enroll form to the NEIU Office of Admissions, submit a typed essay of 400-500 words discussing why the applicant believes they should be considered for the scholarship and why they think they can complete graduation requirements within four years, have earned a cumulative GPA of 3.2 or higher from the applicant's prior educational institution, plan to enroll at NEIU for 30 credit hours per academic year, will endeavor not to apply for a student loan to support their education at NEIU, and will endeavor not to work more than 20 hours per week during the academic year in order that the recipient may focus on their studies.	To support students with covering tuition, fees, and books for a maximum of four academic years.	No repayment obligation	Mateo M. Farzaneh, Associate Professor of History, M-Farzaneh@neiu.edu
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## NEIU Talent Tuition Scholarships

Programs	Eligibility	Description of Programs	Repayment	Office to Contact
Art + Design	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 + Design Department, art@neiu.edu 773-442-4910
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, Adam Goldstein, A-Goldstein@neiu.edu 773-442-5964
Dance Program	Limited to first time undergraduates based on an audition	Reapply each semester.	No repayment obligation.	Dance Program Interim Facilitator, Emma Draves E-Draves@neiu.edu 773-442-5941
English	Limited to first time undergraduates based on application, GPA and academic progress in program determine award.	Maximum: Four years of tuition payment. Reapply annually.	No repayment obligation.	English Department, Bradley Greenburg, B-Greenburg@neiu.edu, 773-442-5817
Music	Limited to undergraduates based on application, GPA and academic progress in program determine award.	Maximum: Four years of tuition payment. Reapply annually.	No repayment obligation.	Music Department, Tina Laughlin, T-Laughlin@neiu.edu, 773-442-5942



## Other NEIU Tuition Scholarships

Programs	Eligibility	Description of Programs	Repayment	Office to Contact
Carruthers Center for Inner City Studies	Available for Undergraduate students admitted to NEIU through Jacob Carruthers Center for Inner city Studies. Award determined by: application, GPA, service and academic progress.	Pays tuition only.	No repayment obligation.	Financial Aid, Scholarships & Student Employment, Nekenya Walker, N-Walker@neiu.edu, 773-256-2038
El Centro	Available for Undergraduate students admitted to NEIU through El Centro Campus. Award determined by: application, GPA, service and academic progress.	Pays tuition only.	No repayment obligation.	El Centro, Danny Cortez, D-Cortez1@neiu.edu, 773-442-4091
Proyecto Pa'Lante	Available for undergraduate Proyecto Pa'Lante students. Award determined by: application, GPA and academic progress.	Pays tuition only.	No repayment obligation.	Proyecto Pa'Lante, Angelica Rivera, A-Rivera17@neiu.edu, 773-442-5460
Project Success	Available for undergraduate Project Success students. Award determined by: application, GPA, and academic progress.	Pays tuition only.	No repayment obligation.	Project Success, Erica Brown-Pierce, E-Brown7@neiu.edu, 773-442-4170
Northeastern Annual Application for 50% Undergraduate Tuition Scholarship for Children of an Illinois Public University Illinois College or University	U.S. citizen; (Undergraduate only) The natural, adopted, foster or stepchild of an Illinois Public University employee (covered by SURS), who has been employed by one of the associated university or agency for at least 7 years. Employment must be at one of the universities mentioned in Public Act 90-0282.	Cover 50% of undergraduate tuition charges.	No repayment obligation.	Northeastern's Human Resources Office. Rina Charters, R-Charters@neiu.edu, 773-442-5200
Senior Citizens Tuition Scholarship	U.S. citizen; (Undergraduate or Graduate) Must be 65 years or over with qualifying low income.	Pays tuition only.	No repayment obligation.	Financial Aid, Scholarships & Student Employment, financial-aid@neiu.edu
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; Loyola University Chicago, 773-508-8980; or U.S. Air Force; University of Chicago, airforcerotc@uchicago.edu.

Employee Tuition Scholarship	Status plus nonprobationary 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, Rina Charters, R- Charters@neiu.edu 773-442-5200
Financial Aid Graduate Need-Based Tuition Scholarship	U.S. citizen; Graduate in degree seeking program; Must show need through the FAFSA. Must be enrolled for 6 or 9 credit hours.	Pays tuition only.	No repayment obligation.	Financial Aid, Scholarships & Student Employment, financial-aid@neiu.edu
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 College of Graduate Studies & Research or advisors in academic programs. Contact College of Graduate Studies at graduatestudies@neiu.edu
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. Contact at graduatestudies@neiu.edu
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, cestdept@neiu.edu, 773-442-5350

## State Scholarships

Programs	Eligibility	Description of Programs	Repayment	Office to Contact
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 fulltime 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.isac.org (http://www.isac.org) (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 halftime.	Covers tuition and fees.	No repayment obligation.	ISAC 1755 Lake Cook Rd. Deerfield, IL 60015-5209 www.isac.org (http://www.isac.org) (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, veterans@neiu.edu, (773) 442-4028
Special Teacher Education Scholarship for High School Graduates and for Certified Teachers (ISAC)	(Undergraduate and Graduate) Limited availability to students expressing intent to take courses in preparation for teaching special education. No need analysis required.	Maximum: four years. Pays tuition and activity fees.	Repayment to state is necessary if teaching career not pursued.	ISAC 1755 Lake Cook Rd. Deerfield, IL 60015-5209 www.isac.org (http://www.isac.org) (847) 948-8500.
Illinois Early Childhood Access Consortium for Equity Scholarship	(Undergraduate). Must be resident of Illinois, U.S. citizen or an eligible noncitizen, enrolled in at least 3 credit hours, accepted in an academic program that leads to early childhood education	Covers remaining tuition and fees after federal, state, and institutional assistance applies (gap)	No repayment nor teaching obligation.	ISAC 1755 Lake Cook Rd, Deerfield, IL 60015-5209 www.isac.org (http://www.isac.org) (847) 948-8500

## Other Scholarships

Programs	Eligibility	Description of Programs	Repayment	Office to Contact
Private Scholarships	(Undergraduate and Graduate) Need, merit, etc.,	The amounts vary according to the award.	No repayment obligation.	Refer to Financial Aid Resource Page at: <a href="https://www.neiu.edu/financial-aid/scholarship-opportunities/scholarship-spotlights">https://www.neiu.edu/financial-aid/scholarship-opportunities/scholarship-spotlights</a> ( <a href="https://www.neiu.edu/financial-aid/scholarship-opportunities/scholarship-spotlights/">https://www.neiu.edu/financial-aid/scholarship-opportunities/scholarship-spotlights/</a> )
Bureau of Indian Education	(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 or <a href="http://www.bie.edu/topic-page/grants">www.bie.edu/topic-page/grants</a> ( <a href="http://www.bie.edu/topic-page/grants/">http://www.bie.edu/topic-page/grants/</a> )
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 postsecondary education.	No repayment necessary if recipient fulfills teaching or administrative obligations.	McNair Scholars Program, Deborah Klos-Dehring, D-KlosDehring@neiu.edu

## NEIU Foundation Scholarships and Awards

The Northeastern Illinois University Foundation annually awards thousands of dollars in scholarships and awards supported by the generous contributions of University alumni, faculty, staff and friends. Some scholarships are based on financial need. Some are merit-based, awarded to students whose ability to contribute to campus life is significant because of their academic potential or talent in a particular field. To be considered for Foundation scholarships awarded by the Office of Financial Aid and Scholarships, students should contact the Director of Scholarships. For all others, contact the specific academic departments as indicated below. Most opportunities are open to students regardless of citizenship status. For specific criteria and eligibility requirements, students may contact the individual departments (see list below) or visit Northeastern's AcademicWorks (<https://neiu.academicworks.com/>) website.

## OFFICE OF FINANCIAL AID, SCHOLARSHIPS & STUDENT EMPLOYMENT

(Contact Michelle D. Morrow at [scholarships@neiu.edu](mailto:scholarships@neiu.edu))

- The Alumni Study Tour Scholarship
- Sherman P. Appel Scholarship
- Aspire Scholarship
- Berlinger Humanities Scholarship
- Brommel Determination Against All Odds Scholarships (Niemman, Rocci, Wambach, and Schaack)
- Brommel-Hahs-Steinberg Global Studies Scholarship
- Chicago Teachers College Association Scholarship
- Elvina David Scholarship
- Aixa T. Diaz Memorial Scholarship
- Rory Donnelly Family Assistance Award
- George Floyd Social Justice Scholarship
- James and Grace Gibson Scholarship
- Daniel L. Goodwin – NEIU Foundation Scholarship
- Jesus Guadalupe Foundation Scholarship
- Harju Steinberg Endowment Fund
- Jenny and Edward Harju Scholarship
- Harris Family Civil Service Scholar Award
- Jarvis Family Presidential Scholarship
- Chuck Kane College of Arts and Sciences Scholarship
- Chuck Kane Business and Management Scholarship
- Chuck Kane College of Education Scholarship
- Chuck Kane Graduate College Scholarship
- Virginia Kane Endowed Scholarship
- Albert, Ruth, and Donna Terry Katz Scholarship
- Lucille and Edward Keating Scholarship
- Mary Louise Kooyumjian Scholarship
- Daniel K. Kuzuhara Hope Center Award in Psychology
- Carlos Lebron Scholarship
- Leslie W. MacDonald Scholarship
- NEIU Foundation General Fund Scholarship
- NEIU Chuck Kane Scholarship
- NEIU College of Lake County University Center Scholarship
- Bernard and Ethel Rattner Scholarship
- George Rico Presidential Scholarship in Music
- Jerome M. Sachs Scholarship
- A.C. Shabica Memorial Scholarship
- Ronald Williams Memorial Scholarship
- Harris Family Endowment Fund
- Roberto Eugene Tirado Scholarship
- The Peace Scholarship
- The Tom Dalof Heroes Award
- Arnold & Adele Weil Scholarship Fund
- Lynne E. Worsham Memorial Scholarship
- The Dr. Maurice G. Guysenir Award
- Thomas and Mary Gramins Scholarship
- V & W Scholarship
- Yaho Fujii and Atsuno Becky Yamaguchi Scholarship

## **ACADEMIC AFFAIRS**

(Contact: [academic-affairs@neiu.edu](mailto:academic-affairs@neiu.edu))

- The Max Graves Moody Scholarship Fund
- Dr. Lawrence Frank FYE Award

## **BLACK HERITAGE COMMITTEE**

(Contact: Michelle D. Morrow at [scholarships@neiu.edu](mailto:scholarships@neiu.edu))

- Black Heritage Committee Scholarship

## **JACOB H. CARRUTHERS FOR INNER CITY STUDIES**

(Contact: Akua Cason at [a-cason@neiu.edu](mailto:a-cason@neiu.edu))

- Carruthers Center for Inner City Studies Endowment

## **COLLEGE OF ARTS AND SCIENCES**

(Contact: Tim Libretti at [t-libretti@neiu.edu](mailto:t-libretti@neiu.edu) or Amanda Dykema-Engblade at [a-dykema-engblade@neiu.edu](mailto:a-dykema-engblade@neiu.edu) )

- Dr. Harry N. Hild Writing Award for the College of Arts and Sciences
- Dr. Mohammad Mossedegh Leadership Fund Scholarship in the College of Arts and Sciences
- Iranian Cultural Heritage Scholarship
- Dr. Bernard J. Brommel Doctoral Scholarship
- Cannon-Herskovic Israel Research Scholarship
- J. Njogu Karuru and Eben C. Morgan Scholarship
- Brommel-Hanson-McGee Award

## **COLLEGE OF BUSINESS AND TECHNOLOGY**

(Contact: Jessica Mueller at [j-mueller@neiu.edu](mailto:j-mueller@neiu.edu))

- Andrew Mihopoulos Scholarship
- Elaine Helman Award
- Dr. Hofler Scholarship in COBM
- Dr. Mohammad Mossadegh Servant Leadership Scholarship Fund in the College of Business and Management
- Nick Mirkopoulos Scholarship

## **DANIEL L. GOODWIN COLLEGE OF EDUCATION**

(Contact: [gcoe-scholarships@neiu.edu](mailto:gcoe-scholarships@neiu.edu))

- Dr. Olga Kaszubowski Memorial Scholarship
- Marion L. Molyneaux Scholarship
- The Lillian and Donald J. Pierce Scholarship
- Dr. Santos Rivera ENLACE Scholarship
- Mark Zinman Scholarship
- Daniel L. Goodwin College of Education Dean's Fund
- Professor Bonnie B. Busse Merit Scholarship
- Mary Jane Krump Cascino Scholarship
- Sue, Mary Jane and Jacqueline Krump Scholarship
- Greater Milwaukee Foundation Donald P. Timm Scholarship Fund
- Patricia A. Szymczak Justice Scholarship
- Jorge Rodriguez Scholarship
- The Smith Barney Mercantile Foundation Scholarship
- Schust Family Scholarship
- Ethel & Paul Alday Scholarship
- Brommel-Miller Teaching As Transformation Scholarship
- Kay Hilton
- Dr. June Verbillion Endowed Scholarship

## ART + DESIGN DEPARTMENT

(Contact: Kim Ambriz at [k-ambriz@neu.edu](mailto:k-ambriz@neu.edu))

- Frank Fritzman - Hallberg Award for Art
- Mary E. Krebs Smyth Scholarship

## Biology Department

(Contact: Jennifer Slate at [j-slate@neu.edu](mailto:j-slate@neu.edu))

- A. Michael Drachler M.D. Biology Scholarship

## COMMUNICATION, MEDIA AND THEATRE DEPARTMENT

(Contact: [cmt@neu.edu](mailto:cmt@neu.edu))

- Brommel Adams Bell-Jordan Scholarship
- Brommel-Denson-Everson-Snell-Scholarship
- Brommel-Hanson-Ijams-Hayward Scholarship
- Brommel-Kramer-Barnitz Scholarship
- Brommel-Levy-Staniec Scholarship
- Brommel-McGee Scholarship
- Communicating Sexualities Scholarship

## Counselor education

(Contact: [counsedu@neu.edu](mailto:counsedu@neu.edu))

- James A. Fruehling Scholarship in Counselor Education
- Mary & Norman Bowers Scholarship in Counselor Education

## OFFICE OF STUDENT AFFAIRS

(Contact: [student-affairs@neu.edu](mailto:student-affairs@neu.edu))

- Dr. Lawrence Frank Emergency Housing Fund
- Student Emergency Fund
- Dr. Daniel Lopez Jr. Undocumented Student Endowment Fund

## Early Childhood Education

(Contact: Rachel Adeodu at [r-adeodu@neu.edu](mailto:r-adeodu@neu.edu))

- Marion L. Molyneaux Scholarship

## EL CENTRO

(Contact: Rebeca Lamadrid-Quevedo [m-lamadrid-quevedo@neu.edu](mailto:m-lamadrid-quevedo@neu.edu) or Danny Cortez at [d-cortez1@neu.edu](mailto:d-cortez1@neu.edu))

- El Centro Endowment Fund Scholarship
- IME Becas Scholarship
- Nohra DeFrancisco Memorial Scholarship

## ENGLISH DEPARTMENT

(Contact: Bradley Greenburg at [b-greenburg@neu.edu](mailto:b-greenburg@neu.edu))

- The Ely Liebow Scholarship
- Paula M. Levy Memorial Scholarship

## ENLACE

(Contact: Gabriel Cortez at [g-cortez@neu.edu](mailto:g-cortez@neu.edu))

- Dr. Santos Rivera ENLACE Endowment

## **Ensemble Español**

(Contact: Jorge Pérez at j-perez1@neiu.edu)

- Brommel-Chan-Laird Scholarship for Ensemble Espanol
- Brommel Komaiko Perez Scholarship For Ensemble Español
- Brommel Perez Scholarship For Ensemble Español

## **HEALTH SCIENCES AND PHYSICAL EDUCATION DEPARTMENT**

(Contact: James Ball at jwball@neiu.edu)

- Chuck Kane Health and Wellness Award
- Chuck Kane Memorial Scholarship
- Gus Ziagos Scholarship

## **HISTORY DEPARTMENT**

(Contact: Charles Steinwedel at c-steinwedel@neiu.edu)

- Brommel-Lindberg Scholarship
- Susan E. Rosa Memorial Award for Graduate Studies
- Dr. Joseph Morton Scholarship in History
- J. Fred MacDonald Scholarship

## **HUMAN RESOURCE DEVELOPMENT**

(Contact: Russell Wartalski at r-wartalski@neiu.edu)

- Executive Learning Exchange's Chicagoland Learning Leaders RightStart4Kids Scholarship

## **LITERACY EDUCATION DEPARTMENT**

(Contact: Christina Madda at c-madda@neiu.edu)

- Mozzi Memorial Fund for Reading

## **MUSIC DEPARTMENT**

(Contact: Christopher Owen at c-owen@neiu.edu)

- Brommel-Barnett-Kenas-McGukin-Nicoscia Speake Scholarship
- Brommel-Ratner Scholarship
- Harold E. Berlinger Music Scholarship
- Ruth Chakos Memorial Award
- The Reverend John M. Krump Scholarship
- The John and Eva Krump Family Scholarship in Music or Art
- McGowan Scholarship in Music
- Elyse J. Mach Music Award
- Vincent Oddo Memorial Award
- Opera Piccola Award in Music
- Orvieto Musica Award
- Joan Sachs Scholarship
- Nada Spasojevich Memorial Scholarship
- Hamilton and Marilyn Viets Award in Music
- Emily Vinson Stoffa Scholarship
- Mariene Wilczynski Gill Scholarship
- Eva M. Krump Music Scholarship
- Sue Joan Krump Scholarship
- Mary Jane Krump Music Scholarship
- Krump Family Scholarship

- Krump Legacy Scholarship in Music
- Dr. Michael H. Ries, M.D. Scholarship

## NEIU LIBRARY

(Contact: Steven Harris at s-harris9@neiu.edu)

- NEIU Library Award in Excellence in Research

## NONTRADITIONAL DEGREE PROGRAMS

(Contact: Kimya Barden at kpbarden@neiu.edu)

- Brommel-Mendelson-Henington Scholarship

## OFFICE OF ALUMNI RELATIONS

(Contact: Anna Augustyn at a-augustyn@neiu.edu)

- Class Gift Scholarship
- Doris Vrooman Alumni Mentoring Award
- NEIU Alumni Association Internship Scholarship
- David Robertson Scholarship

## OFFICE OF INSTITUTIONAL ADVANCEMENT

(Contact: Isela Juárez Hernandez at i-juarez@neiu.edu)

- Student Research Travel Award

## ANGELINA PEDROSO CENTER FOR DIVERSITY & INTERCULTURAL AFFAIRS

(Contact: DeWitt Scott at dt-scott@neiu.edu)

- Dean Murrell J. Higgins Duster Legacy Fund
- Native and Indigenous Scholarship

## PHYSICS DEPARTMENT

(Contact: Gregory Anderson at g-anderson@neiu.edu)

- Peter Speltz Award

## POLITICAL SCIENCE DEPARTMENT

(Contact: Martyn de Bruyn at m-debruyn@neiu.edu)

- Robin Archia Prize for Service
- Shirley Castelnuovo Memorial Scholarship
- Brommel-Feigenholtz Scholarship
- Pi Sigma Alpha Theta Lambda Chapter Scholarship
- Dr. Kusol Varophas Award for Outstanding Graduate Students in Political Science

## PROJECT SUCCESS

(Contact: Erica Brown-Pierce at E-Brown7@neiu.edu or Michelle D. Morrow at scholarships@neiu.edu)

- Dr. Peyton Harrison, Jr. Annual Legacy Scholarship

## PSYCHOLOGY DEPARTMENT

(Contact: Maureen Erber at m-erber@neiu.edu)

- Peggy Condon Memorial Award
- Dr. Saba & Dr. Condon Psychology Student Travel Award



## **SOCIAL WORK DEPARTMENT**

(Contact: Job Ngwe at [j-ngwe@neiu.edu](mailto:j-ngwe@neiu.edu))

- Applied Professionalism Award in Social Work

## **UNIVERSITY HONORS PROGRAM**

(Contact: [honors@neiu.edu](mailto:honors@neiu.edu))

- Brommel-Cozad-Elliot Scholarship
- Brommel-Manganiello-Wohl Scholarship
- Brommel Brady Portakalis Scholarship

## **Veterans Services**

(Contact: [veterans@neiu.edu](mailto:veterans@neiu.edu))

- The Mueller Family, USMC, Veterans Memorial Scholarship

## **WORLD LANGUAGES AND CULTURES DEPARTMENT**

(Contact: Jeanette Hernández at [j-hernandez-kalin@neiu.edu](mailto:j-hernandez-kalin@neiu.edu))

- Jewell Berlinger Scholarship
- Calixto C. Masó Spanish Scholarship
- Arturo Najera Mexican American Scholarship

# Student Employment

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Student Employment 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 Student Employment are for currently enrolled students meeting Minimum Standards of Academic Progress.

Eligibility for 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 for a minimum of six credit hours (half time) per semester. To ensure no delay in pay students should not begin work until all hiring forms have been submitted and processed through the Student Employment Office.

All jobs received by Student Employment are posted online at H ([https://app.joinhandshake.com/login/?requested\\_authentication\\_method=standard](https://app.joinhandshake.com/login/?requested_authentication_method=standard))andshake (<https://neiu.joinhandshake.com/login/>). ([https://app.joinhandshake.com/login/?requested\\_authentication\\_method=standard](https://app.joinhandshake.com/login/?requested_authentication_method=standard)) Other useful information can be found on the Student Employment (<https://www.neiu.edu/financial-aid/student-employment-opportunities/>) website. A limited number of job openings are posted on bulletin boards just north of the entrance to Enrollment Services (D-120).

## Federal Work-Study Program

Programs	Eligibility	Description of Programs	Repayment	Office to Contact
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 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 Student Employment (D-012) or Financial Aid (D-200)

## Institutional Work Program

Programs	Eligibility	Description of Programs	Repayment	Office to Contact
Student Aide Employment	(Undergraduate and Graduate)	All enrolled students are eligible to apply for part-time on campus employment.	No repayment obligation.	Northeastern Student Employment (D-012) or Financial Aid (D-200)

# Academics

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## Academics at Northeastern

Northeastern offers a rigorous academic experience tailored to your needs. We think pursuit of excellence happens best in a supportive, individualized environment. The diversity of our faculty and students means that you will benefit from both the understanding that comes from shared cultural backgrounds and the enrichment that comes from a variety of cultures.

- We have approximately 450 faculty. Many of the faculty bring with them experiences from different countries.
- Our student body is the most diverse in the Midwest.
- Northeastern is a federally designated Hispanic-Serving Institution.

# Academic Calendar

## 2024-2025 Academic Calendar

### Fall Semester 2024

Monday, August 26, 2024	Fall Semester Begins (Both 16-weeks and 1st 8-weeks Classes)
Monday, September 2, 2024	Labor Day Holiday - University Closed / No Classes
Saturday, October 19, 2024	1st 8-weeks Classes End
Monday, October 21, 2024	2nd 8-weeks Classes Begin
Tuesday, October 22, 2024	Grades Due by 11:59 p.m. for 1st 8-weeks Classes
Tuesday, November 5, 2024	General Election Day - University Closed/ No Classes
Thursday, November 28, 2024 - Sunday, December 1, 2024	Thanksgiving Holiday - University Closed / No Classes
Monday, December 9, 2024	Last Day of Classes
Tuesday, December 10, 2024 - Thursday, December 12, 2024	Final Examinations
Friday, December 13, 2024	Final Examinations for Friday-only Classes
Saturday, December 14, 2024	Final Examinations for Saturday-only Classes / 2nd 8-weeks Classes End / Fall Semester Ends
Sunday, December 15, 2024	Commencement Ceremony
Monday, December 16, 2024	Grades Due by 11:59 p.m. for 16-weeks and 2nd 8-weeks Classes
Tuesday, December 17, 2024 - Monday, January 20, 2025	Recess

### Winter Session 2024

Wednesday, December 18, 2024	Winter Session Begins
Monday, December 23, 2024 - Thursday, January 2, 2025	December Break - University Closed / No Classes
Friday, January 3, 2025	Winter Session Resumes
Wednesday, January 15, 2025	Winter Session Ends
Monday, January 20, 2025	Martin Luther King, Jr. Day - University Closed / No Classes
Tuesday, January 21, 2025	Grades Due by 11:59 p.m. for Winter Session Classes

### Spring Semester 2025

Monday, January 20, 2025	Martin Luther King, Jr. Day - University Closed / No Classes
Tuesday, January 21, 2025	Spring Semester Begins (Both 16-weeks and 1st 8-weeks Classes)
Wednesday, February 12, 2025	Lincoln's Birthday Observed - University Closed / No Classes
Saturday, March 15, 2025	1st 8-weeks Classes End
Monday, March 17, 2025 - Sunday, March 23, 2025	Spring Break - No Classes
Monday, March 24, 2025	Grades Due by 11:59 p.m. for 1st 8-weeks Classes / 2nd 8-weeks Classes Begin
Monday, May 12, 2025	Last Day of Classes
Tuesday, May 13, 2025 - Thursday, May 15, 2025	Final Examinations
Friday, May 16, 2025	Final Examinations for Friday-only Classes / <b>Commencement Ceremony</b>
Saturday, May 17, 2025	Final Examinations for Saturday-only Classes / 2nd 8-weeks Classes End / Spring Semester Ends
Sunday, May 18, 2025	Grades Due by 11:59 p.m. for 16-weeks and 2nd 8-weeks Classes
Monday, May 19, 2025 - Sunday, May 26, 2025	Recess

### First Half Summer Session 2025

Monday, May 26, 2025	Memorial Day Holiday - University Closed / No Classes
Tuesday, May 27, 2025	First Half Summer Classes Begin
Thursday, June 19, 2025	Juneteenth Holiday - University Closed / No Classes
Tuesday, July 1, 2025	Last Day of Classes
Wednesday, July 2, 2025 - Thursday, July 3, 2025	Final Examinations

Friday, July 4, 2025	First Half Summer Session Ends / Independence Day Holiday - University Closed / No Classes
Monday, July 7, 2025	Grades Due by 11:59 p.m.

### Full Summer Session 2025

Monday, May 26, 2025	Memorial Day - University Closed / No Classes
Tuesday, May 27, 2025	Full Summer Session Classes Begins
Thursday, June 19, 2025	Juneteenth Holiday - University Closed / No Classes
Friday, July 4, 2025	Independence Day Holiday - University Closed / No Classes
Monday, July 28, 2025	Last Day of Classes
Tuesday, July 29, 2025 - Thursday, July 31, 2025	Final Examinations
Friday, August 1, 2025	Final Examinations for Friday-only classes
Saturday, August 2, 2025	Final Examinations for Saturday-only Classes / Full Summer Session Ends
Monday, August 4, 2025	Grades Due by 11:59 p.m.
Tuesday, August 5, 2025 - Sunday, August 24, 2025	Recess

### Second Half Summer Session 2025

Monday, July 7, 2025	Second Half Summer Classes Begin
Tuesday, August 12, 2025	Last Day of Classes
Wednesday, August 13, 2025 - Thursday, August 14, 2025	Final Examinations
Friday, August 15, 2025	Second Half Summer Session Ends
Sunday, August 17, 2025	Grades Due by 11:59 p.m.
Monday, August 18, 2025 - Sunday, August 24, 2025	Recess

All dates are subject to change.

# Registration

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## Student Responsibility

Each student is ultimately responsible for knowledge of, and adherence to, all University requirements and regulations, including all degree and graduation requirements. All students are strongly encouraged to meet with an academic advisor each semester, and 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, encompassing three terms of varying lengths, a Winter Session, a Spring Semester, encompassing three terms of varying lengths, and a Summer semester, encompassing three terms of varying lengths. Specific dates for the Fall through Summer semesters can be found in the Academic Calendar section of the Academic Catalog.

## Registration Procedures

Currently enrolled students and students admitted or readmitted prior to the beginning of Advance Registration are eligible to participate in the Advance Registration process. This allows students to register for upcoming semesters based upon their student classification (master's, senior, junior, etc.) and the number of credit hours completed. Students register online via NEIUport (<http://neiuport.neiu.edu>). Detailed information regarding online registration procedures and registration dates can be found in the online Schedule of Classes (<http://www.neiu.edu/academics/registrar-services/class-schedules-and-registration/>).

Northeastern provides priority registration to veterans, active duty military, reservists, and dependents using benefits by permitting these students to register for classes on the first day of the Advance Registration period in support of Section 303 of the Harry W. Colmery Veterans Educational Assistance Act of 2017.

Any eligible student who does not advance register may register online for classes during the Open Registration and Change of Registration periods. Students are responsible for viewing and/or printing their student schedule and registration fee assessment (bill) via NEIUport. Students must register for all classes before the last day of the Change of Registration period.

Students who fail to complete all admissions requirements, have outstanding tuition/fees or other financial obligations, receive academic dismissal or disciplinary notices, or have other holds that prevent registration must resolve the issue(s) before being permitted to register.

## Undergraduate Students Enrolling in Graduate Courses

An undergraduate student must meet the following minimum requirements to be considered for enrollment in a graduate course, in addition to meeting all prerequisites for the course (except the prerequisite of graduate standing): 1) student must have completed one semester in residency at Northeastern, 2) student must be in the final year of undergraduate study, 3) student must currently have a minimum 3.0 cumulative undergraduate GPA.

Some undergraduate students may elect to count the graduate course toward undergraduate degree requirements. If so, the course will carry an undergraduate course-level classification and cannot be used in the future to fulfill graduate requirements. All students enrolled in the course will do the same work, regardless of course-level classification.

\*Students participating in an Accelerated Pathways program of study will have specified coursework fulfill both undergraduate and graduate requirements. Please click here ([https://www.neiu.edu/sites/default/files/documents/2022/10/13/FCAA\\_Policy\\_Accelerated%20Program.%20April%2021.2022.pdf](https://www.neiu.edu/sites/default/files/documents/2022/10/13/FCAA_Policy_Accelerated%20Program.%20April%2021.2022.pdf)) to find more information on this program.

Students must submit the **Undergraduate Students Enrolling in a Graduate Course form** to the Graduate Records Office no later than the end of the Change of Registration period, which is published in the online Schedule of Classes. After the end of the Change of Registration period, the student's decision about the course-level classification cannot be changed.

## Course Numbers

A general guideline to Northeastern's course numbering system is:

- 000-099: Developmental courses. Credit does not apply towards graduation. Effective Fall 2010, grades earned in developmental courses will not be counted in the hours earned nor in the grade point average.
- 100-199: Lower-division courses usually taken during the freshman year.
- 200-299: Lower-division courses usually taken by sophomores.
- 300-399: Upper-division courses which are for advanced undergraduates and, under some conditions, graduate students.
- 400-499: Graduate-level courses only for graduate students.
- 500-599: Graduate-level courses only for graduate students.

Undergraduate students must complete a minimum of 40 semester hours at the upper-division level (i.e., courses number 300 to 499).

## Student Classification

### Total Hours Earned:

Freshman	0 - 29 hours
Sophomore	30 - 59 hours
Junior	60 - 89 hours
Senior	90+ hours
Graduate	Admitted to a graduate degree program
Student-at-Large	Not admitted to a degree program
Student-at-Large Seeking Licensure	Admitted to a licensure program
Second Bachelor's Degree	Admitted to an undergraduate degree program

# Credit Hour Load

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## Credit Hours Load (Overloads)

During the Fall and Spring semesters, a student may register for a maximum of 18 credit hours per semester. Graduate students in the Computer Science or Counseling (Clinical Mental Health, Community, Couple and Family, Rehabilitation, or School Counseling) programs are restricted to 12 semester hours during the Fall and Spring semesters.

During the Summer semester, a student may register for a maximum of 12 credit hours.

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

To be considered for a course overload students must:

- Have a cumulative GPA of 3.0.
- Write a petition explaining the compelling reason the overload is necessary.
- Submit the letter of petition to the appropriate college Dean or Department.

### Dean of the College of Arts and Sciences

- Undergraduates who have officially declared a major or pre-major in the College of Arts and Sciences
- Undergraduates who have not yet declared a major or pre-major
- Undergraduate and Graduate Students-at-Large

### Dean of the College of Business and Technology

- Undergraduates who have officially declared a major or pre-major in the College of Business and Management

### Dean of the Daniel L. Goodwin College of Education

- Undergraduates who have officially declared a major or pre-major in the Goodwin College of Education
- Graduate Students-at-Large officially admitted to a certification program

### Dean of the College of Graduate Studies and Research

- Graduates admitted to a master's degree program.

### Director of Nontraditional Degree Programs

- Undergraduates officially admitted to the Bachelor of Arts in Interdisciplinary Studies program or the University Without Walls program



# Prerequisite Policy

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## Prerequisite Policy

Some courses require that one or more prerequisites (i.e., other classes completed with certain grades, test scores, etc.) be successfully completed (or the classes in progress) before the student is allowed to register for the class. The faculty members regard these prerequisites or their equivalent as a necessary foundation for student learning. It is the student's responsibility to be aware of and meet any course prerequisite(s) prior to registration.

In situations where a course prerequisite(s) cannot be met, a student may request a prerequisite waiver (override) by contacting the program that offers the course. The program must enter the override in the student information system in order for the student to be able to register for the class. After the override has been entered into the student information system, the student must register for the course in NEIUport by the registration deadline.

Students who were permitted to register for a class in a future semester by way of a department-issued override due to "in progress" coursework will be dropped from the class(es) for which they do not meet prerequisites if they do not successfully complete the course prerequisite(s) before the start of the next semester.

# Policy on First Class Session Attendance

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## First Class Session Attendance Policy

A faculty member may reassign a registered student's seat in a class if the student does not attend the first class session and neglects to inform the faculty member in advance. The student is responsible for any financial consequence if the student does not officially drop his/her course before the end of the 100% refund period.

The University **does not** drop students from their classes due to non-attendance.

A student who does not officially drop/withdraw from the course will receive a failing grade at the end of the semester.

# Policy On Class Attendance

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## 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.

# Concurrent Registration

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## 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 on the Registrar's Office (<https://www.neiu.edu/academics/registrar-services/forms/>) web page.

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

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

# Dual Credit Policy

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## Dual Credit Policy

A dual credit course is a university course taken by a high school student for credit at both the university and the high school. The course is taken at the high school and taught by a high school teacher. The high school course must have the same content, learning outcomes, and assessment methods as the Northeastern course, and the high school teacher must meet the same academic credential requirements as an adjunct faculty member teaching at Northeastern Illinois University.

The student must meet the same academic criteria prior to enrolling in the credit-bearing course as a student enrolled in the respective course at Northeastern, and he/she must complete the appropriate application materials. The student pays all appropriate university tuition and fees as designated by Northeastern's Board of Trustees.

Northeastern Illinois University adheres to all policies and procedures outlined in the Higher Education Dual Credit Quality Act (110 ILCS 72).

# Repeat Courses

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

## Repeating Graduate Courses

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

## Repeatable Courses

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

# Permanent Pass/Fail Option

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## Pass/Fail Grade Option

1. The Pass/Fail option is available only to students in good standing (cannot be on academic probation) at the undergraduate level.
2. The Pass/Fail option is not allowed for General Education-Distributive Learning, developmental, Honors, tutored study, independent study, ENGL-101, and College of Business and Technology courses. Pass/Fail is also not an option for a course used to fulfill a major or minor requirement.
3. Students are eligible to exercise the Pass/Fail option only after accumulating 15 hours in residency (courses taken at 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-Distributive Learning.
5. Declaration of the intention to select the Pass/Fail option must be made no later than the Change of Registration period for the respective part of term (please reference the *Detailed Semester Calendar* on the Class Schedules and Registration (<https://www.neiu.edu/academics/registrar-services/class-schedules-and-registration/>) page for specific dates) by submitting a completed Pass/Fail Grade Option form to the Registrar's Office in 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 curricular governance 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.

# Dropping a Class/Official Withdrawal from the University

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## Dropping Classes: Official/Unofficial Withdrawals

### Official Withdrawals

A student who wishes to drop or withdraw from a class or the university must do so in NEIUport by the dates published in the Schedule of Classes.

Northeastern does not administratively drop or withdraw students from their classes for non-payment of tuition and fees nor does it administratively drop or withdraw students for non-attendance. Consult the online Schedule of Classes (<http://www.neiu.edu/academics/registrar-services/class-schedules-and-registration/>) for the refund policy and deadline dates.

Students who completely withdraw from Northeastern must return all borrowed books to the Library, return any and all instruments or equipment lent by an academic department, pay any fines due, and clear all outstanding accounts or holds.

### Unofficial Withdrawals

A student who does not take the appropriate steps to officially drop or withdraw from his/her classes will receive grades of either "NAF"/"RNAF" or "UWF"/"RUWF" at the end of the semester/term.



# English (Writing and Reading) and Mathematics Course Placement Policy

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## Testing Services - Placement Testing Policy

The purpose of the placement test is to determine course placements in the areas of Math and English to determine readiness for completing the university requirements in these areas.

### Math Placement Test

Math/Quantitative Reasoning requirement is fulfilled by any one of the following:

- Completing one college level math course ('C' or better, accepted transfer credit); or
- Completing one course on the General Education Program-Distributive Learning List of Approved Courses ('C' or better); or
- Placing at College Level II Math on the NEIU Math Placement Test; or
- Scoring 580+ on the SAT or 25+ on the ACT within the past 2 years; or
- Receiving an Advanced Placement (AP) Calculus Test score of 3 or higher

### WRITING PLACEMENT TEST

The English Composition Requirement is met by completing ENGL-101 or its equivalent, with a grade of 'C' or better. This requirement should be completed within the first 30 credit hours at Northeastern in order to ensure that students have the necessary writing skills to complete their studies.

### Reading Placement Test

Reading requirement is fulfilled by any of the following: completing Reading 097 with a 'C' or better, earning 250 or higher on the Accuplacer Reading placement test, having an ACT Reading score of 20 or higher, or having an SAT Evidence-Based Reading and Writing (EBRW) score of 480 or higher. This requirement should be completed within the first 30 hours at Northeastern in order to ensure that students have the necessary reading skills to complete their studies.

Transfer students who transfer credits from another university that meet these requirements do not have to take that portion of the placement test.

# Visitor/Auditor

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## Auditor (Visitor) Registration Option

A student who wishes to audit a course must obtain the written permission of the instructor (permission of the Department Chair for College of Business and Technology courses), register in the regular manner, and pay the same tuition and fees charged to students earning credit in the same course. The approved written request to audit the course must be submitted to the Registrar's Office by the date published in the online Schedule of Classes (<http://www.neiu.edu/academics/registrar-services/class-schedules-and-registration/>) for that semester/term. After the Change of Registration period ends for the term in which a student is registering, a student cannot change or select the auditor option. The grade issued for an audited course is "V" (Visitor).

# Student Departure for Military Service

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## Student Military Leave Policy

The call to active duty presents an extreme hardship upon students. In an effort to assist those students who are called to active duty, Northeastern Illinois University has established the following policy.

Northeastern Illinois University students who are members of the National Guard, Reserves, ROTC, or active United States military and who are called to active or inactive duty (i.e., drill, annual training, flight training periods, active duty for special work, readiness management assembly, Title 32, etc.) or who require medical treatment for service-related conditions will not receive any academic penalty for that service or treatment.

Within ten days after a student is notified that he/she has been called to duty, or needs to return for medical treatment (including travel time to/from the duty or treatment), he/she needs to inform his/her instructors that he/she will be absent. The Veterans Services Office must also be notified.

Veterans Services Office staff will work with the instructors to help the student in one of the following ways:

1. A student who will be absent for one to three weeks will be allowed to make up any missed work within a reasonable time frame without penalty to his/her grade. The student is required to present proof of training schedule, official orders or letter from the member's unit to the Veterans Services Office. In cases of a medical treatment, the student must present a signed document from the VA physician, social worker, or other qualified individual indicating that an absence should be excused. The Veterans Services Office will contact each instructor and obtain the requirements for course completion. The requirements will be sent to the student and kept on file.
2. A student who is activated for more than three weeks will have the following three options from which to choose:
  - a. If, according to the faculty member's judgment, the student's performance allows for the course instructor to award a letter grade consistent with the student's performance in the class, then the faculty member may do so as long as the instructor and the student both agree.
  - b. If the faculty member deems a letter grade is not appropriate, an incomplete ("I") can be assigned. A student choosing to receive an incomplete grade will receive instructions on what work needs to be completed for a letter grade to be entered at a later date in accordance with the University's Incomplete Grade policy (<https://catalog.neiu.edu/academics/grading-transcripts/incomplete-grade-policy/>). The student is required to present proof of training schedule, official orders or letter from the member's unit to the Veterans Services Office. The Veterans Services Office will then contact each instructor and obtain the requirements for course completion. The requirements will be sent to the student (copying the instructor[s]) and kept on file.  
In cases of a medical treatment, the student must present a signed document from the VA physician, social worker, or other qualified individual indicating that an absence should be excused. This documentation should also be shared with the Veterans Services Office.
  - c. A student choosing to withdraw will be administratively withdrawn from his/her classes and will receive "W" grades for those classes. The student will receive a full credit to his/her account for tuition and fees for that semester. Students who are called to active duty will not be subject to financial aid and/or satisfactory academic progress standards for the withdrawal term.

### Re-entry into the University and Re-enrollment in Dropped Course(s)

When a student is ready to re-enroll, the student should contact the Veterans Services Office for assistance with re-entering the University. A new application for admissions will not be necessary; however, the student will complete a re-entry form so that the University has the most up-to-date information on the student. Upon re-entry, the student will be granted a priority registration status over other students seeking to enroll in the course(s) the student dropped due to the military leave.

# Enrollment Verification

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## Enrollment or Degree Verification

Northeastern utilizes the National Student Clearinghouse for the majority of student enrollment or degree verification requests. For enrollment or degree verification requests that cannot be handled by the National Student Clearinghouse, please contact the Registrar's Office. The Registrar's Office is the only office authorized to release a student's enrollment or degree status information.

When verifying enrollment for purposes of loan deferment, Social Security eligibility, etc., Northeastern reports enrollment status in the following manner:

### Enrolled Hours: Fall and Spring Semesters

#### Undergraduate

Full-time: 12+

3-quarter-time: 9 to 11.99

Half-time: 6 to 8.99

Less-than-half-time: .5 to 5.99

#### Graduate

Full-time: 9+

3-quarter-time: 7 to 8.99

Half-time: 6 to 6.99

Less-than-half-time: .5 to 5.99

### Enrolled Hours: Summer Semester

#### Undergraduate:

Full-time: 12+

3-quarter-time: 9 to 11.99

Half-time: 6 to 8.99

Less-than-half-time: .5 to 5.99

\*\*International Undergraduate (F-1 and J-1 visas only)

Full-time: 9+

#### Graduate

Full-time: 9+

3-quarter-time: 7 to 8.99

Half-time: 5 to 6.99

Less-than-half-time: .5 to 4.99

\*\*International Graduate (F-1 and J-1 visas only)

Full-time: 6+

1. The student's status is determined by the total number of enrolled summer hours.
2. Dates of enrollment will be reported using the beginning and ending dates of the specific summer session(s) in which the student is taking classes.

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

# Major/Minor Declaration

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## Declaring a Major, Pre-major, Minor, or Concentration

Northeastern requires all undergraduate students to declare a major by the time they have earned a total of 45 credit hours.

Students intending to major in business or graphic design can declare a “pre-major” until the program admission requirements to the College of Business and Technology or the BFA in Graphic Design are met.

### Declaring a Major, Pre-Major, Minor or Concentration

The Undergraduate Major/Minor Declaration form must be completed to declare a major or pre-major, to declare a minor, to declare a concentration, or to make any changes to previously declared majors or pre-majors, minors, or concentrations. The procedure is as follows.

1. Obtain the Undergraduate Major/Minor Declaration form online, from the Registrar's Office in Enrollment Services, or from your academic program.
2. Obtain the necessary signatures and submit the form to the Registrar's Office in Enrollment Services.

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

Students who double major in both the Bachelor of Arts in Interdisciplinary Studies (BAIS) program and another major will have the BAIS program listed as their primary major, and this major will display on the student's diploma.

Both majors will appear on the student's transcript.

## Area of Study in Addition to the Major

Undergraduate students are not required to have a minor, with the following exceptions:

- 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 in the College of Business and Technology 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 Goodwin College of Education require a minor. Students should refer to the section of the Academic Catalog which details the requirements for each major to determine if a minor or a set of cognate courses is required.

# Reverse Transfer Credit

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## Northeastern Illinois University Reverse Transfer Credit Policy

Reverse Transfer is a program designed for students who transferred from any Illinois community college to NEIU without earning their associate's degree. Credits successfully completed at NEIU may be transferred back to the community college and used to fulfill the remaining requirements for the student's associate's degree. The community college will evaluate the NEIU work and determine if credits taken at NEIU will fulfill any remaining requirements. Students who have attended any Illinois community college are eligible to take advantage of this policy.

Current NEIU students who meet the following criteria will be contacted by Enrollment Management informing them of their eligibility for the Reverse Transfer process:

- Transferred to Northeastern Illinois University from, or previously attended, an Illinois community college
- Earned a minimum of 15 credit hours at an Illinois community college
- Earned a cumulative total of, at least, 60 credit hours, including hours acquired at NEIU

Students wishing to participate in this program must complete the Reverse Transfer Participation and Transcript Release Form. Completion and submission of this form authorizes NEIU and the specified Illinois community college to exchange transcript information in support of the awarding of the student's associate's degree. Once received, the Illinois community college will evaluate the NEIU transcript and determine whether courses taken at Northeastern Illinois University will count toward degree completion.

# Residency Status

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## Residency Status

For the purpose of this regulation an "adult" is considered to be a student 18 years of age or over; a "minor" student is a student under 18 years of age. 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.

### Residency Determination

Evidence for determination of residence status of each applicant for admission to the University shall be submitted to the Admissions Office at the time of application for admission. A student may submit additional or changed information to the University to request a reclassification of the student's residency status. However, if the student's residency status is classified in error as a resident student, the change in tuition shall be applicable beginning with the semester following the reclassification; if the student is classified in error as a nonresident, the change in tuition shall be applicable to the semester in which the reclassification occurs, provided the student has filed a written request for a review in accordance with this regulation.

### 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 6 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.

### Minor Student

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

1. That of the person's parents, if they are living together, or living parent, if one is dead; or
2. 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
3. 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
4. that of the legally appointed guardian of the person if the minor resides with such guardian; or
5. 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.

### 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.

### 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 12 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.

### In-State Tuition for Individuals from Bordering States

Beginning Fall 2015, incoming freshmen, transfer and graduate students from neighboring states will be assessed in-state tuition rates. Students will qualify if they reside in Indiana, Wisconsin, Michigan, Iowa, Kentucky or Missouri.

### Armed Forces Personnel

Beginning Fall 2015, an incoming freshman, transfer, or graduate student who is an active member of the United States Armed Forces or who is an honorably discharged veteran, regardless of state residency, will qualify for in-state tuition. This policy also applies to the spouse and dependent children of active duty military and veterans.

### **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 the 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.

### **Marriage of Students**

1. 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.
2. 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 Admissions Office and requests reclassification to resident status.

### **Minor Children of Parents Transferred Outside the United States**

The minor children of persons who have resided in the state for at least 12 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.

### **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 an appointment of at least one-quarter time, and their spouses and dependent children, shall be treated as residents.

### **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.

### **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, the 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 a 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.

### **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 written petition to the Residency Review Committee 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 6 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. An official decision is typically communicated within 2 to 3 weeks, and the decision of the Residency Review Committee is final.

Residency Review Committee  
c/o Enrollment Services (D-101)  
5500 N. St. Louis Ave  
Chicago, IL 60625



# Grading and Transcripts

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## Grading and Transcripts

Northeastern Illinois University 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 failing grade is earned (i.e., F, NAF, RNAF, UWF, and RUWF) 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.

# Grading System

## Definition and Explanation of Grading System

Grade	GPA
A	Completion of course requirements in an outstanding manner, reflecting a degree of accomplishment that is exceptional. 4
RA	Remedial A. Used for developmental courses only. Grade is not counted in hours earned nor in grade point average.
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	Remedial B. Used for developmental courses only. Grade is not counted in hours earned nor in grade point average.
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	Remedial C. Used for developmental courses only. Grade is not counted in hours earned nor in grade point average.
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	Remedial D. Used for developmental courses only. Grade is not counted in hours earned nor in grade point average.
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	Remedial F. Used for developmental courses only. Grade is not counted in hours earned nor in grade point average.
I	Incomplete. Allows for an additional amount of time to complete a course, given at the discretion of the instructor per the Incomplete Grade Policy.
HP	High Pass. Outstanding academic progress on the thesis, an outstanding defense of the thesis, or an outstanding thesis. Credit is awarded, but the credit hours are not used to calculate the grade point average. (Used for graduate-level thesis courses only.)
P or Pass	Pass. Credit is awarded, but the credit hours are not used to calculate the grade point average. Also listed as Pass. At the graduate level, represents satisfactory academic progress on the thesis, a satisfactory defense of the thesis, or a satisfactory thesis.
RP	Remedial Pass. Used for developmental courses only. Grade is not counted in hours earned nor in grade point average.

NP	No Pass. Student has not made satisfactory academic progress on their thesis or their thesis does not meet the academic standards of the program. (Used for graduate-level thesis courses only.)	
V	Visitor/Auditor. Enrollment for no credit, no grade; not convertible to letter grade, nor applicable toward graduation credits.	
W	Withdrawal. Student withdraws after the Add/Drop registration period through the last day to officially withdraw.	
NAF	Never Attended Failure. Failure due to never attending, and not officially withdrawing from a course.	0
RNAF	Never Attended Failure. Used for developmental courses only. Failure due to never attending, and not officially withdrawing from a course.	0
UWF	Unofficial Withdrawal Failure. Failure due to not completing and not officially withdrawing from a course.	0
RUWF	Unofficial Withdrawal Failure. Used for developmental courses only. Failure due to not completing and not officially withdrawing from a course.	0
X	Grade not submitted by instructor.	

## 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.

# Incomplete Grade Policy

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## Incomplete Grade Policy

An Incomplete ("I") grade is temporary and exceptional and can only be given to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other circumstances beyond their control. An "I" grade is not to be awarded in place of a failing grade or when the student is expected to attend additional class meetings or to re-register to complete the course requirements. Additionally, an "I" grade is not a means for the student to raise his/her grade by doing additional work.

A request for an "I" grade must be made by the student to the faculty member before the last official day of the semester or term. The faculty member retains the right to make the final decision on granting a student's request for an "I" providing the student meets the provisions above, even though the student may meet the eligibility requirements for this grade. Students have up to one semester, excluding summer, to complete the work.

It is the responsibility of the student to complete and submit the remaining coursework before the assigned deadline. The faculty member will submit a Change of Grade form changing the "I" to a letter grade by or before the last day of classes of the semester in which the outstanding coursework is to be completed. If the student does not meet the deadline, the "I" will change to a final grade of "F". Since the "I" grade is temporary, faculty may not issue a terminal "I" grade.

Upon receipt of the grade change, the Registrar's Office will post the grade to the student's record and recalculate the GPA. Although students have up to one semester, excluding summer, to complete the work to change the grade of Incomplete, the student's academic standing will be reassessed only if the grade change is received by the Friday of the first full week of the semester immediately following the one in which the "I" grade was assigned.

Students will not be allowed to graduate with "I" grades on their records.

### Extension of an Incomplete Grade

A request to extend the assigned deadline must be put in writing to the appropriate academic dean *before* the assigned "I" grade becomes a failing grade. The request must provide the reason as to why a deadline extension is requested, along with including appropriate documentation (e.g. medical documentation, etc.). A letter of support from the faculty member that includes a new deadline date is also required. The Dean or his/her designate will make the appropriate decision at his/her discretion and reply in writing to the student, faculty member, and the University Registrar within 14 working days. Requests that extend beyond one calendar year from the time the incomplete grade was assigned will not be honored.

These policies apply to "I" grades given in the Fall 2016 semester or later.

# Academic Standings

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## Academic Standards: Warning, Probation, Dismissal, and Reinstatement

### Academic Standing

Northeastern Illinois University is committed to helping students achieve their educational goals. At Northeastern, there are five distinct classifications of academic standing, and a student's academic standing is determined each semester. All of the academic standing classifications are reflected on a student's permanent academic record or transcript except Academic Warning.

- Good Standing
- Academic Warning
- Academic Probation
- Continued on Academic Probation
- Dismissed

Many factors (academic, personal, social, financial, etc.) can impact students' academic performance. These classifications are designed to identify whether students are succeeding academically and whether they would benefit from support services to maintain or regain Good Standing.

In addition to this Academic Standing Policy, students who receive financial aid are required to maintain Satisfactory Academic Progress (See Minimum Standards of Academic Progress for Financial Aid Purpose section).

### Undergraduate Students

#### Good Standing

A student must maintain a minimum cumulative grade point average (GPA) of 2.0 on a 4.0 scale to be classified in Good Standing. The cumulative GPA is computed on the basis of credits earned at Northeastern Illinois University only. Courses at the 100-level and higher count towards a student's cumulative GPA. Courses that begin with "0" are developmental courses and do not count towards the cumulative GPA. The classification of Good Standing will appear on a student's transcript.

Students must maintain at least a 2.0 cumulative GPA to graduate, although some academic programs require a cumulative GPA higher than a 2.0 to graduate.

#### Academic Warning

Academic Warning is designed to alert a student when the student's current term GPA is below 2.00, and the student's cumulative GPA is 2.00 or above. Students on Academic Warning are expected to see their academic advisor frequently and to seek support from other University resources. The classification of Academic Warning will not appear on a student's transcript.

#### Academic Probation

Academic Probation occurs when a student's cumulative GPA falls below 2.0. The student will return to Good Standing when the cumulative GPA is 2.0 or higher. The classification of Academic Probation will appear on a student's transcript.

Each student placed on academic probation will be expected to take the following actions:

- Meet with his/her academic advisor by the end of the Change of Registration period the next semester in which the student enrolls.
- Meet at least three times per semester with the academic advisor.
- Utilize appropriate University and community support services.

#### Continued on Academic Probation

The classification of Continued on Academic Probation occurs when a student has been placed on Academic Probation during a semester, and during the next semester the student 1) does not have a cumulative GPA of at least 2.00, and 2) earns at least a 2.0 average for the semester. The classification of Continued on Academic Probation will appear on a student's transcript.

In this situation, the student will be permitted to continue on academic probation. The student is expected to continue to take the following actions:

- Meet at least three times per semester with his/her academic advisor.
- Utilize appropriate University and community support services.

#### Dismissed

A student is dismissed from the University when she/he is on Academic Probation (or Continued on Academic Probation from the previous semester) and has a cumulative GPA below 2.00, and fails to earn at least a 2.00 semester GPA in the current semester. The classification of Dismissed will appear on a student's transcript.

## Student Success Programs

Exceptions to the Academic Standards policy will be made for students who have been admitted into a Student Success Program. Student Success programs include Project Success, Proyecto Pa'Lante, El Centro Scholars, and CCICS All Stars.

A student in one of the Student Success Programs who is successfully complying with the requirements of the Achievement Agreement will be subject to the above academic standards after three consecutive semesters for which the student is enrolled in his/her program (including summer). Academic standing status is reviewed at the end of the third consecutive semester after enrollment in the program.

A student in one of the Student Success Programs who is not successfully complying with the requirements of the Achievement Agreement will be removed from his/her Student Success Program and be subject to the same academic standards as a student who is not in a Student Success Program.

## University Without Walls (UWW) Program

Students enrolled in the University Without Walls program shall be exempt from being placed on academic probation or being dismissed during the first 12 credit hours of formal coursework 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, or on any formal course work not completed at Northeastern.

## Undergraduate Students-at-Large

Undergraduate students-at-large will be dismissed if, upon completion of four courses, they have less than a 2.0 (on a 4.0 scale) cumulative GPA, and have not maintained a term GPA of 2.0 or better.

## Reinstatement

An undergraduate student who has been dismissed must sit out for one semester and must petition to the Academic Standards Committee by the established deadlines to be considered for reinstatement. Reinstatement is not automatic. An undergraduate student's chances of reinstatement will be enhanced by the student enrolling in and successfully completing courses at a regionally accredited community college or four-year school. If the petition is granted, the undergraduate student will be reinstated on academic probation and will be subject to the standards for a student on Continued on Academic Probation (see above).

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

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

## Graduate Students

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

### Academic Probation

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

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

### Dismissal for Academic Reasons

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

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

### Graduate Student-at-Large: Dismissal and Reinstatement/Readmission

A graduate student-at-large will be dismissed if, upon the completion of four courses, they have earned a cumulative grade point average that is less than 2.0 (on a 4.0 scale; equivalent to a "C" average). A graduate student-at-large who has been dismissed may apply to be reinstated/readmitted no earlier than the second semester following the dismissal. The reinstatement/readmission application must include an appeal letter addressed to the Academic Standards Committee explaining the new circumstances that will allow the applicant to improve their academic performance. Deadlines for reinstatement/readmission following dismissal are July 15 for the Fall semester, November 15 for the Spring semester, and March 15 for the Summer semester. If reinstatement/readmission is granted, the student will be reinstated/readmitted on academic probation (see Graduate Academic Probation section).

# Viewing Semester Grades

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## Viewing Semester Grades

Semester grades are available for students to view via NEIUport (<http://neiuport.neiu.edu>)\* within one day after the deadline for faculty to submit grades. Grades are not mailed.

Consult the Academic Calendar section of the Academic Catalog for when grades are due each term.

\*Only Active students who retain the ability to access NEIUport can view their grades and unofficial transcript. Once a student has missed six consecutive semesters of enrollment (summer included), NEIUport access is revoked, and students must order official transcripts to view their academic history.



# Grade Appeals

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

For the complete policy, please click here ([http://catalog.neiu.edu/policies/grade\\_appeal/](http://catalog.neiu.edu/policies/grade_appeal/)).

# Transcripts

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## Official Transcripts

Students may request an official copy of their transcript. Transcripts can either be mailed or sent electronically. Please review the Registrar's Office (<http://www.neiu.edu/academics/registrar-services/>) web page for fee information and ordering instructions.

Effective 2023, as a result of Illinois Student Debt Assistance Act, students who are indebted to the University resulting in a financial hold being placed on their record are eligible to order and receive their official NEIU transcript.

\*Unofficial transcripts are available to active students with a financial hold on their record who retain the ability to access NEIUport.

# Graduation Requirements

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## Graduation Requirements

Each student is ultimately responsible for knowledge of, and adherence to, all University requirements and regulations, including all degree and graduation requirements.

All students are strongly encouraged to meet with an academic advisor each semester, and to seek information and assistance from appropriate staff should they have any questions.

In addition to meeting with their academic advisor, undergraduate students should also run their Degree Evaluation (degree audit) each semester. The Degree Evaluation tool is available in the Registration Tools channel in NEIUpport.

# Catalog Year

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## Catalog Year

### **Undergraduate Students**

An undergraduate student's catalog year is the academic year when the student is first enrolled in an undergraduate degree program. Catalog year is not affected by a student declaring his/her major or minor. A re-admitted student is subject to the catalog year requirements based on the semester of his/her re-admission (see Inactivation/Re-admission Policy).

### **Graduate Students**

A graduate student's catalog year is the academic year when the student is first enrolled after being admitted to a graduate program. A student's catalog year is not affected while the student is on an approved leave of absence. A re-admitted student is subject to the catalog year requirements based on the semester of his/her re-admission (see Inactivation/Re-admission Policy).

### **Change of Catalog Year**

An active student may change his/her catalog year to a succeeding catalog if it is to the student's benefit. A completed Change of Catalog Year form should be submitted to Enrollment Services to update the student's record.

# Bachelor's Degree

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## Bachelor's Degree Graduation Requirements

Refer to your Academic Catalog (<http://www.neiu.edu/academics/academic-catalog/>) for specific graduation and degree requirements.

### Total Credits

Undergraduate students must earn a minimum of 120 semester hours, of which 40 semester hours must be at the upper-division level (300-level) to be eligible to graduate from Northeastern.

### Residency

Undergraduate students must earn a minimum of 30 semester hours at Northeastern Illinois University. Bachelor of Arts in Interdisciplinary Studies (BAIS) and University Without Walls (UWW) students must earn at least 24 semester hours at Northeastern.

### Grade Point Average

To be eligible to graduate, undergraduate students and second bachelor's degree students 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.

### Academic College or Nontraditional Degree Programs

All undergraduates must also satisfy the requirements of their individual college (College of Arts and Sciences, College of Business and Technology, College of Education) or the Nontraditional Degree Programs.

### 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 Academic 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, a minor, or cognate courses. All grade point average requirements must be met for the successful completion of a program of study.

### General Education-Distributive Learning Program

All undergraduate students must complete the General Education-Distributive Learning Program requirements which include coursework in Fine Arts, Humanities, Natural Sciences, and Social/Behavioral Sciences. Refer to the General Education-Distributive Learning section of the Academic Catalog for more information.

### Engaged Learning Experiences Requirement

In addition to the General Education-Distributive Learning requirements, all undergraduate students must complete three Engaged Learning Experiences (ELE) courses, designated as Boundary Crossing (ELE-X) and Discipline Specific (ELE-DS), to satisfy the Engaged Learning Experiences requirement. The ELE requirement must be completed at Northeastern Illinois University. Three ELE courses (minimum of 7 hours) must be completed to graduate. At least one of the three ELE courses must be a Boundary-Crossing (ELE-X) course. (Students can take more than one ELE-X course to fulfill the requirement.) At least one of the three ELE courses must be at the 300-level. A course can only be counted once toward meeting the ELE requirement, even if it is repeatable within the major or program.

To count toward the ELE requirement, a course must be graded with a letter grade (i.e., A, B, C, D). No courses graded as pass/fail can count toward meeting the ELE requirement. Only one "D" grade is permitted to count toward the ELE requirement. Furthermore, the "D" can only be accepted if the course is not counting for completion of the student's major. If a course is counted as a major requirement, it must follow the requirements of the major, which is often receiving a "C" or better.

Students can search the online Schedule of Classes by "Attribute Type" to find approved ELE Discipline Specific and ELE Boundary Crossing courses.

A listing of the approved ELE courses is also available on the University Core Curriculum web page (<https://www.neiu.edu/academics/university-core-curriculumgeneral-education/>).

### English Composition Requirement

All students must successfully complete ENGL-101 or its equivalent, with a grade of "C" or better. This requirement should be completed within the first 30 credit hours at Northeastern in order to ensure that students have the necessary writing skills to complete their studies.

### Writing Intensive Requirement

All students must successfully complete a writing intensive (WIP) course of at least 3 credit hours within their discipline. This requirement cannot be fulfilled with transfer credit. Students should check with an academic advisor or the Center for Academic Writing to determine which WIP course(s) may fulfill this requirement for their major.

### Math/Quantitative Reasoning Requirement (MA)

One course, 3 credit hours math/quantitative reasoning course that has Intermediate Algebra as a prerequisite. Any 3 semester hour college-level math course, beyond Intermediate Algebra, meets this requirement. No grade of "D" is allowed to satisfy the Mathematics/Quantitative Reasoning

requirement. This requirement should be completed within the first 30 credit hours at Northeastern in order to ensure that students have the necessary mathematics skills to complete their studies.

See the University Core Curriculum (<https://www.neiu.edu/academics/university-core-curriculumgeneral-education/>) web page for the list of General Education-Distributive Education Program List of Approved Courses which shows which courses satisfy this requirement. Students can also fulfill the Math/Quantitative requirement in one of the following ways:

1. Transfer credit with a grade of "C" or better in any math course College Algebra level or higher.
2. An Associate of Arts (A.A.) or Associate of Science (A.S.) 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 Articulation Initiative's General Education Core curriculum after transferring to Northeastern Illinois University.
3. Placing at College Level II Math on the NEIU Math Placement Test (October 2018 and later).
4. A Math ACT score of 25 or higher, or a 580 or higher SAT score.
5. A score of three or higher on the Advanced Placement (AP) Calculus examination.
6. A minimum score of 31 on the Northeastern Accuplacer **College Level Math** placement test (Fall 2014 through October 2018).
7. A minimum score of 35 on the Northeastern Mathematics placement test (pre-Fall 2014).
8. 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  
Earth Science major  
Environmental Science (major)  
Physics (major or minor)  
Economics (major or minor)  
Mathematics (major or minor)  
Psychology major

#### **College of Business and Technology**

Accounting (major or minor)  
Computer Science (major or minor)  
Finance (major or minor)  
General Business Administration major  
International Business minor  
Marketing major  
Management (major or minor)

#### **Improving Human Relations Requirement**

Illinois Bill 110 ILCS 205/9.21 requires that "each public institution of higher education to include, in the general education requirements for obtaining a degree, coursework 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 coursework on improving race and ethnic relations. The current Schedule of Classes will identify the list from which the students will choose a course that satisfies the Improving Human Relations requirement. Students who complete one of the following programs of study have met the requirement:

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

# Second Bachelor's Degree Graduation Requirements

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## Second Bachelor's Degree Graduation Requirements

A student completing a second bachelor's degree must complete a minimum of 30 credit hours at Northeastern Illinois University. Students may not be enrolled in two programs simultaneously.

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

Applicants for a second bachelor's degree who were awarded a degree from an accredited college or university in the United States have met the following Northeastern graduation requirements: the University Core Curriculum including all General Education-Distributive Learning and Engaged Learning Experiences requirements, ENGL-101, the Writing Intensive requirement, the Math/Quantitative Reasoning requirement, and the 40 hours at the upper-division (300-level) requirement.

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

# University Core Curriculum

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## University Core Curriculum

Effective for students admitted or readmitted in Fall 2016, or later, the University Core Curriculum, encompassing both the General Education-Distributive Learning ("Gen Ed) program and Engaged Learning Experiences (ELE) courses will develop and enhance students' intellectual and practical skills through immersion in disciplines and fields of study and by learning within the resources of community and diversity at Northeastern. Critical inquiry, learning how to recognize and respond to important questions, is the essence of the liberal arts and sciences. Through public engagement, including research experiences, creative performance, and civic involvement, students can connect and adapt disciplinary practices and thinking beyond the classroom. Students completing the requirements of the University Core Curriculum will gain tools to become life-long learners, reflective individuals, ethical professionals, and active members of their communities. Through the University Core Curriculum, students will develop a broad foundation of knowledge and skills that will support advanced study and civic responsibility; and integrate and apply multiple intellectual perspectives of increasing complexity to new situations.

The University Core Curriculum includes both the General Education-Distributive Learning Program consisting of twelve courses, and Engaged Learning Experiences consisting of three courses.

### General Education-Distributive Learning Program

For specific information on how to complete the requirements of the General Education-Distributive Learning Program, refer to the General Education-Distributive Learning (<http://catalog.neiu.edu/graduation-requirements/general-education-program/>) section of this catalog.

### Engaged Learning Experiences

Engaged Learning Experiences courses provide opportunities for deep reflection and integration of knowledge across boundaries through experiences such as interdisciplinary seminar classes, capstone projects, fieldwork, internships, study abroad, and student research. Courses that satisfy these requirements will be designated as such in the Schedule of Classes by searching using "Attributes Type" field.

- **Discipline Specific (ELE-DS)**

These courses have prerequisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

- **Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

Please note the following requirements regarding the Engaged Learning Experiences requirement:

- The ELE requirement must be completed at Northeastern Illinois University.
- Three ELE courses (minimum of 7 hours) must be completed to graduate.
- At least one of the three ELE courses must be a Boundary-Crossing (ELE-X) course. Students can take more than one ELE-X course to fulfill the requirement.
- At least one of the three ELE courses must be at the 300-level.
- A course can only be counted only once toward meeting the ELE requirement, even if it is repeatable within the major or program.
- To count toward the ELE requirement, a course must be graded with a letter grade (i.e., A, B, C, D). No courses graded as pass/fail can count toward meeting the ELE requirement.
- Only one "D" grade is permitted to count toward the ELE requirement. Furthermore, the "D" can only be accepted if the course is not counting for completion of the student's major. If a course is counted as a major requirement, it must follow the requirements of the major, which is often receiving a "C" or better.
- Students majoring in the B.A. in Interdisciplinary Studies program are only required to complete two ELE courses, one of which must be a Boundary Crossing course (ELE-X) and the credit hours will need to amount to at least 4 credit hours.



# General Education Program

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## General Education - Distributive Learning Program

The General Education-Distributive Learning Program, part of the University Core Curriculum, consists of four areas in which undergraduate students gain knowledge to enrich their lives and enhance their academic experience. These four areas are Fine Arts, Humanities, Natural Sciences, and Social/Behavioral Sciences. Every degree-seeking undergraduate student must take courses from the General Education-Distributive Learning List of Approved Courses to meet these requirements. Courses that satisfy these requirements will be designated as such in the Schedule of Classes (<https://www.neiu.edu/academics/registrar-services/class-schedules-and-registration/>) by searching using the "Attributes Type" field.

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-Distributive Learning 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.

Students are required to take a minimum of 33 credit hours of General Education-Distributive Learning courses. Transfer students may fulfill General Education-Distributive Learning requirements with courses taken at other colleges or universities. Students who transfer with an approved Illinois Community College Board (ICCB) Model Associate of Arts (A.A.), Associate of Science (A.S.) (if received PRIOR to 2016)\*, or Associate of Arts in Teaching (A.A.T.) degree or have completed the Illinois General Education Core Curriculum after transferring to Northeastern Illinois University will have met their General Education-Distributive Learning requirements. For information regarding the Illinois General Education Core Curriculum, visit the web site at <http://www.iTransfer.org> (<http://www.itransfer.org/>).

Students are encouraged to complete their General Education-Distributive Learning courses during their first 75 hours of course work. These courses are distributed as described in detail on the comprehensive lists at the following link - [CLICK HERE \(https://www.neiu.edu/general-education-distributive-learning-requirements/\)](https://www.neiu.edu/general-education-distributive-learning-requirements/) - and the areas below, and require students to take two courses in the Fine Arts, three courses in the Humanities, three courses in the Social/ Behavioral Sciences, and three Natural Science courses (including one laboratory course). Students seeking a teaching license may be required to take additional coursework.

### Fine Arts (FA)

2 courses, 6 credit hours from two of the following areas of study: Art, CMT (Mass Media or Theatre only), Music (includes Dance).

### Humanities (HU)

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

### Social/Behavioral Sciences (SB)

3 courses, 9 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, Social Work. (Note: Students admitted or readmitted before Fall 2016, must complete 4 courses (12 credit hours) of Social/Behavioral Sciences courses in at least two of the above areas of study.)

### Natural Sciences (NS and NSL)

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

Please note the following requirements regarding the General Education-Distributive Learning Program:

- Only courses included on the General Education-Distributive Learning Program List of Approved Courses during the term of enrollment are applicable towards the General Education-Distributive Learning requirements. Courses that satisfy these requirements will be designated as such in the Schedule of Classes by searching using the "Attributes Type" field.
- The Pass/Fail option may not be used to meet any General Education-Distributive Learning requirements.
- A student may use no more than six (6) hours of "D" to meet the distribution area requirements.
- By the tenth week of the Fall and Spring semesters, faculty teaching General Education-Distributive Learning courses should notify any student with less than a "C" average of his/her grade in the course.

- Majors in the Fine Arts, Humanities, and Social/Behavioral Sciences may waive up to six credit hours of General Education-Distributive Learning requirements in the corresponding distribution area.
- Majors in the Natural Sciences may waive up to nine credit hours of General Education-Distributive Learning 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-Distributive Learning requirements. Transfer courses will be evaluated by the Admissions Office to determine appropriate General Education-Distributive Learning credit.
- Students who have specific questions about General Education-Distributive Learning should contact either their academic advisor or the College of Arts and Sciences Dean's Office. Departments that have questions regarding the Engaged Learning Experiences should contact the Chair of the University Core Curriculum Committee since ELE courses are not in the General Education-Distributive Learning Program.

## **Bachelor of Arts in Interdisciplinary Studies (BAIS) General Education-Distributive Learning Program**

The Bachelor of Arts in Interdisciplinary Studies General Education-Distributive Learning program was designed to help returning adult students complete their foundational work, thereby allowing them to move into more advanced coursework as soon as they meet criteria. Below are the General Education-Distributive Learning requirements for students who are majoring in the Bachelor of Arts in Interdisciplinary Studies (BAIS) program.

### **Humanities and Arts (12 credit hours)**

- Art
- Communication, Media, and Theatre
- English
- Linguistics
- Music and Dance
- Philosophy
- World Languages and Cultures

### **Social Sciences (12 credit hours)**

- Anthropology
- Economics
- Geography and Environmental Studies
- History
- Justice Studies
- Political Science
- Psychology
- Sociology

### **Natural Sciences (12 credit hours)**

- Biology
- Chemistry
- Computer Science
- Earth Science
- Mathematics
- Physics

# Applying for Graduation

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## Filing for Undergraduate Graduation

Undergraduate students and second bachelor's degree students must apply for graduation by submitting an Application for Graduation and an Academic Course Record form for each major or minor. The required documents are to be submitted to the Graduation Evaluations area in the Registrar's Office in Enrollment Services.

Students should apply for graduation once they have earned a minimum of 85 hours of credit and after being formally accepted by their major department and minor department (if applicable).

NEIU makes available, via NEIUport, a degree evaluation tool, that allows undergraduate students to check their degree progress by running a degree audit. It is strongly recommended that students review their degree audit at least once each semester in addition to meeting with their academic advisor.

### Undergraduate Graduation Application Filing Deadlines

Month of Anticipated Completion of Degree Requirements	Filing Deadline
May 2024	September 15
August 2024	January 15
December 2024	May 15

Each student anticipating graduation is fully responsible for submitting the graduation application and supporting documents by the above deadlines.

A student who files the required application and supporting documents but fails to complete all graduation requirements by the appropriate date **will be dropped** from the graduation list and **must reapply** for a later graduation date by completing a Change of Graduation Date form available in the Registrar's Office in Enrollment Services. NEIU **will not** backdate a student's graduation date to a previous semester should the student fail to submit the Change of Graduation Date form.

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

## Commencement Ceremony Participation

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

# Honors Recognition

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## Latin Honors Recognition

### Latin Honors Recognition

Baccalaureate degree-seeking students who graduate with at least a 3.5 cumulative grade point average (on a 4.0 scale), and who complete, at Northeastern, a minimum of 30 semester hours (excluding developmental and pass/fail hours) will have Latin Honors appear on his/her transcript and diploma. Those students in the Honors Program and who are Honors Scholars will have their transcripts and diplomas indicate that they are graduating as Honors Scholars.

### Latin Honors Recognition - Nontraditional Degree Programs

Students majoring in the Bachelor of Arts in Interdisciplinary Studies (BAIS) program or the University Without Walls (UWW) program who complete, at Northeastern, 24 semester hours that count toward graduation (excluding developmental and pass/fail hours), and graduate with at least a 3.5 cumulative grade point average (on a 4.0 scale) will have Latin Honors appear on his/her transcript and diploma.

Latin Honors	Definition	GPA
Summa Cum Laude	With Highest Honor	3.9 - 4.0
Magna Cum Laude	With Great Honor	3.75 - 3.89
Cum Laude	With Honor	3.5 - 3.74

### Latin Honors Recognition - University Honors Program

A baccalaureate degree-seeking student who completes the Honor Program's Honors Scholar curriculum with at least a 3.5 cumulative grade point average (on a 4.0 scale), and who completes, at Northeastern, a minimum of 30 semester hours (excluding developmental and pass/fail hours) will have Latin Honors appear on his/her transcript and diploma.

Latin Honors for Honors Scholars	Definition	GPA
Honors Scholar - Summa Cum Laude	With Highest Honor	3.9 - 4.0
Honors Scholar - Magna Cum Laude	With Great Honor	3.75 - 3.89
Honors Scholar - Cum Laude	With Honor	3.5 - 3.74

# Master's Degree

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## Master's Degree Graduation Requirements

Master's degree students must have a cumulative graduate GPA of 3.0 or higher to graduate. Refer to the Academic Catalog (<http://www.neiu.edu/academics/academic-catalog/>) for the semester/academic year for which you were admitted for specific graduation and degree requirements.

### Applying for Graduation

An application for graduation should be filed according to the instructions provided with the application. Dates are also listed on the Registrar's Office web page (<http://www.neiu.edu/academics/registrar-services/applying-graduation/>). A non-refundable graduation fee must accompany the application. Upon evaluation of the graduation application, the student will receive a response from the Graduate Records Office indicating if there are outstanding requirements and whether there is a possibility for completion of all requirements to graduate in the requested semester.

Students must submit both an Application for Graduation and a completed Academic Course Record form to the Graduate Records Office (D-101).

Students completing a master's thesis must submit it electronically through ProQuest's Submission Process.

- **Preliminary Thesis Deadline:** Students planning to defend and submit their thesis should create their ProQuest ETD account and enter their background information into the system at least four weeks before the last day of finals of the semester in which the student plans to graduate. To create an account, go to <http://www.etdadmin.com/neiu> (<http://www.etdadmin.com/neiu/>) and follow the instructions. Contact the College of Graduate Studies and Research Dean's Office at [graduatestudies@neiu.edu](mailto:graduatestudies@neiu.edu) with any questions you may have.
- **Thesis Deadline:** The thesis must be submitted via ETD for review by the College of Graduate Studies and Research Dean's Office at least three weeks before the last day of finals of the semester in which the student plans to graduate. This will allow sufficient time for corrections and/or adjustments. The submission deadline will be publicized at the beginning of each semester.

### Master's Graduation Application Filing Deadlines

Month of Anticipated Completion of Degree Requirements	Filing Deadline
May 2024	September 1 until Nov. 1
August 2024	Feb. 1 until April 1
December 2024	March 15 until May 15

A student who files the required forms but fails to complete all graduation requirements by the appropriate date **will be dropped** from the graduation list and **must reapply** for a later graduation date by completing a Change of Graduation Date form available in the Graduate Records Office. NEIU **will not** backdate a student's graduation to a previous semester should the student fail to submit a Change of Graduation Date form.

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

## Commencement Ceremony Participation

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

# Graduate Certificate Programs

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## Graduate Certificate Programs

A Graduate Certificate Program is composed of a focused collection of courses that offers a skill set in and/or distinctive approach to a subject that cannot be otherwise gained through an existing Northeastern degree program or academic minor.

Graduate certificate programs must conform to Illinois Board of Higher Education (IBHE) guidelines and to the following IBHE Program Inventory Definitions:

1. A post-baccalaureate certificate “requiring completion of an organized program of study requiring at least 18 semester credit hours beyond the bachelor’s and...designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees at the master’s level.”
2. A post-master’s certificate “requiring completion of an organized program of academic study of at least 24 semester credit hours beyond the master’s degree but does not meet the requirements of academic degrees at the doctoral level.”

Students may be concurrently enrolled in a degree program and a certificate program. Such students will complete a separate application to each program.

Courses composing a Northeastern graduate certificate will, upon their completion, be included on a student’s transcript and in the computation of a student’s grade point average.

Credit hours earned through a post-baccalaureate certificate from a program or combination of programs in which there is/are (an) approved graduate degree(s) may, upon approval of the program and the College of Graduate Studies and Research, count toward a master’s degree. At its discretion, a Northeastern graduate program may count all credits earned in certificate courses offered by that program. At its discretion, a Northeastern program may count up to 9 hours of credits in certificate courses offered by another program that offers courses in the shared certificate program.

A student enrolled in a graduate degree program in which there is a fully- or partially-embedded graduate certificate program is eligible to receive the certificate only if the student has made a separate application and has been admitted to the certificate program.

A minimum grade point average of 3.0 must be achieved in graduate course work for the certificate to be awarded.

Acceptance of transfer credits toward a graduate certificate is at the discretion of the graduate program. Graduate programs may accept up to 9 hours of graduate transfer credits. Programs may set more stringent transfer credit limits.

# Policies

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## Compliance / Policies

Northeastern Illinois University policies are intended to supplement and clarify Northeastern Board of Trustees (BOT) policies and regulations, and to comply with local, state, and federal laws and regulations. The following NEIU, state and federal policies are referenced:

- Student Code of Conduct
- Americans with Disabilities Act (ADA)
- Credit Hour Definition
- Crime Awareness and Campus Security Act
- Family Educational Rights and Privacy Act (FERPA)
- Grade Appeal
- NEIU Policy on Nondiscrimination
- Voter Registration Information
- Oral Proficiency
- Drug and Alcohol Abuse Prevention Information
- Reasonable Accommodation of Religious Observances
- Sexual Misconduct
- Student Right to Know Act

# Student Code of Conduct

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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.

## Student Code of Conduct

Northeastern Illinois University exists for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and within the larger community. All of those involved in the teaching/learning process should exercise their freedom with responsibility. Students have the responsibility to know and act in accordance with the rules, policies, and regulations that govern our University. Any student who violates the University's rules, policies, and regulations will be subject to a conduct proceeding. In addition, at all times students are expected to act ethically and in a manner that is appropriate and reflects the core values of Northeastern Illinois University, which include Integrity, Excellence, Access to Opportunity, Diversity, Community, and Empowerment Through Learning. The Student Code of Conduct is implemented within a culturally diverse environment that stresses fairness and equal access. **All Students are Guaranteed the Right of Due Process.**

Student Code of Conduct information is available on the Student Handbook (<https://www.neiu.edu/sites/default/files/documents/2023/09/05/2023-2024%20Student%20Handbook%20Final.docx.pdf>) (page 42).

For Non-Academic Code of Conduct violations please consult the Student Handbook (<https://www.neiu.edu/sites/default/files/documents/2023/09/05/2023-2024%20Student%20Handbook%20Final.docx.pdf>) (page 44).



# Americans with Disabilities Act

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## Americans with Disabilities Act (ADA)

The Rehabilitation Act of 1973, Section 504 (<https://www.dol.gov/general/topic/disability/ada/>) / The Americans with Disabilities Act of 1990 (ADA) and amendments:

This legislation applies to the opportunities that must be available to students choosing to attend an institution of higher education. Under ADA, students pursuing a post-secondary education are responsible for documenting and requesting accommodations for their specific needs. Students are responsible for identifying themselves as students who have a disability. The student must provide the University with appropriate documentation regarding their disability and recommended accommodations.

Students are responsible for requesting specific academic adjustments or accommodations according to their documented needs. Eligibility for reasonable accommodations in post-secondary institutions is driven by the federal definition of disability as a physical or mental impairment that substantially limits or restricts the conditions, manner, or duration under which an average person in the general population can perform a major life activity, such as walking, seeing, hearing, speaking, breathing, learning, working, or taking care of oneself. In a university setting, students must advocate for their own academic needs.

## Services for Students With Disabilities

1. Student Disability Services (<https://www.neiu.edu/university-life/student-disability-services/>) (SDS) assumes responsibility for seeing that the University is properly interpreting federal regulations requiring that the University take such steps as are necessary to ensure that no qualified student with disabilities is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills. The Affirmative Action Officer is responsible for coordinating the University's compliance with these regulations. Student Disability Services is responsible for receiving and coordinating inquiries from students regarding auxiliary aids, academic adjustments, or other reasonable accommodations.
2. The following procedure will apply for consideration of requests for auxiliary aids, academic adjustments, or other reasonable accommodations. Students should complete the steps listed below sufficiently in advance of the anticipated need for services. Such notice is required in order to give the various academic and service areas a reasonable period of time in which to evaluate requests.
  - a. Students must be admitted to and/or enrolled in the University.
  - b. Students requesting auxiliary aids, academic adjustments, or other reasonable accommodations should first contact the Student Disability Services. If the request requires modification of academic procedural requirements or necessitates special testing and/or course evaluation methods, students must provide a Provider's Report from a professional, licensed clinician. Such report is subject to verification by the University. If the request cannot be granted by the Student Disability Services, students should contact the University's Equal Opportunity Officer.
  - c. SDS will make a case-by-case determination of the student's educational need for the requested auxiliary aid, academic adjustments, or other reasonable accommodations. Auxiliary aids, academic adjustments, or other reasonable accommodations determined to be necessary will be provided at no cost to the student.
3. 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 ([http://catalog.neiu.edu/policies/american-disability-act/PoI\\_G1\\_07\\_EO\\_Nondiscr\\_Appendix\\_0.pdf](http://catalog.neiu.edu/policies/american-disability-act/PoI_G1_07_EO_Nondiscr_Appendix_0.pdf)). Information and consultation on these procedures are available through the Equal Opportunity Office, Room C-216, phone: (773) 442-5412.

# Credit Hour Definition

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## Credit Hour Definition

Consistent with the U.S. Department of Education (DOE) Program Integrity rules published October 29, 2010, Northeastern defines a credit hour as “an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

For traditional lecture, seminar, special topics, contract, grant, video conferencing, and temporary courses, a one credit hour class meets a minimum of 50 minutes per week, and includes 100 minutes of out of class student work totaling 150 minutes per week over the course of the semester. For example, a three credit hour class meets 150 minutes per week and requires 300 minutes out of class student work per week.

Courses such as science laboratories, music ensembles, applied music, and art studios, typically meet a minimum of 100 minutes per credit hour per week.

Thesis, master’s project, independent study, tutored study, internship, practicum, fieldwork, and other individualized instruction courses must include: a) regularly scheduled contact, evaluation, and/or assessment with faculty, b) appropriate site experience and/or project activities, and c) independent work by the student, the combination of which must be equivalent to the amount of work as required in paragraph (1) of the DOE definition.

Credit hour criteria for student teaching, clinical, or practicum experience are determined in accordance with recommendations of a program’s specific accrediting body or applicable state regulation. In the event that the specific accrediting body or the applicable state regulation does not meet Northeastern’s credit hour policy minima, the program must obtain approval for an exemption from the University’s credit hour policy from the Faculty Council on Academic Affairs and the Provost.

Northeastern’s credit hour policy applies to all courses that award academic credit, regardless of the location of the course or the mode of delivery (e.g., hybrid, blended, online, etc.). Courses offered over a different period of time (i.e., half-semester courses, summer session courses, etc.) will require the same amount of classroom and out of class student work per credit hour as required of semester-long courses.

Curriculum committees and administration are charged with upholding the credit hour policy in their review and approval of all courses.

# Crime Awareness and Campus Security Act

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## Security Awareness and Crime Prevention Program

The University's crime prevention program is based upon the dual concepts of minimizing criminal opportunities whenever possible, and encouraging students and employees to take an active role in their own security and the security of others. The University Police Department offers crime prevention training on a number of topics. Crime prevention officers conduct physical security surveys of the campus and conduct crime prevention presentations for the campus community. The following is a listing of some activities of the crime prevention program:

1. Escort Service - Police officers provide an escort service, particularly during hours of darkness, for persons walking on campus to the parking lots or adjacent city streets.
2. New Student Orientation Presentations
3. School Year Kick-off Presentations - A crime prevention presentation accompanied by brochures and other printed material is made available to students during a special presentation at the beginning of the school year.
4. Closed-Circuit Television Surveillance - Closed circuit television cameras survey all of the parking lots on campus and are recorded in the University Police Department.
5. Crime Prevention Presentations - Numerous crime prevention presentations are made annually to such campus groups as the Day Care Center staff and children, students with disabilities, international students, and other student or staff organizations upon request.
6. Printed Crime Prevention Materials - Printed crime prevention brochures, posters, and bookmarks related to personal security and our escort service are distributed at various locations on campus.
7. Computerized Alarm System - A computerized alarm monitoring system located in the University Police Department monitors a comprehensive network of intrusion, detection, and duress alarms.
8. Security Surveys - Comprehensive physical security surveys are made of campus facilities upon request.
9. Crime Prevention News - Crime prevention articles and materials are published in the student newspaper.
10. Sexual Assault Awareness, Education, and Prevention - In cooperation with several departments on campus, sexual assault awareness, education, and prevention presentations are made available to members of the campus community.
11. Code Blue Emergency Phones - The University has emergency direct dial phones located on campus walkways and throughout the parking facility and lots. The phones are readily recognizable by the blue light on top of the column that houses the emergency phone. These phones dial the University Police Department directly at the push of a button.
12. N-Safe and the Mobile 911 Shield Application

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The Annual Security Report can be found at this Link (<https://www.neiu.edu/sites/default/files/documents/2023/09/28/Annual-Security-Safety-Report2023.pdf>) and is provided as part of Northeastern Illinois University's commitment to safety and security on campus and is in compliance with the Jeanne Clery Disclosure of Campus Security Policies and Campus Crime Statistics Act, 20 U.S.C. (a) and (f).

# Family and Educational Rights Privacy Act

## 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.

### 1. 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 are 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, field(s) of study, awards, honors, degrees conferred with dates, past and present participation in officially recognized sports and activities, prior military service, campus e-mail address, date and place of birth, and photographs. (See Section V, Release of Information).

### 2. Location of Education Records

All students have records in Enrollment Management Services and are maintained by the University Registrar.

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

Nontraditional Degree Programs <sup>1</sup>	B-151	Director
College of Arts and Sciences <sup>1</sup>	BBH-158A	Dean
Daniel L. Goodwin College of Education <sup>1</sup>	LWH-4044	Dean
College of Business and Technology <sup>1</sup>	CBM-184	Dean
Career Development	B-119	Director
Financial Aid	D-201	Director
College of Graduate Studies and Research	LWH-0006	Dean
Student Affairs	C-336	Vice President/Dean

<sup>1</sup>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.

### 3. 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:

- i. 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;
- ii. Waivers cannot be required;
- iii. 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.

### 4. 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.

**5. 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 in Enrollment Management Services 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:
  - i. Information will be released:
    - To Federal and State Officers in connection with the audit and evaluation of federally supported educational programs and to enforce federal laws;
    - As required by State law;
    - To research projects on behalf of educational agencies seeking test norms, improving instruction, etc., provided that there is no personal identification of students;
    - To accrediting agencies carrying out their functions;
    - In response to a subpoena or court order;
    - To officials of another school, upon request, in which a student seeks or intends to enroll
    - To parents of a dependent (as defined by the IRS code) student.
    - Results of a disciplinary hearing to an alleged victim of a crime of violence.
    - To persons in an emergency if the knowledge of information is necessary to protect the health or safety of the student or other persons.
  - ii. Education records will be released to third parties only by the University Registrar, Director of Financial Aid or the Vice President for Student Affairs. No other University office will release education record information to third parties directly except in the case of institutional audits. Third party requests to other University offices shall be referred to one of the aforementioned officials.
  - iii. The third party must submit the request in writing and must specify a legitimate reason. A copy shall be filed with the University's General Counsel.
  - iv. 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 ex parte 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 University's General Counsel.
  - v. A notation of the release made to third parties will be kept in the student's record by the University Registrar, Director of Financial Aid or the Vice President for Student Affairs except when the reason for the request is an institutional audit, procedural evaluation, or research. Reasons shall be evaluated in consultation with the University's General Counsel. 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.

**6. 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:
  - i. Copies of transcripts from other schools will not be released.
- 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.

**7. 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.

#### 8. 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:

- i. At least one administration official of the University who does not have an interest in the direct outcome of the hearing;
- ii. One faculty member of the University who does not have an interest in the direct outcome of the hearing;
- iii. 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:

- i. 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;
- ii. Hearings will not be open to the public;
- iii. Neither the student in question, nor his/her representative, shall serve on the panel;
- iv. Decisions of the panel will be by majority vote and will be final;
- v. 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.

#### 9. Notification Regarding Access to Records

Annual notification of this policy shall be made in official publications, such as the online Schedule of Classes and the Academic Catalog.

#### 10. 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, DC 20202-4605

# Grade Appeal

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## Undergraduate and Graduate Grade Appeal Policies

### Undergraduate Grade Appeal Policy

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

#### Procedure:

1. The student should consult the faculty member who issued the grade for reconsideration of the grade.
2. If, after seeing the faculty member, the student wishes to pursue the issue or if the faculty member is unavailable, he/she should then approach the faculty member's Coordinator or Department Chair and ask for an investigation of the grade appeal.

At this time the student must present a written statement to the Coordinator or Department Chair explaining the reasons for believing the grade to be unreasonable, unjust, or capricious. The Department/Unit Head is responsible for consulting the parties involved, gathering all pertinent information, and for preparing a written statement of the facts which will be given to the student and faculty member and be used in reviewing the facts with the student and the faculty member. The Coordinator or Department Chair shall be responsible for:

- a) either concurring with the faculty member that the grade should remain as recorded, or
- b) suggesting to the faculty member that the grade be reviewed.
- c) The student and faculty member shall be informed in writing of this conclusion. If the student believes the grade appeal has not been resolved satisfactorily, he/she may appeal the grade in writing to the appropriate dean.

3. If the Coordinator or Department Chair is the teacher of record, the student shall appeal in writing directly to the appropriate dean, instead of to the Department/Unit Head as in 2 above. (For undergraduate and unclassified graduate students, the appropriate dean is the Dean of the College in which the academic department is located. For graduate students in a degree program, the appropriate dean is the Dean of the Graduate College). The Academic Dean shall be responsible for requesting a written statement from the Coordinator or Department Chair. If the issue is not resolved to the student's satisfaction, the student may write to the Dean and request a hearing by the Grade Appeal Committee.

4. The Dean, in consultation with the Grade Appeal Committee, will review the statement prepared by the Coordinator or Department Chair. If the Dean believes the issue should be pursued, he/she will convene the Grade Appeal Committee for a hearing. If the Dean decides the issue should not be pursued, the grade remains as recorded. The decision of the Dean is final. All parties must be so notified.

5. For undergraduate and unclassified graduate students, the Academic Dean will have a standing Grade Appeal Committee, to be selected each year, composed of five members as follows:

- Two faculty members and two alternates selected by the college assembly.
- Two student members with two alternates selected by the Student Senate.
- The dean of the college involved, or his/her representative. For students in a graduate degree program, the Dean of the Graduate College will have a standing Grade Appeal Committee, selected each year, consisting of five members, as follows:
  - Two faculty members and two alternates selected by the Graduate Advisory Committee.
  - Two students in good standing, in a Master's Degree Program, selected by the Dean of the College.
  - The graduate dean or his/her representative.

6. The Grade Appeal Committee will investigate the case, and hold a hearing in which the student, the faculty member, and the Coordinator or Department Chair shall be invited to participate. The Committee deliberations following the hearing will be confidential.

7. If the Committee decides the challenged grade is unreasonable, unjust, or capricious, it shall so recommend to the Dean, who shall have the power to change the grade from a letter grade to a grade of "P" (pass). The credits for this course will count toward undergraduate degree requirements. If the committee decides there is insufficient evidence to support the student's claim, it shall recommend to the Dean that the original grade should stand.

8. In all instances the Committee will reach a conclusion and submit its recommendation in writing to the Dean, who shall render a written decision, copies of which shall be sent to the student and faculty member. The decision of the Dean shall be final.

### Graduate Grade Appeal Policy

Every student has the right to appeal if they consider their final grade in a graduate-level course to be unreasonable, unjust, or capricious. A grade appeal can be initiated no later than two semesters (including summer) after the grade was assigned. The Dean of the College of Graduate Studies and Research makes the final decision on graduate grade appeals.



Process for appealing a grade in a graduate course:

1. The student must first consult the faculty member who issued the grade for reconsideration of the grade. The Chair or Coordinator and other members of the department are encouraged to be available for consultation with the faculty member and the student at this stage. Note: This is the only stage at which an appealed grade can be changed to an A, B, C, D, or F. At every subsequent stage of the grade appeal process, the Chair, Associate Dean of the graduate program's college or Dean of the College of Graduate Studies and Research can change the grade to a P only.
2. If the faculty member is unavailable or the student contests the faculty member's decision and wishes to continue the appeal, the student should (next) approach the Chair of the department in which the course was taught. The Chair may designate the relevant program's Coordinator to serve this role for this stage, if the department has a Coordinator. The student must present a written statement to the Chair explaining the reasons he/she believes the grade is unreasonable, unjust, or capricious. The Chair is responsible for investigating the student's claims by gathering relevant information, and preparing a written statement of the findings of the investigation. At the conclusion of this investigation, the Chair must recommend that the student's grade appeal be supported or denied. The Chair shall communicate this recommendation and its rationale in writing to the student and the faculty member.
3. If the faculty member who issued the grade is also the Chair, the student should appeal directly to the Associate Dean of the college in which the course was taught, submitting a written statement explaining the reasons he or she believes the grade is unreasonable, unjust, or capricious. The Associate Dean is responsible for investigating the student's claims by gathering relevant information, and preparing a written statement of the findings of the investigation. At the conclusion of this investigation, the Associate Dean must recommend that the student's grade appeal be supported or denied. The Associate Dean shall communicate this recommendation and its rationale in writing to the student and the faculty member (Chair).
4. If the student believes that the process was flawed or that there was evidence that was not considered, he/she can bring the appeal to the Dean of the College of Graduate Studies and Research. In addition to the appeal materials already provided to the Chair, Coordinator, or Associate Dean in Step 2 above, the student must justify in the appeal why he or she believes the decision should be reconsidered, including any new pertinent information. Disagreement with the outcome of the deliberations of the Chair, Coordinator, or Associate Dean is not sufficient on its own to pursue an appeal with the Dean. If the Dean of the College of Graduate Studies and Research agrees that the process was possibly flawed or there was evidence not considered, he/she will convene the Graduate Grade Appeal Committee to hear the grade appeal. The Graduate Grade Appeal Committee, selected each year, will consist of five members, as follows:
  - a. Two faculty members from the Graduate College Advisory Committee,
  - b. Two master's degree program students in good standing selected by the Dean of the College of Graduate Studies and Research, and
  - c. The representative of the Dean of the College of Graduate Studies and Research.
5. Before hearing any appeals, any student serving on the Graduate Grade Appeal Committee must fill out and sign a FERPA Privacy and Confidentiality Understanding/Agreement, available from the Associate Dean of the College of Graduate Studies and Research or the University Registrar.
6. The Graduate Grade Appeal Committee will investigate the case and will hold a hearing. The student, the faculty member, and the Chair, Coordinator, or Associate Dean involved with Step 2 shall be invited to participate. If the student fails to attend the agreed-upon, scheduled hearing, then the hearing will be cancelled and the grade appeal dismissed without further review.
7. The Graduate Grade Appeal hearing generally takes about one hour and has the following format:
  - a. The student has 10 minutes to present the appeal, after which the committee members may ask questions of the student.
  - b. The faculty member of the course has 10 minutes to respond, after which the committee members may ask questions of the instructor.
  - c. The Chair (if he/she is not the faculty member), Coordinator, or Associate Dean may add comments and answer any questions the committee members may have.
  - d. The student does not ask questions of the faculty member, Chair, Coordinator, or Associate Dean, and the faculty member, Chair, Coordinator, and Associate Dean do not ask questions of the student.
  - e. The student may have 2 or 3 minutes for final rebuttal and the committee may ask final questions of the student, faculty member, Chair, Coordinator, or Associate Dean.
  - f. Everyone except for the Graduate Grade Appeal Committee leaves the hearing room.
  - g. The committee members discuss the appeal. The Dean's representative will lead the discussion. When the discussion is complete, the committee members will take a vote on the appeal.
8. The committee will communicate to the Dean of the College of Graduate Studies and Research its written recommendation, which will be one of the following:



- a. If the Committee decides that the challenged grade is unreasonable, unjust, or capricious, it shall so communicate to the Dean its recommendation that the grade be changed to a P.
  - b. If the Committee decides there is insufficient evidence to support the student's claim, it shall recommend to the Dean that the original grade should stand.
  - c. If the committee cannot agree on the appeal, the lack of agreement will be communicated to the Dean.
9. After receiving the recommendation of the committee and reviewing the materials submitted by the student, the faculty member, and the Chair, Coordinator, or Associate Dean, the Dean of the College of Graduate Studies and Research may decide that the grade should remain as recorded, or that it should be changed to a P (Pass). If the grade is changed to a P, the credits for the course will count toward the student's degree requirements, but the grade will not contribute to the GPA.
  10. The Dean of the College of Graduate Studies and Research will share his/her decision in writing with the student, the faculty member, and the Chair, Coordinator, and/or Associate Dean, and a copy of the decision will be placed in the student's records. The decision of the Dean is final.

# NEIU Policy on Equal Opportunity and Nondiscrimination

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## Policy on Equal Opportunity and Nondiscrimination

Northeastern Illinois University supports the principles of equal opportunity in employment and education. Northeastern does not discriminate in employment or education on the basis of race, color, religion, sex, pregnancy and pregnancy-related disabilities, disability, national origin, caste, hair texture and protective hairstyles, citizenship status, work authorization status, ancestry, age, order of protection status, genetic information, marital status, sexual orientation, gender identity, gender expression, transgender status, arrest record status, political affiliation, military status, or unfavorable discharge from military service. Northeastern accepts complaints of discrimination and harassment from students, employees, applicants for admission or employment, and University visitors. The University does not tolerate retaliation against any person for coming forward with a complaint or concern, or for otherwise participating in the process of addressing discrimination or harassment.

This policy furthers Northeastern's commitment to the principles of equality and equal opportunity for applicants, students, faculty, staff and visitors to the University. It outlines how the University promotes learning and working environments free from all forms of discrimination and harassment. The policy provides a means to address complaints of discrimination and harassment based on the protected categories identified herein. The University will comply with all federal, state, and applicable local nondiscrimination and equal opportunity laws, orders, and regulations.

To access the full policy, click on this link - Equal Opportunity and Nondiscrimination ([https://www.neiu.edu/sites/default/files/documents/2023/02/20/Pol\\_G1.7\\_EO\\_Nondiscr\\_REVISION\\_FINAL\\_03152022.pdf](https://www.neiu.edu/sites/default/files/documents/2023/02/20/Pol_G1.7_EO_Nondiscr_REVISION_FINAL_03152022.pdf))

To access the complaint form, click on this link - Equal Opportunity Complaint Form ([https://www.neiu.edu/sites/default/files/documents/2022/04/25/Pol\\_G1.7\\_EO\\_Nondiscr\\_Appendix\\_REVISION\\_FINAL\\_03152022.pdf](https://www.neiu.edu/sites/default/files/documents/2022/04/25/Pol_G1.7_EO_Nondiscr_Appendix_REVISION_FINAL_03152022.pdf))

Students who believe that they have been discriminated against or harassed on the basis of a protected equal opportunity category can seek resolution through the University's Discrimination Grievance Procedure. Information and consultation on these procedures are available through the Equal Opportunity Office, main campus, 105 Bernard Office Building, or at [eeo@neiu.edu](mailto:eeo@neiu.edu) or (773) 442-5303.

# Voter Registration Information

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## Voter Registration Information

The 1998 Higher Education Act Mandatory Good Faith Effort for the National Voter Registration Act reads, in part, that "[t]he institution will make good faith effort to distribute a mail voter registration form, requested and received from the State, to each student enrolled in a degree or certificate program and physically in attendance at the institution, and to make such forms widely available to students at the institution." The State of Illinois has provided the following link for students to use to print a voter registration form:

Illinois Online Voter Registration (<https://ova.elections.il.gov/>)

English Voter Registration Form and Spanish Voter Registration Form are available.

### **TurboVote**

Northeastern Illinois University is committed to providing you with the information and materials you need to vote. Go here to NEIU's TurboVote site (<https://neiu.turbovote.org/register/>) and register online to vote in Illinois (you can also register if you live in another state – though online registration restrictions vary from state to state). Once you are registered in the TurboVote system it is easy to verify or update your voter registration, request an absentee ballot form by mail, and sign up for text and/or email election reminders. You can do this all for free. If you have already registered to vote, you can still sign up at NEIU's TurboVote site (<https://neiu.turbovote.org/register/>) to receive text or email reminders so you will not miss an election.

# Oral Proficiency

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## Oral Proficiency

Northeastern Illinois University, in accordance with a 1987 State of Illinois statute, ensures 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.

# Alcohol and Drug Abuse Prevention Information

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## Alcohol and Drug Abuse Prevention Information

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 Alcohol and Drug Abuse Prevention Information page (<https://www.neiu.edu/university-life/dean-of-students/alcohol-drug-abuse-prevention-program-policy-information/>) in the Student Affairs website (<https://www.neiu.edu/university-life/student-affairs/>) and the Student Handbook (<https://www.neiu.edu/sites/default/files/documents/2023/09/05/2023-2024%20Student%20Handbook%20Final.docx.pdf>) for comprehensive Alcohol and Drug Abuse Prevention Information. For further information, call Student Affairs at (773) 442-4600.

## 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 Service of Alcoholic Beverages policy ([https://www.neiu.edu/sites/neiu.edu/files/migrated-about-body/documents/ktvoigt/Pol\\_E4.5\\_Serv\\_Alcohol\\_Bev\\_2016.09.19.FINAL\\_\\_0.pdf](https://www.neiu.edu/sites/neiu.edu/files/migrated-about-body/documents/ktvoigt/Pol_E4.5_Serv_Alcohol_Bev_2016.09.19.FINAL__0.pdf)), which expressly limits consumption of alcoholic beverages to persons 21 years of age or older, who are attending as specific invitees of the President or appropriate Vice President or designee, a function specifically approved by the President or appropriate Vice President or designee, held in a specifically approved designated area.

## Applicable Legal Sanctions

Employees and students who violate State and/or Federal law may be subject to criminal prosecution. A number of Illinois and Federal criminal statutes provide extended definitions of what constitutes illegal possession, use, and distribution of alcohol and drugs. Criminal penalties for violations of Illinois statutes include terms of imprisonment for up to sixty (60) years and fines of up to \$500,000. Equally severe penalties and sanctions may be imposed for violations of Federal statutes. Definitions of legal sanctions under Illinois law for the unlawful possession, use, and distribution of illicit drugs and alcohol are included in 720 ILCS Sec. 570/201 et seq. and 720 ILCS Sec. 550/1 et seq., copies of which are available for review by students and employees in the University library.

## Health Risks

The abuse or illegal use of alcohol and the illegal use of controlled substances can seriously injure the health of employees and students, adversely impair the performance of their duties and their academic achievements, and endanger the safety and well-being of fellow employees, students, and others. Further information about the health risks associated with the use of alcohol and controlled substances is available in Student Health Services and Student Counseling Services offices.

## Counseling and Support Services

### STUDENTS

Student Counseling Services (<https://www.neiu.edu/university-life/student-counseling-services/>) offer counseling and referral services to students who have drug or alcohol abuse-related problems. Additionally, the office provides:

1. information about on- and off-campus substance abuse self-help groups.
2. referrals to off-campus prevention and treatment resources
3. substance abuse information and prevention literature

Student should refer to the Student Counseling website (<https://www.neiu.edu/university-life/student-counseling-services/>) for contact and scheduling appointment information or call (773) 442-4650 or email [counsect@neiu.edu](mailto:counsect@neiu.edu).

## Disciplinary Sanctions

### STUDENT SANCTIONS

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

# Reasonable Accommodation of Religious Observances

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## Reasonable Accommodation of Religious Observances

Consistent with Illinois Public Act 84-212 (<http://www.ilga.gov/legislation/ilcs/documents/010500050K26-2b.htm>), an act to prohibit public school districts and institutions of higher education from discriminating against students for observing religious holidays, Northeastern Illinois University subscribes to the following policy and procedures:

1. 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.
2. 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.
3. Faculty and administrative personnel may require up to 10 calendar days advance notice of absences to observe religious holidays.
4. 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.
5. 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.
6. No fees or penalties may be imposed against the students who exercise such afforded opportunities.

To access the full policy, click on this link: Reasonable Accommodations of Religious Observances for Students and Employees including complaint form (Appendix A) ([https://www.neiu.edu/sites/default/files/documents/2022/04/25/Pol\\_G1.12\\_Reas\\_Accom\\_Religious\\_REVISION\\_FINAL\\_03152022.pdf](https://www.neiu.edu/sites/default/files/documents/2022/04/25/Pol_G1.12_Reas_Accom_Religious_REVISION_FINAL_03152022.pdf))

Students who believe that they have been discriminated against or harassed on the basis of religious observances can seek resolution through the University's Discrimination Grievance Procedure. Information and consultation on these procedures are available through the Equal Opportunity Office, main campus, room C-216, or at [eeo@neiu.edu](mailto:eeo@neiu.edu) or (773) 442-5412

# Sexual Misconduct

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## Sexual Misconduct Policy

### University Policy Statement

Northeastern Illinois University (Northeastern or the University) supports the principles of equal opportunity and non-discrimination and does not tolerate sexual harassment.

Northeastern complies with Title IX of the Education Amendments of 1972, which prohibits discrimination in the University's educational programs and activities based on sex. Northeastern accepts complaints of sexual or sex-based discrimination, including sexual harassment, from students, employees, applicants for admission or employment, and University visitors. The University does not tolerate retaliation against any person for coming forward with a complaint or concern, or for otherwise participating in the process of addressing Title IX reports or complaints. In addition, Northeastern provides reasonable accommodations to qualified applicants, students, and employees with disabilities and to individuals who are pregnant. The University's Sexual Misconduct policy ([https://www.neiu.edu/sites/default/files/documents/2024/02/20/Pol\\_G1.8\\_Sex\\_Misconduct\\_2020.08.14\\_REV\\_%2002142024.pdf](https://www.neiu.edu/sites/default/files/documents/2024/02/20/Pol_G1.8_Sex_Misconduct_2020.08.14_REV_%2002142024.pdf)) provides additional information.

### Purpose of the Policy

The purpose of this policy is to advance Northeastern's long-held position that sexual harassment violates the standards of our community and is unacceptable, and to provide sexual harassment proceedings which will include a prompt, fair, and impartial process from the initial investigation to the final result. This policy furthers Northeastern's commitment to providing locations that are safe and secure from sexual harassment.

### Support and Resources

Students who have experienced sexual harassment may contact the Title IX Office to learn about their rights and options, including how to file a complaint (Title IX web page (<https://www.neiu.edu/about/university-leadership/executive-team/legal-affairs-and-general-counsel/equal-opportunity-and-ethics/title-ix/>)). Anonymous complaints are accepted via online submission here (<https://www.neiu.edu/about/university-leadership/executive-team/legal-affairs-and-general-counsel/equal-opportunity-and-ethics/title-ix/title-ix-sexual-misconduct-complaint-form/>). Please see the University's Notice of Rights and Options ([http://catalog.neiu.edu/policies/sexual-harassment/NEIU\\_Notice\\_of\\_Rights\\_and\\_Options\\_2024.pdf](http://catalog.neiu.edu/policies/sexual-harassment/NEIU_Notice_of_Rights_and_Options_2024.pdf)) document for comprehensive information regarding sexual harassment incidents. Students may directly contact the Title IX Coordinator at Main Campus Room C-216, [titleix@neiu.edu](mailto:titleix@neiu.edu) or (773) 442-5412.

Students in need of support should visit the University's K(NO)W More web page (<https://www.neiu.edu/university-life/know-more/>) for resources and guidance. Students may seek support from the following confidential resources at Northeastern (offices exempt from mandatory reporting of sexual harassment matters): Confidential Advisor (<https://www.neiu.edu/university-life/know-more/how-do-i-get-help/>): (773) 442-4656 or 5372, Office of Student Counseling Services (<https://www.neiu.edu/university-life/student-counseling-services/>): (773) 442-4650, and the Office of Student Health Services (<https://www.neiu.edu/university-life/student-health-services/>): (773) 442-5800.

# Student Right to Know Act

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## Student Right to Know

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

Information regarding our graduation rate can be found at <http://www.neiu.edu/about/office-institutional-research-and-assessment> (<http://www.neiu.edu/about/office-institutional-research-and-assessment/>), (click on Data Digest, then, Graduation and Retention rates).

A printed copy may be obtained by sending a written request to:

Northeastern Illinois University  
Enrollment Management Services  
ATTN: Graduation Rate  
5500 N. St. Louis Ave  
Chicago, Illinois 60625



# College of Graduate Studies and Research

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## College of Graduate Studies and Research

Marcelo O. Sztainberg, Ph.D., Interim Dean and Professor of Computer Science

Northeastern Illinois University, through its College of Graduate Studies and Research (CGSR), and in collaboration with the other colleges and faculty, provides the resources, facilities, and academic environment to advance learning, to foster creativity, and to nurture intellectual independence in graduate education. Graduate students pursue advanced studies and join the faculty in extending knowledge through research, scholarly and creative activities.

The College of Graduate Studies and Research offers the majority of its coursework during the late afternoon and evening hours to accommodate individuals who work during the day. Students should consult with their Graduate Program Advisor/Coordinator to plan an appropriate schedule of courses.

The College of Graduate Studies and Research offers master's degrees in 40 academic concentrations, as well as a variety of graduate certificate, licensure, endorsement, and FOCUS programs. All students engaged in graduate work at Northeastern Illinois University are admitted to the College of Graduate Studies and Research and are governed by its policies and procedures. Graduate students, therefore, have different tuition rates and grievance procedures. They are eligible to apply for graduate assistantships and tuition scholarships available through the College and departments.

Applications for admission are accepted for the academic terms as per the schedule provided with the application materials. Applicants are advised to check the College of Graduate Studies and Research website for any changes or special situations.

## Organization of The College

The Dean is responsible for the implementation of institutional policies related to graduate education at Northeastern Illinois University. Such policies are established in collaboration with the Graduate College Advisory Committee, a group elected by and from the faculty of the University. The Dean's Office handles petitions for any exceptions to University policy related to graduate studies, and addresses graduate student issues, including complaints and graduate grade appeals. The Dean's Office also oversees the processes involved in the appointment of Graduate Assistants. The Graduate Admissions handles all matters related to admissions and the Graduate Records Office handles matters related to graduation and the student's graduate records. Applications for graduation are accepted for each academic term, as per the schedule published in the Schedule of Classes.

Each graduate program has a Graduate Program Advisor/Coordinator who serves as an important link with the College of Graduate Studies and Research in overseeing graduate education at Northeastern Illinois University. The Graduate Program Advisor/Coordinator evaluates applications for admission to their program, advises on programs of study, informs students of departmental regulations and procedures, monitors students' academic progress, and reviews and approves applications for graduation. Students are urged to keep in contact with their advisors and to visit the CGSR website ([www.neiu.edu/graduatestudies](http://www.neiu.edu/graduatestudies) (<http://www.neiu.edu/graduatestudies/>)) periodically for important information updates.

The Dean is also responsible for overseeing the administration of research at the University. In this capacity, the Dean works closely with the Research and Creative Activities Advisory Group to support and enhance research and creative activities throughout the university community.

### Mailing Addresses and Office Hours:

#### College of Graduate Studies and Research Dean's Office (LWH-0041)

Northeastern Illinois University  
5500 N. St. Louis Avenue  
Chicago, Illinois 60625-4699

#### Graduate Admissions Office (D-101D)

#### Graduate Records Office (D-101D)

Northeastern Illinois University  
5500 N. St. Louis Avenue  
Chicago, Illinois 60625-4799

The CGSR Dean's Office is open Monday through Friday, from 8:30 a.m. to 4:30 p.m., and can be reached at [graduatestudies@neiu.edu](mailto:graduatestudies@neiu.edu) or (773) 442-6012. Both the Graduate Admissions and Graduate Records offices are typically open between 8:30 a.m. and 4:30 p.m. on Monday and Friday, and 8:30 a.m. to 6:00 p.m. on Tuesday through Thursday. You may reach the Graduate Admissions Office at [graduateadmissions@neiu.edu](mailto:graduateadmissions@neiu.edu) or (773) 442-6001, and the Graduate Records Office at [graduate-records@neiu.edu](mailto:graduate-records@neiu.edu) or (773) 442-6001.

### Graduate student funding

The University provides a limited number of graduate merit and need-based tuition scholarships to qualified students in good academic standing upon the recommendation of their program faculty.

Students interested in an appointment as a graduate assistant may fill out the form available on the College of Graduate Studies and Research website at [www.neiu.edu/graduatestudies](http://www.neiu.edu/graduatestudies) (<http://www.neiu.edu/graduatestudies/>). A student's skills will be matched to available positions, and interviews will be arranged if an assistantship opportunity becomes available.

Graduate students should also contact the Financial Aid Office for the availability of various fellowships and other forms of financial assistance: <http://www.neiu.edu/financial-aid/>

# Master's Goals

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## College of Graduate Studies and Research Master's Goals

It is the mission of Northeastern Illinois University to prepare a diverse community of students for leadership and service in our region and in a dynamic, multicultural world. In the College of Graduate Studies and Research, our programs offer opportunities for our students to achieve mastery in the following areas: Knowledge, Tools of Inquiry, Relevance, Communication, and Professionalism. Students will demonstrate that mastery through both coursework and a culminating experience appropriate to the program.

### Knowledge

Graduate students will pursue and master advanced, specialized knowledge within their discipline.

### Tools of Inquiry

Graduate students will develop academic curiosity and expertise in using tools of inquiry reflecting the norms and standards of their discipline. This expertise includes research ethics and methodologies, modes of critical thinking and problem solving, and appropriate uses of technology.

### Relevance

Graduate students will apply their knowledge and tools of inquiry to contextualize their learning within broad global, public, and academic communities.

### Communication

Graduate students will develop professional communication skills, giving them the ability to engage in the critical, open exchange of ideas. They will be able to participate in diverse, collaborative networks within and across disciplines.

### Professionalism

Graduate students will be prepared to serve and lead effectively in a diverse, global society according to the professional standards of their discipline. They will be ready to establish themselves as ethical individuals in their professional lives.

# Graduate Policies

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## GRADUATE POLICIES

The Graduate Policies section contains policies which pertain to all graduate students, such as policies regarding Academic Standing, Graduate Transfer Credits, Thesis, and Graduate Grade Appeals. Questions concerning these policies can be directed to the College of Graduate Studies and Research: [graduatestudies@neu.edu](mailto:graduatestudies@neu.edu).

### Active Status

When a student is admitted to Northeastern's College of Graduate Studies and Research for graduate study, they are given an active student status that entitles them to various privileges of active students, such as the ability to register for courses and access to the library. A graduate student is expected to maintain active status from the time he/she begins the graduate program to the time he/she graduates.

### Inactivation/Re-admission Policy

A graduate student who does not enroll in at least one course over six consecutive semesters, including the summer semester, will have his/her student status changed from "Active" to "Inactive".

A graduate student must be re-admitted to the same program, admitted to a different program, or admitted as a student-at-large to register for additional classes. Re-admission to a student's original program is not guaranteed.

All re-admitted students are subject to the catalog year requirements based on their semester of re-admission and enrollment.

### Leave of Absence

Circumstances sometimes require that students interrupt their studies for longer than three semesters. Such students can apply for a Leave of Absence to avoid inactivation.

1. Only an active graduate student is eligible to apply for a leave of absence.
2. A graduate student may request a maximum of six consecutive academic terms of absence, including summer.
3. A graduate student is not expected to make any academic progress towards his/her degree while on a leave of absence.
4. A graduate student may not use any University resources while on a leave of absence.
5. A graduate student's academic status will not change during a leave of absence.
6. Students applying for a leave of absence must submit to their graduate program the Graduate Leave of Absence Request Form, located on the Registrar Services' forms page.
7. An international student must also gain approval via a signed memo from his/her International Programs advisor. The approval memo must be included with the form submitted to the graduate program.
8. Programs submitting a Leave of Absence Request form to the College of Graduate Studies and Research Dean's office must include a memo of support explaining how the student will complete his/her requirements within six years of his/her initial enrollment.

A graduate student finishing a leave of absence must register for coursework the semester of return as specified on the form. Failure to register for coursework the semester the student is scheduled to return will result in being moved to inactive status that semester. An inactive graduate student must reapply to the University for readmission to his/her graduate program. Readmission is not guaranteed. A readmitted student is subject to the catalog year requirements based on the semester of readmission (see Catalog Year policy).

## Graduate Academic Standing Policies

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

### Grade Point Average

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

## DISMISSAL FOR ACADEMIC REASONS

A student in a graduate program (degree-seeking, licensure, endorsement, or certificate) may be dismissed from his/her program for the following academic reasons: sub-standard GPA (see Academic Probation policy); failure to make satisfactory progress toward completion of his/her program;

or receiving more than six credit hours of unsatisfactory grades (C, D, or F). A student may also be dismissed as a consequence of acts of academic misconduct (see the University Code of Conduct).

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

## ACADEMIC PROBATION

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

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

## Graduate Student-at-Large: Dismissal and Reinstatement/Readmission

A graduate student-at-large will be dismissed if, upon the completion of four courses, they have earned a cumulative grade point average that is less than 2.0 (on a 4.0 scale; equivalent to a "C" average). A graduate student-at-large who has been dismissed may apply to be reinstated/readmitted no earlier than the second semester following the dismissal. The reinstatement/readmission application must include an appeal letter addressed to the Academic Standards Committee explaining the new circumstances that will allow the applicant to improve their academic performance. Deadlines for reinstatement/readmission following dismissal are July 15 for the Fall semester, November 15 for the Spring semester, and March 15 for the Summer semester. If reinstatement/readmission is granted, the student will be reinstated/readmitted on academic probation (see Graduate Academic Probation section).

## Fulfilling Graduate Academic Requirements

The academic requirements of any degree or certificate program that a student is admitted to are determined by a student's "catalog year".

### CATALOG YEAR

A graduate student's catalog year is the academic year when the student is first enrolled after being admitted to a graduate program. A student's catalog year is not affected while the student is on an approved leave of absence. A readmitted student is subject to the catalog year requirements based on the semester of his/her re-admission (see Inactivation/Re-admission Policy).

#### Change of Catalog Year

An active student may change his/her catalog year to a succeeding catalog if it is to the student's benefit. A completed Change of Catalog Year form should be submitted to Enrollment Management Services to update the student's record.

### Continuing enrollment

Students availing themselves of the services of the academic staff or faculty or the facilities of the university in any way that directly or indirectly relates to fulfilling degree requirements or receiving course credit must be enrolled. For example, a student must be enrolled in the term in which a comprehensive examination is taken. Students who are actively engaged in fulfilling degree requirements but who are not enrolled in other course credit hours are required to enroll in a 1 credit hour continuing enrollment course. Such enrollment allows students access to university resources, such as library, advisement, and email privileges, while also meeting the continuing enrollment requirement. A student is not required to be registered in the term of graduation simply in order to graduate. However, students who complete degree requirements by availing themselves of university services without being enrolled will be assessed relevant tuition and fees prior to the release of the diploma and transcript. This policy does not apply to students who are only finishing the work required to resolve an incomplete grade.

### Graduate Degree Credits

All graduate credits are at the 400 level or above, except for a limited number of 300 level courses that have been approved for graduate degree credits in a specific master's degree program (referred to as "300-starred" (300\*) courses). Programs may permit students to apply up to three 300\* courses, to a maximum of ten credit hours, to fulfill program requirements. Students should consult with their program advisors for details concerning graduate degree credits for 300\*-level courses. A student who has taken a 300\* course for credit at the undergraduate level may not repeat the course for credit at the graduate level.

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

## Repeating Courses

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

## 6-Year Completion

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

## Waiver of Course Requirements

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

## Graduate Transfer Credit Policy

Graduate transfer credits are any credits used to fulfill Northeastern Illinois University graduate degree requirements which are:

1. earned at Northeastern prior to the term of admission to a graduate program; OR
2. earned at a regionally accredited college or university or recognized international college or university. These transfer credits may be earned either prior to or after admission to a Northeastern graduate program.

All graduate transfer credits that are used to fulfill degree requirements need to be approved by the program.

Students should submit their transfer credit request form before the completion of 9 credit hours after admission to the program. Any delay in the completion of the transfer credit request may impact the student's graduation date. Credits transferred in the final semester before graduation will delay graduation until the credits are posted.

Credits earned for thesis hours are not transferable. Coursework credits are eligible for transfer credit only if they meet the following criteria:

1. Credits must be for graduate-level work;
2. The course grade must be a “B-” or higher;
3. Credits must have been completed within 6 years of expected graduation.

See the Graduate Certificate Programs policy (see below) for information explaining the relationship between related certificates and degree programs.

**Coursework taken at Northeastern prior to admission to a graduate program:** Credit for coursework taken at Northeastern prior to admission to a graduate program, which the student wishes to count towards that graduate program, is limited to no more than 50% of the program requirements, except in the case of credits from an earned graduate certificate. The entirety of credits from an earned graduate certificate can be counted towards a graduate degree program (see the Graduate Certificate Programs policy below). No additional transfer credit is allowed if credits from an earned certificate represent 50% or more of the total program requirement credits.

**Coursework taken outside of Northeastern:** Graduate transfer credits can be earned either before admission to the student's program or after admission to the program, provided that the total number of transfer credits (regardless of when they were earned) does not exceed 9 hours, unless approved specially as part of a formal university agreement. Formal university agreements allowing external transfer credits that would exceed 50% of the course credit requirements for any graduate program must be reviewed and approved via normal governance process. All transfer credits earned after the student has been admitted to his/her program must be approved by the advisor, program advisor, and the Dean of the College of Graduate Studies and Research prior to enrollment at the other institution.

## Thesis Policy

In some graduate programs, the completion of a master's thesis represents the culminating experience in the discipline, or one of the possible culminating experiences. Engagement in thesis research requires a productive mentor-mentee relationship that reflects a cooperative agreement between the program and the thesis student. Registration and engagement in thesis work requires the consent of the thesis mentor and program approval.

Completion of the thesis requirement includes successfully fulfilling: 1) generally, at least six credit hours of thesis with a grade of P or HP; 2) a thesis defense; and 3) the approved submission of the finalized thesis to the College of Graduate Studies and Research. Students fulfilling the requirements of a thesis option must register for at least one graduate-level credit hour in all semesters in which they are actively working on their thesis, until the completion of the thesis requirements. The successful completion of six credits of thesis hours does not guarantee the satisfactory completion of the thesis requirement.

Thesis credit is graded each term a student is engaged in thesis work using grades of High Pass (HP), Pass (P), or No Pass (NP). Only HP and P grades are satisfactory and count for credit toward the degree. At most, six credits of thesis hours may be counted toward fulfilling degree requirements that include a thesis option.

If a student receives a grade of NP for thesis hours, a program may require the student to switch to one of the other possible culminating experiences in the discipline. Students receiving grades of NP in their thesis hours for two consecutive semesters will not be allowed to continue with the thesis.

Substitution of up to six credits of P/HP (Pass/High Pass) thesis hours for non-thesis research credit hours is allowable, with the approval of the program.

For more information about the thesis process and for program-specific guidance on the graduate thesis, please consult the College of Graduate Studies and Research *Manual of Thesis Procedures* and the program's graduate handbook.

#### **Grading Scale for Graduate Thesis work:**

**High Pass:** Outstanding academic progress on the thesis, an outstanding defense of the thesis, or an outstanding thesis.

**Pass:** Satisfactory academic progress on the thesis, a satisfactory defense of the thesis, or a satisfactory thesis.

**No Pass:** Student has not made satisfactory academic progress on their thesis or their thesis does not meet the academic standards of the program.

#### **Degree Verification**

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

## **Graduate Grade Appeal Policy**

Every student has the right to appeal if they consider their final grade in a graduate-level course to be unreasonable, unjust, or capricious. A grade appeal can be initiated no later than two semesters (including summer) after the grade was assigned. The Dean of the College of Graduate Studies and Research makes the final decision on graduate grade appeals.

Process for appealing a grade in a graduate course:

1. The student must first consult the faculty member who issued the grade for reconsideration of the grade. The Chair or Coordinator and other members of the department are encouraged to be available for consultation with the faculty member and the student at this stage. Note: This is the only stage at which an appealed grade can be changed to an A, B, C, D, or F. At every subsequent stage of the grade appeal process, the Chair, Associate Dean of the graduate program's college or Dean of the College of Graduate Studies and Research can change the grade to a P only.
2. If the faculty member is unavailable or the student contests the faculty member's decision and wishes to continue the appeal, the student should (next) approach the Chair of the department in which the course was taught. The Chair may designate the relevant program's Coordinator to serve this role for this stage, if the department has a Coordinator. The student must present a written statement to the Chair explaining the reasons he/she believes the grade is unreasonable, unjust, or capricious. The Chair is responsible for investigating the student's claims by gathering relevant information, and preparing a written statement of the findings of the investigation. At the conclusion of this investigation, the Chair must recommend that the student's grade appeal be supported or denied. The Chair shall communicate this recommendation and its rationale in writing to the student and the faculty member.
3. If the faculty member who issued the grade is also the Chair, the student should appeal directly to the Associate Dean of the college in which the course was taught, submitting a written statement explaining the reasons he or she believes the grade is unreasonable, unjust, or capricious. The Associate Dean is responsible for investigating the student's claims by gathering relevant information, and preparing a written statement of the findings of the investigation. At the conclusion of this investigation, the Associate Dean must recommend that the student's grade appeal be supported or denied. The Associate Dean shall communicate this recommendation and its rationale in writing to the student and the faculty member (Chair).
4. If the student believes that the process was flawed or that there was evidence that was not considered, he/she can bring the appeal to the Dean of the College of Graduate Studies and Research. In addition to the appeal materials already provided to the Chair, Coordinator, or Associate Dean in Step 2 above, the student must justify in the appeal why he or she believes the decision should be reconsidered, including any new pertinent information. Disagreement with the outcome of the deliberations of the Chair, Coordinator, or Associate Dean is not sufficient on its own to pursue an appeal with the Dean. If the Dean of the College of Graduate Studies and Research agrees that the process was possibly flawed or that there is substantive new evidence that was not considered, he/she will convene the Graduate Grade Appeal Committee to hear the grade appeal. The Graduate Grade Appeal Committee, selected each year, will consist of five members, as follows:
  - a. Two faculty members from the Graduate College Advisory Committee,
  - b. Two master's degree program students in good standing selected by the Dean of the College of Graduate Studies and Research, and
  - c. The representative of the Dean of the College of Graduate Studies and Research.



5. Before hearing any appeals, any student serving on the Graduate Grade Appeal Committee must fill out and sign a FERPA Privacy and Confidentiality Understanding/Agreement, available from the representative of the Dean of the College of Graduate Studies and Research or the University Registrar.
6. The Graduate Grade Appeal Committee will investigate the case and will hold a hearing. The student, the faculty member, and the Chair, Coordinator, or Associate Dean involved with Step 2 shall be invited to participate. If the student fails to attend the agreed-upon, scheduled hearing, then the hearing will be cancelled and the grade appeal dismissed without further review.
7. The Graduate Grade Appeal hearing generally takes about one hour and has the following format:
  - a. The student has 10 minutes to present the appeal, after which the committee members may ask questions of the student.
  - b. The faculty member of the course has 10 minutes to respond, after which the committee members may ask questions of the instructor.
  - c. The Chair (if he/she is not the faculty member), Coordinator, or Associate Dean may add comments and answer any questions the committee members may have.
  - d. The student does not ask questions of the faculty member, Chair, Coordinator, or Associate Dean, and the faculty member, Chair, Coordinator, and Associate Dean do not ask questions of the student.
  - e. The student may have 2 or 3 minutes for final rebuttal and the committee may ask final questions of the student, faculty member, Chair, Coordinator, or Associate Dean.
  - f. Everyone except for the Graduate Grade Appeal Committee leaves the hearing room.
  - g. The committee members discuss the appeal. The Dean's representative will lead the discussion. When the discussion is complete, the committee members will take a vote on the appeal.
8. The committee will communicate to the Dean of the College of Graduate Studies and Research its written recommendation, which will be one of the following:
  - a. If the Committee decides that the challenged grade is unreasonable, unjust, or capricious, it shall so communicate to the Dean its recommendation that the grade be changed to a P.
  - b. If the Committee decides there is insufficient evidence to support the student's claim, it shall recommend to the Dean that the original grade should stand.
  - c. If the committee cannot agree on the appeal, the lack of agreement will be communicated to the Dean.
9. After receiving the recommendation of the committee and reviewing the materials submitted by the student, the faculty member, and the Chair, Coordinator, or Associate Dean, the Dean of the College of Graduate Studies and Research may decide that the grade should remain as recorded, or that it should be changed to a P (Pass). If the grade is changed to a P, the credits for the course will count toward the student's degree requirements, but the grade will not contribute to the GPA.
10. The Dean of the College of Graduate Studies and Research will share his or her decision in writing with the student, the faculty member, and the Chair, Coordinator, and/or Associate Dean, and a copy of the decision will be placed in the student's records. The decision of the Dean is final.

## Graduate Admissions Policy

Please see this policy in the Admissions section of the Catalog. (<http://catalog.neiu.edu/admissions/graduate-students/>)

## Graduate Certificate Programs

A Graduate Certificate Program is composed of a focused collection of courses that offers a skill set in and/or distinctive approach to a subject that cannot be otherwise gained through an existing Northeastern degree program or academic minor.

Graduate certificate programs must conform to Illinois Board of Higher Education (IBHE) guidelines and to the following IBHE Program Inventory Definitions:

1. A post-baccalaureate certificate "requiring completion of an organized program of study requiring at least 18 semester credit hours beyond the bachelor's and...designed for persons who have completed a baccalaureate degree but do not meet the requirements of academic degrees at the master's level."
2. A post-master's certificate "requiring completion of an organized program of academic study of at least 24 semester credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctoral level."



Students may be concurrently enrolled in a degree program and a certificate program. Such students will complete a separate application to each program.

Courses composing a Northeastern graduate certificate will, upon their completion, be included on a student's transcript and in the computation of a student's grade point average.

Credit hours earned through a post-baccalaureate certificate from a program or combination of programs in which there is/are (an) approved graduate degree(s) may, upon approval of the program and the College of Graduate Studies and Research, count toward a master's degree. At its discretion, a Northeastern graduate program may count all credits earned in certificate courses offered by that program. At its discretion, a Northeastern program may count up to 9 hours of credits in certificate courses offered by another program that offers courses in the shared certificate program.

A student enrolled in a graduate degree program in which there is a fully- or partially-embedded graduate certificate program is eligible to receive the certificate only if the student has made a separate application and has been admitted to the certificate program.

A minimum grade point average of 3.0 must be achieved in graduate course work for the certificate to be awarded.

Acceptance of transfer credits toward a graduate certificate is at the discretion of the graduate program. Graduate programs may accept up to 9 hours of graduate transfer credits. Programs may set more stringent transfer credit limits.

## **Exceptions and Changes to Graduate Policies**

Individual exceptions to the published policies of the College of Graduate Studies and Research may be made only after approval of the Dean or the Dean's designate following the submission of a written petition. Northeastern Illinois University and the College of Graduate Studies and Research reserve the right to make policy changes from time to time when necessary.

# Graduate Programs

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## Master's Degree Programs

### Degree Programs In Arts and Sciences:

- Biology, M.S. (<http://catalog.neiu.edu/arts-sciences/biology/master-science-biology/>)
- Chemistry, M.S. (<http://catalog.neiu.edu/arts-sciences/chemistry/master-science-chemistry/>)
- Communication, Media & Theatre, M.A. (<http://catalog.neiu.edu/arts-sciences/communication-media-theatre/master-arts-communication-media-theatre/>)
- English, M.A., Composition Concentration (<http://catalog.neiu.edu/arts-sciences/english/master-arts-english/>)
- English, M.A., Literature Concentration (<http://catalog.neiu.edu/arts-sciences/english/master-arts-english/>)
- Geography and Environmental Studies, M.A. (<http://catalog.neiu.edu/arts-sciences/geography-environmental-studies/master-arts-geography-environmental-studies/>)
- History, M.A. (<http://catalog.neiu.edu/arts-sciences/history/master-arts-history/>)
- Human Developmental Science, M.A. (<http://catalog.neiu.edu/arts-sciences/psychology/master-arts-gerontology/>) (*formerly Gerontology*)
- Latin American Literatures and Cultures, M.A. (<http://catalog.neiu.edu/arts-sciences/world-languages-cultures/master-arts-latin-american-literatures-cultures/>)
- Linguistics, M.A. (<http://catalog.neiu.edu/arts-sciences/linguistics/master-arts-linguistics/>)
- Mathematics, M.S., Applied Mathematics Concentration (<http://catalog.neiu.edu/arts-sciences/mathematics/master-science-mathematics/>)
- Mathematics, M.S., Secondary Education Concentration (<http://catalog.neiu.edu/arts-sciences/mathematics/master-science-mathematics/>)
- Music, M.A., Applied Music Pedagogy Concentration (<http://catalog.neiu.edu/arts-sciences/music/master-arts-music/>)
- Political Science, M.A. (<http://catalog.neiu.edu/arts-sciences/political-science/master-political-science/>)
- Social Work, M.S.W. (<http://catalog.neiu.edu/arts-sciences/social-work/master-social-work/>)
- Teaching English to Speakers of Other Languages (TESOL), M.A. (<http://catalog.neiu.edu/arts-sciences/teaching-english-second-foreign-language-master-arts-tesl-tefl/>)

### COMBINED tEACHER LICENSURE/Endorsement AND DEGREE pROGRAMS

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

### DEGREE Programs In Business and tECHNOLOGY

- Accounting, M.S. (<http://catalog.neiu.edu/business-management/accounting-business-law-finance/master-science-accounting/>)
- Business Administration, M.B.A. (<http://catalog.neiu.edu/business-management/management-marketing/master-business-administration/>)
- Computer Science, M.S. (<http://catalog.neiu.edu/business-management/computer-science/master-science-computer-science/>)

### DEGREE Programs In Education

- Community and Teacher Leaders, M.A. (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/master-arts-community-teacher-leader/>)
- Clinical Mental Health Counseling, M.A. (<http://catalog.neiu.edu/education/counselor-education/master-arts-clinical-mental-health-counseling/>)
- Couple & Family Counseling, M.A. (<http://catalog.neiu.edu/education/counselor-education/master-arts-family-counseling/>)
- Rehabilitation Counseling, M.A. (<http://catalog.neiu.edu/education/counselor-education/master-arts-rehabilitation-counseling/>)
- School (<http://catalog.neiu.edu/education/counselor-education/master-arts-counseling-education/>) Counseling, M.A. (<http://catalog.neiu.edu/education/counselor-education/master-arts-counseling-education/>)
- Early Childhood Education, M.A.T. (<http://catalog.neiu.edu/education/teacher-education/master-arts-teaching-early-childhood-education/>)
- Educational Leadership, M.A., School Leadership Concentration (<http://catalog.neiu.edu/education/educational-leadership-development/master-arts-educational-leadership/>)
- Educational Leadership, M.A., Higher Education Leadership Concentration (<http://catalog.neiu.edu/education/educational-leadership-development/master-arts-educational-leadership/>)

- Elementary Education (<http://catalog.neiu.edu/education/teacher-education/master-arts-teaching/>), M.A.T. (<http://catalog.neiu.edu/education/teacher-education/master-arts-teaching/>)
- Exercise and Sport Science, M.S. (<http://catalog.neiu.edu/education/health-sciences-physical-education/master-science-exercise-science/>)
- Human Resource Development, M.A. (<http://catalog.neiu.edu/education/human-resource-development/master-arts-human-resource-development/>)
- Urban Community Studies, M.A. (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/master-arts-inner-city-studies-education/>)
- Instruction in Language Arts, M.S., Secondary Education Concentration (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/master-science-instruction-language-arts/>)
- Literacy Education, M.A. (<http://catalog.neiu.edu/education/literacy-education/master-arts-literacy-education/>)
- Middle Level Education, M.A.T (<http://catalog.neiu.edu/education/teacher-education/master-arts-teaching-middle-level-education/>).
- Public Health, M.P.H. (<http://catalog.neiu.edu/education/health-sciences-physical-education/master-public-health/>)
- Secondary Education (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/master-arts-teaching-language-arts/>), M.A.T. (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/master-arts-teaching-language-arts/>)
- Special Education, M.A., LBS I (<http://catalog.neiu.edu/education/special-education/master-arts-special-education/>)
- Special Education, M.S., LBS II, Behavior Intervention Specialist (BIS) Concentration (<http://catalog.neiu.edu/education/special-education/master-science-special-education-lbs-ii/>)
- Special Education, M.S., LBS II, Curriculum Adaptation Specialist (CAS) Concentration (<http://catalog.neiu.edu/education/special-education/master-science-special-education-lbs-ii/>)
- Special Education, M.S., LBS II, Combined CAS-BIS Concentration (<http://catalog.neiu.edu/education/special-education/master-science-special-education-lbs-ii/>)
- Teaching and Inquiry, M.S. (<http://catalog.neiu.edu/education/teacher-education/master-science-teaching-inquiry/>)

## Non-Degree Programs

### CERTIFICATE Programs

- Addiction Counseling Certificate (<http://catalog.neiu.edu/education/counselor-education/addiction-counseling-certificate/>)
- Couple and Family Counseling Certificate (<http://catalog.neiu.edu/education/counselor-education/couple-family-counseling-certificate/>)
- Geographic Information Science Certificate (<http://catalog.neiu.edu/arts-sciences/geography-environmental-studies/graduate-certificate-gis/>)
- Gerontology Senior Advocate Certificate (<http://catalog.neiu.edu/arts-sciences/psychology/1-year-gerontology-certificate/>)
- Graduate Certificate in Public Health (<http://catalog.neiu.edu/education/health-sciences-physical-education/graduate-certificate-public-health/>)
- Rehabilitation Counseling Certificate (<http://catalog.neiu.edu/education/counselor-education/certificate-rehabilitation-counseling/>)
- School Health Graduate Certificate (<http://catalog.neiu.edu/education/health-sciences-physical-education/school-health-graduate-certificate/>)
- STEM Teacher Mentorship and Leadership Graduate Certificate
- Teaching English to Speakers of Other Languages (TESOL) Certificate (<http://catalog.neiu.edu/arts-sciences/teaching-english-second-foreign-language/certificate-tesol-graduate/>)
- Trauma-Informed Counseling Certificate (<http://catalog.neiu.edu/education/counselor-education/graduate-certificate-trauma-informed-counseling/>)
- Workplace Learning and Performance Certificate (<http://catalog.neiu.edu/education/human-resource-development/graduate-certificate-workplace-learning-performance/>)

### LICENSURE and Endorsement Programs

- Bilingual Endorsement
- Early Childhood Education Endorsement FOCUS Program
- Elementary Education Endorsement FOCUS Program
- Middle Level Education Endorsement FOCUS Program
- Reading Teacher Endorsement, Elementary Level
- Reading Teacher Endorsement, Secondary Level
- Secondary Education Endorsement FOCUS Program
- Special Education, LBS I, Endorsement FOCUS Program
- Special Education, LBS II, Behavior Intervention Specialist (BIS) Endorsement
- Special Education, LBS II, Curriculum Adaptation Specialist (CAS) Endorsement
- Special Education, LBS II, Combined CAS-BIS Endorsement
- Teacher Leader Endorsement (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/master-arts-community-teacher-leader/>)
- Teacher Licensure Program, Early Childhood Education (<http://catalog.neiu.edu/education/special-licensure-endorsement-programs/>)
- Teacher Licensure Program, Elementary Education (<http://catalog.neiu.edu/education/special-licensure-endorsement-programs/>)

- Teacher Licensure Program, Secondary Education, 6-12 (Biology, English, Health Education, History, Mathematics) (<http://catalog.neiu.edu/education/special-licensure-endorsement-programs/>)
- Teacher Licensure Program, Secondary Education, K-12 (Art, Music, Physical Education, Spanish) (<http://catalog.neiu.edu/education/special-licensure-endorsement-programs/>)
- Teaching English as a Second Language (TESL) Endorsement

# McNair Scholars Program

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Deborah A. Klos Dehring, Director

## Purpose

The goal of the McNair Program is to increase the attainment of a Ph.D. by students from traditionally underrepresented groups in higher education. 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 a research project and undergraduate requirements. The program staff 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 credit hours
- Status as a first-generation college student with income eligibility and/or a member of a group underrepresented in graduate education
- A GPA of 2.8 or above
- Strong desire to continue directly into graduate school shortly after graduation
- US citizenship or residency

## 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 selection and application. Scholars attend three one credit seminars and graduate school visits. Workshops to support graduate school application include, financial literacy, GRE instruction, library skills, and presentations skills.

Complete program information is available in the McNair Scholars Program Office, B-141, by contacting the Program Director at (773) 442-4253, or at <http://www.neiu.edu/academics/mcnair-scholars> (<http://www.neiu.edu/academics/mcnair-scholars/>).

### **NEIU-301M. Developing A Research Thesis. 1 Hour.**

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 TA's. 1 Hour.**

A seminar class to introduce students to college teaching skills and prepare them for teaching assistanships. 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 Hour.**

This one credit hour course 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 admission essays and curriculum vitae, identifying graduate schools and programs, and maximizing standardized test scores.

# College of Arts and Sciences

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Timothy Libretti, Ph.D., Acting Dean, Professor of English  
 Amanda Dykema-Engblade, Ph.D., Acting Associate Dean, Professor of Psychology  
 Kenneth Voglesonger, Ph.D., Acting Associate Dean, Associate Professor of Earth Science

The College of Arts and Sciences comprises 19 departments which offer bachelor's degrees in 28 majors with 50 minors, master's degrees in 16 different disciplines, and additional certificate programs. As the largest of Northeastern's three academic colleges, the College of Arts and Sciences also offers most of the undergraduate General Education-Distributive Learning curriculum.

The College of Arts and Sciences helps students develop their individual world-view, encouraging them to acquire social and cultural awareness, as well as a broad knowledge of a variety of disciplines. Fine arts, humanities, natural sciences, social/behavioral sciences, and professional studies all enrich our students' learning environment by offering abundant opportunities for intellectual discovery, and by enabling them to become informed and responsible citizens. Students have the opportunity to learn from professors who are outstanding in their fields and passionate about teaching.

It is a further goal of the College to offer our students both academic and career-oriented programs of study. We support faculty/student research, peer-led team learning, internships and community-based fieldwork. In the College, we have developed nine Core Competencies that outline the skills and qualities that all students in CAS programs of study should expect to learn:

1. Experimentation, Data Collection, and Data Analysis
2. Critical Thinking and Problem Solving
3. Ethical Reasoning and Decision-Making
4. Innovation and Creativity
5. Oral and Written Communication
6. Active Community Participation and Engaging a Diverse Community
7. Teamwork and Leadership
8. Technological Fluency and Information Literacy
9. Self-Awareness and Self-Improvement

Regardless of their specific program of study, all students in the CAS will learn these important skills as they pursue their degrees.

## Pre-Health and Pre-Law Advising

Pre-Professional Advising is available from David Nissim-Sabat, Director of Pre-Professional Advising, in the College of Arts and Sciences. Pre-Professional students benefit from individualized advising in a student-centered atmosphere to create long-term planning. The goal is to build your future professional school prerequisites into your current degree program while also considering additional pre-professional experiences such as research, volunteer work, community service, campus involvement, entrance exam preparation, obtaining letters of recommendation and writing personal statements.

## Departments/Programs

### Anthropology, global studies, Geography & Environmental studies, ECONOMICS AND Philosophy

Scott Hegerty, Ph.D., Professor of Economics, Chair

### Art + Design

Kimberly Ambriz, M.F.A., Professor of Art, Chair

### Biology

Jennifer Slate, Ph.D., Professor of Biology, Chair

### Chemistry, EARTH SCIENCE, ENVIRONMENTAL SCIENCE AND PHYSICS

Ken Nicholson, Ph.D., Associate Professor of Chemistry, Chair

## **Communication, Media and Theatre**

Cyndi Moran, M.F.A., Professor of Communications, Media and Theatre, Chair

## **English and Linguistics**

Bradley Greenburg, Ph.D., Professor, Chair

## **History and POLITICAL SCIENCE**

Mateo M. Farzaneh, Ph.D., Professor of History, Chair

## **Justice Studies, SOCIOLOGY, AFRICAN & AFRICAN AMERICAN STUDIES, LATINA/O & LATIN AMERICAN STUDIES, AND WOMEN'S, GENDER AND SEXUALITY STUDIES**

Adam Messinger, Ph.D., Professor of Justice Studies, Chair

## **Mathematics and Math Development**

Lidia Z. Filus, Ph.D., Professor of Mathematics, Chair

## **Music and Dance**

Christopher Owen, D.M.A., Associate Professor of Music, Chair

## **Psychology AND CHILD ADVOCACY STUDIES**

Amanda Dykema-Engblade, Ph.D., Professor of Psychology, Chair

## **Social Work**

Job Ngwe, Ph.D., Professor of Social Work, Chair

## **World Languages and Cultures, ENGLISH LANGUAGE PROGRAM, TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL), AND SCHOOL FOR THE ADVANCEMENT OF ENGLISH LANGUAGE AND LEARNING (SAELL)**

Denise L. Cloonan Cortez de Andersen, Ph.D., Professor of Spanish, Chair

## **Undergraduate Majors**

Baccalaureate degrees are offered in the following disciplines:

- Anthropology
- Art - (Art History and Studio Art)
- Biology
- Chemistry
- Communication, Media and Theatre
- Economics
- English
- Environmental Science
- Environmental Studies
- Geography
- Global Studies

- Graphic Design
- History
- Justice Studies
- Latina/o/x and Latin American Studies
- Mathematics
- Music (Education or Performance)
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Social Work
- Sociology
- Spanish
- Women's, Gender and Sexuality Studies

The University offers licensure for teaching in PK-12 and K-12 schools in the following disciplines:

#### PK-12

- FOREIGN LANGUAGE: SPANISH

#### K-12

- VISUAL ARTS
- MUSIC

Students interested in teaching should consult the appropriate department and the Goodwin College of Education section of this catalog.

## Undergraduate Minors

- African and African American Studies
- Anthropology
- Art History
- Art, Studio
- Asian Studies
- Biology



- Chemistry
- Child Advocacy Studies
- Communication
- Communication, Media and Theatre
- Creative Writing
- Criminology
- Dance
- Data Science
- Disability Studies
- Earth Science
- Economics
- English
- Environmental Studies
- French Studies
- Geography
- Geographic Information Science
- Gerontology
- Global Studies
- History
- Interaction Design
- Interdisciplinary English Studies
- Jewish Studies
- Journalism
- Korean
- Latina/o and Latin American Studies
- Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Studies
- Linguistics
- Mathematics Applied

- Mathematics ELED and Humanities
- Mathematical & Statistical Modeling of Complex Systems
- Media
- Music
- Philosophy
- Photography
- Physics
- Political Science
- Psychology
- Public Administration
- Social Justice
- Social Work
- Sociology
- Spanish
- Teaching English to Speakers of Other Languages
- Theatre Design, Technology and Management
- Theatre Performance
- Women's, Gender and Sexuality Studies

## Graduate Programs

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

General requirements for graduate admission to the University and to specific degree programs can be found in the College of Graduate Studies section and in the appropriate departmental sections of this catalog. Graduate students who have specific questions should contact the appropriate departmental office.

- Master of Science in Biology
- Master of Science in Chemistry
- Master of Arts in Communication, Media and Theatre
- Master of Arts in English
- Master of Arts in Geography & Environmental Studies
- Master of Arts in Human Developmental Science
- Master of Arts in History
- Master of Arts in Latin American Literatures and Cultures (all coursework in Spanish)
- Master of Arts in Linguistics
- Master of Science in Mathematics
- Master of Arts in Music
- Master of Arts in Political Science

- Master of Social Work
- Master of Arts in Teaching English to Speakers of Other Languages

## Certificate Programs

- Geographic Information Science (GIS), Undergraduate Certificate
- Geographic Information Science (GIS), Graduate Certificate
- Gerontology Senior Advocate, Certificate
- Teaching English to Speakers of Other Languages, Graduate Certificate

## Declaration of Major

Students who wish to declare a major or minor must complete the Undergraduate Major/Minor Declaration and TLP Declaration form and submit it to the appropriate College of Arts and Sciences Department. In addition to being available online, forms are available in all departmental offices, Enrollment Management Services, the Dean's Office in the College of Arts and Sciences, and Academic Advising. 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.

## CASEP - College of Arts & Sciences Education Program

Jeremy Babcock, Coordinator and Instructor  
Lech Walesa Hall, 3098  
(773) 442-5654

The College of Arts and Sciences Education Program (CASEP), is an educational initiative for full-time, first-year students interested in becoming teachers. Seeking to provide early insights into teaching, CASEP's mission is focused on offering classroom coursework and experiences that highlight content as well as pedagogical practices. CASEP combines general education courses, supportive services for students, and early field experiences with discussion and feedback about teaching. CASEP's ultimate goal is to increase student success, which includes increasing overall student retention and decreasing time to degree.

When accepted into CASEP, the program allows students to begin teacher training during their first year of college, at least two years prior to entering Northeastern's Goodwin College of Education (GCOE). CASEP comprises up to 12 courses, which satisfy general education requirements or requirements for the GCOE. CASEP students take their courses with a cohort of like-minded individuals also interested in becoming teachers. Students are engaged by arts integration, communication, and team building strategies, and also conduct field trips and/or observations in PreK-12 classrooms. Students in CASEP may participate in service learning or part-time employment opportunities in educational settings as well. CASEP is a selective program with a limited enrollment of 35-40 first-year students.

Once accepted to Northeastern, students can select CASEP as their success program option and request more information about CASEP at this link (<http://www.neiu.edu/academics/college-of-arts-and-sciences/departments/college-arts-and-sciences-education-program-casep/>) . If qualified, you will be invited to interview with the CASEP Coordinator for full acceptance into the program.

**The following is the list of CASEP courses for 2024-25:**

### First Year Courses:

- Introduction to Communication, CMTC 100 (**required**)
- Writing I, ENGL 101 (**required**)
- Introduction to Theatre, CMTT 130 (**required**)
- U.S. History: 1877-Present, HIST 215 (**required**)
- One FYE course (**required**): TESL 109A

- Language & Human Behavior, LING 120 (*elective*)
- Schools & Society, SOC 104 (*elective*)

**Second Year Courses:**

- Public Speaking, CMTC 101 (**required**)
- Writing II, ENGL 102 (**required**)
- American National Government, PSCI 216 (**required**)
- Philosophical & Historical Foundations of Public Education, EDFN 305 (**required**)
- Education and Individual Differences, EDFN 306 (**required**)
- Intro to Earth Science, ESCI 121 (**required**)
- Language & Human Behavior, LING 120 (*elective*)
- Schools & Society, SOC 104 (*elective*)

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## STUDENT CENTER FOR SCIENCE ENGAGEMENT

The Student Center for Science Engagement (SCSE) supports students in STEM disciplines in achieving academic and professional success. The Center's mission is to increase student interest and achievement in the sciences and to help prepare them for cutting edge, scientifically driven careers. The Center primarily serves students in the departments of Biology, Chemistry, Computer Science, Environmental Science, Earth Science, Mathematics, Physics, and Psychology, assisting students to explore these areas of study and showing them how to lead fulfilling careers.

Center staff, with graduate degrees in the sciences and education, offer one-on-one advising to help with creating a plan for gaining professional experience and with taking the steps needed to pursue careers and graduate study. SCSE staff engage with students to identify and pursue internships, jobs, and graduate study opportunities and also help with preparing application materials. The SCSE hosts a summer research program for students and faculty. Events and workshops are offered 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. Tutors in select upper level science courses are also available.

To meet with an advisor for help with academic and professional development planning, consult with a tutor, study alone or in a small group, attend a workshop or event, or, to receive more information about summer internships, visit the Student Center for Science Engagement located in BBH 235 and BBH 247, email [scse@neu.edu](mailto:scse@neu.edu), and check out the SCSE website (<http://www.neu.edu/academics/student-center-science-engagement/>).

# African and African American Studies

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- Minor in African and African American Studies (<http://catalog.neiu.edu/arts-sciences/african-african-american-studies/minor-african-african-american-studies/>)

Adam M. Messinger, Ph.D., Professor of Justice Studies, Chair

Sharon L. Bethea, Ph.D., Professor, Program Coordinator

## Core Faculty

Russell Benjamin, Ph.D., Professor, Political Science

Alvin David Farmer, Jr., Ph.D., Associate Professor, Psychology

Courtney Francis, M.A., Instructor, Teaching English to Speakers of Other Languages

Nicole Holland, Ph.D., Professor, Educational Inquiry and Curriculum Studies

Aissetu Ibrahima, Ph.D., Associate Professor, Social Work

Job Ngwe, Ph.D., Professor, Social Work

Jeanine Nthirageza, Ph.D., Professor, Teaching English to Speakers of Other Languages

Donald Waddel, M.A., Instructor, Social Work

Durene Wheeler, Ph.D., Professor, Educational Inquiry and Curriculum Studies

## AFAM-109. First Year Experience: Exploring Africa In Chicago. 3 Hours.

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 Chicagoland 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.

## AFAM-200. Introduction To African And African American Studies. 3 Hours.

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 Hours.

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 Hours.

This is an interdisciplinary course examining African civilizations from the prehistoric past to contemporary periods utilizing an African centered perspective. The course uniquely employs a variety of multidisciplinary perspectives and materials from history, geography, anthropology, political science, art, sociology, linguistics and other disciplines. Course content and emphasis is placed on correcting misperceptions and stereotypes of Africa while exploring the rich and varied diversity of Africa, its rich history, the fundamental cultural commonalities shared by African peoples despite the diversity, and the significance and place of African civilizations on the world scene.

## AFAM-302. Foundations Of Africans In The Diaspora. 3 Hours.

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, Cuban experiences. Course objectives will be achieved through individual readings and study, and class activities and lectures. The methods used in this course include lectures, open discussions, seminar discussions, structured activities, and media and are designed to accommodate diverse learning styles.

**AFAM-303. Global Collaborations-Ghana. 4 Hours.**

AFAM-303 provides students with an intensive, yet short-term cross-cultural exchange program that also provides significant experience in research and creative practices. Students travel to Ghana, West Africa, visit key cultural and historical sites, and engage in collaborative research and/or creative projects with students at Kwame Nkrumah University of Science and Technology (KNUST), guided by faculty from both NEIU and KNUST. Course sessions at NEIU before and after travel will frame the experience.

**AFAM-319. Prehistory of Africa. 3 Hours.**

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 hominins 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 Hours.**

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).

**AFAM-324. Black Girlhood Studies. 3 Hours.**

This course examines the complexities of Black girlhood, particularly from the perspectives of Black girls and women. From an examination of adultification to hypersexualization, this course offers a critical analysis of the various aspects and dynamics of Black girlhood, and how race/ethnicity, class, gender, sexuality, and ability specifically impact Black girls' lived experiences. This course spans a wide range of topics, from schooling experiences and representation of Black girlhood in popular culture, to the ways in which Black girls exert radical and humanizing agency — as artists, scholars, activists, and more, reframing dominant narratives about themselves and their communities.

**Prerequisite:** AFAM-200 with a minimum grade of C or WGS-101 with a minimum grade of C or SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

# Minor in African and African American Studies

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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.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

#### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

#### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in African and african american studies:**

Code	Title	Hours
<b>Required Courses:</b>		
AFAM-200	Introduction To African And African American Studies	3
AFAM-301	Foundations Of African Civilizations	3
AFAM-302	Foundations Of Africans In The Diaspora	3
Electives		9
<b>Total Hours</b>		<b>18</b>

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

Code	Title	Hours
<b>ELECTIVES</b>		
<b>African and African American Studies</b>		
AFAM-109	First Year Experience: Exploring Africa In Chicago	3
AFAM-224	Contemporary African Culture	3
AFAM-303	Global Collaborations-Ghana	4
AFAM-319	Prehistory of Africa	3
AFAM-320	Religion And Healing In Africa and the African Diaspora	3
<b>Anthropology</b>		
ANTH/AFAM-224	Contemporary African Culture	3
ANTH-225	Peoples Of Mexico/Central America/Caribbean	3
ANTH/AFAM-319	Prehistory Of Africa	3
ANTH-320	Religion In Africa	3
ANTH-365	Anthropology Of Islam	3
<b>Communication, Media &amp; Theatre</b>		
CMTT-335	American Theatre And Society	3
<b>English</b>		
ENGL-365	Caribbean Literature	3
ENGL-381	African-American Literature	3
ENGL-383	Postcolonial African Literature	3
<b>Geography and Environmental Studies</b>		
GES-302C	Regional Geography: Africa (Geography and Environmental Studies)	3
<b>History</b>		
HIST-111E	World History: Africa	3
HIST-329A	African American History To 1865	3
HIST-329B	African American History And Race Relations Since 1865	3
HIST-370	Precolonial Sub-Saharan Africa	3
HIST-371	Nineteenth And Twentieth Century Africa	3
HIST-372	History Of Southern Africa, 1800-Present	3
HIST-373	Women & Gender In African History (History)	3



<b>Inner City Studies</b>		
ICSE-301	Racism In Theory And Fact	3
ICSE-304	Communication In The Inner City	3
<b>Justice Studies</b>		
JUST-202	Writing Intensive Program:Justice And Inequality	3
JUST-314	Police In The Minority Community	3
JUST-331	Law And Racism In America	3
<b>Music</b>		
MUS-342	World Music	2
<b>Philosophy</b>		
PHIL-364	Critical Race Theory	3
<b>Political Science</b>		
PSCI-330	African American Politics and Social Change	3
PSCI-360	Politics Of Sub-Saharan Africa	3
PSCI-397	African Political Thought	3
<b>Psychology</b>		
PSYC-314	Psychology Of The African American Family	3
<b>Social Work</b>		
SWK-202	Community Analysis	3
SWK-203	Analysis Of Cross Culture Interaction	3
SWK-250	Issues In Social Service Delivery	3
SWK-314	Social Work Advocacy	3
<b>Sociology</b>		
SOC-309	Sociology Of Racism	3
SOC-316	Race And Ethnic Relations	3
SOC-344	African American Women:Feminism, Race, And Resistance	3
SOC-349	Black Social Movements	3

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 adviser to plan a sequence of study through elective courses.

# Anthropology

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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. NEIU Anthropology provides an exciting curriculum in the subfields of cultural anthropology, biological anthropology, and archaeology, as well as the connections between them, that spans a wide range of topics. 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 both in and outside of anthropology, but also for fostering an acceptance of others and negotiating the many facets of our modern global society. We also offer and encourage students to take any of our internship and field opportunities for a particularly valuable experience in practicing anthropology.

NEIU Anthropology Department webpage: <https://www.neiu.edu/academics/college-of-arts-and-sciences/departments/anthropology> (<https://www.neiu.edu/academics/college-of-arts-and-sciences/departments/anthropology/>)

For more information, please contact:

Prof. Lesa Davis, Anthropology Coordinator and Advisor  
 lcdavis@neiu.edu  
 BBH 144, Ph. 773.442.5862

- Major in Anthropology (<http://catalog.neiu.edu/arts-sciences/anthropology/anthropology/>)
- Minor in Anthropology (<http://catalog.neiu.edu/arts-sciences/anthropology/minor-anthropology/>)

Hegerty, Scott, Ph.D., Professor of Economics, Chair  
 Lesa C. Davis, Ph.D., Professor of Anthropology  
 Tracy J. Luedke, Ph.D., Professor of Anthropology  
 Jon B. Hageman, Ph.D., Professor of Anthropology, Coordinator of University Honors Program  
 Russell Zanca, Ph.D., Professor of Anthropology

Affiliate Faculty in Anthropology  
 Zada N. Johnson, Ph.D., Associate Professor of Educational Inquiry & Curriculum Studies, University Without Walls

## **ANTH-109B. First Year Experience: Skeletons In Chicago's Closet. 3 Hours.**

Bones hold an enormous amount of information about individuals and populations. This active class investigates what can be learned from bones and teeth in the context of forensic anthropology, bioarchaeology, and paleobiology. We will start by learning the bones of the skeleton and move on to identifying age, sex, trauma, etc., in forensic and archaeological contexts. Finally, we will look at fossil bone and what it can reveal about past life. Students will work with bones and models in lab, complete group and individual projects, and will learn and apply useful techniques for college success. First year students only.

## **ANTH-109C. First Year Experience: Skin Of Chicago. 3 Hours.**

We wear about 9 lbs. of it every day, but we take most of its functions, adaptations, uses, and subtle cultural signals for granted. Skin is something everyone should know inside and out. For anthropologists, skin is a place where issues of biology, comparative anatomy, culture, evolution, archaeology, tradition, taboo, ritual, art, diversity, and race all come together. An understanding of human skin helps to turn over the 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.

## **ANTH-109D. First Year Experience: Aliens, Curses, And The Chicago Cemetery: Explaining The Past. 3 Hours.**

Why have people proposed that aliens are responsible for the pyramids? This course explores how archaeologists evaluate data and reconstruct societies of the past by examining specific cases from scientific and other perspectives. You will also examine the implications of various interpretations of the past. The way we interpret the past can teach us a great deal about how modern thinking has informed, and is informed by, archaeology. This First Year Experience course counts for General Education credit in the Social/Behavioral Sciences.

## **ANTH-109E. FYE: Sweet Home Chicago: Identity And Culture In The Windy City. 3 Hours.**

Identities comprise our sense of who we think we are and can include but are not limited to those stemming from ethnicity, race, faith, gender, class, and ability. Using ethnographic readings, films about the city's subcultures, and students' own experiences, this course explores how Chicagoans identify with themselves and with one another. Students will use anthropology's insights to learn about different communities and neighborhoods and how and why identity matters. While covering a wide variety of topics, students will develop effective writing and communication skills that build a foundation for intellectual rigor and university success. First Year students only.

## **ANTH-201. Anthropology: Being Human. 3 Hours.**

Anthropologists study what it means to be human, across all regions of the world and from the origins of the human species to life today. ANTH-201 introduces students to the subjects, methods, and theories of the three major subfields of anthropology--cultural anthropology, archaeology, and biological anthropology--and examines both what makes the subfields distinctive and how they connect to and complement one another. We will apply the multiple perspectives of anthropology's subfields to contemporary issues in order to demonstrate the value of a holistic approach to understanding the human experience. Counts for either NS or SB GenEd credit.

**ANTH-212. Introduction To Cultural Anthropology. 3 Hours.**

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

**ANTH-213. Introduction To Archaeology. 3 Hours.**

Archaeology focuses on past societies 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 highlights how archaeology can address important social, economic, and ideological questions including the origins of food production, social inequality, and civilization. This course fulfills General Education/UCC credit in the Social/Behavioral Sciences area.

**ANTH-215. Human Origins And Adaptations. 3 Hours.**

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 Hours.**

South America is home to the world's driest deserts, some of its highest mountains, one of its richest fisheries, and an immense area of lowland rainforest. Explore the contemporary peoples and cultures of South America from the colonial period to the 21st century from Panama to the tip of Argentina. Students will learn about the effects of European and later national policies on indigenous populations, as well as strategies of resistance to those external pressures. (C).

**ANTH-223. North American Indians. 3 Hours.**

This course examines the cultures of North American Indian populations from the time of European contact to the modern day. The record of Indian-non-Indian interactions and relationships from colonial times to the present is analyzed. Changes in Indian cultures are explored in light of external pressures from the state, environmental changes, and shifting internal dynamics. (C).

**ANTH-224. Contemporary African Culture. 3 Hours.**

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/Caribbean. 3 Hours.**

This wide-ranging course surveys the contemporary peoples and cultures of Mexico, Central America, and the Caribbean Islands, focusing on the diversity of ethnicities, languages, and local perspectives and responses to colonialism and globalization. (C).

**ANTH-250. Latin American Archaeology. 3 Hours.**

Interested in the roots of Latin American culture? This course provides an introduction to ancient indigenous civilizations that rose 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 essence of prehistory and early history of Latin American civilization. (A).

**ANTH-252. North American Archaeology. 3 Hours.**

This fascinating course explores the prehistory of Native Americans in the from the initial peopling of the New World through the subsequent domestication of plants and development of complex civilizations in the United States, Canada, and northern Mexico. The wide variation, and commonalities, in cultures, practices, and material remain are explored. (A).

**ANTH-257. Guts, Glory And Gridirons: Football As U.S. Culture. 3 Hours.**

Football plays an outsized role in U.S. culture. As the national pastime, football ramifies into diverse domains, such as cuisine, music, language and politics. This course surveys football historically and presently, including all age groups. Its purpose is to help students understand why we consider football as culture, controversial and a substratum of U.S. identity. Students will consider texts, films and podcasts from a variety of fields, such as anthropology, history, journalism, and literature. We will consider football as a reflection of contentious societal phenomena, such as physical well being, race, gender, class and sexuality.

**ANTH-261. Biology Of Behavior. 3 Hours.**

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-282. Primates Of The World. 3 Hours.**

Nonhuman primates pique our interests because they are simultaneously familiar yet exotic in their actions and interactions. From the bipedal hopping sifaka and the venomous loris to colorful monkeys and nepotistic chimpanzees, living nonhuman primates display an impressive assortment of behaviors, abilities, and adaptations. This class is an introductory survey of the diversity of our closest cousins, and will use readings, video, and lectures to highlight primate ecology, behavior, and the complex interactions between human and nonhuman primates. Students will learn how primatologists study primates in the wild and the different conservation efforts underway to protect their future. (B).

**ANTH-300. Writing Intensive Program: Writing In Anthropology. 3 Hours.**

This required course provides anthropology majors with practical training in all aspects of effective disciplinary writing, from the mechanical to the conceptual. Topics covered include: identifying and vetting sources, critical reading and note-taking skills, writing conventions, literature reviews, citations, crafting an argument, outlining, revision, academic integrity, and presentations. Students will engage in a series of stepped research and writing activities leading to a final project that demonstrates the skills accrued over the semester. This course fulfills the Writing Intensive requirement. It must be taken within 2 semesters of declaring the major and before taking most 300 level ANTH courses.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ANTH-302. Human Osteology. 4 Hours.**

There are 206 bones in the adult human skeleton and more in that of a juvenile. Skeletal analysis is a core focus of biological anthropology with applications in archaeology, anatomy, medicine, forensics, and paleontology. This course represents an intensive study of the human skeleton focusing on bone growth, morphological variation (sex, ancestry, etc.), and identifying trauma/pathology. Students will learn to identify and side each bone, its landmarks, and bone fragments in fetal through adult skeletons. Class will include a mix of lecture and concentrated work with the osteology collection. Students will complete a comprehensive analysis of a human skeleton. (B).

**ANTH-303. Who Owns The Past?. 3 Hours.**

The past is not neutral, but is instead romanticized and glorified by political movements, sold for profit, re-enacted as entertainment, and consumed by tourists. This course examines the role of the past in the present from multiple perspectives, including those of scholars, museums, developers, collectors, descendant communities, local and national governments, NGOs, and the tourism industry. Understanding similarities and differences between multiple and often competing claims, valuations, and uses of the past demonstrate why the past matters in the present and, ultimately, for the future. (A).

**ANTH-305. Archaeology Of Conflict And Warfare. 3 Hours.**

This course adopts a comparative approach to the study of conflict and warfare in the ancient world. The scope includes prehistoric and historic time periods that represent a wide range in cultures and geography, and features examples from nearly all continents. Students will examine architecture, artifacts, bones, art, and more to explore the range and nature of human conflict, how it has changed over time, and some associated outcomes. Students will apply lessons of the past to modern situations and will also examine parallels with the modern era to emphasize the comparative perspective. (A).

**ANTH-306. The Rise Of Complex Societies: The Archaeology Of State Formation And Urbanization. 3 Hours.**

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 that drove parallel or divergent forms of social complexity and will partake in archaeological problem-solving involving both method and theory. (A).

**Prerequisite:** ANTH-213 with a minimum grade of C.

**ANTH-307. Anthropology Of Gender, Sexuality And The Body. 3 Hours.**

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).

**ANTH-309. Egyptian Archaeology. 3 Hours.**

This course explores ancient Egyptian society and culture from the Predynastic through the New Kingdom periods, with an emphasis on internal and external factors that helped shape and mold change and expansion of Egyptian society. Students will develop an understanding of long-term political, social, religious, and economic developments along the lower Nile River. (A).

**ANTH-310. Middle Eastern Archaeology. 3 Hours.**

The Middle East is widely known as "the cradle of Western Civilization," and this course explores the archaeological evidence for ancient cultures of the Middle East, particularly areas of modern-day Kuwait, Iran, Iraq, Syria, and Turkey, from prehistoric times to the fifth century B.C. Ancient Mesopotamian societies, including Akkadia, Assyria, Babylonia, and Sumer are examined through the end of the Iron Age. (A).

**Prerequisite:** ANTH-213 with a minimum grade of C.

**ANTH-311. Designing Your Future: Next Steps. 1 Hour.**

This course, open to all majors, highlights the relevance of a liberal arts education in today's world and the particular strengths it provides. The course guides students in identifying the key skills they have gained through completing their degree and in articulating the value of those skills to potential employers and graduate programs. Coursework includes a skills inventory, hands-on training in producing effective CV/resumes, cover letters, and graduate program statements of purpose, and a collaborative research project through which students will compile, analyze, and share information and planning regarding their postgraduation endeavors. Best taken in Jr. or early Sr. year.

**ANTH-313A. Chimpanzee 101: Community, Culture, And Conservation. 1 Hour.**

Field studies of wild chimpanzees in the 21st century have dramatically reshaped our understanding of these great apes and their kinship with us. It is clear that chimpanzees display an exceptional level of behavioral diversity and that some learned behaviors are passed through the generations within distinct communities. This one credit course takes a deep dive into chimpanzee behavioral ecology, hunting and tool culture, and will also detail recent community conservation efforts to protect chimpanzees and support their human neighbors. Prior anthropology coursework not necessary; just bring your curiosity to learn about our closest biological relatives. (B).

**ANTH-313C. 23 And Who?: Realities Of Personal Genetic Testing. 2 Hours.**

Millions of people – maybe you too – have sent a sample of their DNA to direct-to-consumer genetic testing companies who promise results indicating ethnicity, ancestry, mental health insights, disease risk, Neandertal-relatedness, and so much more. This 2 cr. class will explore the phenomenon of personal genetic testing, its benefits and limitations, and the nature of genetic indicators for ancestral origins. Students will also examine personal privacy concerns as well as ethics and group identity issues that arise from the industry, including use of the growing DNA databases by law enforcement, pharmaceutical and insurance companies, and governments. (B).

**ANTH-313D. Dog Is My Copilot: The Enduring Relationship Between Humans And Canines. 1 Hour.**

This interdisciplinary course addresses relationships between people and dogs across time and space. Dogs were the first animals domesticated by humans, and our physical and social evolutions were closely entwined. As in-between figures, straddling wild and domestic, animal and human, and nature and culture, dogs blur the boundaries of taken-for-granted categories. Dog-human relationships both point out the limitations and extend the possibilities of what and who we are, individually and in relation to one another. We will investigate what these relationships reveal about constructions of personhood, enactments of family and relatedness, and animal ethics.

**ANTH-313F. Anthropology And Film. 1 Hour.**

Anthropologists have long used film as research method and means of presenting findings. As do written ethnographies, ethnographic films raise questions about representation that have been at the heart of auto-critiques within the field. Whereas earlier ethnographic films sought to portray "disappearing worlds" and anthropologists as off-screen narrators, contemporary films are collaborative, reflexive, experimental, and challenge the boundaries between documentary and other kinds of filmmaking. We will read about and watch many examples of ethnographic films. In addition, we will look through the other end of the lens and examine how anthropology and anthropologists have been portrayed in popular film.

**ANTH-314. Anthropology Of Religion. 3 Hours.**

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).

**Prerequisite:** ANTH-212 with a minimum grade of C.

**ANTH-315. Greek Archaeology: Bronze Age. 3 Hours.**

The archaeology of Aegean Greece, from 3600-1000 BCE, is the focus of this engaging course. It includes the ancient societies of mainland Greece, Crete, and the Cyclades. As the origins of dynamic city-states, urbanization, art, and a writing system in the eastern Mediterranean, these areas are not only fascinating in their own right, but also prefigured later Classical and Hellenistic civilizations. (A).

**ANTH-316. Greek Archaeology: Classical Age. 3 Hours.**

This course explores the archaeology of ancient Greece from the end of the Bronze Age (1000 BCE) through the death of Alexander the Great (323 BCE). This fascinating era includes an examination of the Greco-Persian wars and the Greek colonization of Spain, France, Italy, and the shores of the Black Sea. We will explore the roles that politics, religion, and commerce played in the development of Classical Greek society, as evidenced in the archaeological record. (A).

**Prerequisite:** ANTH-213 with a minimum grade of C.

**ANTH-317. Medical Anthropology. 3 Hours.**

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).

**ANTH-319. Prehistory Of Africa. 3 Hours.**

Africa is the sole source of evidence for the origins of many significant cultural developments and technological innovations. This course surveys the archaeological evidence for human behavioral patterns from the earliest hominins to the eve of European colonization of this highly diverse continent. Principal themes include: origins of human culture; Early, Middle, and Late Stone Ages; origins of food production and complex societies; history of ancient kingdoms including internal growth and external influences; and 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).

**ANTH-320. Religion In Africa. 3 Hours.**

Religion is a subject that has fascinated anthropologists since the discipline's beginnings. In this course, we look at religion as it is practiced across the African continent, in all its diversity and complexity. Readings include ethnographic examples of African approaches to Christianity, Islam, spirit possession, and religious healing that reveal the relevance of practices 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-321. Race And Language. 3 Hours.**

Communication is fundamental to human life and to who we are. This course explores how and why people talk, write, and interact, to establish, convey, and negotiate race. Students will use ethnographic examples, assigned readings, podcasts, and films to survey the anthropological understanding of race, language, and culture. Whether in the context of language socialization through storytelling, or multilingualism and language ideologies, everyday speech is social action that informs power, agency, representation, and identity. Cross-cultural examples include Black ASL, e-chat, landscape memories for Western Apache, "jock talk," and experiences of race, ethnicity, and nationality for Chicago Latinx youth. (C).

**ANTH-323. Evolution Of Skin Color. 3 Hours.**

Human skin color displays a magnificent range of variation that far exceeds the black and brown and white we speak of everyday. This class examines the biology and evolution of human skin pigmentation and how anthropologists study a feature that leaves no fossil trace. Drawing from a diversity of fields, students will explore the biology of skin pigmentation, the factors that affect it temporarily, and the evolutionary processes that have produced the range we see in the world today. Understanding the biological nature of skin color will help to temper the cultural biases we have ascribed to it. (B).

**ANTH-325. Archaeology Of Sex, Gender, And Sexuality. 3 Hours.**

This course explores sex, gender, and sexuality in archaeology, historically, theoretically, and methodologically. Students will engage with a variety of perspectives and frameworks, including feminist approaches, for understanding the construction of personhood in the past, with attention to the relationship between concepts, practice, and evidence. The course will cover case studies from a diversity of temporal periods and geographic regions, placing emphasis on the articulation of gender with other aspects of identity and difference. Students will also examine the political implications of archaeological studies of gender, including perspectives and practices that foster a diverse and inclusive discipline.

**ANTH-327. Dental Anthropology: Dental Morphology, Evolution, And Adaptation. 3 Hours.**

This class will explore the evolution of mammalian teeth with a specific focus on primates. Students will first study the morphology, development, and functional adaptations of dentition. Special attention will be paid to the relationship between dentition and feeding ecology. The second portion of the class will primarily focus on the human dentition. Topics covered will include dental traits, the genetics of trait inheritance, geographic variability, and the application of dental anthropology in the bioarchaeological context. Throughout the semester students will be able to handle and study dental casts and will complete in-class labs on a variety of topics.

**Prerequisite:** ANTH-215 with a minimum grade of C.

**ANTH-329A. Evolution Of The Human Diet. 3 Hours.**

The human diet is a product of evolution, culture, and the environment. This class will explore nutrition, its influence during development, the role of diet in human speciation events, and evidence of diet in the archaeological record. Students will examine foraging strategies in contemporary human populations and how food choice might be influenced by genetics. Health implications of dietary shifts, including the development of agriculture and industrialization, will also be discussed. Finally, a portion of the course will focus on how non-human primate dietary adaptations and behaviors can be used to better understand our own lineage's changing dietary profile. (B).

**Prerequisite:** (or) and.

**ANTH-332. Human Growth And Development In Evolutionary Perspective. 3 Hours.**

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 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).

**Prerequisite:** ANTH-215 with a minimum grade of C.

**ANTH-335A. Zooarchaeology. 3 Hours.**

Zooarchaeology focuses on the identification and analysis of faunal (animal) remains from archaeological sites and what they can tell us about past human ecology and behavior. Zooarchaeologists study which animals were hunted and how they were butchered, prey and camp seasonality, the role of hunting versus scavenging, and the processes of animal domestication. This course will introduce students to theory and method in zooarchaeology and the basics of faunal analysis using lecture, review of current professional literature, discussion, and hands on labs. Students will relate their findings to broader questions in archaeology, paleontology, and paleoanthropology. (A).

**Prerequisite:** ANTH-213 with a minimum grade of C.

**ANTH-337A. Anthropology Of Death. 3 Hours.**

In death, the human body is transformed by the living into a powerful symbol. Treatment of the corpse is linked to ideas of death, the afterlife, and social boundaries. Studies of ancient burials reveal the nature of funerary practice and belief, as well as social organization. Human remains are often involved in rites of passage where the deceased are separated from the living and transformed into ancestors and other beings. This course focuses on how anthropologists study funerary rituals and beliefs about death from a cross-cultural perspective, and will examine the meaning of human practices of death and burial. (A).



**ANTH-339. Paleoanthropology: The Fossil Record Of Human Evolution. 3 Hours.**

Paleoanthropology is the study of the human fossil record. This exciting course examines over 7 million years of human evolution and the biological processes that have shaped this most unique radiation. Using fossil casts, computer models of early humans as well as replicas of archaeological artifacts, students will explore the fundamentals of paleoanthropological research. The course will detail the controversies and differing interpretations of the fossil evidence for human evolution including the most current proposed evolutionary relationships of early humans to *Homo sapiens*. (B).

**Prerequisite:** ANTH-215 with a minimum grade of C.

**ANTH-343. Anthropology Of The Body. 3 Hours.**

The human body is a simultaneously biological and cultural entity—bones, blood, and flesh reveal the processes of biological evolution and also reflect cultural practices and ideas. This course takes a holistic approach to the body by juxtaposing perspectives from biological and cultural anthropology. For example, blood has adaptive biological qualities and is also a cultural metaphor for familial, ethnic, and national belonging. Senses reveal the evolutionary divergence of the human lineage and have prominent roles in different religious and healing practices. At the intersection of these perspectives lie significant insights regarding what it means to be a human being.

**ANTH-349E. Environmental Archaeology. 3 Hours.**

This course will provide an overview of how archaeologists study human-environment relationships. It will treat landscapes as dynamic products of natural processes, cultural activities, and social practices and expose students to the various techniques and methods by which archaeologists reconstruct ancient human-environment relationships, ranging from geomorphological to paleoecological methods. In addition to surveying techniques and methods useful to environmental archaeology, the course materials will include a series of empirical case studies detailing the anthropogenic landscape histories of several world regions. (A).

**Prerequisite:** ANTH-213 with a minimum grade of C.

**ANTH-349S. Archaeology of South Asia. 3 Hours.**

This course surveys the archaeology of South Asia, beginning with animal and plant domestication in the early Holocene and ending with the arrival of the British East India Company in the 17th century AD. Given the chronological breadth and spatial scope, the class will most fully detail archaeological and historical periods that contribute significantly to anthropological questions on the origins of domestication, the development of complex societies, the role of religion in early state authority, climate change and cultural change in the past, and the relationships between ancient agricultural and pastoral-based societies. (A).

**Prerequisite:** ANTH-213 with a minimum grade of C.

**ANTH-355. History Of Anthropology. 3 Hours.**

The course addresses developments in anthropology by tracing changes and continuities in the topics, theories, and methods employed in archaeology, biological anthropology, and cultural anthropology. Students will focus on the ideas and approaches that have informed the trajectory of a particular subfield. The course provides a historical context that enriches an understanding of anthropology not only as a field, but also as a part of a long, multidirectional disciplinary conversation.

**ANTH-356. Human Diversity And The Question Of Race. 3 Hours.**

Humans display a wide range of variation in their physical attributes. What is the relationship between this variation and racial categories and identities, and how has racial pseudo-science misled our understanding of actual biology? This thought-provoking anthropology course examines the hereditary, environmental, and evolutionary basis of how and why humans vary in features like skin color, eye shape, hair type, body proportions, freckles, blood type, disease susceptibility/resistance, and many other biological traits. Students will examine the range of human adaptations to different climates and environments and also learn why evolution sometimes operates to maintain deleterious traits in a population. (B).

**Prerequisite:** ANTH-215 with a minimum grade of C or BIO-303 with a minimum grade of C.

**ANTH-357. Economic Anthropology: Shells, Pigs, And Gold. 3 Hours.**

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 Hours.**

This course takes a multi-disciplinary approach to the study of museums, cultural heritage institutions, and natural history organizations and the contemporary issues and challenges facing them. Students will examine the theory and organization of museums as well as their historical and contemporary role in education, cultural preservation, research, and interpretation. This course will also take a critical look at the role of museums in colonialist endeavors, and at how they address social hierarches, race, and ethnicity. Students will enrich their classroom learning with working visits to a diversity of institutions in the Chicago area. Course is open to all majors.

**ANTH-360. Scientific Racism: Eugenics Then And Again. 3 Hours.**

Employing the new science of genetics, the early 1900's eugenics movement misused evolutionary principles to assert a racist, ableist agenda arguing for the inherent superiority and inferiority of different social groups. With widespread support from scientists, the movement resulted in laws governing marriage, immigration, incarceration, and reproduction. U.S. eugenics was so successful that its perspectives were adopted by the Nazis. This class will critically examine the misuse of science in eugenics and its legacy of racist ideas that continue to inform policy and popular imagination today. Students will also learn legitimate ways of invoking genetics relative to human variation. (B).

**ANTH-363. Anthropology Of Tourism. 3 Hours.**

This course introduces students to anthropological theories on tourism and to consider those theories in the contexts of the varied sites and forms of tourism practiced around the world today. The course will take a look at mass tourism as well as tourism that makes an effort to get "off the beaten track" in search of "authenticity" and "adventure" while also experiencing local tourist sites, commercialism, and cultural production of these contexts. Note that this course includes several field trips within Chicago.

**Requirement:** 45 credit hours completed.

**ANTH-364. Culinary Anthropology. 3 Hours.**

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, socioeconomic, 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).

**Prerequisite:** ANTH-212 with a minimum grade of C or HIST-111 with a minimum grade of C.

**ANTH-365. Anthropology Of Islam. 3 Hours.**

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-368. Primate Biology And Adaptation. 3 Hours.**

The primate adaptive radiation is over 50 million years old and exhibits some of the most striking anatomical adaptations found among mammals. This course focuses on the morphological diversity of primates. We will first examine the evolution of traits that distinguish primates from other mammals, and will then shift focus to features that differentiate species and lineages within the Order. Specifically, adaptations related to diet, feeding, foraging, communication, predator avoidance, positional behavior, habitat, reproduction, among others, will be highlighted. Students will work extensively with scientific literature and the bone and cast collection. (B).

**Prerequisite:** ANTH-215 with a minimum grade of C or ANTH-282 with a minimum grade of C or BIO-320 with a minimum grade of C or BIO-327 with a minimum grade of C.

**ANTH-371. Forensic Anthropology. 3 Hours.**

Forensic anthropology is an applied science that uses the methodology of biological anthropology to evaluate human skeletal remains in a medico-legal context. This course focuses on the theory and practice of building biological profiles and analyzing circumstances surrounding human death. Students will review the current state of forensic anthropology using published studies on estimating age/sex/ancestry/etc., identifying bone trauma and the postmortem interval, and applying methods of individuation (facial reconstruction, odontology, X-ray, DNA, etc.). The course also highlights the ethics and cross-disciplinary nature of forensic anthropology, and its central role in mass/natural disasters and worldwide human rights violations. (B).

**Prerequisite:** ANTH-215 with a minimum grade of C or ANTH-302 with a minimum grade of C.

**ANTH-373. Urban Anthropology. 3 Hours.**

Urban anthropology is the holistic study of human beings in cities. This course addresses various aspects of the broad sweep of urbanization, from the ancient urban revolution of the present shift to a majority of people living in cities, focusing especially on the urban United States. We will engage with anthropological work that balances social theory with rich ethnographic portraits, opening debates on the meanings and values of urban life. We will examine race, gender, inequality, institutions, and case studies on immigration, gentrification and sustainability, and using Chicago as our laboratory, students will conduct and write ethnographies of their own. (C).

**Prerequisite:** ANTH-212 with a minimum grade of C.

**ANTH-374. The Maya. 3 Hours.**

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 during the semester. (A).

**Prerequisite:** ANTH-213 with a minimum grade of C or ANTH-250 with a minimum grade of C.

**ANTH-375. Anthropology Of Globalization. 3 Hours.**

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).

**ANTH-376. Primate Behavior. 3 Hours.**

One of the evolutionary hallmarks of being a primate is sociality and primates exhibit a diverse array of behavioral adaptations for navigating complex social groups. Primate behavioral ecology is a fascinating field that informs our understanding of primate interactions and the origins of our own behavior. This course will highlight how primatologists study behavior and how evolution and ecological variables shape primate sociality in the contexts of group structure, male/female dynamics, reproduction, feeding, predation pressure and social learning, among other topics. Students will examine the diversity of primate sociality using current primatological literature, discussion, video, assignments and zoo visits. (B).



**ANTH-377A. Anthropology Of Television. 3 Hours.**

Cultural anthropologists have long trained their sights on the ordinary practices of everyday life, understanding that careful study of mundane activities yields insights into the weightiest questions of human experience. However, despite its ubiquity in popular culture and centrality as a form of representation and forum for cultural debate, anthropologists have only slowly come to the study of television. This course addresses the relatively recent but burgeoning anthropology of television and suggests that attention to the ways people around the world make, watch, interpret, discuss, and critique television programs provides an important vantage on the workings of culture, power, and knowledge in the contemporary world.

**ANTH-378. Anthropology Of Power. 3 Hours.**

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-379A. Pan-African Association Internship. 3 Hours.**

Interns work 10 hours per week for the duration of a semester at the Pan-African Association, an organization that provides services to refugees in Chicago. Interns assist with in-home mentoring, English language training, job readiness training, and community outreach, among other duties and projects. The PAA Internship provides high-achieving Northeastern students with the opportunity to learn about the experiences of refugees in the U.S. and gain experience in the work of a refugee services organization and provides PAA with committed, hardworking students who can serve the goals of the organization and the needs of its clients.

**Prerequisite:** ANTH-212 with a minimum grade of C or GS-201 with a minimum grade of C.

**ANTH-380. Archaeological Field School. 6 Hours.**

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 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 or ANTH-250 or ANTH-374 or consent of instructor.

**ANTH-3811. Independent Study In Anthropology. 1 Hour.**

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. Student 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-3812. Independent Study In Anthropology. 2 Hours.**

See course description for ANTH-3811.

**ANTH-3813. Independent Study In Anthropology. 3 Hours.**

See course description for ANTH-3811.

**ANTH-3821. Fieldwork In Anthropology. 1 Hour.**

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).

**ANTH-3822. Fieldwork In Anthropology. 2 Hours.**

See course description for ANTH-3821.

**ANTH-3823. Fieldwork In Anthropology. 3 Hours.**

See course description for ANTH-3821.

**ANTH-3824. Fieldwork In Anthropology. 4 Hours.**

See course description for ANTH-3821.

**ANTH-3871. Field Museum Internship. 1 Hour.**

Student intern assists Field Museum staff behind the scenes in the Mammals section (anatomy, prep, curation) or Anthropology section (scientific illustration). Work varies with assignment and can include specimen preparation/processing, collections management, resolving taxonomic issues, research, data management, apprenticeship with professional illustrator, and more. Internship requires significant commitment of 15-20 hours/week for the semester and a journal or final project depending on credit hours (1-6). Additional requirements listed in Anthropology entry of online Academic Catalog. Eligible students apply for internship through NEIU Anthropology Department. Approval is subject to consent of Field Museum staff. (B).

**Prerequisite:** ANTH-302 with a minimum grade of C or ANTH-368 with a minimum grade of C.

**ANTH-3872. Field Museum Internship. 2 Hours.**

(See ANTH-3871 for description.).

**Prerequisite:** ANTH-302 with a minimum grade of C or ANTH-368 with a minimum grade of C.

**ANTH-3873. Field Museum Internship. 3 Hours.**

(See ANTH-3871 for description.)

**Prerequisite:** ANTH-302 with a minimum grade of C or ANTH-368 with a minimum grade of C.

**ANTH-3874. Field Museum Internship. 4 Hours.**

(See ANTH-3871 for description.)

**Prerequisite:** ANTH-302 with a minimum grade of C or ANTH-368 with a minimum grade of C.

**ANTH-3875. Field Museum Internship. 5 Hours.**

(See ANTH-3871 for description.)

**Prerequisite:** ANTH-302 with a minimum grade of C or ANTH-368 with a minimum grade of C.

**ANTH-3876. Field Museum Internship. 6 Hours.**

(See ANTH-3871 for description.)

**Prerequisite:** ANTH-302 with a minimum grade of C or ANTH-368 with a minimum grade of C.

**ANTH-3891. Lincoln Park Zoo Research. 1 Hour.**

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.

**Prerequisite:** ANTH-376 with a minimum grade of C.

**ANTH-3892. Lincoln Park Zoo Research. 2 Hours.**

(See ANTH-3891 for description.)

**Prerequisite:** ANTH-376 with a minimum grade of C.

**ANTH-3893. Lincoln Park Zoo Research. 3 Hours.**

(See ANTH-3891 for description.)

**Prerequisite:** ANTH-376 with a minimum grade of C.

**ANTH-3894. Lincoln Park Zoo Research. 4 Hours.**

(See ANTH-3891 for description.)

**Prerequisite:** ANTH-376 with a minimum grade of C.

**ANTH-3895. Lincoln Park Zoo Research. 5 Hours.**

(See ANTH-3891 for description.)

**Prerequisite:** ANTH-376 with a minimum grade of C.

**ANTH-3896. Lincoln Park Zoo Research. 6 Hours.**

(See ANTH-3891 for description.)

**Prerequisite:** ANTH-376 with a minimum grade of C.

**ANTH-390A. Senior Thesis Research. 2 Hours.**

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 mentor.

**ANTH-390B. Senior Thesis Writing. 2 Hours.**

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 develop project and outline steps and a 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.

**Prerequisite:** ANTH-390A with a minimum grade of C.

**ANTH-401. Independent Graduate Study In Anthropology. 3 Hours.****ANTH-477A. Anthropology Of Television. 3 Hours.**

Cultural anthropologists have long trained their sights on the ordinary practices of everyday life, understanding that careful study of mundane activities yields insights into the weightiest questions of human experience. However, despite its ubiquity in popular culture and centrality as a form of representation, anthropologists have only slowly come to the study of television. This course addresses the relatively recent but burgeoning anthropology of television and suggests that attention to the ways people around the world make, watch, interpret, discuss, and critique television programs provides an important vantage on the workings of culture, power, and knowledge in the contemporary world.

# Major in Anthropology

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Anthropologists study what it means to be human, across all regions of the world and from our evolutionary origins to life today. We look at both human variability and human similarities in order to further understand our shared humanity from multiple angles. In doing so, anthropology also challenges assumptions and prejudices about identities, societies, and human differences. Anthropologists understand all human societies to be fundamental components of the human story, equally complex, rich with history, bearing a shared biological heritage, and worthy of our attention and understanding.

*This critical vantage is one of the most valuable assets that anthropology majors carry with them beyond their time at NEIU.*

In the Anthropology Program, students learn about the data, methods, and theories of the three major subfields of anthropology--cultural anthropology, archaeology, and biological anthropology--and examine what makes the subfields distinctive and how they connect to and complement one another. Students also learn how to apply anthropology's holistic, multi-perspective approach to addressing important contemporary issues.

Anthropology students explore an exciting range of subjects, including, race and ethnicity, family and kinship, the biology of skin color, ancient art and adornment, diet, food and cuisine, monkey ecology and behavior, archaeological excavation and interpretation, the fossil record of human evolution, power and politics, social status in life and death, genetic inheritance and your ancestry, migration and globalization, forensic study of the skeleton, artifacts and their greater meanings, religion and healing, among many others.

In addition to addressing a broad range of subjects, our courses are presented in multiple formats, including online, hybrid, and face-to-face, one, two, and three credit hours, and full and half semester scheduling. We also have options for individualized research, field, and internship experiences for students who want to extend what they are learning beyond the classroom. Whether it is measuring bones, interviewing people, or mapping a temple site, anthropology students will find a variety of engaging opportunities in our program.

*An Anthropology major provides students with a critical lens on the world and valuable analytical and communication skills that can be applied to a broad range of career goals.*

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Major in Anthropology for the Bachelor of Arts Degree (37 credit hours)**

Please consult the anthropology advisor to confirm the major requirements for your catalog year.

Code	Title	Hours
<b>Required Courses (37 cr. total):</b>		
<b>Foundation Courses: take any THREE out of the following four (9 cr.):</b>		
ANTH-201	Anthropology: Being Human	3
ANTH-212	Introduction To Cultural Anthropology	3
ANTH-213	Introduction To Archaeology	3
ANTH-215	Human Origins And Adaptations	3
<b>Writing Intensive Course: take ONE of the following (3 cr.) :</b>		
ANTH-300	Writing Intensive Program: Writing In Anthropology	3
GS-303	Writing Intensive Program: The Power Of Writing: Interdisciplinarity As Critical Practice	3
<b>Subfield Electives (24 cr.)</b>		
One 300 level archaeology course (see course description with "(A)")		3
One 300 level biological anthropology course (see course descriptions with "(B)")		3
One 300 level cultural anthropology course (see course descriptions with "(C)")		3
Five additional ANTH electives, at least three of which must be at the 300 level; the remaining two may be 200 or 300 level.		15
<b>Professionalization Course (1 cr.)</b>		
ANTH-311	Designing Your Future: Next Steps	1

**INDIVIDUALIZED FIELD, RESEARCH, INTERNSHIP, AND SENIOR THESIS ELECTIVES IN ANTHROPOLOGY**

NEIU Anthropology offers a variety of individualized study options, including internships, fieldwork, research, and senior thesis hours (listed below) that may be counted as electives to satisfy ANTH major requirements. These individualized learning opportunities are a great way to apply what has been learned in the classroom and engage with anthropology in a new way. Most of these opportunities lack the formal structure of a class so the student should be prepared to work independently with some faculty oversight. Internships place students in a professional setting where they participate in the work experience. Field and research projects can be in the form of field schools at other institutions or a self-designed project the student carries out with a faculty advisor. Senior thesis projects are well-organized, 2-semester endeavors where the student designs and carries out an original research project, also with a faculty advisor. This option is ideal for (but not limited to) students committed to continuing their studies in graduate school.

Code	Title	Hours
ANTH-379A	Pan-African Association Internship	3
ANTH-3813	Independent Study In Anthropology	3
ANTH-3824	Fieldwork In Anthropology (various options, including National Museum of Mexican Art Internship)	4
ANTH-3876	Field Museum Internship (in zoological collections or scientific illustrating)	6
ANTH-3896	Lincoln Park Zoo Research	6

ANTH-390A	Senior Thesis Research	2
ANTH-390B	Senior Thesis Writing	2

All of these opportunities require prior planning, usually in the semester before they are scheduled but at least 3 weeks prior to the start of the semester in which they are to take place. Students need to complete a plan of study/contract for completion of the work. For internships, additional approval will need to be secured from the institution where the work is being conducted. Note that only six individualized credit hours, spread across two or more subfields, can count towards the major.

#### TRANSFER STUDENTS

We welcome transfer students who want to study anthropology at NEIU! Students transferring from other institutions must complete a minimum of 15 ANTH credit hours at NEIU including:

- ANTH-300 WIP: Writing in Anthropology
- At least one 300-level course in each subfield (archaeology, biological anthropology, cultural anthropology)
- One additional 300 level ANTH elective of your choice.

Please consult with the anthropology chair or advisor if you have any questions.

This sample curricular map is provided to guide you in the planning of your progression for this major, from freshman through senior year. All undergraduate students must earn a minimum of 120 semester hours. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

#### First Year

Term 1		Hours
ANTH-213	Introduction To Archaeology	3
ANTH-215	Human Origins And Adaptations	3
FYE Course		3
<b>Term Hours</b>		<b>9</b>
<b>Term 2</b>		
ANTH-212	Introduction To Cultural Anthropology	3
General Education - MATH		3
General Education Course		3
Elective		3
Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Term 3</b>		
General Education Course		3
<b>Term Hours</b>		<b>3</b>

#### Second Year

Term 1		Hours
ANTH-300	Writing Intensive Program: Writing In Anthropology	3
ANTH Elective		3
Minor program course		3
General Education Course		3
General Education Course		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
ANTH Elective		3
Minor program course		3
General Education Course		3
Elective		3
<b>Term Hours</b>		<b>12</b>
<b>Term 3</b>		
Elective		3
<b>Term Hours</b>		<b>3</b>

#### Third Year

Term 1		Hours
ANTH Elective		3

4 Major in Anthropology

Minor program course		3
General Education Course		3
Elective		3
Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
300-Level ANTH Elective		3
Minor program course		3
General Education Course		3
Elective		3
Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Term 3</b>		
300-Level ANTH Elective		3
<b>Term Hours</b>		<b>3</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
300-Level ANTH Elective		3
ANTH-311	Designing Your Future: Next Steps	1
Minor program course		3
General Education		3
Elective		3
<b>Term Hours</b>		<b>13</b>
<b>Term 2</b>		
300-Level ANTH Elective		3
Minor program course		3
Elective		3
Elective		3
Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Total Hours:</b>		<b>118</b>

# Minor in Anthropology

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A minor in anthropology can enrich your perspective by adding a valuable skill set to your degree. Anthropologists study what it means to be human, across all regions of the world and from our evolutionary origins to life today. Anthropology also challenges assumptions and prejudices about identities, societies, and human differences. Anthropologists understand all human societies to be fundamental components of the human story, equally complex, rich with history, bearing a shared biological heritage, and worthy of our attention and understanding.

*This critical vantage is one of the most valuable assets that anthropology minors carry with them beyond their time at NEIU.*

We have purposefully incorporated flexibility in your electives so you can tailor this minor to your specific interests. Take a look at the broad range of classes in our program and note that we offer classes in several different formats, including online, hybrid, and face-to-face, one, two, and three credit hour courses, and full and half semester schedules.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

- \* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.
- \*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Anthropology (18 credit hours)

Code	Title	Hours
<b>Foundation Courses: take any THREE out of the following four (9 cr.):</b>		
ANTH-201	Anthropology: Being Human	3
ANTH-212	Introduction To Cultural Anthropology	3
ANTH-213	Introduction To Archaeology	3
ANTH-215	Human Origins And Adaptations	3
<b>Electives (9 cr.):</b>		
Three 300-level ANTH courses of your choice. No more than 3 individualized credit hours may apply to the minor. Individualized credit hours include internships, field hours, and independent study projects.		9



# Art + Design

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The fundamental objective of the programs in the Art + Design Department is to provide and promote a knowledge and understanding of the visual arts. The Bachelor of Arts in Art with a concentration in Studio Art offers hands on exposure to a variety of skills, both analytic and technical, in order to prepare students with the means to express concepts visually. The Bachelor of Arts in Art with a concentration in Art History 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 students to teach the visual arts in a PK-12 environment, and upholds state and national performance standards. The Bachelor of Fine Arts in Graphic Design is an applied arts program with a focus on the development of visual solutions to communication problems, and offers students guided hands-on experience in the creation of visual messages in print and electronic media. All of our programs prepare students to pursue careers in the fine and applied arts, graduate school, teaching, and lifelong learning.

The Art + Design Department offers three sequences leading to a Bachelor of Arts degree (Studio Art, Art History, and Art Education PK-12) and a Bachelor of Fine Arts in Graphic Design. Additional offerings include minors in Studio Art, Art History, Interaction Design and Photography. Students who wish to declare a major or minor should contact the Art + Design Department at 1.773.442.4910 or [art@neu.edu](mailto:art@neu.edu) and schedule an appointment with a departmental advisor.

For all majors in the department, transfer students must complete a minimum of 15 credit hours of art and design courses at NEIU and meet all requirements for the major. For all minors in the department, transfer students must complete a minimum of 9 credit hours of art and design courses at NEIU and meet all requirements for the minor. Transfer students are required to consult with a departmental undergraduate advisor to review transfer coursework prior to registering for art and design courses at Northeastern.

Students should be aware of the University requirements for a Bachelor's degree. All students must complete a minimum of 40 credit hours at the 300 level and fulfill the university's general education requirements. The special requirements of studio and lecture courses demand regular attendance. The department policy on attendance is aligned with the university attendance policy and students are required to follow all prerequisites within the curriculum.

The Art + Design Department assesses course fees to support students in the studios and to maintain a safe and healthy working environment. Additional information on individual course fees may be obtained by contacting the department.

Northeastern Illinois University is an accredited institutional member of the National Association of Schools of Art and Design.

- Major in Art (Studio Art concentration) (<http://catalog.neiu.edu/arts-sciences/art/studio-art/>)
- Major in Art (Art History concentration) (<http://catalog.neiu.edu/arts-sciences/art/art-history/>)
- Major in K-12 Art Education (<http://catalog.neiu.edu/arts-sciences/art/k-12-art-education/>)
- Major in Graphic Design (<http://catalog.neiu.edu/arts-sciences/art/major-graphic-design/>)
- Minor in Studio Art (<http://catalog.neiu.edu/arts-sciences/art/minor-studio-art/>)
- Minor in Art History (<http://catalog.neiu.edu/arts-sciences/art/minor-art-history/>)
- Minor in Graphic Design (<http://catalog.neiu.edu/arts-sciences/art/minor-graphic-design/>)
- Minor in Interaction Design (<http://catalog.neiu.edu/arts-sciences/art/minor-interaction-design/>)
- Minor in Photography (<http://catalog.neiu.edu/arts-sciences/art/minor-in-photography/>)

Kim Ambriz, M.F.A., Professor, Chair

Nathan Mathews, M.F.A., Associate Professor

Lauren Meranda, M.F.A., Associate Professor

Ana Nieves, Ph.D., Professor

Vida Sacic, M.F.A., Professor

William Sieger, Ph.D., Professor

Shencheng Xu, M.F.A., Professor

## ART

### **ART-109. First Year Experience: Art, Architecture And Urban Design In Chicago. 3 Hours.**

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.

### **ART-109B. First Year Experience: ChicaGo Create: Graphic Design For Fun & Communication. 3 Hours.**

This course examines the lively graphic design community of the city of Chicago. Lectures will focus on introducing graphic design topics to students, as well as learning the skills needed to succeed in college. Students will learn about our community, local arts, local graphic designers and get the opportunity to learn basic design principles. This course includes field trips.

**ART-120. Drawing I. 3 Hours.**

This course focuses on basic drawing skills and stresses individual perceptual growth and the importance of physical and psychological factors in structuring visual experiences. Emphasis is placed on design and perception as well as the discussion of systems of perceptual interpretation and structure, concepts of abstraction and problems of evaluation.

**ART-130. Two-Dimensional Design. 3 Hours.**

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 Hours.**

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 Hours.**

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 Hours.**

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 Hours.**

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 Hours.**

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 Hours.**

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 Hours.**

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

**ART-170H. Studio Experiences: Graphic Design. 3 Hours.**

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

**ART-220. Drawing II. 3 Hours.**

This course expands on perceptual drawing techniques through still-life, figure, and other subjects. Color theory and abstraction are explored for compositional, spatial, and expressive outcomes leading to individual growth.

**Prerequisite:** ART-120 with a minimum grade of C.

**ART-230. Painting I. 3 Hours.**

This introductory painting course familiarizes students with the painting process. Using oil paint as medium, students will explore themes such as still life, abstraction, symbolism, and the landscape. Students will be exposed to a variety of oil painting techniques and materials.

**Prerequisite:** ART-120 with a minimum grade of C.

**ART-234. Digital Foundations. 3 Hours.**

This course addresses foundational toolsets in the Adobe Creative Suite while introducing students to the basic logical processes required for using code as a creative material. This course combines technical training with processed based creative projects in order to familiarize students with the essential tools and modes of thinking for creating digital art and design. Students will gain an essential understanding of the importance of digital literacy and content creation within broad professional disciplines.

**ART-240. Sculpture I. 3 Hours.**

This introductory sculpture course familiarizes students with traditional and contemporary sculpture concepts, and exposes students to an overview of processes, tools, and materials used in sculpture. Students will also explore modeling, casting, and construction techniques.

**Prerequisite:** ART-140 with a minimum grade of C.

**ART-250. Printmaking I. 3 Hours.**

This introductory printmaking course emphasizes the processes of intaglio and relief. This course will also explore the possibility of the monoprint, as well as introduce basic research methods associated with personal studio practice.

**Prerequisite:** ART-120 with a minimum grade of C.

**ART-261. Photography I. 3 Hours.**

This course will familiarize students with digital photography techniques and computer software to use photography as a creative medium. Students will be introduced to basic aesthetic grammar of photography and a preliminary historical context for visually analyzing and creating photographs.

**Prerequisite:** ART-130 with a minimum grade of C.

**ART-270. Ceramics I. 3 Hours.**

This introductory ceramic course explores building techniques, surface treatment, design and decoration of ceramic objects. Through class projects students will be introduced to a variety of methods of constructing sculptural as well as functional objects. Focus will be placed on technique, craftsmanship and the development of individual artistic direction.

**Prerequisite:** ART-140 with a minimum grade of C.

**ART-280. Art + Tech I. 3 Hours.**

Through tutorials, collaborative experimentation and guided studio time this course introduces students to a variety of topics related to the intersection of art and technology. The course will survey techniques to utilize web code as a creative medium, design and digitally fabricate objects, investigate modes of interactivity via physical computing and reshape the frame of moving images. Readings will provide a historical and technical framework for examining the ever-evolving role that technology plays within society. Lectures will encourage students to approach software and electronics as art materials, while hands-on tutorials and collaborative making will encourage skill development.

**Prerequisite:** ART-234 with a minimum grade of C.

**ART-281. Graphic Design I. 3 Hours.**

This course is an introduction to techniques and concepts of graphic design and visual communication. Lectures and studio time will be used to analyze and practice applied creative activities in design, which includes image-making, typography and layout, as well as its historical and contemporary social aspects.

**Prerequisite:** ART-130 with a minimum grade of C.

**ART-285. Image. 3 Hours.**

Image class offers a guided exploration of techniques and processes used to create images for the purpose of specific communication. The course pays special attention to current trends in graphic design and fine art and includes discussions of various contemporary illustration techniques. Special attention is paid to both visual form, as well as the design process, communication and interpretation of work to challenge the student's ability to generate innovative images with a regard for both visual form and conceptual content.

**Prerequisite:** ART-234 with a minimum grade of C.

**ART-289. Graphic Design (Survey). 3 Hours.**

This course chronicles the development of visual communication methods from prehistoric times to late 20th century. Emphasis will be placed on the period from the mid 19th century to late 20th century developments in the field of graphic design. The course is structured as a lecture and discussion class. The class will take a contemporary approach to the subject, drawing parallels between the historical movements and the way that things look in design today. Topics will involve a critical approach to the subject matter.

**ART-301. Contemporary Design. 3 Hours.**

This class combines academic study of late 20th century and contemporary Graphic Design practices with an exploration of the professional design world. Graphic Design of the present day is examined in relation to architecture and interiors, and wider theoretical and contextual issues. The interrelationship between the fine and decorative arts is a strong theme throughout the class. Visits to museums, professional events, galleries, design fairs and studios provide opportunities to examine objects and meet practicing designers first hand.

**Prerequisite:** ART-314 with a minimum grade of C.

**ART-302. Design In Nature. 3 Hours.**

Design in Nature will explore the ways evolution has led to various structures, behaviors, and body forms and will use these same processes to develop bio-inspired creative works. Special emphasis will be placed on biological perception, perspective, and process and how these can inform the design process. The course introduces topics in a workshop format, where students will work individually and in teams in both the field and in a studio environment to explore ideas and develop creative works.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**ART-303. Gender And Sexuality In Art + Design. 3 Hours.**

This course focuses on the iconographical study of the depiction of gender identity, gender expression and sexual orientation spectrums in the visual arts. This exploration into stereotypes, archetypes and prototypes of gender and sexuality in the context of historical and societal conditions will intersect with race, ethnicity, class, disability, culture, and sub-culture. Primary literary sources, archaeological evidence, web archives, and contemporary creative output and practice will be used to support interpretive hypotheses.

**ART-314. Typography. 3 Hours.**

The second course in the graphic design sequence takes a deeper look at design and use of letter forms. Lectures and assignments focus on examining major type families and their characteristics, creating typographic contrast and hierarchy of information, history of type design and typographic grids. Students build skills for the art of typesetting and typographic layout, conceptual thinking and expressive typography.

**Prerequisite:** ART-281 with a minimum grade of C.

**ART-315. Letterpress. 3 Hours.**

Introduction to letterpress printing techniques including discussion of typographic rules using wood and metal type and image making using contemporary photopolymer plate making techniques.

**Prerequisite:** ART-281 with a minimum grade of C.

**ART-320. Drawing III. 3 Hours.**

This advanced drawing course emphasizes drawing concepts and techniques. Students will utilize a variety of traditional and nontraditional media in developing their own personal artistic vision. This course may be repeated up to three times.

**Prerequisite:** ART-220 with a minimum grade of C.

**ART-321. Drawing IV. 3 Hours.**

This advanced drawing course will continue the exploration of contemporary concepts and drawing techniques emphasizing personal expression. This course may be repeated up to three times.

**Prerequisite:** ART-320 with a minimum grade of C.

**ART-330. Painting II. 3 Hours.**

This course is designed as a continuation of the exploration of the painting process. During this semester, students will be using acrylic or oil paints to investigate themes both contemporary and historical such as abstraction, the figure, narrative painting and mixed media. Students will also learn about the use of mediums, brushes, and painting techniques.

**Prerequisite:** ART-230 with a minimum grade of C.

**ART-331. Painting III. 3 Hours.**

This advanced painting course will emphasize personal development and expression using the medium of choice. This course may be repeated up to three times.

**Prerequisite:** ART-330 with a minimum grade of C.

**ART-332. Painting IV. 3 Hours.**

This advanced painting course will focus on individual personal imagery, concepts, and ideas, with the goal of developing a personal voice. This course may be repeated up to three times.

**Prerequisite:** ART-331 with a minimum grade of C.

**ART-333. Mural Painting. 3 Hours.**

Working with a Chicago neighborhood, students will develop an understanding of the role of public art by collaborating on the planning and execution of a painted mural. This course may be repeated up to two times.

**ART-340. Sculpture II. 3 Hours.**

This intermediate sculpture course introduces students to the fundamentals of figure modeling and casting methods. Class time is devoted exclusively to modeling, mold making, and various casting techniques.

**Prerequisite:** ART-240 with a minimum grade of C.

**ART-341. Sculpture III. 3 Hours.**

This is an advanced level sculpture studio course, which revolves around wood and metal working techniques in relation to the sculptural object. This course will cover shop safety and also focus on experimentation with hand and power tools as well as finishing processes. This course may be repeated up to three times.

**Prerequisite:** ART-340 with a minimum grade of C.

**ART-342. Sculpture IV. 3 Hours.**

This advanced sculpture course continues to explore advanced sculpture techniques with an emphasis on independent studio practice and research. Students will demonstrate a working knowledge of advanced sculpture techniques by creating a body of coherent and creative work. This course may be repeated up to two times.

**Prerequisite:** ART-340 with a minimum grade of C.

**ART-343. Art & Culture Study Tour To China. 3 Hours.**

This course focuses on historic and contemporary art and culture in China, and includes a study tour to multiple cities in China. Students will have the opportunity to investigate a wide variety of art making processes as well as develop conceptual works based on both historic and contemporary practices as they relate to the travel experience in China. Together, the artistic and cultural experiences in this course will broaden student perspectives and provide new avenues for personal expressions in art and culture studies.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**ART-344. Writing Intensive Program: Professional Practices In Graphic Design. 3 Hours.**

This writing intensive course will introduce students to writing and general business practices that are applicable to a career in graphic design. The course will cover such topics as: graduate school research, resume building, freelance business documents development (business plan, invoice and contacts for design services) and the development of a professional portfolio for pursuing a career in graphic design. Required for all Graphic Design majors and open to Studio Art majors with a concentration in Graphic Design.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ART-350. Printmaking II. 3 Hours.**

This intermediate printmaking course will emphasize the planographic processes, which include screenprint, lithography and monotype. This course will also explore the possibility of the monoprint as it relates to these processes as well as continue a focus on research as it relates to personal studio practice.

**Prerequisite:** ART-250 with a minimum grade of C.

**ART-351. Printmaking III. 3 Hours.**

This advanced printmaking course introduces students to advanced techniques within traditional printmaking processes as well as experimental and non-traditional approaches. Students will investigate the possibilities of advanced printmaking techniques in relation to personal artistic vision and continue a focus on the development of independent studio practice and research. This course may be repeated up to three times.

**Prerequisite:** ART-350 with a minimum grade of C.

**ART-352. Printmaking IV. 3 Hours.**

This advanced printmaking course continues to explore advanced printmaking techniques with an emphasis on independent studio practice and research. Students will demonstrate a working knowledge of advanced printmaking techniques by creating a body of coherent and creative work. This course may be repeated up to two times.

**Prerequisite:** ART-351 with a minimum grade of C.

**ART-355. Studies In Art & Social Practice. 3 Hours.**

In this studio art course, students will be introduced to the concept of socially engaged art and produce studio projects that consider art in its relationship to social change. Students explore creative solutions that promote and affect social engagement, social interaction and community building. Social practice-based artwork includes a wide range of media and concepts in contemporary art practice and in this course, students connect their art practice to political, cultural and ethical conversations with an emphasis on participation, dialogue and action. Consult the Schedule of Classes for studio discipline and/or specific topic to be covered.

**ART-356. Studio Thesis Seminar. 1 Hour.**

This course will introduce students to practices associated with the creation of a coherent and comprehensive studio project, with an emphasis on research that compliments a creative practice. Students will gain experience with a project from start to finish, which will include preliminary assignments to explore formal and conceptual aspects of their work, group critiques and research. This course will give students the opportunity to work on a project outside of a specific studio course as well as provide experience for the senior capstone exhibition. Prerequisite: Completion of all seven Foundations courses with a minimum grade of C.

**Prerequisite:** ARTH-106 with a minimum grade of C and ARTH-107 with a minimum grade of C and ART-120 with a minimum grade of C and ART-130 with a minimum grade of C and ART-140 with a minimum grade of C and ART-220 with a minimum grade of C and ART-234 with a minimum grade of C.

**ART-358. Studies In Studio Art. 3 Hours.**

This course is a theme-based studio course that will give students an in-depth understanding of a particular topic in the studio arts that might not be included in permanent course offerings. Techniques and ideas appropriate to the topic will be explored through assignments, research, and critiques. Students will be encouraged to develop their individual interpretation and understanding of the topic through course discussion and studio work.

Prerequisite: Completion of all seven Foundations courses with a minimum grade of C.

**Prerequisite:** ARTH-106 with a minimum grade of C and ARTH-107 with a minimum grade of C and ART-120 with a minimum grade of C and ART-130 with a minimum grade of C and ART-140 with a minimum grade of C and ART-220 with a minimum grade of C and ART-234 with a minimum grade of C.

**ART-361. Photography II. 3 Hours.**

This course explores photography beyond the use of a single frame. Topics will emphasize themes of time and storytelling through use of moving images, documentary projects, long exposure photography, multiple exposure photography, combination of text and image, photographic books, photographs as objects, or installations.

**Prerequisite:** ART-261 with a minimum grade of C or ART-170A with a minimum grade of C.

**ART-362. Photographic Image Manipulation. 3 Hours.**

This course introduces students to a variety of digital manipulation techniques in Adobe Photoshop. Demonstrations of these techniques are complemented by the introduction of photographic artists in the field. Assignments incorporate the technical aspects of specific skills while emphasis is placed on conceptual application.

**Prerequisite:** ART-170A with a minimum grade of C or ART-261 with a minimum grade of C.

**ART-363. Photographic Lighting For In Studio And On Location. 3 Hours.**

This course will cover the tools and techniques used to control photographic lighting. Emphasis is placed on creating solutions to complex lighting situations.

**Prerequisite:** ART-261 with a minimum grade of C or ART-170A with a minimum grade of C.

**ART-364. Historic And Alternative Photographic Processes. 3 Hours.**

This course will cover a variety of historic photographic processes and alternative ways of making images. Students will create a portfolio that demonstrates conceptual maturation, advanced aesthetic skill, and technical competence in photography.

**Prerequisite:** ART-170A with a minimum grade of C or ART-170B with a minimum grade of C or ART-170C with a minimum grade of C or ART-170D with a minimum grade of C or ART-170E with a minimum grade of C or ART-170F with a minimum grade of C or ART-170G with a minimum grade of C or ART-170H with a minimum grade of C or ART-120 with a minimum grade of C.

**ART-365. Photography Seminar. 3 Hours.**

This course focuses on refinement of aesthetic and technical skills while developing a personal style in a self-directed, long-term photography project.

**Prerequisite:** ART-362 with a minimum grade of C.

**ART-366. View Camera. 3 Hours.**

This class explores the tradition and benefits of using the large format view camera. Emphasis is placed on technical proficiency with the camera to control perspective and manipulate the plane of focus. Topics range from landscape, architectural and portrait photography. Cameras are supplied to students for the duration of the class.

**Prerequisite:** ART-361 with a minimum grade of C.

**ART-370. Ceramics II. 3 Hours.**

This intermediate ceramic studio course will emphasize materials, techniques, and design within a problem solving environment. Specific aesthetic and technical criteria will be examined and individual development will continue to be emphasized.

**Prerequisite:** ART-270 with a minimum grade of C.

**ART-371. Ceramics III. 3 Hours.**

This advanced ceramics course focuses on continuing the development of strong craftsmanship and knowledge of ceramic processes and techniques including developing personal clay bodies, glazes and firing kilns. Emphasis will be placed on reinforcing the principles of ceramic building techniques while exploring a personal artistic direction. This course can be repeated up to three times.

**Prerequisite:** ART-370 with a minimum grade of C.



**ART-372. Ceramics IV. 3 Hours.**

This advanced ceramics course emphasizes advanced ceramic processes and thematic investigations for creating relevant and meaningful work using traditional and non-traditional approaches to clay. This class focuses on the development of an independent artist's practice through open assignments designed to engage students in self-directed research of conceptual themes and advanced technical processes. This course can be repeated up to three times.

**Prerequisite:** ART-371 with a minimum grade of C.

**ART-377. Geometry Of Space: Projection, Speculation, And Translation. 3 Hours.**

This course will explore geometry and some of its underlying mathematics through the lens of Art and Design. Coursework and topics will focus on the transition from two dimensional to three dimensional space. Course projects will be supplemented with historical contexts which have motivated the development of geometry as a field of study.

**ART-379. Interactive Arts: Web I. 3 Hours.**

This course is an introduction to the design processes and web code languages essential for building websites and creating art on the web. Course projects will center on current web design best practices, contemporary standards and will cover how to write syntactically correct HTML5 and CSS3. Students will gather information, explore potential concepts, and iterate on design mockups in order to design and implement responsive web projects, which address User Interface and User Experience.

**Prerequisite:** ART-234 with a minimum grade of C.

**ART-380. Interactive Arts: Web II. 3 Hours.**

Interactive Arts: Web II focuses on advanced modes of web interaction and User Experience/User Interface design. Students will expand their code knowledge to include PHP, AJAX and XML, with a focus on SASS and JavaScript. Students will be introduced to libraries, plugins and APIs, which allow for advanced control and creativity with web projects, including Dom and data manipulation, object oriented programming, and advanced animation. Students will navigate advanced programming concepts while iterating solutions with design thinking. Course projects will engage experimental & emerging approaches to design on the web, interactive pieces of net art, sequential animations and web apps.

**Prerequisite:** ART-385 with a minimum grade of C or ART-379 with a minimum grade of C.

**ART-381. Studio In Graphic Design. 3 Hours.**

Through a combination of digital and analog media, students will create applied design projects and discuss principles involved in the thought process, creation and production of a design project. Suggested readings supplement the class experience. This course may be repeated up to three times.

**Prerequisite:** ART-281 with a minimum grade of C and ART-314 with a minimum grade of C.

**ART-3841. Internship In Graphic Design. 1 Hour.**

On-site experience in a design studio, design department, advertising agency or approved design setting where a student will observe and participate in everyday activities and projects.

**Prerequisite:** ART-281 with a minimum grade of C and ART-314 with a minimum grade of C.

**ART-3842. Internship In Graphic Design. 2 Hours.**

On-site experience in a design studio, design department, advertising agency or approved design setting where a student will observe and participate in everyday activities and projects.

**Prerequisite:** ART-281 with a minimum grade of C and ART-314 with a minimum grade of C.

**ART-3843. Internship In Graphic Design. 3 Hours.**

On-site experience in a design studio, design department, advertising agency or approved design setting where a student will observe and participate in everyday activities and projects.

**Prerequisite:** ART-281 with a minimum grade of C and ART-314 with a minimum grade of C.

**ART-385. Code Is Not Neutral. 3 Hours.**

This studio course explores web code, design practices, and associated social injustice implications, specifically, the ways in which "big tech" and surveillance capitalism contribute to and uphold white supremacy and the carceral state. Students will be introduced to contemporary artists and designers as social practitioners, investigate the ways web-based technologies and web code are used to raise awareness and facilitate community, and create projects that push back against power structures.

**Prerequisite:** ART-234 with a minimum grade of C.

**ART-386. Interactive Arts: Form & Motion. 3 Hours.**

This course will examine intermediate approaches to 3d design, digital fabrication and time-based media. Through tutorials, collaborative experimentation and guided studio time, this course encourages students to experiment with new media technology and collaborative approaches to reach new audiences. Course projects are multidisciplinary in nature and are supplemented by the tools available in the Make Space, which students will be trained on at the beginning of the course. Guest lectures and readings will provide a cultural and technical framework for process-based projects. This course is open to novices and to those seeking to expand their existing studio practice.

**Prerequisite:** ART-280 with a minimum grade of C.

**ART-387. Special Topics In Graphic Design. 3 Hours.**

This course offers an opportunity for advanced study in the field of graphic design, focusing on one particular area within the broad spectrum of design practice. The topics examined in the class will rotate to cover a different area of focus each semester. The course is structured as a lecture and studio class offering an opportunity for in-depth analysis and practice. Topics covered include editorial design, branding and identity design, interactive design, art direction for advertising etc. This course may be repeated up to three times.

**Prerequisite:** ART-314 with a minimum grade of C.

**ART-388. Typography II. 3 Hours.**

Typography II focuses on advanced study of typographic form, as well as experimental approaches to typographic practice. In addition to advanced typesetting studies of multiple-page documents, students will work on customizing display typefaces, using non-traditional methods to generate unique typographic elements and exploring alternative methods for making meaning through the intersection of language and typography.

**Prerequisite:** ART-314 with a minimum grade of C.

**ART-389. Print Production. 3 Hours.**

This course will provide the information and techniques necessary to prepare graphics and text for professional printing. Projects will address pre-press procedures such as specifying output requirements, obtaining cost estimates, determining paper selection and performing press checks. Lecture topics cover techniques and terminology necessary for traditional and digital printing. Students will practice creating and preparing digital files for high resolution output and offset printing. The class will visit local companies involved in print production.

**Prerequisite:** ART-314 with a minimum grade of C.

**ART-3901. Independent Study In Visual Art. 1 Hour.**

Independent Study in Visual Art allows a student the opportunity to investigate a special interest that is not covered in a regularly scheduled course and is intended for the highly motivated student who has completed outstanding and significant coursework in a studio area of emphasis. To sign up for an independent study, the student must work with a faculty mentor to develop a proposal for a rigorous course of directed study, which will include goals and outcomes, and receive approval from the faculty mentor, the Art + Design Department Chair, and the College Dean.

**Requirement:** At least one 300 level course in studio area of proposed project, minimum grade of B.

**ART-3902. Independent Study In Visual Art. 2 Hours.**

Independent Study in Visual Art allows a student the opportunity to investigate a special interest that is not covered in a regularly scheduled course and is intended for the highly motivated student who has completed outstanding and significant coursework in a studio area of emphasis. To sign up for an independent study, the student must work with a faculty mentor to develop a proposal for a rigorous course of directed study, which will include goals and outcomes, and receive approval from the faculty mentor, the Art + Design Department Chair, and the College Dean.

**Requirement:** At least one 300 level course in studio area of proposed project, minimum grade of B.

**ART-3903. Independent Study In Visual Art. 3 Hours.**

Independent Study in Visual Art allows a student the opportunity to investigate a special interest that is not covered in a regularly scheduled course and is intended for the highly motivated student who has completed outstanding and significant coursework in a studio area of emphasis. To sign up for an independent study, the student must work with a faculty mentor to develop a proposal for a rigorous course of directed study, which will include goals and outcomes, and receive approval from the faculty mentor, the Art + Design Department Chair, and the College Dean.

**Requirement:** At least one 300 level course in studio area of proposed project, minimum grade of B.

**ART-3911. Internship In Art. 1 Hour.**

This internship course offers students on-site experience in a commercial or fine art studio setting where they will observe and participate in everyday activities and projects. **Prerequisite:** A 300 level Art course, minimum grade of C, in the medium related to the internship.

**ART-3912. Internship In Art. 2 Hours.**

This internship course offers students on-site experience in a commercial or fine art studio setting where they will observe and participate in everyday activities and projects. **Prerequisite:** A 300 level Art course, minimum grade of C, in the medium related to the internship.

**ART-3913. Internship In Art. 3 Hours.**

This internship course offers students on-site experience in a commercial or fine art studio setting where they will observe and participate in everyday activities and projects. **Prerequisite:** A 300 level Art course, minimum grade of C, in the medium related to the internship.

**ART-394C. Senior Exhibition In Graphic Design. 3 Hours.**

All students pursuing a BFA degree in Graphic Design are required to participate in a senior exhibition, under the guidance of a graphic design faculty mentor. Students are free to select their mentor, however the department recommends that this be someone that the student has worked with in the past. Students are responsible for creating exhibition level projects in cooperation with their faculty mentors in order to receive a passing grade. The final projects should have a specific, well-conceived theme, direction and intent and demonstrate the formal skills learned during the pursuit of a BFA in Graphic Design.

**Prerequisite:** ART-344 with a minimum grade of C.

**ART-395. Writing Intensive Program: Professional Practices In Studio Art. 3 Hours.**

This writing intensive course will introduce students to writing and general business practices that are applicable to a career in the visual arts. The course will cover such topics as: resume building, grant writing, statement writing, application writing for galleries, internships and residencies as well as other methods for sustaining a career in the visual arts. This course is an investigation, discussion and evaluation of what it means to live and work as an artist now and examines research strategies for both professional activities and personal artistic growth. Required for all Art majors with a concentration in Studio Art.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ART-396. Senior Seminar And Exhibition. 3 Hours.**

Senior Seminar and Exhibition is a required capstone course for all Art majors with a concentration in Studio Art and will guide students to prepare and complete their senior exhibition. This course provides a studio-based experience with intensive critique sessions to facilitate the completion of the student's final body of work and offers the benefit of concentrated faculty input as well as critical dialogue among peers. Students will explore the concepts, theories, influences and experiences that inform and support the self-directed work they present for review up to and in their senior solo exhibition.

**Prerequisite:** ART-395 with a minimum grade of C.

**ART HISTORY****ARTH-101. Art And Society. 3 Hours.**

Study 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.

**ARTH-106. Introduction To Art History I. 3 Hours.**

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.

**ARTH-107. Introduction To Art History II. 3 Hours.**

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.

**ARTH-108. Survey Of World Arts. 3 Hours.**

This course is a survey of artistic traditions of Africa, Oceania, Asia, and the Americas, emphasizing their cultural and historical contexts. It introduces a wide variety of perspectives that inform the style, subject matter, and content of art, architecture and material culture. Topics will reflect the richness and diversity of the arts in these regions.

**ARTH-202. Writing Intensive Program: Methods Of Research In Art History. 3 Hours.**

This course is a focused and in-depth study of art historical research and methodology. It includes a critical review of the history of art historical studies, presentations on research methods for primary and secondary resources, and a systematic consideration of art historical methodology. Special attention is given to the critical and theoretical approaches of the "new" art history. The course is conducted in an informal seminar format with slide presentations and classroom discussions of artworks and required readings. It fulfills the university writing intensive requirement within the major.

**Requirement:** one 300-level ARTH course minimum grade of C

**Prerequisite:** ENGL-101 with a minimum grade of C and ARTH-106 with a minimum grade of C and ARTH-107 with a minimum grade of C.

**ARTH-300. Contemporary Art. 3 Hours.**

This course examines American and European painting, sculpture, and related artworks from 1950 to the present. The major artists and styles of the period are presented chronologically and discussed in the context of contemporary culture and events. Other topics include the development of new media, the relationship of art to politics, the major critical and theoretical approaches to contemporary art, the concept of postmodernism in the visual arts, and the rise of the art market and its relationship to the avant-garde.

**ARTH-305. Ancient Mesoamerican Art & Architecture. 3 Hours.**

This course introduces students to the art and architecture of ancient civilizations of Mesoamerica. We will discuss the art of the Olmec, Teotihuacan, Maya, and the Aztec Empire. 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.

**ARTH-306. Ancient South American Art & Architecture. 3 Hours.**

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.

**ARTH-306T. Peru Study Tour. 3 Hours.**

This course is designed as a seminar that culminates in a Study Tour to Peru. Students will be able to explore the arts in Lima and Cusco while discussing important issues regarding the establishment of museum collections, the looting of ancient objects, the production of art forgeries, and the role of ancient art in Peruvian tourism.

**ARTH-307. Art Of Latin America (1810-Present). 3 Hours.**

This course covers the art of Latin America from the period of Independence to the present. The focus will be primarily on the arts of Mexico and South America, although some time will be dedicated to movements in Cuba and Haiti as well. Topics include: Romanticism in Latin America, Modernismo, Mexican Muralism, Indigenismo, Constructivism, Surrealism, Concrete and Neo-Concrete Art, Geometric art, Optical and Kinetic art, Conceptual and Political Art, and contemporary issues.



**ARTH-308. Art And Ritual: African, Oceanic, And Native North American Art. 3 Hours.**

This is an interdisciplinary course that will engage students in the study of artistic traditions outside of the Western world. Students will examine the relationship between art and ritual through specific case studies, with an emphasis on African, Oceanic, and Native North American traditions. Topics may include: art and rites of passage, masking and performance, and the use of objects as mediators with the supernatural realm.

**ARTH-309. Asian Art. 3 Hours.**

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.

**ARTH-310. Early Christian And Byzantine Art. 3 Hours.**

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

**ARTH-311. Medieval Art of the West. 3 Hours.**

This course examines the history of medieval western European art and architecture from the sixth to the fifteenth century. The major works, styles, and regions of this period are presented chronologically and discussed within the context of the culture and events of the day. Individual works of art are analyzed for style, subject matter, iconography, and content. Works of architecture are analyzed for style, function, materials, and structure. Special attention is given to the political and religious institutions, the religious and philosophical trends, and the social structures that shaped medieval art, architecture, and aesthetic theory.

**ARTH-312. Italian Renaissance Art. 3 Hours.**

This course focuses on the history of Italian art from the fourteenth century to the early sixteenth century. The major artists, styles, and regions are presented chronologically and considered within the context of the culture and events of the day. Individual works of art are analyzed for style, subject matter, iconography, and content. The social status of the artist and the patronage of works of art during this period are discussed, and special attention is given to the political and religious institutions, the religious and philosophical trends, and the social structures that shaped Italian Renaissance art and aesthetic theory.

**ARTH-312T. Study Tour In Italy: Venice, Florence, Rome. 3 Hours.**

This course focuses on Italian art from 1300 to 1550. It includes a two-week study tour to Venice, Florence, and Rome. The major artists, styles, and regions are presented chronologically and considered within the context of the culture and events of the day. Individual works of art are analyzed for style, subject matter, iconography, and content. The social status of the artist and the patronage of art during this period are discussed, and special attention is given to the political and religious institutions, the religious and philosophical trends, and the social structures that shaped Italian Renaissance art and aesthetic theory.

**ARTH-313. Art Of The United States Of America. 3 Hours.**

This course examines the history of painting and sculpture in the United States from colonial times to World War II. The major artists and styles are presented chronologically and considered within the context of the culture and events of the day. Individual works of art are analyzed for style, subject matter, iconography, and content. The changing roles of artists and patrons are discussed, along with the complex relationship of American art to European art and culture. Special attention is given to the political institutions, the religious and philosophical trends, and the social structures that shaped American art and aesthetic theory.

**ARTH-316. Seventeenth Century European Art. 3 Hours.**

This course examines the history of European painting and sculpture of the seventeenth century. The major works, artists, styles, and regions are presented chronologically and discussed within the context of the culture and events of the day. Individual works of art are analyzed for style, subject matter, iconography, and content. The social status of the artist, the mechanisms of patronage, and the location and function of works of art are discussed. Special attention is given to the political and religious institutions, the religious and philosophical trends, and the social structures that shaped the art and aesthetic theory of the period.

**ARTH-318. 19th Century European Art. 3 Hours.**

This course investigates the history of nineteenth-century western European painting and sculpture. The major works, artists, styles, and countries are presented chronologically and discussed within the context of the culture and events of the day. Individual works of art are analyzed for style, subject matter, iconography, and content. The rise of the avant-garde, the decline of the art academies, and the beginnings of the commercial gallery system are discussed. Special attention is given to the political institutions, the philosophical and intellectual trends, and the social structures that shaped nineteenth-century European art and aesthetic theory.

**ARTH-319. European Art 1900-1950. 3 Hours.**

This course focuses on European painting and sculpture from 1900 to 1950. The major works, artists, styles, and countries are presented chronologically and discussed within the context of the culture and events of the day. Individual works of art are analyzed for style, subject matter, iconography, and content. The rise of the avant-garde is discussed, as are the decline of the traditional art academies, the beginnings of the commercial gallery system, and the introduction of new media. Special attention is given to the political circumstances, the intellectual trends, and the historical events that shaped the art and aesthetic theory.

**ARTH-360. History Of Photography: 1820's To Present. 3 Hours.**

Students investigate the history of photography, including social, aesthetic, theoretical, and technical aspects, through lectures, discussions, field trips to relevant photographic exhibitions, readings, group projects, writing assignments, and/or exams.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**ARTH-3901. Independent Study In Art History. 1 Hour.**

Independent Study is available for juniors and seniors who are prepared to formulate and execute an independent research project in Art History, working under the direction of a faculty member. Students are expected to write a research paper. Independent Studies require the approval of a faculty mentor, the Art Department chair and the College Dean.

**Requirement:** at least one 300-level ARTH course minimum grade of B

**Prerequisite:** ARTH-106 with a minimum grade of C and ARTH-107 with a minimum grade of C.

**ARTH-3902. Independent Study In Art History. 2 Hours.**

Independent Study is available for juniors and seniors who are prepared to formulate and execute an independent research project in Art History, working under the direction of a faculty member. Students are expected to write a research paper. Independent Studies require the approval of a faculty mentor, the Art Department chair and the College Dean.

**Requirement:** at least one 300-level ARTH course minimum grade of B

**Prerequisite:** ARTH-106 with a minimum grade of C and ARTH-107 with a minimum grade of C.

**ARTH-3903. Independent Study In Art History. 3 Hours.**

Independent Study is available for juniors and seniors who are prepared to formulate and execute an independent research project in Art History, working under the direction of a faculty member. Students are expected to write a research paper. Independent Studies require the approval of a faculty mentor, the Art Department chair and the College Dean.

**Requirement:** at least one 300-level ARTH course minimum grade of B

**Prerequisite:** ARTH-106 with a minimum grade of C and ARTH-107 with a minimum grade of C.

**ARTH-3931. Art History/ Museum Studies Internship. 1 Hour.**

This internship allows students to get supervised professional experience in an art museum, gallery, or arts center. Hands-on experience may include: art handling, cataloguing, exhibition installation, research, acting as docents for exhibitions, writing and editing informational materials, press releases, and proposals, as well as participating in the daily operations of a museum, gallery, or arts center. The course can be repeated up to a maximum of 6 credits.

**Requirement:** the approval of the instructor and the department chair, and the consent of the museum, gallery, or arts center staff

**Prerequisites:** ARTH-106 and ARTH-107 and (ARTH-300 - 392 or ARTH-300A - 392Z).

**ARTH-3932. Art History/ Museum Studies Internship. 2 Hours.**

This internship allows students to get supervised professional experience in an art museum, gallery, or arts center. Hands-on experience may include: art handling, cataloguing, exhibition installation, research, acting as docents for exhibitions, writing and editing informational materials, press releases, and proposals, as well as participating in the daily operations of a museum, gallery, or arts center. The course can be repeated up to a maximum of 6 credits.

**Requirement:** the approval of the instructor and the department chair, and the consent of the museum, gallery, or arts center staff

**Prerequisites:** ARTH-106 and ARTH-107 and (ARTH-300 - 392 or ARTH-300A - 392Z).

**ARTH-3933. Art History/ Museum Studies Internship. 3 Hours.**

This internship allows students to get supervised professional experience in an art museum, gallery, or arts center. Hands-on experience may include: art handling, cataloguing, exhibition installation, research, acting as docents for exhibitions, writing and editing informational materials, press releases, and proposals, as well as participating in the daily operations of a museum, gallery, or arts center. The course can be repeated up to a maximum of 6 credits.

**Requirement:** the approval of the instructor and the department chair, and the consent of the museum, gallery, or arts center staff

**Prerequisites:** ARTH-106 and ARTH-107 and (ARTH-300 - 392 or ARTH-300A - 392Z).

# Major in Art (Art History)

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major in Art (Art History)

Art majors in the Art History concentration must complete 39 credit hours of the following courses:

Code	Title	Hours
<b>Art History Concentration Requirements</b>		
<b>15 Hours of Core Requirements:</b>		
ARTH-106	Introduction To Art History I	3
ARTH-107	Introduction To Art History II	3
ART-120	Drawing I	3
ART-130	Two-Dimensional Design	3
ART-140	Three Dimensional Design	3
<b>Writing Intensive Requirement</b>		
ARTH-202	Writing Intensive Program: Methods Of Research In Art History	3
<b>Additional Requirements</b>		
Select 21 hours of 300 level art history courses		21
<b>Total Hours</b>		<b>39</b>

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.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

#### First Year

Term 1	Hours
General Education Course	3
General Education Course	3
General Education Course	3
Core Art Course	3
Core Art Course	3
<b>Term Hours</b>	<b>15</b>

<b>Term 2</b>	
Elective/Minor	3
General Education Course	3
General Education Course	3
Core Art Course	3
Core Art Course	3
<b>Term Hours</b>	<b>15</b>

#### Second Year

Term 1	Hours
General Education Course	3
General Education Course	3
Elective/Minor	3
Elective/Minor	3
Core Art Course	3
<b>Term Hours</b>	<b>15</b>

<b>Term 2</b>	
General Education Course	3
General Education Course	3
Elective/Minor	3
Elective/Minor	3
200-Level ART Course	3
<b>Term Hours</b>	<b>15</b>

#### Third Year

Term 1	Hours
General Education Course	3
Elective/Minor	3
Elective/Minor	3
Elective/Minor	3
300-Level Art History Course	3
<b>Term Hours</b>	<b>15</b>

<b>Term 2</b>	
General Education Course	3
Elective/Minor	3

Elective/Minor	3
300-Level Art History Course	3
300-Level Art History Course	3

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**Term Hours** 15

**Fourth Year**

**Term 1**

Elective/Minor	3
Elective/Minor	3
Elective/Minor	3
300-Level Art History Course	3
300-Level Art History Course	3

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**Term Hours** 15

**Term 2**

300-Level Art History Course	3
300-Level Art History Course	3
Elective/Minor	3
Elective/Minor	3
Elective/Minor	3

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**Term Hours** 15

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**Total Hours:** 120

# Major in Art (Studio Art)

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major in Art (Studio Art)

ART MAJORS IN THE STUDIO ART CONCENTRATION MUST COMPLETE 54 CREDIT HOURS OF THE FOLLOWING COURSES:

Code	Title	Hours
<b>Studio Concentration Requirements</b>		
<b>15 Hours of Core Requirements:</b>		
ARTH-106	Introduction To Art History I	3
ARTH-107	Introduction To Art History II	3
ART-120	Drawing I	3
ART-130	Two-Dimensional Design	3
ART-140	Three Dimensional Design	3
<b>15 Hours at the 200 Level:</b>		
ART-220	Drawing II	3
ART-234	Digital Foundations	3
Select three of the following:		9
ART-230	Painting I	
ART-240	Sculpture I	
ART-250	Printmaking I	
ART-261	Photography I	
ART-270	Ceramics I	
ART-280	Art + Tech I	
ART-281	Graphic Design I	
<b>24 hours at the 300 level:</b>		
Select three 300 level courses in a studio area of emphasis selected in consultation with an advisor.		9
Select two 300 level art history courses (one Western and one non-Western).		6
ARTH-300	Contemporary Art	3
<b>Writing Intensive Requirement</b>		
ART-395	Writing Intensive Program: Professional Practices In Studio Art	3
<b>Senior Capstone</b>		
ART-396	Senior Seminar And Exhibition	3
<b>Total Hours</b>		<b>54</b>

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

**First Year**

	Hours
<b>Term 1</b>	
General Education Course	3
General Education Course	3
General Education Course	3
Core ART Course	3
Core ART Course	3
<hr/>	
<b>Term Hours</b>	
<b>15</b>	
<b>Term 2</b>	
General Education Course	3
General Education Course	3
Core ART Course	3
Core ART Course	3
Elective/Minor	3
<hr/>	
<b>Term Hours</b>	
<b>15</b>	
<b>Second Year</b>	
<b>Term 1</b>	
200-Level ART Course	3
General Education Course	3
General Education Course	3
Core ART Course	3
Elective/Minor	3
<hr/>	
<b>Term Hours</b>	
<b>15</b>	
<b>Term 2</b>	
200-Level ART Course	3

200-Level ART Course		3
General Education Course		3
General Education Course		3
Elective/Minor		3
<b>Term Hours</b>		<b>15</b>
<b>Third Year</b>		
<b>Term 1</b>		
200-Level ART Course		3
200-Level ART Course		3
General Education Course		3
Elective/Minor		3
Elective/Minor		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
300-Level ART Concentration Course		3
200-Level ART Course		3
General Education Course		3
Elective/Minor		3
Elective/Minor		3
<b>Term Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
300-Level ART Concentration Course		3
300-Level Art History Course		3
300-Level ART Course		3
Elective/Minor		3
ART-395	Writing Intensive Program: Professional Practices In Studio Art	3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
300-Level ART Concentration Course		3
300-Level Art History Course		3
Elective/Minor		3
Elective/Minor		3
ART-396	Senior Seminar And Exhibition	3
<b>Term Hours</b>		<b>15</b>
<b>Total Hours:</b>		<b>120</b>



# Major in K-12 Art Education

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major in K-12 Art Education

All undergraduate students majoring in Art Education must be admitted to the College of Education. Students must complete 54 credit hours in Art, specific general education requirements, and the College of Education professional K-12 requirements. (Refer to the Department of Educational Inquiry and Curriculum Studies for additional details.)

Code	Title	Hours
<b>Major in K-12 Art Education Requirements</b>		
<b>15 Hours of Core Requirements:</b>		
ARTH-106	Introduction To Art History I	3
ARTH-107	Introduction To Art History II	3
ART-120	Drawing I	3
ART-130	Two-Dimensional Design	3
ART-140	Three Dimensional Design	3
<b>21 Hours at the 200 level:</b>		
ART-220	Drawing II	3
ART-230	Painting I	3
ART-234	Digital Foundations	3
ART-250	Printmaking I	3
ART-261	Photography I	3
ART-270	Ceramics I	3
Select one of the following:		3
ART-280	Art + Tech I	
ART-281	Graphic Design I	
<b>18 Hours at the 300 Level:</b>		
Two courses in a studio area of emphasis selected in consultation with an advisor		6
Select one 300-level art history course		3
ARTH-300	Contemporary Art	3
<b>Writing Intensive Requirement</b>		
ART-395	Writing Intensive Program: Professional Practices In Studio Art	3
<b>Senior Capstone</b>		
ART-396	Senior Seminar And Exhibition	3
<b>Total Hours</b>		<b>54</b>

Education coursework as follows:

Code	Title	Hours
EDFN-305	Philosophical And Historical Foundations Of Public Education	3
EDFN-306	Education And Individual Differences <sup>1</sup>	3
EDFN-307	Psychology Of Instruction And Learning <sup>1</sup>	3
LTCY-301	Foundations Of Literacy Instruction In Secondary Grades	3
SCED-311	Writing Intensive Program: School Curriculum	3
SCED-303A	Contemporary Art Education In The Secondary School	3
SCED-304A	Clinical Experiences In The Secondary School:Art <sup>2</sup>	1
SCED-305A	Secondary Student Teaching And Seminar In Art <sup>3</sup>	9

<sup>1</sup> This course includes 10 clock hours of clinical experience in an appropriate school.

<sup>2</sup> 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)

<sup>3</sup> 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)

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

**First Year**

<b>Term 1</b>		<b>Hours</b>
ENGL-101	Writing I	3
General Education Course		3
General Education Math Course		3
Core Art Course		3
Core Art Course		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
ENGL-102	Writing II	3
General Education		3
General Education		3
Core Art Course		3
Core Art Course		3
<b>Term Hours</b>		<b>15</b>
<b>Term 3</b>		
Core Art Course		3
General Education Course		3
<b>Term Hours</b>		<b>6</b>

**Second Year**

<b>Term 1</b>		
General Education		3
ART-220	Drawing II	3
ART-234	Digital Foundations	3
EDFN-305	Philosophical And Historical Foundations Of Public Education	3
<b>Term Hours</b>		<b>12</b>
<b>Term 2</b>		
General Education Course		3
CMT-101 or CMT-202		3
200-Level Art Course		3
200-Level Art Course		3
EDFN-306	Education And Individual Differences	3
<b>Term Hours</b>		<b>15</b>
<b>Term 3</b>		
General Education Course		3
200-Level Art Course		3
EDFN-307	Psychology Of Instruction And Learning	3
<b>Term Hours</b>		<b>9</b>

**Third Year**

<b>Term 1</b>		
General Education Course		3
200-Level Art Course		3
200-Level Art Course		3
300-Level Art Concentration Course		3
ART-395	Writing Intensive Program: Professional Practices In Studio Art	3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
300-Level Art Concentration Course		3
300-level Art History Course		3
General Education Course		3
LTCY-301	Foundations Of Literacy Instruction In Secondary Grades	3
ART-396	Senior Seminar And Exhibition	3
<b>Term Hours</b>		<b>15</b>

4 Major in K-12 Art Education

<b>Term 3</b>		
300-Level Art Course		3
SCED-311	Writing Intensive Program: School Curriculum	3
		<b>Term Hours</b>
		<b>6</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
General Education Course		3
SCED-303A	Contemporary Art Education In The Secondary School	3
SCED-304A	Clinical Experiences In The Secondary School:Art	1
		<b>Term Hours</b>
		<b>7</b>
<b>Term 2</b>		
SCED-305A	Secondary Student Teaching And Seminar In Art	9
		<b>Term Hours</b>
		<b>9</b>
		<b>Total Hours:</b>
		<b>124</b>

# Major in Graphic Design

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The Bachelor of Fine Arts in Graphic Design is an applied arts program with a focus on the development of visual solutions to communication problems, and offers students guided hands-on experience in the creation of visual messages in print and electronic media through the use of type, color, photography, animation and various other techniques. In addition, students will receive a broad historic and theoretical understanding of Graphic Design. Career opportunities in advertising, marketing, publishing, branding and interactive services will be introduced to students and special attention will be paid to establishing a relationship with the local design community.

## Admission Requirements to the program

To be admitted to BFA in Graphic Design, students must complete the following courses with a 3.0 GPA or higher and undergo a portfolio evaluation. Applicants to the program must have a 2.5 or higher overall university grade point average. Students must submit all materials (including the portfolio) to be considered for admission. Portfolio reviews occur once per semester (excluding summer).

Code	Title	Hours
<b>Required Coursework for Admission to Program</b>		
ART-120	Drawing I	3
ART-130	Two-Dimensional Design	3
ART-281	Graphic Design I	3
ART-314	Typography	3

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

#### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

#### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

- \* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.
- \*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Bachelor of Fine Arts in Graphic Design**

Once admitted to the Bachelor of Fine Arts in Graphic Design program, students complete 81 hours of the following required courses (the courses completed for program admission requirements are included in this list):

Code	Title	Hours
<b>Major in Graphic Design Requirements</b>		
ARTH-106	Introduction To Art History I	3
ARTH-107	Introduction To Art History II	3
ART-120	Drawing I	3
ART-130	Two-Dimensional Design	3
ART-140	Three Dimensional Design	3
ART-220	Drawing II	3
ART-234	Digital Foundations	3
ART-250	Printmaking I	3
ART-261	Photography I	3
ART-280	Art + Tech I	3
ART-281	Graphic Design I	3
ART-285	Image	3
ART-289	Graphic Design (Survey)	3
ART-301	Contemporary Design	3
ART-314	Typography	3
ART-315	Letterpress	3
ART-344	Writing Intensive Program: Professional Practices In Graphic Design	3
ART-379	Interactive Arts: Web I	3
ART-381	Studio In Graphic Design (must be taken twice)	3
ART 384 - Internship in Graphic Design (must take 3 credit hours, which may be split into 1 credit hour increments)		3
ART-386	Interactive Arts: Form & Motion	3
ART-387	Special Topics In Graphic Design (must be taken twice)	3
ART-388	Typography II	3
ART-389	Print Production	3
ART-394C	Senior Exhibition In Graphic Design	3
Total hours		81

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

**First Year**

Term 1	Hours
ART-120	Drawing I 3
ART-130	Two-Dimensional Design 3
General Education Course	3
General Education Course	3

General Education Course		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
ART-140	Three Dimensional Design	3
ART-220	Drawing II	3
ART-281	Graphic Design I	3
General Education Course		3
General Education Course		3
<b>Term Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>Term 1</b>		
ARTH-106	Introduction To Art History I	3
ART-234	Digital Foundations	3
ART-314	Typography	3
General Education Course		3
General Education Course		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
ARTH-107	Introduction To Art History II	3
ART-280	Art + Tech I	3
ART-381	Studio In Graphic Design	3
General Education Course		3
General Education Course		3
<b>Term Hours</b>		<b>15</b>
<b>Third Year</b>		
<b>Term 1</b>		
ART-285	Image	3
ART-289	Graphic Design (Survey)	3
ART-381	Studio In Graphic Design	3
General Education Course		3
Elective: PSYC, ANTH or SOC		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
ART-250	Printmaking I	3
ART-301	Contemporary Design	3
ART-388	Typography II	3
General Education Course		3
Elective: PSYC, ANTH or SOC		3
<b>Term Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
ART-315	Letterpress	3
ART-379	Interactive Arts: Web I	3
ART-387	Special Topics In Graphic Design	3
ART-389	Print Production	3
ART 384 - Internship in Graphic Design <sup>1</sup>		1-3
<b>Term Hours</b>		<b>13-15</b>
<b>Term 2</b>		
ART-261	Photography I	3
ART-386	Interactive Arts: Form Motion	3
ART 384 - Internship in Graphic Design <sup>1</sup>		1-3
ART-387	Special Topics In Graphic Design	3
ART-394C	Senior Exhibition In Graphic Design	3
<b>Term Hours</b>		<b>13-15</b>
<b>Total Hours:</b>		<b>116-120</b>

4 Major in Graphic Design

<sup>1</sup> Course will be variable credit but students are required to have a minimum of 4 credit hours in Internship course in order to complete the requirements of the B.F.A. in Graphic Design.



# Minor in Art History

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Art History

Students are required to complete the following courses:

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Minor in Art History Requirements</b>		
ARTH-106	Introduction To Art History I	3
ARTH-107	Introduction To Art History II	3
Select four courses at the 300-level in Art History in consultation with an advisor		12
<b>Total Hours</b>		<b>18</b>

# Minor in Graphic Design

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The Graphic Design minor introduces students to the elements and principles of design, focuses on the develop of visual communication skills, and centers on technical proficiency for the development of print and digital media. The curriculum equips students with design skills to supplement other areas of study. Students are given the tools to create compelling and effective visuals that clearly communicate messages and visual content.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Graphic Design**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Required Coursework:</b>		
ART-130	Two-Dimensional Design	3
ART-281	Graphic Design I	3
ART-314	Typography	3
ART-381	Studio In Graphic Design	3
Choose three of the following courses:		9
ART-315	Letterpress	
ART-379	Interactive Arts: Web I	
ART-380	Interactive Arts: Web II	
ART-387	Special Topics In Graphic Design	
ART-388	Typography II	
ART-389	Print Production	
<b>Total Hours</b>		<b>21</b>

# Minor in Interaction Design

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Through intensive skill building and guided studio and collaborative projects, students will develop processes and approaches applicable to various forms of making within the field of interactive/digital media. Coursework focuses on the integration of digital media and design through aesthetics, usability and creativity. Required courses cover skills in web programming, design for interaction, UX/UI design, new and alternative media, machine language, computer vision, digital fabrication and physical computing. Students will have opportunities to design and fabricate cross-disciplinary products while embracing an interdisciplinary approach to making through various languages, processes and terminologies in a variety of disciplines.

## Admission Requirements:

- A minimum cumulative GPA of 2.5
- Successful completion of ART 234: Digital Foundations with a minimum grade of C
- Successful completion of ART 280: Art + Tech I with a minimum grade of C

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor In Interaction Design

In order to sign up for the Minor in Interaction Design, students must have a cumulative GPA of 2.5 or higher and complete the requirements below with a minimum grade of C.

Code	Title	Hours
<b>Required Coursework for Admission to the Program</b>		
ART-234	Digital Foundations	3
ART-280	Art + Tech I	3

Once admitted to the Minor in Interaction Design program, students complete 21 hours of the following required courses (the courses completed for program admission requirements are included in this list):

Code	Title	Hours
<b>Minor in Interaction Design Requirements</b>		
ART-234	Digital Foundations	3
ART-280	Art + Tech I	3
ART-281	Graphic Design I	3
ART-314	Typography	3
ART-379	Interactive Arts: Web I	3
ART-380	Interactive Arts: Web II	3
ART-386	Interactive Arts: Form & Motion	3
<b>Total Hours</b>		<b>21</b>

# Minor in Photography

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Students in the Photography Minor acquire technical skills in digital imaging, photographic lighting, and traditional and alternative processes. The curriculum emphasizes individual artistic development while integrating the history of photography and critical theory. Students are given the tools to create visually compelling photographs that communicate their artistic ideas.

## Admission Requirements:

- A minimum cumulative GPA of 2.5
- Complete Art 130 (2D Design) with a minimum of C
- Complete Art 261 (Photography I) with a minimum of C (or ART 170A - Studio Experiences: Photography)

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

## Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

## Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Photography

In order to sign up for the Minor in Photography, students must have a cumulative GPA of 2.5 or higher and complete the requirements below with a minimum grade of C.

Code	Title	Hours
<b>Required Coursework for Admission to the Program</b>		
ART-130	Two-Dimensional Design	3
ART-261 or ART-170A	Photography I Studio Experiences: Photography	3

Once admitted to the Minor in Photography program, students complete 21 hours of the following required courses (the courses completed for program admission requirements are included in this list):

Code	Title	Hours
<b>Minor in Photography Requirements</b>		
ART-130	Two-Dimensional Design	3
ART-261 or ART-170A	Photography I Studio Experiences: Photography	3
ARTH-360	History Of Photography: 1820's To Present	3
Select four of the following:		12
ART-361	Photography II	
ART-362	Digital Imaging	
ART-363	Controlled Photographic Lighting For In Studio And On Location	
ART-364	Historic And Alternative Photographic Processes	
ART-365	Photography Seminar	
ART-366	View Camera	
ART-3913	Internship In Art	
<b>Total Hours</b>		<b>21</b>



# Minor in Studio Art

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Studio Art

Students are required to complete the following courses:

Code	Title	Hours
<b>Minor in Studio Art Requirements</b>		
<b>15 Hour Core Requirements:</b>		
ARTH-106	Introduction To Art History I	3
ARTH-107	Introduction To Art History II	3
ART-120	Drawing I	3
ART-130	Two-Dimensional Design	3
ART-140	Three Dimensional Design	3
<b>6 Studio Hours, select any two of the following:</b>		<b>6</b>
ART-230	Painting I	
ART-240	Sculpture I	
ART-250	Printmaking I	
ART-261	Photography I	
ART-270	Ceramics I	
ART-280	Art + Tech I	
ART-281	Graphic Design I	
<b>Total Hours</b>		<b>21</b>

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.

# Asian Studies

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- Minor in Asian Studies (<http://catalog.neiu.edu/arts-sciences/asian-studies/minor-asian-studies/>)

# Minor in Asian Studies

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## **Minor in Asian Studies (18 credit hours)**

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

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The Department of Biology offers courses of study leading to the degrees of Bachelor of Science (B.S.) and Master of Science (M.S.). Students may also obtain a Minor in Biology or a Minor in Biomathematics. Apply to NEIU!

**The Bachelor of Science in biology (<https://www.neiu.edu/academics/college-of-arts-and-sciences/departments/biology/bachelor-of-science-biology-degree/>) is designed to prepare students for:**

1. Master's Degree or Ph.D. programs in biology, including biomedical sciences, genetics, molecular biology, and ecology;
2. health professional degree programs, including in medicine, dentistry, optometry, nursing, pharmacy, physical therapy, and veterinary medicine;
3. Master of Arts in Teaching programs to obtain licensure to teach biology to high school students; or
4. career opportunities in research, biomedical sciences, agriculture, industry, government, and academic institutions.

**Our Master's Degree program meets the needs of:**

1. students seeking additional training and/or research experience in order to obtain employment that requires post-baccalaureate training,
2. students interested in completing an M.S. before going on to a doctoral program or to degree programs in health professions.
3. current high school teachers and other professionals who seek advancement in their careers or who want to stay current in the field, and
4. students interested in obtaining licensure to teach biology and other sciences at the high schools level.

**Interested in accelerated degree options?**

We offer accelerated degree programs leading from the B.S. in Biology to the M.S. in Biology (<https://catalog.neiu.edu/arts-sciences/biology/master-science-biology/>) or to the M.A. in Teaching in Secondary Education (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/educational-inquiry-curriculum-studies/master-of-arts-teaching-secondary-education/>). Qualified students can start taking graduate-level courses as an undergraduate, allowing them to share up to twelve credits between the bachelor's and master's degrees. The master degree is thus completed more quickly, and at less expense. Please reach out for more information to BioGradPrograms@neiu.edu (biogradprograms@neiu.edu) or to any of the advisors listed below.

**Our advisors are available to speak with you.**

- **Undergraduate students:** we offer daily advising. Gain advice about recommended elective courses appropriate for your particular career goals and about requirements for graduation. Please email BiologyAdvising@neiu.edu to obtain the advising schedule.
- **Graduate students:** please contact Dr. Michael Stern, m-stern2@neiu.edu, for questions about admission to the M.S. degree program in Biology or about graduate program requirements.
- Interested in pursuing professional training in medicine, dentistry, pharmacy, optometry, physical therapy, or other health-related professions? Meet with the Director of Pre-Professional Advising, David Nissim-Sabat (d-nissimsabat@neiu.edu) for guidance on recommended courses and the application process.
- At the Student Center for Science Engagement, you may gain additional advice about careers, graduate studies, internships, and research opportunities. Visit them in BBH-235 or contact scse@neiu.edu.
- For information about earning a license to teach biology at the high-school level, contact Vanessa King, v-king@neiu.edu, Student Support Specialist in the Goodwin College of Education.

**Follow us on Facebook (<https://www.facebook.com/NEIUBiology/>), Instagram (<https://www.instagram.com/neiubiology/>), and Twitter (X) (<https://twitter.com/NEIUBiology/>). Our handle is @NEIUBiology.**

Northeastern's Bachelor in Biology (<https://www.neiu.edu/academics/college-of-arts-and-sciences/departments/biology/bachelor-of-science-biology-degree/>) prepares you for careers in medicine and healthcare, environmental restoration and conservation, lab and research settings, and much more. You'll observe and conduct experiments, and learn skills on data gathering, analysis and reporting.

**Would you like more information about our major or minors? Biology advisors are happy to help! Please email BiologyAdvising@neiu.edu to arrange an advising appointment.**

- Major in Biology (<http://catalog.neiu.edu/arts-sciences/biology/biology/>)
- Minor in Biology (<http://catalog.neiu.edu/arts-sciences/biology/minor-biology/>)
- Minor in Biomathematics (<http://catalog.neiu.edu/arts-sciences/biology/minor-biomathematics/>)

**New!** We now offer accelerated tracks for students interested in a master's degree. Qualified undergraduates can begin taking graduate-level courses as a junior or senior. Up to twelve credit hours can then be shared between the bachelor's and master's degrees. This allows the master's degree to be completed in a shorter time period, and at less expense.

- The **Accelerated Biology B.S./M.S. Track** leads to the Master of Science in Biology (<https://catalog.neiu.edu/arts-sciences/biology/master-science-biology/>), providing advanced training for a wide variety of career fields in biological and biomedical sciences, including in molecular biology, genetics, microbiology, ecology, botany, and zoology.
- The **Accelerated Teaching Track** leads to the Master of Arts in Teaching- Secondary Education degree (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/educational-inquiry-curriculum-studies/master-of-arts-teaching-secondary-education/>). This provides a pathway to move seamlessly from the B.S. in Biology degree into the M.A.T. in Secondary Education graduate program, and to obtain teacher licensure in a shorter time period.

Students interested in pursuing an accelerated degree track should meet with an academic advisor early in the B.S. program to maximize the benefits and to determine eligibility to apply. For more information, please contact [BioGradPrograms@neiu.edu](mailto:BioGradPrograms@neiu.edu).

Interested in the graduate program in biology? Our graduates achieve careers in health sciences, genetics, microbiology, biotechnology, ecology, and other biological disciplines. They are employed in industry, in governmental and non-profit organizations, and in teaching. Many continue on to medical, veterinary, or other health professional programs or pursue a Ph.D. Take this next step in advancing your career potential today!

**Click below for more information. Questions? Please contact the Biology Graduate Program Advisor, Dr. Michael Stern at [m-stern2@neiu.edu](mailto:m-stern2@neiu.edu) or at [BioGradPrograms@neiu.edu](mailto:BioGradPrograms@neiu.edu) ([biogradprograms@neiu.edu](mailto:biogradprograms@neiu.edu)).**

- Master of Science in Biology (<http://catalog.neiu.edu/arts-sciences/biology/master-science-biology/>)

Please visit the biology faculty & staff (<https://www.neiu.edu/academics/college-of-arts-and-sciences/departments/biology/faculty-and-staff/>) page to learn about our teaching and research interests.

**Jennifer Slate**, Professor and **Department Chair**  
**Pamela Geddes**, Professor and **Co-Associate Chair**  
**Aaron Schirmer**, Professor and **Co-Associate Chair**  
**Michael Stern**, Professor and **Graduate Program Advisor**

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**Elyse Bolterstein**, Associate Professor  
**Emily Rumschlag Booms**, Associate Professor  
**Tom Campbell**, Senior Instructor  
**Jorge Cantú**, Associate Professor and **Director of Student Center for Science Engagement**  
**Steve Frankel**, Senior Instructor  
**Nawaf A. Habib**, Senior Instructor  
**John M. Kasmer**, Associate Professor and **Environmental Science Program coordinator**  
**Gretchen E. Lyons**, Senior Instructor  
**Shubhangee M. Mungre**, Professor  
**Angela C. Nugent**, Instructor  
**Kara Nuss**, Senior Instructor  
**Joel Olfelt**, Professor  
**Corey Palmer**, Instructor  
**Cheryl Park**, Senior Instructor  
**Frederick R. Prete**, Senior Instructor  
**Marijo Readey**, Senior Instructor  
**Beth A. Reinke**, Associate Professor  
**Kayla Rihani**, Senior Instructor  
**Emina Stojkovi#**, Professor  
**John N. Thomas**, Associate Professor  
**Cindy Voisine**, Professor  
**Israel Contreras Avila**, Administrative Aide  
**Kip Conwell**, Laboratory Manager  
**Sara Crow**, Natural Sciences Technical Assistant  
**Martha Lopez-Salazar**, Naturalist

**ADVISING HELP:** *Need guidance on which courses to choose, help with registration, or information on graduation requirements?* Undergraduate students should email [BiographyAdvising@neu.edu](mailto:BiographyAdvising@neu.edu) and graduate students should email [BioGradPrograms@neu.edu](mailto:BioGradPrograms@neu.edu) ([biogradprograms@neu.edu](mailto:biogradprograms@neu.edu)) to ask questions and to make an appointment with an advisor.

**BIO-100. Introduction To Biology. 3 Hours.**

This course addresses the structures and functions of living things with emphasis on human physiology and the propagation of life, covering major biological concepts and principles. Topics include functions of cell components, how organisms obtain and process energy, genetics and inheritance, and evolution. Laboratory exercises emphasize scientific methods, hypothesis testing and data interpretation, and include required dissection. Lecture and laboratory. (The course does not fulfill major or minor requirements in biology).

**BIO-104. The Changing Natural Environment. 3 Hours.**

A biological approach to understanding the natural environment. This course introduces basic ecological principles including biogeochemical cycling, energy flow, the origins of biodiversity, and population growth; considers how humans interact with natural systems; examines the origins of contemporary environmental issues, including the role of humans in contributing to environmental changes; and explores potential solutions to environmental issues that are based on biological and ecological principles. Lecture only. (Does not fulfill major or minor requirements in biology.).

**BIO-109A. First Year Experience: Exotic Species In Chicago. 3 Hours.**

Global trade and travel spreads microbes, plants and animals across great distances and over previously insurmountable barriers. This course will survey the diversity of species that have invaded ecological communities in the Chicago area, look at the factors that allowed them to become invasive, review examples of how ecological principles are being applied to control them, and examine the ecological and economic impacts. Students will meet with local experts in the field, in order to get first-hand experience with some of the more infamous invasive species and to see Chicago from the perspective of urban ecologists. Lecture, laboratory, and field trips.

**BIO-109M. First Year Experience: Microbiological Maladies And Chicago. 3 Hours.**

In this introduction to basic microbiology, students learn about the tremendous potential for microbes to impact human physiology and disease. Laboratory and lecture exercises clarify how bacteria and viruses are different from human cells and what it looks like when microbes replicate in and amongst human cells. The knowledge of how bacteria and viruses affect human health (in both positive and negative ways) helps students to more adequately assess their own health and the health of others in their community. A specific focus of study is how the response to disease has impacted the citizens of Chicago.

**BIO-150. Essential Skills For Biologists. 2 Hours.**

A practical approach to providing students with the basic skill 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.

**Prerequisites:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 45 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300) and (ESL-120 or ELP-099 or NEIU English Placement Writing 7 - 9 or ENGL-101 - 102 or (Accuplacer WritePlacer 4 and Accuplacer Sentence Skills 095 - 120) or (Accuplacer WritePlacer 5 - 8 and Accuplacer Sentence Skills 020 - 120)) and (READ-095 - 116 or ACT Reading 20 - 36 or NEIU English Placement Reading 5 - 9 or Accuplacer Reading Comp 080 - 120).

**Corequisite:** BIO-201.

**BIO-201. General Biology I. 4 Hours.**

The first course of the general biology series focuses on the cell and molecular 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 methods, hypothesis testing, data interpretation, and writing. These exercises include experience with basic techniques such as microscopy, biological assays, and gel electrophoresis. Lecture and laboratory. Can be taken concurrently with BIO-250.

**BIO-202. General Biology II. 4 Hours.**

In this second course of the general 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 methods, hypothesis testing, data interpretation, and writing. These exercises include surveys of major groups of organisms and dissections. Lecture and laboratory. Can be taken concurrently with BIO-250.

**BIO-250. Essential Skills For Biologists. 3 Hours.**

Students will gain proficiency with basic biological skills that will be further developed in upper-division biology courses. These skills include hypothesis development, experimental design and execution, analyzing and presenting data, scientific record-keeping, communication and library research skills, methods and units of scientific measurement, and lab safety. In addition, students will explore career options, identify post-baccalaureate goals, create a resume, and develop academic and career plans. Can be taken concurrently with BIO-201 or BIO-202.

**BIO-300A. Foods And Drugs: Biology And Society. 3 Hours.**

This course explores the biological effects of food and drugs. Topics include, but are not limited to, the structures, types, and metabolism of various macronutrients (carbohydrates, fats, proteins) and legal and illegal substances (opioids, alcohol, cannabinoids). The course also covers relevant aspects of human physiology; the role of foods and drugs in causing, treating, and preventing disease; and critiques of current and historical views on food and drugs. Although it doesn't count as an elective toward the biology major or minor, this course fulfills the boundary crossing (ELE-X) requirement for graduation.



**BIO-301. Cell Biology. 4 Hours.**

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.

**Prerequisite:** BIO-201 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C) and CHEM-211 with a minimum grade of C.

**BIO-302. Design In Nature. 3 Hours.**

Design in Nature will explore the ways evolution has led to various structures, behaviors, and body forms and will use these same processes to develop bio-inspired creative works. Special emphasis will be placed on a biological perspective and how this can inform the design process. The course introduces topics in a workshop format, where students will work individually and in teams in both the field and in a studio environment to explore ideas and develop creative works. Although it doesn't count as an elective toward the biology major or minor, this course fulfills the boundary crossing (ELE-X) requirement for graduation.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**BIO-303. General Genetics. 4 Hours.**

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.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-305. Writing Intensive Program:General Ecology. 4 Hours.**

In an introduction to the basic concepts of ecology, students will examine the factors and interactions that determine the distribution and abundance of species at the individual, population, community, and ecosystem levels. Students will satisfy the writing intensive requirement by developing persuasive arguments supported by data, writing a primary research paper, creating graphs to present experimental results, and keeping a field and laboratory notebook. Lecture, laboratory, and fieldwork, with up to two field trips scheduled on a Friday, Saturday, or Sunday.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C) and ENGL-102 with a minimum grade of C.

**BIO-306. Botany Of Desire. 3 Hours.**

Humans desire plant products like sugar, drugs, soothing aromas, and oxygen. Satisfying these needs can provide food, oppress peoples, or create healing environments. Students will develop a working knowledge of plants by studying them from seed to flower, growing them in the greenhouse or in gardens, and designing ways of using plants to meet community needs. Culturally relevant examples of how plants and humans have changed each other will show how plants have revolutionized life on Earth. Although it doesn't count as an elective toward the biology major or minor, this course fulfills the boundary crossing (ELE-X) requirement for graduation.

**BIO-307A. Interdisciplinary Research Skills I. 3 Hours.**

This course provides an introduction to a set of topics that are at the forefront of research in the 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, Mathematics and Psychology (see course schedule below).

The modules, while complete in themselves, will also draw connections between scientific disciplines, and explore the inter-relationships between them.

**BIO-308. Interdisciplinary Research Skills II. 3 Hours.**

In this second course of our research skills series we introduce a set of topics that are at the forefront of research in the natural sciences with emphasis on quantitative analysis and interpretation of research articles. The course is structured around a series of modules, each covering a topic in the fields of Biology and/or Mathematics. The modules, while complete in themselves, will also draw connections between scientific disciplines, and explore the inter-relationships between them. The modules will vary depending on the assigned faculty to teach this course.

**Prerequisite:** BIO-307A with a minimum grade of C.

**BIO-310. Evolution. 3 Hours.**

This course will examine the evolutionary history of life on Earth, and the mechanisms (both Darwinian and non-Darwinian) that lead to evolutionary change. Students will interpret diagrams showing evolutionary relationships and will use modeling techniques and statistical analyses to investigate changes in populations over generations. The study of evolution is relevant to students interested in many areas of science, including medicine and human health, genetics, biological anthropology, paleontology, ecology, biogeography, animal behavior, environmental science, and conservation.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C.

**BIO-311. History of Science. 3 Hours.**

This course will outline development of the scientific method and knowledge of the natural sciences from ancient civilization to the present. Students will examine the great diversity of cultural contributions, from many different parts of the world, to the historical development of modern science. Particular attention will be paid to the disciplines of astronomy, biology, chemistry, mathematics, philosophy, and physics. The prerequisite requirement for this course is a minimum of eight credits at the 200-level or above in STEM.

**Prerequisite:** BIO-201 with a minimum grade of C and (BIO-202 with a minimum grade of C or CHEM-211 with a minimum grade of C or ESCI-211 with a minimum grade of C or MATH-275 with a minimum grade of C or PHYS-201L with a minimum grade of C or PHYS-206L with a minimum grade of C).

**BIO-315. Communicating Science. 3 Hours.**

Students will explore the basics of communicating science to non-scientists, scientists, and interested stakeholders. Through discussions, group work, and individual assignments, students will practice techniques associated with writing, presenting, and sharing biology and biological results. The assignments consist of formal and informal writing, presentations, and graphical design products. The prerequisite requirement for this course is a minimum of eight credits at the 200-level or above in STEM. This class is also offered at the 400-level for graduate credit.

**Prerequisite:** (BIO-201 with a minimum grade of C or CHEM-211 with a minimum grade of C or PHYS-201L with a minimum grade of C or PHYS-206L with a minimum grade of C) and (BIO-202 with a minimum grade of C or CHEM-212 with a minimum grade of C or PHYS-202L with a minimum grade of C or PHYS-207L with a minimum grade of C or ESCI-211 with a minimum grade of C).

**BIO-316. Advanced Medical Terminology. 3 Hours.**

Advanced Medical Terminology provides an in-depth understanding of specialized terms, concepts, and techniques in health care. It is not a basic terminology class; rather, it is an advanced exploration of medical terminology and its relevance in health-related contexts and applications. Medical terminology will be applied to study disease, anatomy of body systems, pathophysiology, microbiology, immunology, and genetic disorders. Students will read and evaluate the primary literature on recent medical advances. They will synthesize information and use medical terminology in writing assignments and in oral presentations. Case studies on health disparities and inequities in healthcare will be a core focus.

**BIO-318. Human Anatomy And Physiology I. 4 Hours.**

In the first of a two-course series in human anatomy and physiology, students examine the integumentary, skeletal, muscular, and nervous systems. Interrelationships between structures and functions at the macroscopic and microscopic levels of organization are covered. In the laboratory component, students examine and identify each system through cadavers, models, slides, and physiology-based experiments. Medical terminology is covered and the pathological conditions of each system are discussed, including recent advances in treatment. Lecture and laboratory.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C.

**BIO-319. Human Anatomy And Physiology II. 4 Hours.**

In the second of a two-course series in human anatomy and physiology, students examine the cardiovascular, respiratory, digestive, urinary, and genital systems. Interrelationships between structures and functions at the macroscopic and microscopic levels of organization are covered. In the laboratory component, students examine and identify each system through cadavers, models, slides, and physiology-based experiments. Medical terminology is covered and the pathological conditions of each system are discussed, including recent advances in treatment. Lecture and laboratory.

**Prerequisite:** BIO-301 with a minimum grade of C and BIO-318 with a minimum grade of C.

**BIO-320. Animal Kingdom. 4 Hours.**

The animal kingdom will be explored through the anatomy, physiology, and developmental histories of the major animal clades. Students will examine the ecological significance of select clades and the niches and adaptations found among the major animal phyla. Our dynamic understanding of the relationships between the branches of the animal kingdom will be investigated through both cladistics and the traditional Linnaean approach. Lecture and laboratory.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-322. Invertebrate Zoology. 4 Hours.**

This course surveys the diversity of invertebrates, which are the vast majority of animal life. Students will examine the development, physiology, reproduction, and evolutionary relationships among the invertebrate animals and our evolving understanding of invertebrate anatomy and physiology. The class will investigate the diverse biomechanical adaptations of animal life and use select phyla to explore their potential for biomimetic applications in medicine, industry, and design. Lecture and laboratory.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-323. Entomology. 4 Hours.**

Insects, their identification, classification, habits and ecological relationships are examined, with special emphasis on insects common to the Chicago area. Materials are introduced for a foundation in forensic, medical, agricultural, and environmental entomology. It includes an exploration of insects as disease vectors, the mechanisms of insect control, and integrated pest management. Lecture, laboratory, and fieldwork.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-324. Ornithology. 4 Hours.**

Ornithology is the study of birds, one of the most spectacular, successful, and best-studied animal groups. This course will survey the evolution, physiology, ecology, and behavior of birds. Labs will include field trips to watch and identify birds in their natural habitats and dissections to better understand their physiology and functional morphology. Lecture, laboratory, and fieldwork.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-325. Local Fauna. 4 Hours.**

This course provides a survey of local animal groups in various ecosystems in the region, with an emphasis on field identification of vertebrate taxa. Class will regularly meet off-campus, and may have up to two field trips scheduled on a Friday, Saturday, or Sunday. Lecture, laboratory, and fieldwork. In addition to stated prerequisites, General Ecology (BIO-305) is recommended.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-326. Animal Parasitology. 4 Hours.**

Taxonomy, anatomy, physiology and significance of parasitic and parasitoid organisms and their hosts are explored. The course examines host-parasite interactions, distribution of parasites across ecosystems, and effects of their presence and life cycles and on the surrounding environment. The class also explores the diversity of human parasitic infections, their impact on the economy, and our changing understanding of what constitutes a "parasite." Lecture and laboratory.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-327. Mammalian Anatomy. 4 Hours.**

Gross architectural elements of the mammalian body, with emphasis upon correlation of form and function. Lecture and laboratory.

**Prerequisite:** BIO-150 with a minimum grade of C and BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C.

**BIO-328. Animal Behavior. 3 Hours.**

Comparative ethology with an emphasis on understanding the impact of adaptation, evolutionary history, anatomy, physiology, and developmental processes on the behaviors of animals. Topics include learning, intelligence and emotional impacts, social organization, and physiological integrating mechanisms.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C.

**BIO-330. Plant Anatomy And Morphology. 4 Hours.**

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.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-331. Plant Physiology. 4 Hours.**

In this course students study fundamental biological processes, such as how plants harvest and store energy, obtain and transport water and nutrients, and receive and process environmental signals. The scientific method is applied to develop and test hypotheses, and oral and written presentation skills are developed as students present their experimental findings. Students read research articles and other high-quality literature to learn what is currently known, to explore new concepts and techniques, and to examine connections between plant physiology and human cultures. This class is also offered at the 400-level for graduate credit. Lecture and laboratory.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C.

**BIO-332. Local Flora. 4 Hours.**

This course provides a study of local plant species and ecosystems, with emphasis on phylogenetic relationships, systematics, and ecological relationships. Also included will be the geological processes and history that have shaped the region. Focus will be on species that are flowering during the semester that the course is taught, usually summer. Lecture, laboratory, and field trips.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-333. Economic Botany. 3 Hours.**

Plants of particular economic significance to humans as sources of food, fibers, flavoring agents, drugs and industrial chemicals are examined. Areas of emphasis will be on how the biology/chemistry of the plant determines its use to humans, plant domestication and use from cultures world-wide, and how plants have shaped human societies.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C.

**BIO-334. Biology Of Fungi. 4 Hours.**

Fungi, a distinct kingdom of unicellular and filamentous organisms, have tremendous importance to medicine and to the environment. Drugs from antibiotics to immunosuppressants are produced by fungi. Fungi play essential roles as decomposers as well as parasites and symbionts. Fungi also have significant economic importance in the food and beverage industries. In this subdiscipline of microbiology, students will examine all aspects of fungal biology, including laboratory culture, natural history, morphogenesis, genetics and physiology, and health applications. Lecture and laboratory.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-340. Molecular Biology. 4 Hours.**

This course is designed for upper-level undergraduates and builds on Cell Biology and General Genetics. Molecular biology is rapidly advancing the fields of biomedical and agricultural sciences. Understanding the chemistry of DNA, RNA and proteins has allowed scientists to manipulate these macromolecules to more fully understand cellular functions, treat human diseases and engineer more viable crops and livestock. The course will 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.

**Prerequisite:** BIO-202 with a minimum grade of C and (BIO-301 with a minimum grade of C or BIO-303 with a minimum grade of C) and CHEM-211 with a minimum grade of C.

**BIO-341. General Microbiology. 4 Hours.**

Students examine the diversity of microorganisms and viruses and their impacts on health and the environment. Topics include taxonomy and identification, ultrastructure and function, nutrition and growth, physiology, metabolism, molecular genetics, host-microbial interactions, immunology, ecology, and biotechnology. Laboratory safety and techniques related to the isolation, staining, identification, morphology and growth characterization, and control of microorganisms are practiced. Lecture and laboratory.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C.

**BIO-342. Pathogenic Microbiology. 3 Hours.**

Students examine the distinctive cellular and molecular properties that make some microorganisms pathogenic in humans, including their mechanisms of infection, how they replicate, the diseases they cause, how they are diagnosed, as well as treatment and control options. This class is also offered at the 400-level for graduate credit.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and BIO-341 with a minimum grade of C.

**BIO-343. Virology. 4 Hours.**

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, DNA cloning and expression of heterologous genes 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.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C.

**BIO-344. Vertebrate Histology. 4 Hours.**

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.

**Prerequisite:** BIO-150 with a minimum grade of C and BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C.

**BIO-345. Emerging Infectious Diseases. 3 Hours.**

Emerging infectious diseases are those that have not previously been seen and those that are re-emerging after having been controlled. This course will provide an introduction to significant emerging infectious diseases in humans. Through a combination of lecture, discussion, and in-class activities, this course will focus on factors that contribute to emerging infectious diseases, mechanisms of disease transmission, as well as analysis of specific diseases, their associated diagnosis and prevention.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and BIO-341 with a minimum grade of C.

**BIO-346. Parasites And Human Health. 3 Hours.**

In-depth study of the major helminth, protozoan, and arthropod parasites of humans. The course will compare these organisms to other human pathogens and provide insight into their unique historical and contemporary importance at the individual host, population, and global scales. Using a mathematical epidemiological approach, this course is designed to give students a hands-on experience with topics including transmission, pathology, immunology, and distributions of parasites within and among human hosts. The course will also provide students with a broad understanding of diagnosis, control, treatment, and prevention. Lecture. Prerequisites: BIO-150, BIO-201, BIO-202, BIO-305, MATH-187 OR MATH-275. BIO-326 recommended.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and BIO-305 with a minimum grade of C and (MATH-187 with a minimum grade of C or MATH-275 with a minimum grade of C).

**BIO-350. Plant Ecology. 4 Hours.**

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.

**Prerequisite:** BIO-150 with a minimum grade of C and BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and BIO-305 with a minimum grade of C.

**BIO-351. Biology Of Algae. 4 Hours.**

In this subdiscipline of microbiology, students will examine a diverse group of photosynthetic organisms with emerging biotechnological potential. The evolution, physiology, and ecology of algae provide the basis for advances in medicine, food production, and environmental protection. In field trips to wetlands, lakes, and rivers, students will investigate local environmental problems and their solutions. Students will design and conduct original research projects involving identification and study of algal taxa. The course qualifies as a botany elective for undergraduate students. It is also offered at the 400-level for graduate credit. Lecture, laboratory, and fieldwork.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-352. Aquatic Biology. 4 Hours.**

Aquatic organisms have complex behaviors and interactions with their environment. Animals, plants, and microbes also serve as biological indicators of water quality. Course topics include physiology, energy flow, nutrient cycling, ecology, and restoration and management of aquatic resources. Students will apply what they learn to understand the impact of water resources to health and society. In hands-on field and laboratory exercises, students will sample aquatic systems, measure important limnological variables, and interpret data. There will be several field trips to local lakes, rivers, and wetlands, and students will design and conduct original research projects. Lecture, laboratory, and fieldwork.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C) and CHEM-211 with a minimum grade of C.

**BIO-356. Microbial Ecology. 3 Hours.**

Recommended for students interested in medicine or the environment, this course focuses on the essential roles played by Bacteria, Archaea, and Fungi in the world around us and within us. The course builds on fundamental biological and ecological principles; explores ways that microbial communities are similar to plant and animal communities, and ways in which they are unique; examines microbial drivers of major biogeochemical cycles and ecosystem services; characterizes relationships of microbes with other organisms; and considers the history of microbial interactions with humans, as antagonists (diseases), symbionts (microbiomes), and tools (food and biofuels).

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C.

**BIO-357. Community Ecology. 3 Hours.**

This course applies our understanding of ecological communities and their organizing principles to conservation biology and the restoration of degraded ecosystems. Examples from marine, terrestrial, and freshwater communities will be addressed through active discussion of the primary literature. This course may be taken for graduate credit.

**Prerequisite:** BIO-305 with a minimum grade of C.

**BIO-358. Biogeography. 3 Hours.**

This course covers the geographic distribution of living organisms and the biological principles underlying this distribution, including the evolutionary patterns of dispersal in both fossil and contemporary species. Biogeography has important implications toward understanding conservation management, economic production, and public health. Discussions and papers will include an overview of the history of biogeography through current techniques and theories. This class is also offered at the 400-level for graduate credit.

**Prerequisite:** BIO-202 with a minimum grade of C.

**BIO-359. Ecological Methods. 4 Hours.**

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. Lecture and laboratory.

**Prerequisite:** BIO-150 with a minimum grade of C and BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and BIO-305 with a minimum grade of C and MATH-275 with a minimum grade of C.

**BIO-360. Vertebrate Physiology. 4 Hours.**

Functions and interrelationships of organ systems. Lecture and laboratory.

**Prerequisite:** BIO-150 with a minimum grade of C and BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C.

**BIO-361. Human Genetics. 4 Hours.**

This course 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. This class is also offered at the 400-level for graduate credit. Lecture and laboratory.

**Prerequisite:** BIO-303 with a minimum grade of C.

**BIO-362. Biochemistry. 4 Hours.**

Biochemistry examines the chemistry that underlies the biological processes common to all living organisms. The course will explore the chemical nature of the four major biological molecules and the processes that drive their activities. Topics include the structures of proteins, nucleic acids, carbohydrates, and lipids, and processes that include thermodynamics, acid-base reactions, catalysis, and energetics. This class is also offered at the 400-level for graduate credit. Lecture and laboratory.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C and CHEM-231 with a minimum grade of C.

**BIO-363. Immunology. 4 Hours.**

Students will examine the role of cells and organs of the 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. This class is also offered at the 400-level for graduate credit. Lecture and laboratory.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C.



**BIO-364. Endocrinology. 4 Hours.**

Hormones play a huge role in daily function and in health. Endocrinology focuses on the study of hormones and other signaling molecules and their functions in growth and reproduction, mood control, and metabolism. Human and animal examples will be discussed, making the course relevant to students interested in careers in healthcare, veterinary science, and conservation fields. This class is also offered at the 400-level for graduate credit. Lecture and laboratory.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C and CHEM-231 with a minimum grade of C.

**BIO-365. Neurobiology. 4 Hours.**

This course provides 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. This class is also offered at the 400-level for graduate credit. Lecture and laboratory.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C.

**BIO-366. Cancer Biology. 3 Hours.**

The molecular and cellular basis of cancer are examined. 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. This class is also offered at the 400-level for graduate credit.

**Prerequisite:** BIO-301 with a minimum grade of C and BIO-303 with a minimum grade of C.

**BIO-367. Developmental Biology. 4 Hours.**

This course examines patterns of normal and abnormal development in the embryo, emphasizing development 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 health professions. This class is also offered at the 400-level for graduate credit. Lecture and laboratory.

**Prerequisite:** BIO-301 with a minimum grade of C and BIO-303 with a minimum grade of C.

**BIO-368. Genomics and Proteomics. 3 Hours.**

Genomics and Proteomics involves the use of high throughput methods and state of the art techniques, databases, and computations to generate, organize, explore, and analyze large data sets of DNA and/or protein sequence. This course will provide an introduction to the fields of genomics and proteomics. Through a combination of lecture, discussion, and hands-on activities, students will focus on the methods and techniques used in gathering and interpreting genomic and proteomic data to answer questions important to modern day biology. This class is also offered at the 400-level for graduate credit.

**Prerequisite:** BIO-303 with a minimum grade of C.

**BIO-372. Biochemistry Of Metabolism. 3 Hours.**

This course focuses on the processing of carbohydrates, lipids, proteins, and nucleotides, offering a mechanistic view of metabolic pathways related to each macromolecule group, including feedback control. Topics will be linked to clinical situations and will incorporate current primary research literature in the field of metabolism. Quantitative analysis of chemical reactions, bioenergetics, thermodynamics and interpretation of research articles will be incorporated as part of the lectures. This class is also offered at the 400-level for graduate credit.

**Prerequisite:** BIO-362 with a minimum grade of C or CHEM-362 with a minimum grade of C.

**BIO-380D. Topics In Biology:Microbial Genetics. 3 Hours.**

**Prerequisite:** BIO-150 with a minimum grade of C and BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and BIO-341 with a minimum grade of C.

**BIO-380E. Topics In Biology:Introductory Bryology. 3 Hours.**

**Prerequisite:** BIO-150 with a minimum grade of C and BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C.

**BIO-380H. Topics In Biology: Sensory Mechanisms. 3 Hours.**

This course is designed for students interested in learning how organisms (including humans) detect, process and respond to sensory stimuli such as light, odors, touch, taste, and sound. Students will also learn about the mechanisms used by a wide range of organisms to sense both their internal and external environments. This comparative approach will emphasize common principles of sensory coding and transduction as well as unique strategies used to address specific biological needs. Lectures and associated readings will focus on physiological, neurobiological and behavioral analyses to understand both the proper functioning and dysfunction of sensory systems.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C.

**BIO-381. Independent Study I. 1 Hour.**

Library study of a biological topic, including a thorough literature search and production of a review paper on the chosen topic.

**BIO-382. Independent Study II. 2 Hours.**

(See BIO-381 for description and prerequisites.)

**BIO-383. Independent Study III. 3 Hours.**

(See BIO-381 for description and prerequisites.)

**BIO-390. Biology Senior Seminar. 3 Hours.**

Students will integrate knowledge gained from courses taken throughout the biology major to explore topics of particular interest to them through writing and oral presentation. Students will also have the opportunity to further develop and obtain feedback on career preparation materials such as a resume, cover letter, and personal statement. This course fulfills the capstone requirement for the biology major.

**BIO-391. Internship In Biology. 3 Hours.**

Through an internship in the biological sciences, students gain laboratory or field experience at an off-campus site. Students engage in research or industry projects, guided by a faculty advisor and a site supervisor. Requirements include submission of the planned internship project, a review of relevant literature, and presentation of the project results in a written report and symposium presentation. This course fulfills the capstone requirement for the biology major.

**BIO-392. Independent Research I. 2 Hours.**

In this first of a two-course series, students engage in a field or laboratory study of a biology topic or question. 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, and presentation of the project in either podium or poster format. Successful completion of both BIO-392 and BIO-393 will fulfill the capstone requirement for the biology major.

**BIO-393. Independent Research II. 2 Hours.**

In this second of a two-course series, students engage in a field or laboratory study of a biology topic or question. 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, and presentation of the project in either podium or poster format. Successful completion of both BIO-392 and BIO-393 will fulfill the capstone requirement for the biology major.

**BIO-394. Seminar In Teaching Of Biology. 3 Hours.**

Under the direction of a faculty mentor, students gain experience as peer leaders in the classroom. Students assist in designing and presenting lecture material and in designing, setting up, and directing laboratory exercises. As they help develop curricular and assessment materials, they integrate knowledge and skills learned in prior courses. Students should identify a faculty mentor to advise and guide this teaching experience no later than the term before they register for the course. This course fulfills the capstone requirement for the biology major.

**BIO-405. Biological Literature. 3 Hours.**

Overview of scientific communication in biology with the focus on the researching, critiquing, and synthesizing of primary scientific literature. Other activities may include, but are not limited to writing grant proposals, presenting research, creating scientific posters, participating in peer review, and engaging in professional development to help further students' careers in biology.

**BIO-408. Environmental Biology for Middle School Teaching. 4 Hours.****BIO-411. Spreadsheet Modeling In Ecology & Evolution. 3 Hours.**

This course will introduce students to the use of basic and advanced spreadsheet applications to model a wide variety of ecological and evolutionary processes and systems. Graphing capabilities, complex nested functions, and advanced software functions including writing macros, sampling from statistical distributions, using lookup tables will be used extensively. 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. Students are expected to have completed coursework in ecology and statistics before taking this course.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-412. Chronobiology. 3 Hours.**

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.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-413. Evolutionary Biology. 3 Hours.**

This course provides a comprehensive analysis of evolutionary patterns in both fossil and contemporary species. Topics addressed 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.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-414. Comparative Biology Of Aging. 3 Hours.**

This course provides a comparative analysis of aging, longevity, and mortality patterns in diverse prokaryotic and eukaryotic species. Topics addressed 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 intervention to prolong lifespan in various species.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-415. Animal Behavior. 3 Hours.**

This course provides 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.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-415G. Communicating Science. 3 Hours.**

Students will explore the basics of communicating science to non-scientists, scientists, and interested stakeholders. Through discussions, group work, and individual assignments, students will practice techniques associated with writing, presenting, and sharing biology and biological results. The assignments consist of formal and informal writing, presentations, and graphical design products.

**Prerequisite:** (BIO-201 with a minimum grade of C or CHEM-211 with a minimum grade of C or PHYS-201L with a minimum grade of C or PHYS-206L with a minimum grade of C) and (BIO-202 with a minimum grade of C or CHEM-212 with a minimum grade of C or PHYS-202L with a minimum grade of C or PHYS-207L with a minimum grade of C or ESCI-211 with a minimum grade of C).

**BIO-421. Biochemical Genetics. 3 Hours.**

This course 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 discussion.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-424. Analysis Of Development. 3 Hours.**

This course provides an analysis of the mechanisms underlying developmental processes in the embryo and adult organisms with special emphasis on the role of the genes in development. Lecture only.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-425. Animal Models of Human Disease. 3 Hours.**

Because of the ethical and logistical challenges of studying disease using human subjects, biologists use model organisms and model systems to understand the underlying mechanisms responsible for diseases, and to identify potential treatments and cures. Through lecture, literature research, and discussion this course will examine examples of how animal models are being used in biomedical research. Systems covered include mammalian species, non-mammalian vertebrate species, and invertebrate species. Course may be repeated for credit with permission from the Graduate Advisor.

**BIO-427. Current Topics In Genetics. 3 Hours.**

This course provides students with 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. Course may be repeated for credit one time with permission from the Graduate Advisor.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-428. Current Topics In Human Genetics. 3 Hours.**

This course provides an 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.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-431G. Plant Physiology. 4 Hours.**

In this course students study fundamental biological processes, such as how plants harvest and store energy, obtain and transport water and nutrients, and receive and process environmental signals. The scientific method is applied to develop and test hypotheses, and oral and written presentation skills are developed as students present their experimental findings. Students read research articles and other high-quality literature to learn what is currently known, to explore new concepts and techniques, and to examine connections between plant physiology and human cultures. Lecture and laboratory.

**BIO-441. Biology Of Viruses. 3 Hours.**

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.

**BIO-447. Current Topics In Cell Biology. 3 Hours.**

Advanced study and analysis of selected topics within the field of Cell Biology, with emphasis on topics that are at the forefront of advances in the discipline. Course may be repeated for credit one time with permission from the Graduate Advisor.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-450. Foundations Of Ecology. 3 Hours.**

Students will engage in readings and discussions of foundational papers in ecology, and classic case studies of field and laboratory experiments in ecology. The readings will provide an overview of the development of ecology as a science, look at the major debates in ecology, and examine the development of both theory and methodologies in ecology. Students will also present and discuss contemporary papers in light of these historical contexts. Students are expected to have completed coursework in ecology before taking this course.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-451. Biological Diversity. 3 Hours.**

The course covers contemporary and historical patterns of biodiversity, 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.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-451G. Biology Of Algae. 4 Hours.**

In this subdiscipline of microbiology, students will examine a diverse group of photosynthetic organisms with emerging biotechnological potential. The evolution, physiology, and ecology of algae provide the basis for advances in medicine, food production, and environmental protection. In field trips to wetlands, lakes, and rivers, students will investigate local environmental problems and their solutions. Students will design and conduct original research projects involving identification and study of algal taxa.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C.



**BIO-452. Quaternary Ecology. 4 Hours.**

This course provides an introduction to the principles and techniques of paleoecology with emphasis on the effects of global and regional climate/environmental change on ecosystems, communities, and populations during the Quaternary Period. Lecture and laboratory.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-453. Conservation Biology. 3 Hours.**

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 to nature reserve design and ecosystem management. Students will read extensively from the primary literature, lead class discussions, and solve applied and quantitative problems.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-454. Conservation Genetics. 3 Hours.**

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.

**Prerequisite:** BIO-303 with a minimum grade of C and BIO-305 with a minimum grade of C.

**BIO-455. Restoration Ecology. 3 Hours.**

This course explores how ecological research and concepts can be applied to the restoration of disturbed ecosystems. It will take into account current trends and challenges in restoring populations, communities and ecosystems. Students are expected to have completed coursework in ecology prior to taking this course.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-456. Bio-Environmental Analysis. 3 Hours.**

Individual and group field projects providing experience in techniques appropriate to the analysis of natural communities and their environmental components. Studies include contrasts between selected natural areas and similar ones altered by humans. A summary interpretive paper, using data acquired, is required from each student. Lecture, laboratory, and fieldwork.

**BIO-457. Current Topics In Ecology & Evolution. 3 Hours.**

This course provides graduate students with an opportunity to explore a current topic in ecology and evolutionary biology from a variety of perspectives and scales, ranging from theory to molecular biology to community ecology. Each semester will be organized around a single book or edited volume. Students will read, present, and lead discussions on chapters from the selected book, along with related papers chosen from the recent primary literature. Students may take the course twice for credit, as long as the focal topic of the course is different.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-458G. Biogeography. 3 Hours.**

This course covers the geographic distribution of living organisms and the biological principles underlying this distribution, including the evolutionary patterns of dispersal in both fossil and contemporary species. Biogeography has important implications toward understanding conservation management, economic production, and public health. Discussions and papers will include an overview of the history of biogeography through current techniques and theories.

**Prerequisite:** BIO-202 with a minimum grade of C.

**BIO-461G. Human Genetics. 4 Hours.**

This course 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.

**Prerequisite:** BIO-303 with a minimum grade of C.

**BIO-462. Enzymology. 3 Hours.**

The course covers 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.

**Prerequisite:** BIO-362 with a minimum grade of C.

**BIO-462G. Biochemistry. 4 Hours.**

Biochemistry examines the chemistry that underlies the biological processes common to all living organisms. The course will explore the chemical nature of the four major biological molecules and the processes that drive their activities. Topics include the structures of proteins, nucleic acids, carbohydrates, and lipids, and processes that include thermodynamics, acid-base reactions, catalysis, and energetics.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C and CHEM-231 with a minimum grade of C.

**BIO-463. Plant Biochemistry. 3 Hours.**

This course focuses on metabolic pathways of particular importance to plants, such as photosynthesis, the dissemination of starch, nitrogen fixation, and the formation of certain secondary products. Also covered are metabolic pathways common to plants and other groups of organisms, and phytohormonal control. Lecture and discussion. Students are expected to have completed coursework in biochemistry or plant physiology prior to taking this course.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-463G. Immunology. 4 Hours.**

Students will examine the role of cells and organs of the 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.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C.

**BIO-464. Biochemistry And Molecular Biology Methods. 4 Hours.**

This is a graduate-level lecture and laboratory course that provides training in essential experimental methods used in modern Biochemistry and Molecular Biology, including both wet-lab and computer analysis tools, while reviewing basic structure and function of biological molecules. Students are expected to have completed coursework in biochemistry or molecular biology prior to taking this course.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-464G. Endocrinology. 4 Hours.**

Hormones play a huge role in daily function and in health. Endocrinology focuses on the study of hormones and other signaling molecules and their functions in growth and reproduction, mood control, and metabolism. Human and animal examples will be discussed, making the course relevant to students interested in careers in healthcare, veterinary science, and conservation fields. Lecture and laboratory.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C and CHEM-231 with a minimum grade of C.

**BIO-465G. Neurobiology. 4 Hours.**

This course provides 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.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C.

**BIO-466G. Cancer Biology. 3 Hours.**

The molecular and cellular basis of cancer are examined. 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.

**Prerequisite:** BIO-301 with a minimum grade of C and BIO-303 with a minimum grade of C.

**BIO-467G. Developmental Biology. 4 Hours.**

This course examines patterns of normal and abnormal development in the embryo, emphasizing development 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 health professions.

**Prerequisite:** BIO-301 with a minimum grade of C and BIO-303 with a minimum grade of C.

**BIO-468G. Genomics And Proteomics. 3 Hours.**

Genomics and Proteomics involves the use of high throughput methods and state of the art techniques, databases, and computations to generate, organize, explore, and analyze large data sets of DNA and/or protein sequence. This course will provide an introduction to the fields of genomics and proteomics. Through a combination of lecture, discussion, and hands-on activities, students will focus on the methods and techniques used in gathering and interpreting genomic and proteomic data to answer questions important to modern day biology.

**Prerequisite:** BIO-303 with a minimum grade of C.

**BIO-470A. Seminars In Biology. 1 Hour.****BIO-471. Comparative Animal Physiology. 3 Hours.**

This seminar course explores selected topics in the physiology of vertebrate (including human) and invertebrate animals, with an emphasis on the basic principles of physiology placed within an evolutionary and ecological context. Our perspective will be integrative, exploring physiological processes from the cellular to the organismal level of analysis. In addition, we will discuss the ways in which understanding physiology informs our understanding of, and behavior toward the human and non-human animals with which we interact daily. Course meetings will include foundational lectures, student presentations, and group discussions.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-472G. Biochemistry Of Metabolism. 3 Hours.**

This course focuses on the processing of carbohydrates, lipids, proteins, and nucleotides, offering a mechanistic view of metabolic pathways related to each macromolecule group, including feedback control. Topics will be linked to clinical situations and will incorporate current primary research literature in the field of metabolism. Quantitative analysis of chemical reactions, bioenergetics, thermodynamics and interpretation of research articles will be incorporated as part of the lectures.

**Prerequisite:** BIO-362 with a minimum grade of C or CHEM-362 with a minimum grade of C or BIO-462G with a minimum grade of C or CHEM-462G with a minimum grade of C.

**BIO-475. Advanced Immunology. 3 Hours.**

This course examines contemporary issues in immunology, related to diversity in immune response. Lecture and discussion of current papers on inheritance of immune response, tolerance, cancer immunology and immunotherapy. Lecture and discussion.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-4821. Independent Investigations. 1 Hour.**

Students registering for this course will conduct a field or laboratory study of a biological topic or question, to be carried out over the course of 1-2 terms. Requirements include two or more of the following- design and execution of the research project; review of relevant scientific literature; production of a scientific style paper describing the project and results; presentation of the project in either podium or poster format. No more than 3 credits of BIO-482 can be applied to the requirements for the Biology MS.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-4822. Independent Investigations. 2 Hours.**

See course description for BIO-4821. This is a 2-credit version of BIO-482.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-4823. Independent Investigations. 3 Hours.**

See course description for BIO-4821. This is a 3-credit version of BIO-482.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-485L. Advance Topics In Biology: Applied & Environmental Microbiology. 3 Hours.**

**BIO-491. Seminar In Biology. 1 Hour.**

In this seminar experience, students select a specific topic of interest to them, research the topic, and give an oral presentation on the topic to a peer group. Time commitment is approximately 2 hrs per week. Departmental approval is required.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-5901. Library Thesis Hours. 1 Hour.**

Guidance of students conducting literature/library research and writing a Thesis to fulfill requirements for the Master of Science degree in Biology, Option II. Students may register for 1-3 credits per term with a minimum of 4 credits required for Option II of the Biology M.S. All BIO-590 credits must be earned within the equivalent of 2 academic years.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-5902. Library Thesis Hours. 2 Hours.**

See course description for BIO-5901. This is a 2-credit version of BIO-590.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-5903. Library Thesis Hours. 3 Hours.**

See course description for BIO-5901. This is a 3-credit version of BIO-590.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-5991. Research Thesis Hours. 1 Hour.**

This course is for students conducting research and writing a thesis to fulfill the requirements of the Research Thesis Option in the M.S. program in Biology. Students may register for 1-4 credits of BIO-599 per term; a total of 6 credits of BIO-599 is required for the Research Thesis Option. All BIO-599 credits must be earned within the equivalent of 2 academic years.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-5992. Research Thesis Hours. 2 Hours.**

See course description for BIO-5991. This is a 2-credit version of BIO-599.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-5993. Research Thesis Hours. 3 Hours.**

See course description for BIO-5991. This is a 3-credit version of BIO-599.

**Prerequisite:** BIO-405 with a minimum grade of C.

# Major in Biology

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**ADVISING HELP:** *Questions about the Biology Major?* See Biology Major Requirements (<https://www.neiu.edu/sites/default/files/documents/2021/03/29/Biology%20MAJOR%20course%20requirements.pdf>) and contact BiologyAdvising@neiu.edu (bioadvising@neiu.edu) to ask questions and to make an appointment with an advisor.

## Major in Biology for the Bachelor of Science Degree

Are you fascinated by the world around you? The Biology Department at Northeastern Illinois University can give you the tools to ask and answer pressing questions that interest you. Biology is the study of living organisms (bacteria, protozoans, fungi, algae, plants and animals); our students have the opportunity to learn about these organisms at the molecular, cellular, organismal and ecological levels.

### Why choose the Biology Department at Northeastern Illinois University?

- You will engage directly with faculty in a small classroom or laboratory setting.
- You will practice relevant laboratory techniques, using updated equipment in renovated labs, through our intensive laboratory-based curriculum.
- You can use those lab skills, gained in the classroom, to take on a research project with our faculty in a wide range of specializations.
- You can customize your education to meet your career objectives through our flexible curriculum.

### Accelerated degree tracks

Interested in obtaining a Master's Degree? We offer an Accelerated Biology B.S./M.S. Track for qualified students, that allows undergraduates to begin graduate-level coursework as a junior or senior. Twelve credit hours can be shared between the bachelor's and master's degrees, allowing for faster completion. Our Master of Science in Biology degree provides advanced training for a wide variety of career fields in biological and biomedical sciences, including in molecular biology, genetics, microbiology, ecology, botany, and zoology.

We also offer an Accelerated Teaching Track for students planning a career as a high school teacher. Twelve credit hours can be applied toward both the B.S. in Biology degree and the Master of Arts in Teaching- Secondary Education degree (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/educational-inquiry-curriculum-studies/master-of-arts-teaching-secondary-education/>). This provides a pathway for qualified students to move seamlessly from the B.S. in Biology degree into the M.A.T. in Secondary Education graduate program, and to obtain teacher licensure in a shorter time period.

For more information about the accelerated degree paths offered by the Biology Program, please contact BioGradPrograms@neiu.edu.

### Advising resources

- In addition to being assigned a biology advisor, we offer daily walk-in and virtual advising. Gain advice about recommended elective courses appropriate for your particular career goals. Please email BiologyAdvising@neiu.edu with any questions you may have and to obtain the advising schedule.
- Interested in pursuing professional training in medicine, dentistry, pharmacy, optometry, physical therapy, or other health-related professions? Students can meet with the Director of Pre-Professional Advising, David Nissim-Sabat (d-nissimsabat@neiu.edu) to receive guidance on recommended courses, graduate-school test preparation, and the application process.
- At the Student Center for Science Engagement, you may gain additional advice about careers, internship applications, graduate school planning, and the STEM job search process. Visit them in BBH-235 or contact scse@neiu.edu to make an appointment with their advisors.
- Advising for the Accelerated Biology B.S./M.S. Track that allows faster completion of the Master of Science in Biology degree is coordinated by the Biology Graduate Program Advisor. Please contact BioGradPrograms@neiu.edu for more information.
- For information about earning a license to teach biology at the high-school level, contact Vanessa King, v-king@neiu.edu, in the Goodwin College of Education. Please note that we offer an Accelerated Teaching Track for biology majors, which allows qualified students to share 12 credit hours between the B.S. in Biology degree and M.A. in Teaching in Secondary Education degree, thus providing teaching certification more quickly.

The Department of Biology values the different lived experiences of our students, faculty, and staff. Diversity of thoughts, opinions, and backgrounds enhances learning, teaching, and discovery in the classroom, laboratory, and community. We work to create a sense of inclusivity through collaborative learning environments that allow students to work together to collect, analyze, and interpret data, as well as promote student interactions and discussions centered around those data.

As biologists, we recognize our responsibility as stewards of the natural environment, caretakers of human health, and innovators in the ethical development and equitable distribution of resources and knowledge. We empower students to relate the biological topics they are learning to pressing

societal issues such as health care inequities and the impacts of climate change. By incorporating modern, cutting-edge technologies and research advances into our laboratory classes, we equip students with the tools they need to achieve excellence in their careers.

There are no requirements for admission to the B.S. in Biology Program other than being a student in good standing.

We offer two options for accelerated tracks to provide a faster path toward completing either an M.S. degree in Biology or an M.A. in Teaching in Secondary Education. To apply to an accelerated track, students must have a cumulative grade point average of at least 3.0 and have completed at least 60 credits toward their bachelor's degree; at least 12 of those credits must have been earned at NEIU. In addition, students must complete the application for either the M.S. Biology or M.A. in Teaching in Secondary Education degree and meet all admission requirements for the desired program. Accepted students may then begin graduate-level coursework while still undergraduates, during the junior or senior year. The advantage of the accelerated tracks is that twelve credit hours may be shared between the bachelor's and master's degrees, allowing a faster path toward obtaining a master's degree.

**ADVISING HELP:** Let us help you navigate graduation requirements! We offer both walk-in and virtual meetings with biology advisors. Please email [BiographyAdvising@neiu.edu](mailto:BiographyAdvising@neiu.edu) with any questions you may have and to obtain the advising schedule.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

- \* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.
- \*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major in Biology for the bachelor of science degree

To obtain the B.S. in Biology degree, students will choose either the Biology Track, the Accelerated Biology B.S./M.S. Track, or the Accelerated Teaching Track. The Biology Track and the Accelerated Biology B.S./M.S. Track provide broad training in biology and in cognate sciences and prepare students for a wide variety of careers in the biological and biomedical sciences. The Accelerated Teaching Track is for students planning a career as a high school teacher, and provides a faster path toward obtaining teacher licensure.

### Biology Track

The Biology Track requires a set of six core courses, five elective courses, a capstone, and a set of six cognate courses in chemistry, mathematics and physics. A maximum of three electives (and five biology courses total) can be transferred toward the Biology Track. An unlimited number of the required cognate courses can be transferred.

Code	Title	Hours
REQUIRED CORE COURSES:		
BIO-201	General Biology I	4
BIO-202	General Biology II	4
BIO-250	Essential Skills For Biologists	3
BIO-301	Cell Biology	4
BIO-303	General Genetics	4
BIO-305	Writing Intensive Program:General Ecology	4
<b>Total Hours</b>		<b>23</b>

Code	Title	Hours
FIVE ELECTIVE COURSES:		
<b>Biology electives are numbered between BIO 310 - BIO 380. The fifth biology elective may be BIO or a Cognate elective. See a biology advisor or contact <a href="mailto:BiographyAdvising@neiu.edu">BiographyAdvising@neiu.edu</a> for guidance on electives for the Accelerated Biology B.S./M.S. track and for lists of approved Botany, Zoology, and Cognate electives, and substitutes allowed.</b>		
	BIO elective from approved Botany list	
	BIO elective from approved Zoology list	
	BIO elective	
	BIO elective	
	BIO elective or approved Cognate elective	
<b>At least three of the above electives must be 4-credits, with a lab.</b>		<b>18-20</b>

Code	Title	Hours
CAPSTONE REQUIREMENT:		
<b>Select one of the following:</b>		
BIO-390	Biology Senior Seminar	
BIO-391	Internship In Biology	
BIO-392 & BIO-393	Independent Research I and Independent Research II	
BIO-394	Seminar In Teaching Of Biology	
BIO-307 & BIO-308	Interdisciplinary Research Skills I and Interdisciplinary Research Skills II	
ZHON-360 & ZHON-395	Honors Seminar In Research & Creative Processes and Honors Thesis/ Creative Project	

NEIU-301M & NEIU-302M & NEIU-303	Developing A Research Thesis and College Teaching For TA's and Preparing For Graduate Study
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**Students should check with a biology advisor to determine prerequisites for the above options.**

3-4

Code	Title	Hours
<b>REQUIRED COGNATE COURSES:</b>		
CHEM-211	General Chemistry I	5
CHEM-212	General Chemistry II	4
CHEM-231	Organic Chemistry I	4
MATH-187	Calculus I	4
or MATH-275	Applied And Computational Statistics	
PHYS-201L	College Physics I With Lab	5
or PHYS-206L	University Physics I With Lab	
PHYS-202L	College Physics II With Lab	5
or PHYS-207L	University Physics II With Lab	
<b>Total Hours</b>		<b>27</b>

## Accelerated Biology B.S./M.S. Track

Students who desire a faster path toward completing both the Bachelor of Science and Master of Science degrees in Biology should consider the Accelerated Biology B.S./M.S. Track, which allows up to twelve credit hours taken at the 400-level to count toward both the Bachelor's and Master's degrees. The Accelerated Biology B.S./M.S. Track requires a set of six core courses, five elective courses, a capstone, and a set of six cognate courses in chemistry, mathematics and physics. A maximum of three electives (and five biology courses total) can be transferred toward the Accelerated Biology B.S./M.S. Track. An unlimited number of the required cognate courses can be transferred.

Code	Title	Hours
<b>REQUIRED CORE COURSES:</b>		
BIO-201	General Biology I	4
BIO-202	General Biology II	4
BIO-250	Essential Skills For Biologists	3
BIO-301	Cell Biology	4
BIO-303	General Genetics	4
BIO-305	Writing Intensive Program:General Ecology	4
<b>Total Hours</b>		<b>23</b>

Code	Title	Hours
<b>FIVE ELECTIVE COURSES:</b>		
<b>Biology electives are numbered between BIO 310 - BIO 380 and between BIO 410 - BIO 480. The fifth biology elective may be BIO or a Cognate elective. See the graduate program advisor or contact BioGradPrograms@neiu.edu for guidance on electives for the Accelerated Biology B.S./M.S. Track.</b>		
BIO elective from approved Botany list		
BIO elective from approved Zoology list		
BIO elective		
BIO elective		
BIO elective or approved Cognate elective		
<b>At least three of the above electives must be 4-credits, with a lab.</b>		<b>18-20</b>

Code	Title	Hours
<b>CAPSTONE:</b>		
<b>BIO-405 fulfills the capstone requirement. BIO-4822 may be taken by students in the M.S. thesis track option, with approval from the graduate program advisor.</b>		
BIO-405	Biological Literature (required)	
BIO-4822	Independent Investigations (optional)	
<b>Total Hours</b>		<b>3-5</b>



Code	Title	Hours
REQUIRED COGNATE COURSES:		
CHEM-211	General Chemistry I	5
CHEM-212	General Chemistry II	4
CHEM-231	Organic Chemistry I	4
MATH-187	Calculus I	4
or MATH-275	Applied And Computational Statistics	
PHYS-201L	College Physics I With Lab	5
or PHYS-206L	University Physics I With Lab	
PHYS-202L	College Physics II With Lab	5
or PHYS-207L	University Physics II With Lab	
<b>Total Hours</b>		<b>27</b>

Students in the Accelerated Biology B.S./M.S. Track must maintain a 3.0 cumulative undergraduate GPA and earn at least a "B" in all 400-level biology courses. The undergraduate degree must be completed within four semesters of starting the graduate-level courses that will be shared between the B.S. in Biology degree and the M.S. in Biology degree.

## Accelerated Teaching Track

Students planning to become a high school teacher should consider the Accelerated Teaching Track, which includes courses that will count toward both the Bachelor of Science in Biology degree and the Master of Arts in Teaching- Secondary Education degree (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/educational-inquiry-curriculum-studies/master-of-arts-teaching-secondary-education/>). The Accelerated Teaching Track requires a set of six core courses, four elective courses, a set of six cognate courses in chemistry, mathematics, physics, and earth science, and a set of four education courses. A maximum of two electives (and five biology courses total) can be transferred toward the Accelerated Teaching Track. An unlimited number of the required cognate courses can be transferred.

Code	Title	Hours
REQUIRED CORE COURSES:		
BIO-201	General Biology I	4
BIO-202	General Biology II	4
BIO-250	Essential Skills For Biologists	3
BIO-301	Cell Biology	4
BIO-303	General Genetics	4
BIO-305	Writing Intensive Program:General Ecology	4
<b>Total Hours</b>		<b>23</b>

Code	Title	Hours
FOUR ELECTIVE COURSES:		
<b>Biology electives are numbered between BIO 310 - BIO 380. The fourth biology elective may be BIO or Physics II. Please note that Microbiology and Human Anatomy &amp; Physiology are NOT allowed to substitute for Botany or Zoology electives in the Accelerated Teaching Track. See your advisor for more information.</b>		
	BIO elective in Botany (with lab)	4
	BIO elective in Zoology (with lab)	4
	BIO elective (with lab)	4
	BIO elective (with or without lab)	3-5
	or College Physics II (PHYS 202L)	
	or University Physics II (PHYS 207L)	
<b>Total Hours</b>		<b>15-17</b>

Code	Title	Hours
REQUIRED COGNATE COURSES:		
CHEM-211	General Chemistry I	5
CHEM-212	General Chemistry II	4
CHEM-231	Organic Chemistry I	4
MATH-187	Calculus I	4
or MATH-275	Applied And Computational Statistics	



PHYS-201L or PHYS-206L	College Physics I With Lab University Physics I With Lab	5
ESCI-211	Physical Geology	4
<b>Total Hours</b>		<b>26</b>

Code	Title	Hours
<b>REQUIRED EDUCATION COURSES:</b>		
SCED-402S	Methods Of Teaching Science In Secondary Schools	3
SCED-415	Introduction To Secondary School Curriculum	3
EDFN-415	Educational Thought And Secondary Schooling	3
LTCY-502	Disciplinary Literacy Instruction In Secondary Grades	3
<b>Total Hours</b>		<b>12</b>

Students in the Accelerated Teaching Track must maintain a 3.0 cumulative undergraduate GPA and earn at least a "B" in all required education courses. The undergraduate degree must be completed within four semesters of starting the graduate-level courses that will be shared between the B.S. in Biology degree and the M.A. in Teaching in Secondary Education degree.

This sample curricular plan is provided to guide you toward completing coursework for the biology major. This guide should not replace regular consultations with a biology advisor. For other course plan options, or for specific recommendations of courses not identified, please contact [BiographyAdvising@neu.edu](mailto:BiographyAdvising@neu.edu) to make an advising appointment. We also offer courses in the summer, to speed time toward graduation.

**New!** We also offer accelerated degree programs leading from the B.S. in Biology to the M.S. in Biology (<https://catalog.neiu.edu/arts-sciences/biology/master-science-biology/>) or to the M.A. in Teaching in Secondary Education (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/educational-inquiry-curriculum-studies/master-of-arts-teaching-secondary-education/>). Qualified students can start taking graduate-level courses as an undergraduate, allowing them to share up to twelve credits between the bachelor's and master's degrees. The master's degree is thus completed more quickly, and at less expense. Coursework requirements for accelerated tracks differ that that below. Please reach out for more information to [BioGradPrograms@neu.edu](mailto:BioGradPrograms@neu.edu) ([biogradprograms@neu.edu](mailto:biogradprograms@neu.edu)).

#### First Year

Term 1		Hours
BIO-201	General Biology I	4
MATH-173	College Algebra	4
ENGL-101	Writing I	3
General Education Course - FYE		3
<b>Term Hours</b>		<b>14</b>
<b>Term 2</b>		
BIO-202	General Biology II	4
BIO-250	Essential Skills For Biologists	3
MATH-185	Precalculus	4
ENGL-102	Writing II	3
General Education Course		3
<b>Term Hours</b>		<b>17</b>

#### Second Year

Term 1		Hours
BIO-305	Writing Intensive Program: General Ecology	4
CHEM-211	General Chemistry I	5
CHEM-211C	Enrichment Seminar In General Chemistry I	1
MATH-187 (OR)	Calculus I	4
MATH-275	Applied And Computational Statistics	
<b>Term Hours</b>		<b>14</b>
<b>Term 2</b>		
BIO-301	Cell Biology	4
BIO-303	General Genetics	4
CHEM-212	General Chemistry II	4
CHEM-212C	Enrichment Seminar In General Chemistry II	1

General Education Course		3
	<b>Term Hours</b>	<b>16</b>
<b>Third Year</b>		
<b>Term 1</b>		
CHEM-231	Organic Chemistry I	4
BIO Elective		4
BIO Elective		4
General Education Course		3
	<b>Term Hours</b>	<b>15</b>
<b>Term 2</b>		
BIO Elective		4
BIO Elective		3
Engaged Learning Experience- Boundary Crossing (ELE-X), 300-level		3
General Education Course		3
General Education Course		3
	<b>Term Hours</b>	<b>16</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
BIO-390	Biology Senior Seminar	3
PHYS-201L (OR)	College Physics I With Lab	5
PHYS-206L	University Physics I With Lab	
300-level course		3
General Education Course		3
	<b>Term Hours</b>	<b>14</b>
<b>Term 2</b>		
BIO Elective		4
PHYS-202L (OR)	College Physics II With Lab	5
PHYS-207L	University Physics II With Lab	
300-level course		3
General Education Course		3
	<b>Term Hours</b>	<b>15</b>
	<b>Total Hours:</b>	<b>121</b>

# Master of Science in Biology

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**Apply to NEIU! We accept new students in fall, spring, or summer terms. Northeastern offers both a Master in Science (MS) degree in biology and a Master of Arts in Teaching (MAT) degree in secondary education. Please contact us at [BioGradPrograms@neiu.edu](mailto:BioGradPrograms@neiu.edu) with any questions.**

## Master of Science in Biology

The Master of Science in Biology program provides advanced training in a wide variety of biological fields. Faculty in the M.S. in Biology program have expertise in a range of subdisciplines including molecular biology, cellular biology, genetics, immunology, biochemistry, microbiology, ecology, botany, and zoology. Students tailor their coursework to suit their goals and may conduct thesis research or complete a degree that is entirely coursework-based. The program prepares students for research-based careers, advancement in teaching careers, or matriculation into PhD or health profession degree programs.

Students may start the M.S. Biology program in the fall, spring, or summer terms. Please reach out to us at [BioGradPrograms@neiu.edu](mailto:BioGradPrograms@neiu.edu) for more information or to address any questions you might have.

### Upon completion of the M.S. in Biology program students will gain:

- A strong understanding of disciplines across biology and mastery of specific subdisciplines of interest.
- The knowledge base necessary to critically evaluate research methods, data, and results.
- Strong written and oral presentation skills.
- Experimental design and laboratory/field skills if completing the research thesis option.

## Admission Requirements

Application forms to the graduate program may be found on the NEIU Admissions website (<https://admissions.neiu.edu/>). We accept students to start the M.S. Biology program in the fall, spring, or summer terms. Please reach out to us at [BioGradPrograms@neiu.edu](mailto:BioGradPrograms@neiu.edu) for more information or to address any questions you might have.

1. Applicants need a Bachelor's degree in Biology or the course equivalent, including two semesters each of General Biology, General Chemistry and Physics, and one semester each of Cell Biology, Ecology, Genetics, Organic Chemistry and Calculus or Statistics. Undergraduate students who are close to completing the Bachelor's degree are welcome to apply.
2. An overall undergraduate GPA of 2.75, with a GPA of 3.0 in the undergraduate biology courses, is required for full admission to the program.
3. A Statement of Goals and Objectives that specifies the applicant's academic and professional goals and the reasons for choosing the Biology M.S. program.
4. Two letters of recommendation from academic references (such as former or current professors) or work-related supervisors who are able to assess the applicant's potential for advanced graduate study in Biology.
5. NOTE: GRE (Graduate Record Examination) scores are NOT required for admission to our program.

Applicants missing a few prerequisite courses may be granted Conditional Admission and be able to take those courses while in the program. Applicants with strong potential, but whose records do not quite meet the official requirements, may be granted Provisional Admission. For more information, please refer to the General Admission Requirements (<https://catalog.neiu.edu/admissions/graduate-students/>) of the College of Graduate Studies & Research. Decisions regarding Conditional and Provisional Admission are made on a case-by-case basis.

## REQUIREMENTS FOR SECONDARY EDUCATION LICENSURE

Students interested in obtaining an Illinois teaching license along with a Master of Science in Biology should apply to the Biology M.S. and Teaching Endorsement programs. Students in these programs complete both the biology coursework and education coursework needed to fulfill the state's requirements for high school science teaching. For information about the teaching licensure requirements, please visit the Secondary Education program page (<https://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/master-arts-teaching-language-arts/#text>) or contact Ms. Vanessa King ([v-king@neiu.edu](mailto:v-king@neiu.edu)), Student Support Specialist in the Goodwin College of Education.

## Accelerated Bachelor's / Master's degree options

We also offer accelerated tracks for students who have not yet completed the bachelor's degree. The accelerated tracks allow qualified undergraduate students to start taking graduate-level courses while still an undergraduate. Up to twelve credit hours are shared between the bachelor's and master's degrees. The master's degree is thus completed more quickly, and at less expense. The **Accelerated Biology B.S./M.S.** track leads to the Master of Science in Biology degree. The **Accelerated Teaching Track** leads to the Master of Arts in Teaching- Secondary Education degree. Undergraduates interested in pursuing either accelerated track should meet with an academic advisor early in the B.S. program to maximize the benefits and to determine eligibility to apply. Contact [BioGradPrograms@neiu.edu](mailto:BioGradPrograms@neiu.edu) ([biogradprograms@neiu.edu](mailto:biogradprograms@neiu.edu)) for more information.

**ADVISING HELP:** *Questions about the Master's Degree?* Please contact the Biology Graduate Program Advisor, Dr. Michael Stern at [m-stern2@neiu.edu](mailto:m-stern2@neiu.edu). We also welcome questions at [BioGradPrograms@neiu.edu](mailto:BioGradPrograms@neiu.edu) ([biogradprograms@neiu.edu](mailto:biogradprograms@neiu.edu)).

## Degree Requirements

The M.S. in Biology allows students to tailor their program of study to meet their individual needs. Students may attend full-time or part-time and have up to 6 years to finish the M.S. degree requirements. Graduate courses are predominantly offered during the late afternoon and evening hours to accommodate working students. All graduate students are required to take BIO-405 together as a cohort with the other students in their admission year - this course provides instruction on the critical analysis skills required for success in the program as well as the development of career preparation tools. All students also must successfully complete at least one course that includes a laboratory or field component; for students pursuing the Research Thesis Option, the research thesis fulfills this requirement.

Each student in the M.S. in Biology program assembles a portfolio of work that they complete during their tenure in the program. The portfolio serves to:

1. Document the progress toward the degree, and the skills and knowledge base achieved, and
2. Provide students with materials that will help them reach their professional and career goals.

The initial draft of students' portfolio material is assembled as part of the required BIO-405 course with mentorship by the faculty instructor. Subsequent versions of the portfolio are assembled independently on an ongoing basis, and include examples of scholarly work from courses completed by the student in the NEIU graduate program and work produced specifically for the portfolio. All portfolios will include:

- Personal statements, reports of academic progress, and/or self-assessments written at different stages in the program.
- Curriculum vitae or résumés written at several stages of degree completion.
- Literature-based writing assignments in which students demonstrate ability to read, interpret, summarize, and synthesize information at a level expected of a graduate student in biology.
- Short pieces of writing and/or supporting documentation for oral or poster presentations that demonstrate a student's ability to communicate their skills or expertise to both professional and lay audiences.

### Candidacy in the Biology Program

Students need to apply for candidacy within the Biology program after they have completed at least 12 and no more than 18 credit hours of coursework, including BIO-405. Candidacy also requires a GPA of at least 3.0 in courses that count towards the M.S. in Biology degree. Students admitted on a provisional basis must satisfy all program prerequisites before they can receive candidacy. Evaluation of the portfolio will be included in decisions regarding advancement to candidacy. Students must satisfy their candidacy requirements and be declared candidates for the degree before they can register for either Library or Research Thesis credits.

## Degree Tracks

### Research Thesis Option

This option is recommended for individuals who are interested in a career in biological research, are working in applied fields of Biology, or are interested in further graduate or professional studies. Students interested in this option are encouraged to arrange appointments with the graduate program advisor and faculty in their area of interest early in their program, to discuss potential thesis topics.

Students pursuing the Research Thesis Option complete a minimum of 33 credit hours of graduate course work, including BIO-405 and Research Thesis Hours. Up to two (2) credits of Independent Investigations (BIO-482) can replace an equal number of Research Thesis Hours credits. Students must have advanced to candidacy (see above), identified a thesis advisor, and formed a thesis committee before they can submit the research proposal. The research proposal, developed by the student under the mentorship of their thesis advisor and thesis committee, and which delineates the research project the student will conduct (see below), must be approved by the Biology Department before the student can register for Research Thesis credits. The exit requirement for the Research Thesis Option is successful completion of the research project, the public, oral defense of the Research Thesis, and the approval and submission of the written thesis according to CGSR guidelines.

Students who register for the research thesis and subsequently decide not to complete the thesis may, upon program approval, apply the credits completed for the research thesis towards total credit hour requirements for any of the other two options (see below).

### Library Thesis Option

This option is recommended for students who are interested in exploring a particular topic through literature research. The student will choose a library thesis advisor who will guide the student in identifying an appropriate question, preparing a thesis proposal, and writing the thesis. The goals of the library thesis are to explore a specific topic through the current literature with the aim of determining whether there is a particular gap in knowledge and/or if a specific question(s) can be answered through existing knowledge or whether additional experimentation/research are required to address the question.

Students pursuing the Library Thesis track complete a minimum of 34 credit hours of graduate coursework, including BIO-405, at least one course that includes a laboratory or field component, and Library Thesis Hours. The student must have advanced to candidacy (see above), have identified a thesis advisor and two readers, and obtained department approval of the thesis project before registering for Library Thesis Hours credits. The exit requirement for the Library Thesis Option is successful public, oral presentation and defense of the Library Thesis.

## Non-Thesis Option

This option is recommended for students who desire a more flexible approach to graduate training in Biology. It is a popular track for teachers or those who want to become more competitive for admission to professional/health programs.

Students complete a minimum of 36 credit hours of graduate course work, including BIO-405, at least one course that includes a laboratory or field component, and the professional/academic portfolio. For students in the Non-Thesis Option, the portfolio will be evaluated at least 3 times during their tenure and the final portfolio must be submitted to their advisor no later than week 8 of their final semester in the program. The exit requirement for the Non-thesis track is acceptance of the portfolio by the Biology Graduate Advisory Committee.

## Thesis Proposals

Students interested in pursuing either the Library or Research Thesis options submit a thesis proposal for review and consideration by the department before they register for thesis credits. Potential topics are first discussed with a prospective thesis advisor to determine a project focus. The student drafts a proposal that presents the background and scope of the project, literature review, hypothesis/hypotheses to be tested (gap in knowledge and/or question(s) to be addressed in the case of a library thesis), methodology (for research theses only), and anticipated timetable. At the same time, in consultation with the research advisor, the student forms their thesis committee (thesis advisor + 2 additional Biology faculty members for the Research Thesis or thesis advisor + 2 additional readers for the Library Thesis). Once approved by the committee, the proposal is then submitted to the biology faculty for review and consideration.

## Graduate Degree Time-Limit

Students in all degree tracks (see above) have a maximum of 6 years to complete their degree. Students requiring an extension of an additional semester or more to complete their degree should petition the College of Graduate Studies & Research and the Biology Graduate Advisory Committee before the 6-year deadline is reached. Students taking more than 6 years may lose credits earned early in the program and may be required by the CGSR to complete additional course work.

## Courses

BIO courses taken at the 400- or 500-levels count toward the Biology M.S. degree. Approval from the Biology Graduate Advisor is required to take for courses from other NEIU departments. Contact [BioGradPrograms@neiu.edu](mailto:BioGradPrograms@neiu.edu) to learn how to petition to apply coursework from other programs toward the Biology M.S. degree.

*Transfer credits:* A maximum of 9 hours of graduate credit from external institutions can be applied to the requirements for the M.S. degree. Students interested in transferring credits need to submit the petition form for transferring credits (<https://www.neiu.edu/sites/default/files/documents/2022/06/21/Transfer%20of%20Credit%20UPDATED%206.21.22.pdf>) along with official transcripts, a complete/detailed syllabus from the course(s), and rationale for transfer. The petition must be approved by both the College of Graduate Studies & Research and the Biology Department. If these courses are taken after acceptance into the M.S. Biology Program, then the courses must be preapproved. Contact the Biology Graduate Advisor at [BioGradPrograms@neiu.edu](mailto:BioGradPrograms@neiu.edu) for more information.

# Minor in Biology

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**ADVISING HELP:** *Questions about the Biology Minor?* See Biology Minor Requirements (<https://www.neiu.edu/sites/default/files/documents/2021/03/29/Biology%20MINOR%20course%20requirements.pdf>) and contact [BiographyAdvising@neiu.edu](mailto:BiographyAdvising@neiu.edu) ([bioadvising@neiu.edu](mailto:bioadvising@neiu.edu)) to ask questions and to make an appointment with an advisor.

## miNOR IN BIOLOGY (21-22 credit hours)

Are you interested in learning about the world around you? The Biology Department at Northeastern Illinois University can give you the tools to ask and answer those pressing questions that interest you. Biology is the study of living organisms (bacteria, protozoans, fungi, algae, plants and animals); our students have the opportunity to learn about these organisms at the molecular, cellular, organismal and ecological levels.

Why choose the Biology Department at Northeastern Illinois University?

- You will engage directly with faculty in a small classroom or laboratory setting.
- You will practice relevant laboratory techniques, using updated equipment in renovated labs, through our intensive laboratory-based curriculum.
- You can use those lab skills, gained in the classroom, to take on a research project with our faculty in a wide range of specializations.
- You can customize your education to meet your career objectives through our flexible curriculum.

The Biology Minor requires that students take General Biology I (BIO 201), General Biology II (BIO 202), Essential Skills for Biologists (BIO 250), and three biology elective courses, at least two of which must include a laboratory component. Students may choose electives to fit their particular interests within Biology and to prepare for specific careers of interest.

A maximum of 3 biology courses can be transferred toward the Minor in Biology. Only 2 of those transferred courses can be applied to satisfy the biology electives. At least 9 credits toward the Minor must be completed at NEIU.

Advising resources

- In addition to being assigned a biology advisor, we offer daily walk-in and virtual advising. Gain advice about recommended elective courses appropriate for your particular career goals. Please email [BiographyAdvising@neiu.edu](mailto:BiographyAdvising@neiu.edu) to obtain the advising schedule.
- Interested in pursuing professional training in medicine, dentistry, pharmacy, optometry, physical therapy, or other health-related professions? Students can meet with the Director of Pre-Professional Advising, David Nissim-Sabat ([d-nissimsabat@neiu.edu](mailto:d-nissimsabat@neiu.edu)) to receive guidance on recommended courses, graduate-school test preparation, and the application process.
- At the Student Center for Science Engagement, you may gain additional advice about careers, graduate studies, internships, and research opportunities. Visit them in BBH-235 or contact [scse@neiu.edu](mailto:scse@neiu.edu).
- For information about earning a license to teach biology at the high-school level, contact Vanessa King, [v-king@neiu.edu](mailto:v-king@neiu.edu), or Katy Smith, [k-smith1@neiu.edu](mailto:k-smith1@neiu.edu), in the Goodwin College of Education.

The Department of Biology values the different lived experiences of our students, faculty, and staff. Diversity of thoughts, opinions, and backgrounds enhances learning, teaching, and discovery in the classroom, laboratory, and community. We work to create a sense of inclusivity through collaborative learning environments that allow students to work together to collect, analyze, and interpret data, as well as promote student interactions and discussions centered around those data.

As biologists, we recognize our responsibility as stewards of the natural environment, caretakers of human health, and innovators in the ethical development and equitable distribution of resources and knowledge. We empower students to relate the biological topics they are learning to pressing societal issues such as health care inequities and the impacts of climate change. By incorporating modern, cutting-edge technologies and research advances into our laboratory classes, we equip students with the tools they need to achieve excellence in their careers.

**ADVISING HELP:** *Questions about the Biology Minor?* See Biology Minor Requirements (<https://www.neiu.edu/sites/default/files/documents/2021/03/29/Biology%20MINOR%20course%20requirements.pdf>) and contact [BiographyAdvising@neiu.edu](mailto:BiographyAdvising@neiu.edu) ([bioadvising@neiu.edu](mailto:bioadvising@neiu.edu)) to ask questions and to make an appointment with an advisor.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b>	6
2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	

**Humanities (HU)\*** 9

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

**Behavioral/Social Sciences (SB)\*** 9

3 courses, 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, Social Work

**Natural Sciences (NS and NSL)\*\*** 9

3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).

**Engaged Learning Experiences**

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

**Discipline Specific (ELE-DS)**

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Required courses for the Biology Minor**

Code	Title	Hours
BIO-201	General Biology I	4
BIO-202	General Biology II	4
BIO-250	Essential Skills For Biologists	2
Three elective courses in Biology must also be taken, at least two of which must have a laboratory component		11-12
<b>Total Hours</b>		<b>21-22</b>



# Minor in Biomathematics

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**ADVISING HELP:** *Questions about the Biomathematics Minor?* Contact Dr. Jennifer Slate at [jeslate@neu.edu](mailto:jeslate@neu.edu) in Biology or Dr. Emma Turian at [mturian@neu.edu](mailto:mturian@neu.edu) in Mathematics. Also see the outline of courses for the Biomathematics Minor (<https://www.neu.edu/sites/default/files/documents/2022/06/03/Biomathematics%20Minor.pdf>).

## Minor in biomathematics (22-24 credit hours)

Are you interested in finding answers to today's pressing health and environmental questions? Analytical tools drive scientific advancement in many areas of biology, including biomedicine, genetics, physiology, ecology, evolution, toxicology, immunology, natural resource management, and environmental conservation. By minoring in biomathematics, you will strengthen biological and mathematical skills needed to solve real-world problems.

Why minor in Biomathematics at Northeastern Illinois University?

- Fast-growing biological careers in industry, government, and the non-profit sector require strong analytical skills.
- You will gain hands-on experience through modeling courses in mathematics and laboratory courses in biology.
- By choosing electives relevant to your interests, you can customize the minor.

The Biomathematics Minor has a set of four required courses and two electives. Required courses are General Biology I (BIO 201), General Biology II (BIO 202), Calculus I (MATH 187), and either Applied and Computational Statistics (MATH 275) or Probability and Statistics (MATH 305). Elective courses include one additional course in biology and one additional course in mathematics. For the biology elective, select Cell Biology (BIO 301) or General Genetics (BIO 303) or General Ecology (BIO 305), or choose another appropriate biology elective in consultation with an advisor. For the mathematics elective, select Mathematical Modeling in the Natural Sciences (MATH 370) or Mathematical Modeling for Cancer Risk Assessment (MATH 371) or Modeling and Simulations of Complex Systems Networks (MATH 374), or choose another appropriate mathematics elective in consultation with an advisor.

**ADVISING HELP:** *Questions about the Biomathematics Minor?* Contact Dr. Jennifer Slate at [jeslate@neu.edu](mailto:jeslate@neu.edu) in Biology or Dr. Emma Turian at [mturian@neu.edu](mailto:mturian@neu.edu) in Mathematics. Also see the outline of courses for the Biomathematics Minor (<https://www.neu.edu/sites/default/files/documents/2022/06/03/Biomathematics%20Minor.pdf>).

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".



**Discipline Specific (ELE-DS)**

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**courses for the biomathematics minor (22-24 CREDIT HOURS)**

Code	Title	Hours
<b>REQUIRED COURSES</b>		
BIO-201	General Biology I	4
BIO-202	General Biology II	4
MATH-187	Calculus I	4
MATH-275 or MATH-305	Applied And Computational Statistics Probability And Statistics	4
<b>Code Title Hours</b>		
<b>SELECT ONE BIOLOGY ELECTIVE AND ONE MATH ELECTIVE</b>		
Note: The BIO 250 prerequisite requirement will be waived for students who aren't pursuing a major or minor in biology.		
BIO-301 or BIO-303 or BIO-305 or another 3-4 credit biology elective chosen with an advisor	Cell Biology General Genetics Writing Intensive Program:General Ecology	4
MATH-370 or MATH-371 or MATH-374 or another 3-4 credit math elective chosen with an advisor	Mathematical Modeling In The Natural Sciences Mathematical Modeling For Cancer Risk Assessment Modeling And Simulations Of Complex Systems Networks	4

# Chemistry

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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 in Chemistry and Biochemistry programs prepares students for careers in industry and environmental chemistry positions as well as for graduate study. Undergraduate courses also provide appropriate backgrounds for students planning careers in medicine, dentistry, pharmacy, 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, and CHEM-399 for that purpose. Internships with local chemical industries and laboratories are also encouraged through CHEM-365, and CHEM-366. Please consult with the undergraduate advisor concerning these courses.

Students should also be aware of the University requirements for the Bachelor's degree.

- Major in Chemistry (<http://catalog.neiu.edu/arts-sciences/chemistry/chemistry/>)
- Minor in Chemistry (<http://catalog.neiu.edu/arts-sciences/chemistry/minor-chemistry/>)
- Master of Science in Chemistry (<http://catalog.neiu.edu/arts-sciences/chemistry/master-science-chemistry/>)

Kenneth Nicholson, Ph.D., Associate Professor, Chair

Samantha Brown-Xu, Ph.D., Associate Professor

Denana Miodragovic, Ph.D., Assistant Professor

Jing Su, Ph.D., Associate Professor

Stefan Tsonchev, Ph.D., Professor

## **CHEM-103. Chemistry And Society. 3 Hours.**

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 assumed. Lecture 3 hours.

**Prerequisite:** (MATH-091 - 499 or MATH-091A - 499Z or NEIU Math Placement Result 02 - 45 or ACT Math 19 - 36 or Accuplacer Elementary Algebra 060 - 084 or Accuplacer College Level Math 020 - 120 or Accuplacer Adv. Algebra & Func 200 - 300 or SAT Math 500 - 800).

## **CHEM-108. Chemistry Concepts For Educators. 4 Hours.**

This lab-oriented course covers the basic principles of chemistry while supporting future educators in the implementation of interdisciplinary mathematics and science curricula. Topics include atomic theory, solution chemistry, inorganic and organic chemistry, states of matter, physical and chemical properties, appropriate use of nomenclature, chemical bonding, and use of quantitative calculations using appropriate number techniques in science.

The historical context of how chemistry contributes to our civilization will also be considered. Elementary chemical principles will be used to explain the behavior of everyday chemicals (including food and cleaning supplies) in addition to more scientific and industrial applications. Issues of contemporary critical technologies, such as biomaterials, natural products, alternative fuels, bioremediation, fuel cells, green technology, biodefense, and smart materials may be examined. This course is aligned to the Next Generation of Science Standards and the National Science Teachers Association Standards. Course outcomes include developing students' ability to apply knowledge of chemistry to a variety of real-world problems and settings with particular emphasis on scientific inquiry, the nature of science, civic engagement, and applications to teaching.

**Prerequisite:** MATH-150 with a minimum grade of C.

## **CHEM-110. Chemical Concepts. 3 Hours.**

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 assumed. Lecture 2 hours, lab, 2 hours.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**CHEM-180. Fundamentals Of Data Science. 4 Hours.**

Foundations of data science considers data from three perspectives: inferential thinking, computational thinking, and real-world relevance. Given data arising from some real-world phenomenon, how does one analyze that data to understand that phenomenon? The course teaches critical concepts and skills in computation and statistical inference, in conjunction with hands on analysis of real-world datasets, including economic data, document collections, geographical data, and data from social networks. It delves into social, ethical, and legal issues surrounding data analysis, including privacy and data ownership.

**Prerequisite:** MATH-173 with a minimum grade of C.

**CHEM-211. General Chemistry I. 5 Hours.**

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.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**CHEM-211C. Enrichment Seminar In General Chemistry I. 1 Hour.**

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.

**Corequisite:** CHEM-211.

**CHEM-212. General Chemistry II. 4 Hours.**

This is the second course in the General Chemistry sequence. Topics include reaction kinetics, gaseous and aqueous phase equilibria, acids and bases, entropy, free energy and electrochemistry.

**Prerequisite:** CHEM-211 with a minimum grade of C and MATH-173 with a minimum grade of C.

**CHEM-212C. Enrichment Seminar In General Chemistry II. 1 Hour.**

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.

**Corequisite:** CHEM-212.

**CHEM-213. Writing Intensive Program: Quantitative Analysis. 5 Hours.**

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.

**Prerequisite:** CHEM-212 with a minimum grade of C and ENGL-101 with a minimum grade of C.

**CHEM-231. Organic Chemistry I. 4 Hours.**

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.

**Prerequisite:** CHEM-212 with a minimum grade of C and CHEM-211 with a minimum grade of C.

**CHEM-231C. Enrichment Seminar In Organic Chemistry I. 1 Hour.**

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.

**Corequisite:** CHEM-231.

**CHEM-232. Organic Chemistry II. 4 Hours.**

Continuation of CHEM-231. A study of 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.

**Prerequisite:** CHEM-231 with a minimum grade of C.

**CHEM-232C. Enrichment Seminar In Organic Chemistry II. 1 Hour.**

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. Lecture 2 hours.

**Corequisite:** CHEM-232.

**CHEM-300. Interdisciplinary Seminar In STEM. 2 Hours.**

This course uses a hands-on approach to modern inquiry-based research problems and techniques in the physical and computational sciences. The course is structured around a series of modular problem-based exercises, covering topics from the fields of Chemistry, Computer Science, Earth Science, Mathematics, and Physics, and is designed to provide the content and pedagogical background for students to be successful peer leaders. The cross-disciplinary modules will draw connections between scientific disciplines, and showcase common research tools and techniques used in the sciences. The workshop will also incorporate discussions on a range of topics, from scientific ethics, scientific methodology, and error analysis.

**Prerequisite:** MATH-185 with a minimum grade of C.

**CHEM-305. Independent Study In Chemistry. 3 Hours.**

An introduction to original chemical research under faculty supervision. Independent Studies require the approval of the instructor, department chair and the College Dean.

**Prerequisite:** CHEM-213 with a minimum grade of C and CHEM-232 with a minimum grade of C.

**CHEM-311. Physical Chemistry I. 4 Hours.**

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. It is strongly suggested that the student has completed a year of physics with laboratory.

**Prerequisite:** CHEM-231 with a minimum grade of C and MATH-187 with a minimum grade of C and MATH-202 with a minimum grade of C and (PHYS-206 with a minimum grade of C or PHYS-201 with a minimum grade of C or PHYS-207 with a minimum grade of C or PHYS-202 with a minimum grade of C).

**CHEM-311C. Physical Chemistry I Seminar. 1 Hour.**

This course accompanies Physical Chemistry I, CHEM-311. Students will do problem solving in collaborative learning groups on material derived from and supplementing Physical Chemistry I lecture, in order to gain a deeper understanding of concepts and applications.

**Corequisite:** CHEM-311.

**CHEM-312. Physical Chemistry II. 4 Hours.**

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.

**Prerequisite:** CHEM-231 with a minimum grade of C and MATH-202 with a minimum grade of C and MATH-187 with a minimum grade of C and (PHYS-206 with a minimum grade of C or PHYS-201 with a minimum grade of C or PHYS-207 with a minimum grade of C or PHYS-202 with a minimum grade of C).

**CHEM-312C. Physical Chemistry II Seminar. 1 Hour.**

This course accompanies Physical Chemistry II, CHEM-312. Students will do problem solving in collaborative learning groups on material derived from and supplementing Physical Chemistry II lecture, in order to gain a deeper understanding of concepts and applications.

**Corequisite:** CHEM-312.

**CHEM-316. Inorganic Chemistry. 4 Hours.**

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.

**Prerequisite:** CHEM-212 with a minimum grade of C.

**CHEM-319. Chemical Aspects Of Environmental Chemistry. 3 Hours.**

A survey of the chemical principles involved in environmental problems. Topics include atmospheric, aquatic and geographic chemistry, sources of pollutants and the consequences of pollution. Lecture 3 hours.

**Prerequisite:** CHEM-212 with a minimum grade of C.

**CHEM-320. Industrial Aspects Of Environmental Chemistry. 3 Hours.**

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 analyzing chemical pollutants, environmental modeling and recycling strategies. Lecture 3 hours.

**Prerequisite:** CHEM-213 with a minimum grade of C and CHEM-232 with a minimum grade of C.

**CHEM-321. Environmental Chemistry In The City. 2 Hours.**

This is a laboratory and field course that will concentrate on topics of environmental interest in the city of Chicago. Field work will include visits to the Chicago River, Lake Michigan, the Chicago Forest Preserve, and other locations in the metropolitan area. Students will learn proper methods of sample collection, storage, and transport. Chemical analysis of collected samples by titrimetric, gravimetric, spectroscopic, chromatographic, and electrochemical methods will take place in the field and in the laboratory. Lecture 1 hr, Lab/Field 2.5 hrs. Prerequisite: CHEM-213 with a Grade of C or better.

**Prerequisite:** CHEM-213 with a minimum grade of C.

**CHEM-330. Instrumental Analysis: Spectroscopy. 4 Hours.**

The course includes an intensive laboratory introduction to infrared spectroscopy, mass spectrometry, nuclear magnetic resonance spectroscopy and Raman spectroscopy. Research projects are part of the course to develop instrumental methods for qualitative and quantitative analysis of various chemical materials used in everyday life. Lecture and laboratory. Lecture 3 hours, lab 6 hours.

**Prerequisite:** CHEM-231 with a minimum grade of C.

**CHEM-331. Instrumental Analysis: Quantitative Methods. 5 Hours.**

In this course, students will learn about instrumental methods used to determine composition of materials, including gas and liquid chromatography, UV-Vis spectroscopy, fluorescence emission spectroscopy, atomic absorption and emission spectroscopy, X-ray diffraction, and potentiometry. The course emphasizes the theory and practice of designing an analytical method.

**Prerequisite:** CHEM-231 with a minimum grade of C.

**CHEM-333. Introduction To Polymer Chemistry. 3 Hours.**

This course provides an introduction to the broad field of polymer chemistry. Topics will focus on the properties, synthesis, processing, and applications of polymers that have industrial and commercial importance. The properties of biological polymers and environmental concerns of polymers will also be discussed.

**Prerequisite:** CHEM-231 with a minimum grade of C and CHEM-232 with a minimum grade of C.

**CHEM-347. Advanced Organic Chemistry: Polyfunctional Compounds. 3 Hours.**

Chemistry of polyfunctional compounds, condensed aromatic and heterocyclic systems, electrocyclic reactions and molecular rearrangements. Lecture 3 hours.

**Prerequisite:** CHEM-232 with a minimum grade of C.

**CHEM-348. Advanced Organic Chemistry: Bio-Organic Compounds. 3 Hours.**

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.

**Prerequisite:** CHEM-232 with a minimum grade of C.

**CHEM-349. Organic Synthesis. 4 Hours.**

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. An accompanying laboratory will involve several multistep syntheses, which serve to illustrate principles developed in lecture and build upon experimental techniques encountered in prerequisite organic chemistry courses.

**Prerequisite:** CHEM-232 with a minimum grade of C.

**CHEM-350. Principles Of Toxicology. 3 Hours.**

This course offers an introduction to the basic principles of the broad field of toxicology. The mechanisms involved in what constitutes a toxic response will be explored, including examples of toxic chemicals targeting specific biochemical pathways in the human body. Major groups of toxic chemicals such as pesticides, metals, solvents, vapors, radiation and radioactive materials, animal venoms and poisons, will be surveyed. Also addressed are the applied areas of food, forensic/ analytical, and occupational toxicology.

**Prerequisite:** CHEM-231 with a minimum grade of C.

**CHEM-353. Principles of Pharmacology. 3 Hours.**

This course will focus on the action of drugs on major organ systems, including the nervous, cardiovascular, gastrointestinal, respiratory, and reproductive systems, as well as drugs for cancer, infectious, and inflammatory diseases. It is also covers pharmacokinetics, drug-receptor interactions, and drug metabolism for these categories of therapeutic agents.

**Prerequisite:** CHEM-231 with a minimum grade of C.

**CHEM-355. Principles Of Medicinal Chemistry. 3 Hours.**

This course offers an introduction to the principles of drug design and the molecular mechanism by which drugs act on the human body. It covers basic structure and function of drug targets, lead compound identification, optimization of drug-target interaction and improvement of pharmacokinetic properties of drugs. Tools in the modern drug discovery and development such as high-through-put synthesis and screening, structure-activity relationships, and computer-aided drug design will be also addressed.

**Prerequisite:** CHEM-231 with a minimum grade of C.

**CHEM-356. Bioorganic Chemistry Laboratory. 4 Hours.**

This course offers a laboratory introduction to bioorganic chemistry, with experiments involving each of the main classes of biomolecules, including proteins, carbohydrates, lipids, and nucleic acids.

**Prerequisite:** CHEM-231 with a minimum grade of C and CHEM-232 with a minimum grade of C.

**CHEM-357. Chemical Kinetics. 3 Hours.**

The study and evaluation of various theories of reaction rates and mechanisms of chemical reactions. Lecture 3 hours.

**Prerequisite:** CHEM-311 with a minimum grade of C.

**CHEM-362. Biochemistry. 4 Hours.**

Biochemistry examines the chemistry that underlies the biological processes common to all living organisms. The course will explore the chemical nature of the four major biological molecules and the processes that drive their activities. Topics include the structures of proteins, nucleic acids, carbohydrates, and lipids, and processes that include thermodynamics, acid-base reactions, catalysis, and energetics. This course is also offered at the 400-level for graduate credit. Lecture and laboratory.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C and CHEM-231 with a minimum grade of C.

**CHEM-365. Internship In Chemistry I. 6 Hours.**

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. Independent studies require the approval of the instructor, department chair and the College Dean.

**CHEM-366. Internship In Chemistry II. 6 Hours.**

Continuation of CHEM-365. Independent studies require the approval of the instructor, department chair and the College Dean.

**CHEM-372. Biochemistry Of Metabolism. 3 Hours.**

This course focuses on the processing of carbohydrates, lipids, proteins, and nucleotides, offering a mechanistic view of metabolic pathways related to each macromolecule group, including feedback control. Topics will be linked to clinical situations and will incorporate current primary research literature in the field of metabolism. Quantitative analysis of chemical reactions, bioenergetics, thermodynamics and interpretation of research articles will be incorporated as part of the lectures.

**Prerequisite:** BIO-362 with a minimum grade of C or CHEM-362 with a minimum grade of C.

**CHEM-391. Chemistry Capstone Seminar. 3 Hours.**

Critical review of research presented by visiting university and industrial chemists and student preparation 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. May be taken concurrently with CHEM-311.

**Prerequisite:** CHEM-311 with a minimum grade of C or CHEM-312 with a minimum grade of C.

**CHEM-399. Undergraduate Research. 3 Hours.**

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.

**Prerequisite:** CHEM-311 with a minimum grade of C and CHEM-330 with a minimum grade of C.

**CHEM-401. Carbohydrates. 3 Hours.**

Structure, stereochemistry and reactions of monosaccharides, disaccharides, oligosaccharides and polysaccharides. Lecture 3 hours. Graduate Standing.

**Prerequisite:** CHEM-312 with a minimum grade of C.

**CHEM-402. Organometallic Chemistry. 3 Hours.**

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. Graduate Standing.

**Prerequisite:** CHEM-312 with a minimum grade of C and CHEM-316 with a minimum grade of C.

**CHEM-403. Physical Methods Of Organic Chemistry. 3 Hours.**

Various physical techniques of interest to the organic chemist are discussed including spectroscopic methods as proton and carbon-13 nuclear magnetic resonance, infrared and electronic spectroscopy and mass spectrometry, with emphasis on interpreting the combined data. The three credit hours include 2 hours of lecture and 1 hour of lab. Graduate standing.

**Prerequisite:** CHEM-312 with a minimum grade of C.

**CHEM-404. Chemical Thermodynamics. 3 Hours.**

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. Graduate Standing.

**Prerequisite:** CHEM-312 with a minimum grade of C.

**CHEM-405. Quantum Chemistry. 3 Hours.**

Application of quantum mechanism 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. Graduate standing.

**Prerequisite:** CHEM-312 with a minimum grade of C.

**CHEM-406. Coordination Chemistry. 3 Hours.**

Scope of transition metal coordination complexes, coordination number and structure, ligand types, isomerization, complex stability, bonding, reaction mechanisms, magnetic moments. Lecture 3 hours. Graduate Standing.

**Prerequisite:** CHEM-312 with a minimum grade of C and CHEM-316 with a minimum grade of C.

**CHEM-407. Symmetry In Chemistry. 3 Hours.**

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.

**Prerequisite:** CHEM-312 with a minimum grade of C or PHYS-335 with a minimum grade of C.

**CHEM-408. Independent Study In Chemistry. 3 Hours.**

Research in a particular area of chemistry under faculty supervision.

**CHEM-408A. Independent Study In Chemistry. 3 Hours.****CHEM-411. Organic Reaction Mechanisms. 3 Hours.**

Reaction pathways in organic chemistry including isotope effects, linear free energy relationships, stereochemistry, configurational analysis and pericyclic reactions. Lecture 3 hours. Graduate Standing.

**Prerequisite:** CHEM-312 with a minimum grade of C.

**CHEM-412. Reaction Kinetics. 3 Hours.**

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. Graduate Standing.

**Prerequisite:** CHEM-312 with a minimum grade of C.

**CHEM-413. Modern Inorganic Chemistry. 3 Hours.**

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. Graduate Standing.

**Prerequisite:** CHEM-316 with a minimum grade of C.



**CHEM-414. Advanced Analytical Chemistry. 3 Hours.**

Electronic and computer-instrument interface, practical aspects of modern instrumental techniques based on various methods of optical spectroscopy and chromatography. Lecture 3 hours.

**Prerequisite:** CHEM-331 with a minimum grade of C.

**CHEM-416. Nanoscience. 3 Hours.**

This course introduces the students to the modern field of nanoscience and develops concepts and methodology for creation of new functional nanomaterials. Emphasis is put on the molecular self-assembly approach. The methods of film deposition, lithography, chemical synthesis and atom optics are covered as well. Scanning probe microscopy is introduced as a method of choice for studying and building nanoscale materials. Applications in the fields of electronic devices and nanomedicine are discussed.

**Prerequisite:** CHEM-312 with a minimum grade of C.

**CHEM-417. Inorganic Chemistry. 4 Hours.**

This course will consist of a thorough study of bonding in main-block and transition metal compounds, periodic trends and tendencies, structural relationships, and mechanisms of inorganic reactions. Lecture and laboratory. Lecture 3 hours, lab 3 hours.

**Prerequisite:** CHEM-232 with a minimum grade of C.

**CHEM-418. Instrumental Analysis: Spectroscopy. 5 Hours.**

The course includes an intensive laboratory introduction to infrared spectroscopy, mass spectrometry, nuclear magnetic resonance spectroscopy and Raman spectroscopy. Research projects are part of the course to develop instrumental methods for qualitative and quantitative analysis of various chemical materials used in everyday life. Lecture and laboratory. Lecture 3 hours, lab 6 hours.

**Prerequisite:** CHEM-232 with a minimum grade of C.

**CHEM-419. Instrumental Analysis: Quantitative Methods. 5 Hours.**

In this course, students will learn about instrumental methods used to determine composition of materials, including gas and liquid chromatography, UV-Vis spectroscopy, fluorescence emission spectroscopy, atomic absorption and emission spectroscopy, X-ray diffraction, and potentiometry. The course emphasizes the theory and practice of designing an analytical method.

**Prerequisite:** CHEM-232 with a minimum grade of C.

**CHEM-430. Fourier Transform Spectroscopy. 3 Hours.**

**Prerequisite:** CHEM-311 with a minimum grade of C and CHEM-312 with a minimum grade of C.

**CHEM-431. Separation Methods. 3 Hours.**

Review of thermodynamic and kinetic parameters as their impact on selectivity and efficiency of separation process, classification and application of modern chromatographic techniques. Lecture 3 hours.

**Prerequisite:** CHEM-331 with a minimum grade of C.

**CHEM-433. Introduction To Polymer Chemistry. 3 Hours.**

This course provides an introduction to the broad field of polymer chemistry. Topics will focus on the properties, synthesis, processing, and applications of polymers that have industrial and commercial importance. The properties of biological polymers and environmental concerns of polymers will also be discussed.

**Prerequisite:** CHEM-231 with a minimum grade of C and CHEM-232 with a minimum grade of C.

**CHEM-450. Gas Chromatography. 3 Hours.**

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. Graduate Standing and Consent of Instructor.

**Prerequisite:** CHEM-331 with a minimum grade of C.

**CHEM-451. Liquid Chromatography. 3 Hours.**

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. Consent of instructor. Graduate Standing.

**Prerequisite:** CHEM-331 with a minimum grade of C and CHEM-450 with a minimum grade of C.

**CHEM-455. Method Development And Validation In Liquid Chromatography. 3 Hours.**

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.

**Prerequisite:** CHEM-451 with a minimum grade of C.

**CHEM-456. Advanced Chromatographic Methods. 3 Hours.**

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.

**Prerequisite:** CHEM-451 with a minimum grade of C.

**CHEM-462G. Biochemistry. 4 Hours.**

Biochemistry examines the chemistry that underlies the biological processes common to all living organisms. The course will explore the chemical nature of the four major biological molecules and the processes that drive their activities. Topics include the structures of proteins, nucleic acids, carbohydrates, and lipids, and processes that include thermodynamics, acid-base reactions, catalysis, and energetics. Lecture and laboratory.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C and CHEM-231 with a minimum grade of C.

**CHEM-472G. Biochemistry Of Metabolism. 3 Hours.**

This course focuses on the processing of carbohydrates, lipids, proteins, and nucleotides, offering a mechanistic view of metabolic pathways related to each macromolecule group, including feedback control. Topics will be linked to clinical situations and will incorporate current primary research literature in the field of metabolism. Quantitative analysis of chemical reactions, bioenergetics, thermodynamics and interpretation of research articles will be incorporated as part of the lectures.

**Prerequisite:** BIO-362 with a minimum grade of C or CHEM-362 with a minimum grade of C or BIO-462G with a minimum grade of C or CHEM-462G with a minimum grade of C.

**CHEM-5901. Thesis Hours: Chemistry. 1 Hour.**

Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Science degree in Chemistry.

**CHEM-5902. Thesis Hours: Chemistry. 2 Hours.**

See course description for CHEM-5901.

**CHEM-5903. Thesis Hours: Chemistry. 3 Hours.**

See course description for CHEM-5901.



# Major in Chemistry

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Chemistry is a physical science with far-reaching applications that touch virtually every aspect of our day-to-day existence. The Department of Chemistry offers an ACS-certified Bachelor's of Science degree in Chemistry with two major concentrations to choose from. An accelerated B.S./M.S. concentration is also offered for students interested in obtaining a master's degree. Each concentration requires core courses in chemistry along with courses in calculus and physics.

The Biochemistry Concentration requires courses in general biology, cell biology, and biochemistry in addition to the core chemistry courses. The biochemical training that students receive will prepare them to enter professional degree programs such as medicine, dentistry, pharmacy, nursing, and other health fields. The Biochemistry Concentration is also recommended for students who want to obtain graduate degrees in biochemistry, or work in the biomedical industry.

The Chemistry Concentration gives students a strong foundation in organic, analytical, inorganic, and physical chemistry. Hands-on laboratory and research skills are emphasized. This concentration is recommended for students who want to have careers in chemical industry and those who plan to enter a chemistry M.S. or Ph.D. program.

The Accelerated Concentration of the Chemistry major provides a pathway for qualified students to move seamlessly into the M.S. in Chemistry graduate program while sharing up to 12 credits between the two.

The undergraduate curriculum prepares students to succeed in graduate programs and professional schools, or to enter careers in chemical industry. Our majors have been accepted at many prestigious institutions for advanced degrees, or are quickly placed in the workforce after graduation. The Department of Chemistry is proud of the success of all of our graduates and strives to continue designing new coursework and programs to help NEIU students achieve their educational and career goals.

To apply to the Accelerated Concentration of the Chemistry major, students must have a cumulative GPA of at least 3.0 and have earned at least 60 credit hours toward their bachelor's degree; at least 12 of those credit hours must have been earned at NEIU. In addition, students must complete the online application for the M.S. in Chemistry graduate program and meet all admission requirements for that program. Accepted students may begin the graduate-level shared coursework once they have earned 72 undergraduate credits, at least 12 of which were at NEIU.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

**Discipline Specific (ELE-DS)**

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**MAJOR IN CHEMISTRY FOR THE BACHELOR OF SCIENCE DEGREE****Chemistry Concentration**

Code	Title	Hours
<b>Required Courses (42 cr.)</b>		
CHEM-211	General Chemistry I <sup>1</sup>	5
CHEM-212	General Chemistry II <sup>1</sup>	4
CHEM-213	Writing Intensive Program: Quantitative Analysis	5
CHEM-231	Organic Chemistry I <sup>2</sup>	4
CHEM-232	Organic Chemistry II <sup>2</sup>	4
CHEM-311	Physical Chemistry I <sup>3</sup>	4
CHEM-312	Physical Chemistry II <sup>3</sup>	4
CHEM-316	Inorganic Chemistry	4
CHEM-330	Instrumental Analysis: Spectroscopy	5
or CHEM-331	Instrumental Analysis: Quantitative Methods	
CHEM-391	Chemistry Capstone Seminar	3
<b>Select two electives from the following:</b>		<b>6-8</b>
CHEM-319	Chemical Aspects Of Environmental Chemistry	
CHEM-320	Industrial Aspects Of Environmental Chemistry	
CHEM-321	Environmental Chemistry In The City	
CHEM-330	Instrumental Analysis: Spectroscopy <sup>4</sup>	
CHEM-331	Instrumental Analysis: Quantitative Methods <sup>4</sup>	
CHEM-333	Introduction To Polymer Chemistry	
CHEM-347	Advanced Organic Chemistry: Polyfunctional Compounds	
CHEM-348	Advanced Organic Chemistry: Bio-Organic Compounds	
CHEM-349	Organic Synthesis	
CHEM-350	Principles Of Toxicology	
CHEM-353	Principles of Pharmacology	
CHEM-355	Principles Of Medicinal Chemistry	
CHEM-356	Bioorganic Chemistry Laboratory	
CHEM-357	Chemical Kinetics	

Any other 300-level chemistry course approved by the department.

<b>Total Hours</b>		<b>48-50</b>
<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Required Courses in a Related Field (18 cr.)</b>		
MATH-187 or MATH-187W	Calculus I Calculus I & Math Enrichment Workshop	4
MATH-202 or MATH-202W	Calculus II Calculus II & Math Enrichment Workshop	4
PHYS-206L or PHYS-201L	University Physics I With Lab <sup>5</sup> College Physics I With Lab	5
PHYS-207L or PHYS-202L	University Physics II With Lab <sup>5</sup> College Physics II With Lab	5

**Total Hours** **18**

<sup>1</sup> CHEM-211C and CHEM-212C are strongly recommended to be taken concurrently with CHEM-211 and CHEM-212, respectively.

<sup>2</sup> CHEM-231C and CHEM-232C are strongly recommended to be taken concurrently with CHEM-231 and CHEM-232, respectively.

<sup>3</sup> CHEM-311C and CHEM-312C are strongly recommended to be taken concurrently with CHEM-311 and CHEM-312 respectively.

<sup>4</sup> Major elective credit is given only if the course is not used to count towards the required courses in the major.

<sup>5</sup> PHYS-206L and PHYS-207L are strongly recommended for all Chemistry majors and are required for the ACS certified degree.

## Biochemistry Concentration

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Required Courses (45 cr.)</b>		
CHEM-211	General Chemistry I <sup>1</sup>	5
CHEM-212	General Chemistry II <sup>1</sup>	4
CHEM-213	Writing Intensive Program: Quantitative Analysis	5
CHEM-231	Organic Chemistry I <sup>2</sup>	4
CHEM-232	Organic Chemistry II <sup>2</sup>	4
CHEM-311 or CHEM-312	Physical Chemistry I <sup>3</sup> Physical Chemistry II	4
CHEM-316	Inorganic Chemistry	4
CHEM-330 or CHEM-331	Instrumental Analysis: Spectroscopy Instrumental Analysis: Quantitative Methods	5
CHEM-362	Biochemistry <sup>4</sup>	4
CHEM-372	Biochemistry Of Metabolism <sup>4</sup>	3
CHEM-391	Chemistry Capstone Seminar	3

**Select two electives from the following:** **6-8**

BIO-303	General Genetics	
BIO-340	Molecular Biology	
BIO-341	General Microbiology	
BIO-368	Genomics and Proteomics	
CHEM-312 or CHEM-311	Physical Chemistry II <sup>5</sup> Physical Chemistry I	
CHEM-331 or CHEM-330	Instrumental Analysis: Quantitative Methods <sup>5</sup> Instrumental Analysis: Spectroscopy	
CHEM-347	Advanced Organic Chemistry: Polyfunctional Compounds	
CHEM-348	Advanced Organic Chemistry: Bio-Organic Compounds	
CHEM-349	Organic Synthesis	
CHEM-350	Principles Of Toxicology	
CHEM-353	Principles of Pharmacology	
CHEM-355	Principles Of Medicinal Chemistry	
CHEM-356	Bioorganic Chemistry Laboratory	

CHEM-357	Chemical Kinetics	
Any other 300-level chemistry course approved by the department		

**Total Hours** **51-53**

Code	Title	Hours
<b>Required Courses in a Related Field (32 cr.)</b>		
MATH-187 or MATH-187W	Calculus I Calculus I & Math Enrichment Workshop	4
MATH-202 or MATH-202W	Calculus II Calculus II & Math Enrichment Workshop	4
PHYS-206L or PHYS-201L	University Physics I With Lab <sup>6</sup> College Physics I With Lab	5
PHYS-207L or PHYS-202L	University Physics II With Lab <sup>6</sup> College Physics II With Lab	5
BIO-201	General Biology I	4
BIO-202	General Biology II	4
BIO-250	Essential Skills For Biologists	2
BIO-301	Cell Biology	4

**Total Hours** **32**

<sup>1</sup> CHEM-211C and CHEM-212C are strongly recommended to be taken concurrently with CHEM-211 and CHEM-212, respectively.

<sup>2</sup> CHEM-231C and CHEM-232C are strongly recommended to be taken concurrently with CHEM-231 and CHEM-232, respectively.

<sup>3</sup> CHEM-311C and CHEM-312C are strongly recommended to be taken concurrently with CHEM-311 and CHEM-312 respectively.

<sup>4</sup> CHEM-362 Biochemistry is cross-listed with BIO-362 Biochemistry.

CHEM-372 Biochemistry of Metabolism is cross-listed with BIO-372 Biochemistry of Metabolism.

<sup>5</sup> Major elective credit is given only if the course is not used to count towards the required courses in the major.

<sup>6</sup> PHYS-206L and PHYS-207L are strongly recommended for all Chemistry majors and are required for the ACS certified degree.

## Accelerated CONCENTRATION

Students in the Accelerated Concentration must maintain a 3.0 cumulative undergraduate GPA and earn at least a "B" in all graduate-level courses taken for shared credit. The undergraduate degree must be completed within four (4) semesters of the start of the shared graduate-level courses, not including Summer semesters.

Code	Title	Hours
<b>Required Courses (53 cr.)</b>		
CHEM-211	General Chemistry I <sup>1</sup>	5
CHEM-212	General Chemistry II <sup>1</sup>	4
CHEM-213	Writing Intensive Program: Quantitative Analysis	5
CHEM-231	Organic Chemistry I <sup>2</sup>	4
CHEM-232	Organic Chemistry II <sup>2</sup>	4
CHEM-311	Physical Chemistry I <sup>3</sup>	4
CHEM-312	Physical Chemistry II <sup>3</sup>	4
CHEM-331 or CHEM-330	Instrumental Analysis: Quantitative Methods Instrumental Analysis: Spectroscopy	5
CHEM-417	Inorganic Chemistry <sup>4</sup>	4
CHEM-391	Chemistry Capstone Seminar	3
CHEM-418 or CHEM-419	Instrumental Analysis: Spectroscopy <sup>5</sup> Instrumental Analysis: Quantitative Methods	5

**Select one 300-level elective:** **3-4**

CHEM-319	Chemical Aspects Of Environmental Chemistry	
CHEM-347	Advanced Organic Chemistry: Polyfunctional Compounds	
CHEM-348	Advanced Organic Chemistry: Bio-Organic Compounds	
CHEM-350	Principles Of Toxicology	
CHEM-353	Principles of Pharmacology	

CHEM-355	Principles Of Medicinal Chemistry	
CHEM-356	Bioorganic Chemistry Laboratory	
Or other 300-level chemistry course approved by the department		
<b>Select one 400-level elective</b>		<b>3</b>
Organic Chemistry		
CHEM-403	Physical Methods Of Organic Chemistry	
CHEM-411	Organic Reaction Mechanisms	
CHEM-433	Introduction to Polymer Chemistry	
Physical Chemistry		
CHEM-404	Chemical Thermodynamics	
CHEM-405	Quantum Chemistry	
CHEM-412	Reaction Kinetics	
CHEM-416	Nanoscience	
Or other 400-level chemistry course approved by the department		
<b>Total Hours</b>		<b>53-54</b>

Code	Title	Hours
<b>Required Courses in a Related Field (18 cr.)</b>		
MATH-187	Calculus I	4
or MATH-187W	Calculus I & Math Enrichment Workshop	
MATH-202	Calculus II	4
or MATH-202W	Calculus II & Math Enrichment Workshop	
PHYS-206L	University Physics I With Lab <sup>6</sup>	5
or PHYS-201L	College Physics I With Lab	
PHYS-207L	University Physics II With Lab <sup>6</sup>	5
or PHYS-202L	College Physics II With Lab	
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> CHEM-211C and CHEM-212C are strongly recommended to be taken concurrently with CHEM-211 and CHEM-212, respectively.

<sup>2</sup> CHEM-231C and CHEM-232C are strongly recommended to be taken concurrently with CHEM-231 and CHEM-232, respectively.

<sup>3</sup> CHEM-311C and CHEM-312C are strongly recommended to be taken concurrently with CHEM-311 and CHEM-312 respectively.

<sup>4</sup> Students intending to complete the Accelerated Concentration should take CHEM-417 in place of CHEM-316 in order to receive graduate credit.

<sup>5</sup> Students intending to complete the Accelerated Concentration should take one of either CHEM-418 or CHEM-419 after they have completed either CHEM-330 or CHEM-331.

<sup>6</sup> PHYS-206L and PHYS-207L are strongly recommended for all Chemistry majors and are required for the ACS certified degree.

**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:

Code	Title	Hours
CHEM-213	Writing Intensive Program: Quantitative Analysis	5
CHEM-232	Organic Chemistry II	4
CHEM-311	Physical Chemistry I	4
CHEM-312	Physical Chemistry II	4
CHEM-330	Instrumental Analysis: Spectroscopy	4
or CHEM-331	Instrumental Analysis: Quantitative Methods	
CHEM-391	Chemistry Capstone Seminar	3
Additional courses may be required in chemistry, physics or mathematics. Students should see their advisor.		
<b>Total Hours</b>		<b>24</b>

### American Chemical Society (ACS) 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:

1. Take PHYS-206L as prerequisite for CHEM-311.
2. Take PHYS-207L as prerequisite for CHEM-312.
3. Take CHEM-311 and CHEM-312 during the junior year.

CHEM-316, CHEM-330, CHEM-331, CHEM-347 and CHEM-348 are required. 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.

This sample curricular map is provided to guide you in the planning of your progression for this major. **This guide should not replace regular consultations with your program advisor.** For specific recommendations of courses not identified, please consult your program advisor.

#### First Year

Term 1		Hours
CHEM-211	General Chemistry I	5
MATH-187	Calculus I	4
General Education Course		3
General Education Course		3
<b>Term Hours</b>		<b>15</b>

Term 2		Hours
CHEM-212	General Chemistry II	4
MATH-202	Calculus II	4
General Education Course		3
General Education Course		3
Elective course		3
<b>Term Hours</b>		<b>17</b>

#### Second Year

Term 1		Hours
CHEM-213	Writing Intensive Program: Quantitative Analysis	5
CHEM-231	Organic Chemistry I	4
PHYS-201L or 206L	College Physics I With Lab	5
<b>Term Hours</b>		<b>14</b>

Term 2		Hours
CHEM-232	Organic Chemistry II	4
PHYS-202L or 207L	College Physics II With Lab	5
General Education Course		3
Elective course		3
<b>Term Hours</b>		<b>15</b>

#### Third Year

Term 1		Hours
CHEM-311	Physical Chemistry I	4
CHEM-331 or 330	Instrumental Analysis: Quantitative Methods	4
CHEM Elective		3
General Education Course		3
<b>Term Hours</b>		<b>14</b>

Term 2		Hours
CHEM-312	Physical Chemistry II	4
General Education Course		3
General Education Course		3
CHEM Elective		3
Elective course		3
<b>Term Hours</b>		<b>16</b>

#### Fourth Year

Term 1		Hours
CHEM-391	Chemistry Capstone Seminar	3
300-Level CHEM Course		3
General Education Course		3

300-Level CHEM Course	3
Elective course	3
<hr/>	
<b>Term 2</b>	<b>15</b>
300-Level CHEM Course	3
General Education Course	3
Elective course	3
Elective course	3
Elective course	3
<hr/>	
<b>Term Hours</b>	<b>15</b>
<hr/>	
<b>Total Hours:</b>	<b>121</b>

# 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. Four options in the program are available, the Separation Science Emphasis, the Business-Oriented Separation Science Emphasis, the General Program Emphasis, and the Chemical Education Emphasis. Students in the program can follow the Separation Science Emphasis in order to be prepared for careers in pharmaceutical, cosmetics, nutrients, and food industries. The Business-Oriented Separation Science Emphasis enhance the educational experience of the Separation Science chemists beyond what could be achieved if the Separation Science and the Business Administration were pursued independently. It serves those who would like to advance into management positions. The General Program Emphasis prepares students to enter professional schools or to continue further graduate work in chemistry. The Chemical Education Emphasis serves in-service middle and high school teachers who attained a bachelor's degree in chemistry and hold a teaching certification/license to become highly qualified teachers trained in advanced chemistry and pedagogical content knowledge of teaching science in secondary schools. They will also be well prepared to conduct research in the area of Chemical Education or teach at 2-year colleges.

## Requirements for Admission to the Program:

Students must fulfill the requirements for admission to the College of Graduate Studies and Research.

Full admission to the program requires at least a 3.0 (B) average in the following prerequisite undergraduate courses:

1. 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);
2. two semesters (normally eight credit hours) of physics including laboratory; and
3. 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:

- **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

Code	Title	Hours
CHEM-316	Inorganic Chemistry	4
CHEM-330 or CHEM-331	Instrumental Analysis: Spectroscopy Instrumental Analysis: Quantitative Methods	4
<b>Total Hours</b>		<b>8</b>

## Core Courses

All students with the exception of the Business-Oriented Separation Science Emphasis must take at least one course in each of the four areas of the Core Courses.

Code	Title	Hours
Analytical Chemistry		
CHEM-450	Gas Chromatography	3
Inorganic Chemistry		
CHEM-402	Organometallic Chemistry	3
CHEM-406	Coordination Chemistry	3
CHEM-413	Modern Inorganic Chemistry	3
Organic Chemistry		
CHEM-403	Physical Methods Of Organic Chemistry	3
CHEM-411	Organic Reaction Mechanisms	3
Physical Chemistry		



CHEM-404	Chemical Thermodynamics	3
CHEM-405	Quantum Chemistry	3
CHEM-412	Reaction Kinetics	3

## Separation Science Emphasis

### Required Coursework:

Students in the Separation Science Emphasis program must take 21 hours from the CORE and 9 hours of the following Required Coursework in the Separation Science:

Code	Title	Hours
CHEM-451	Liquid Chromatography	3
CHEM-455	Method Development And Validation In Liquid Chromatography	3
CHEM-456	Advanced Chromatographic Methods	3
<b>Total Hours</b>		<b>9</b>

Students writing a thesis take 12 hours from the CORE, the 9 hours of Required Coursework in the Separation Science Emphasis, and 9 hours of Independent Study (CHEM-408, 3 cr.) and Thesis hours: Chemistry, 1 - 3 cr. in the area of Separation Science. These Thesis credit hours are added over multiple semesters to make 6 credits total. Non-thesis students take 18 hours from the CORE, the 9 hours of Required Coursework in the Separation Science, and 3 hours of Independent Study in the area of Separation Science.

## BUSINESS-ORIENTED SEPARATION SCIENCE EMPHASIS

### REQUIRED COURSEWORK:

Students in the Business-Oriented Separation Science Emphasis program must take 3 hours Gas- Chromatography (CHEM 450) from the CORE, 9 hours of the required course work in the Separation science, 3 hours Independent Study in the area of Separation Science, and 15 hours of the following Required Business Competencies Coursework:

Code	Title	Hours
Required Courses:		
COBM-401	Accounting For Managers	3
COBM-402	Business Economics And Finance For Managers	3
COBM-403	Topics In Management And Marketing	3
COBM-404	Business Statistics And Operations Decisions For Managers	3
Select one elective from the following Managerial Competencies courses or approved by the department:		
MNGT-474	Human Resources Policy And Decision Making	3
MNGT-480	Entrepreneurship	3
MNGT-489	Management Of Organizational Change	3
MNGT-490	Innovation And Creativity	3
MNGT-491	Strategic Technology & Innovation Management	3

## General Program Emphasis

Students in the General Program Emphasis must take 30 credit hours from the CORE and/or Separation Science Emphasis and are also encouraged to do research and/or thesis work. Students writing a thesis take 21 hours from the CORE and/or Separation Science Emphasis and 9 hours of the Independent Study (CHEM-408 3 cr.) and Thesis hours: Chemistry 1-3 cr. in the area of Chemistry. These Thesis credit hours are added over multiple semesters to make 6 credits total. Non-thesis students take 27 hours from the Core and/or Separation Science Emphasis and 3 hours of Independent Study in the area of Chemistry.

## Chemical Education Emphasis

### Required coursework:

Students in the Chemical Education Emphasis program must take 21 hours from the CORE and/or Separation Science Emphasis and 9 hours of Required Coursework in Education listed below or other 400 level courses from the College of Education approved by the Chemistry Department.

Code	Title	Hours
EDFN-410	Education As A Social Institution	3
LTCY-502	Literacy Instruction In Content Areas In Secondary Grades	3
LTCY-506	Writing Instruction In Middle & High School	3

EDFN-442	Media Technology For Educators <sup>1</sup>	3
<b>Total Hours</b>		<b>12</b>

<sup>1</sup> EDFN-442 Highly Recommended

Students writing a thesis take 12 hours from the CORE and/or Separation Science Emphasis, the 9 credit hours from the Required Coursework in Education and/or other 400 level courses from the College of Education approved by the Chemistry Department, and 9 hours of Independent Study (CHEM-408) and Thesis hours: Chemistry 1-3 cr. in the area of Chemical Education. These Thesis credit hours are added over multiple semesters to make 6 credits total. Non-thesis students must take 18 hours from the Core and/or Separation Science, the 9 hours of Required Coursework in Education and/or other 400 level courses from the College of Education approved by the Chemistry Department, and 3 hours of Independent Study in the area of Chemical Education.

- **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 condition:
  - acceptance by research or thesis advisor.  
Academic credit for research and thesis work is normally earned through Independent Study (CHEM-408) and Thesis hours: Chemistry (CHEM-5901, 1 cr., CHEM-5902, 2 cr., and CHEM-5903, 3 cr.) Individual arrangements are made between the student and the research advisor.
- **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.
- **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.
- **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.

Beginning in the Fall 2023 term, incoming graduate students may complete up to 12 credit hours of their graduate study remotely and/or online during their first year. Class meetings will be held on Zoom during the evenings in order to accommodate students' busy schedules.

Students wishing to pursue their graduate degree on a full-time basis may do so with partial support from the University in the form of an Graduate Assistantship. In order to qualify, the student must be willing to do work and/or take in-person courses at NEIU. Please contact the Chair or Program Coordinator for more information and for an application.

# Minor in Chemistry

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Chemistry (22 credit hours)**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
CHEM-211	General Chemistry I	5
CHEM-212	General Chemistry II	4
CHEM-213	Writing Intensive Program: Quantitative Analysis	5
CHEM-231	Organic Chemistry I	4
CHEM-232	Organic Chemistry II	4
<b>Total Hours</b>		<b>22</b>

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.

# Child Advocacy Studies

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- Minor in Child Advocacy Studies (<http://catalog.neiu.edu/arts-sciences/child-advocacy-studies/minor-child-advocacy-studies/>)

Amanda Dykema-Engblade, Ph.D., Associate Professor of Psychology, Chair

## Core Faculty

Rachel Birmingham, Ph.D., Associate Professor, Justice Studies, Coordinator of CAST

Susan Auman, M.S.W., Instructor, Social Work

Catherine Korda, M.S.W., Instructor, Justice Studies

Christopher Merchant, Ph.D., Associate Professor, Psychology

## CAST-210. Children And Poverty. 3 Hours.

This course examines causes and consequences of childhood poverty in the United States. The impacts of poverty on physical, emotional, behavioral, academic and social outcomes will be explored. Further, the intersectional nature of poverty will be addressed, with focus given to how poverty differentially impacts women, girls and children of color. Strategies that successfully promote resiliency amongst children living in poverty will be identified.

## CAST-301. Introduction To Child Advocacy Studies. 3 Hours.

This course provides a survey of the emerging field of Child Advocacy Studies, which researches and seeks remedies for the maltreatment of children and youth, including specific acts of violence and neglect, in the context of the pernicious effects of racism, poverty, sexism, and heterosexism, including the unique problems faced by immigrant and displaced children. The course examines the various economic, political, social and cultural circumstances that may contribute to the abuse and maltreatment of children and youth. It also teaches students about the strategies and tactics used by various local governmental and nongovernmental agencies, courts and medical establishments to address these problems.

## CAST-302. Psychosocial Advocacy For Developmental Maladjustment. 3 Hours.

This course is designed to provide the student with a survey of the various psychosocial, developmental, and public health difficulties that are faced by children and adolescents with specific focus on prevention and intervention strategies that are being employed by mental health and social service professionals at both community and societal levels. This course will also introduce the student to the ways that prevention/intervention strategies are developed, employed, and evaluated.

**Prerequisite:** CAST-301 with a minimum grade of C.

## CAST-303. Child Advocacy Studies: Assessment And Evaluation. 3 Hours.

This is the third required course of the Child Advocacy Studies minor. It focuses on a combination of knowledge and skills necessary to providing direct service to children. The course begins with an examination of the mezzo- and macro-level systems and institutions that provide services for children and youth in the United States. The skills portion of the course supports students in gaining a beginning level of mastery in interviewing, assessment, and evaluation pertinent to serving children and youth who become identified as potential victims of abuse and neglect. The age-focus in this course includes early childhood, middle childhood, and adolescence.

**Prerequisite:** CAST-301 with a minimum grade of C and CAST-302 with a minimum grade of C.

## CAST-304. CAST Internship Seminar. 3 Hours.

The focus of the CAST seminar course is to increase the student's sense of confidence in practicing as beginning level practitioners. This goal is achieved by building the student's awareness of her/his own strengths and limitations as a worker, along with the integration of knowledge, values and skills used in the generalist approach to practice with children, adolescents, and their families. Utilizing a collaborative supervision model, this experiential course supports students in achieving further mastery in the knowledge and skills obtained throughout the CAST coursework.

**Prerequisite:** CAST-301 with a minimum grade of C and CAST-302 with a minimum grade of C and CAST-303 with a minimum grade of C.

## CAST-324. Black Girlhood Studies. 3 Hours.

This course examines the complexities of Black girlhood, particularly from the perspectives of Black girls and women. From an examination of adultification to early hypersexualization, this course offers a critical analysis of the various aspects and dynamics Black girlhood, and how concepts of race/ethnicity, class, gender, sexuality, and ability specifically impact Black girls. This course spans a wide range of topics, from schooling experiences and representation of Black girlhood in popular culture, to the ways in which Black girls exert radical and humanizing agency -- as artists, scholars, activists, and more, reframing dominant narratives about themselves and their communities.

**Prerequisite:** (100 - 399 or 100A - 399Z).

# Minor in Child Advocacy Studies

## Minor in Child Advocacy Studies (18 credit hours)

The Child Advocacy Studies minor provides students with knowledge and skills to deliver high quality services to infants, children, youth and their families. The program's goal is to prepare emerging practitioners to work effectively within various child-serving organizations and institutions. The program includes a focus on immigrant children and their families as well as children who are at risk or who have been impacted by violence and trauma. It also includes collaborative relationships with community-based providers that directly serve children and their families, and with advocates for equitable access to programs and services.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

- \* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.
- \*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Requirements for the MINOR in Child Advocacy Studies

To earn a CAST minor students must complete six classes (18 cr.) as follows:

- Four required courses (12 cr.),
- Two electives (6 cr.) from different disciplines drawn from the list of approved electives below.

While completing the final required course, CAST-304 students work 80 hours in the field at a site that has been approved by the CAST advisor.

### Core Courses Required for Minor:

Code	Title	Hours
<b>CAST Required Courses</b>		<b>12</b>
CAST-301	Introduction To Child Advocacy Studies	
CAST-302	Psychosocial Advocacy For Developmental Maladjustment	
CAST-303	Child Advocacy Studies: Assessment And Evaluation	
CAST-304	CAST Internship Seminar	
<b>Approved Electives <sup>1</sup></b>		<b>6</b>
JUST-318	Gangs In Chicago	
JUST-321	Violence Against Women	
JUST-326	Juvenile Justice System	
JUST-395	Hunger & Homelessness	
PSYC-215	Child Psychology	
PSYC-318	Psychopathology Of Childhood	
PSYC-320	Adolescent Psychology	
SOC-105	Social Inequalities And Social Change	
SOC-329	Sociology Of Violence	
SOC-332	Schools, Domination & Liberation: Sociology Of Education	
SOC-340	Sociology Of Sexualities	
SOC-358	Sociology Of Youth And Youth Culture	
SWK-301	Social Work And The Law	
SWK-307	Services To Children & Adolescents	
SWK-308	Social Work Practice With Immigrants & Refugees I	
SWK-320	Domestic Violence Social Work:Theory And Practice	
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> Approved Electives are chosen from the selected interdisciplinary list of courses shown above.

The program will accept one elective course (3 cr.) from another college or university toward the minor, subject to the approval of the advisor.

# Communication, Media and Theatre

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The Department of Communication, Media and Theatre (<http://www.neiu.edu/cmt/>) (CMT) links three creative and demanding disciplines, all of which focus on social interaction, technology, and performance. The department offers an undergraduate Bachelor of Arts degree and a graduate Master of Arts degree.

## CMT Undergraduate Program - Bachelor of Arts Degree

The undergraduate Bachelor of Arts degree allows students to concentrate in one of three areas (Communication, Media, or Theatre) or blend their interests together in creative and innovative ways. CMT students can go into corporate, non-profit, or government positions, or continue into advanced graduate school programs. Potential careers include Public Relations, Social Media, Podcasting, Advertising, Corporate Communication, Politics and Activism, Journalism, Film and Television Criticism, Video and Audio Production, Acting or Directing for Stage or Screen, Set Design, Costume Design, Makeup Design, and many others.

Undergraduate students in the CMT program acquire proficiency in the theory and practice of communication, media, and theatre arts as well as develop an appreciation of differing values and perceptions of the world. Students acquire hands-on media training in a state-of-the-art media laboratory and firsthand theatre experience in the Stage Center Theatre. The CMT department also has a successful internship program that has helped many of our graduates secure employment upon graduation.

Students may declare a Communication, Media and Theatre major or one of our six minors by visiting the CMT Department office (FA 240) or emailing [cmt@neiu.edu](mailto:cmt@neiu.edu). At the time of declaring a major or minor in the Department, the student will be assigned an academic advisor from the Department faculty.

CMT majors may waive up to six credit hours of General Education requirements in either the Fine Arts or Humanities distribution area (or a combination of three credits in each distribution area).

Students in other majors who are looking for First-Year Experience (FYE) courses, General Education Courses, Engaged-Learning-Experience Boundary-Crossing (ELE-X) courses, or a one-credit course at the 300-level to complete the 40-credit 300-level requirement may be interested in taking any of the following courses:

Code	Title	Hours
<b>COURSES OF INTEREST FOR NON-CMT MAJORS</b>		
<b>First-Year Experience (FYE) Courses</b>		
CMTM-109A	First Year Experience: Chicago On Video: One Pixel At A Time	3
CMTT-109	First Year Experience: Staging Chicago:Performances In, For, & About Chicago	3
<b>General Education Courses</b>		
CMTC-100	Introduction to Communication	3
CMTM-160	Introduction To Cinema	3
CMTT-130	Introduction to Theatre	3
<b>Engaged-Learning-Experience Boundary-Crossing (ELE-X) Courses</b>		
CMTC-313	Communication, Gender & Identity	3
CMTC-317	Intercultural Communication	3
CMTC-330	Communication Research Methods	3
CMTM-350	Podcasting And Audio Documentary	3
CMTM-361	Digital Video Editing	4
CMTM-362	Video Production Workshop	3
CMTM-366	Multimedia Storytelling	3
CMTM-367	News Writing	3
CMTM-377	Gender And Media	3
CMTM-379	Media Law & Ethics	3
CMTT-339	Technical Theatre Production	3
CMTT-350	Children's Theatre Workshop:Elementary	4
CMTT-351	Children's Theatre Workshop:Middle and High School	4
CMTT-393	Drama For Teaching And Learning	3
<b>One-Credit 300-Level Courses</b>		
CMTM-390	NEIU Cinémathèque	1



### **CMT Graduate Program - Master of Arts Degree**

The graduate Master of Arts degree in Communication, Media and Theatre includes coursework that is largely historical and theoretical in nature and is designed to provide advanced study in these disciplines. Students will further their understanding of interpersonal, intercultural, and organizational relationships; confront complex social problems; think critically about new media technologies; and understand the role of film, television, and the dramatic arts in contemporary social life. The program is designed for students interested in advanced corporate, non-profit, or public service positions; current teachers at the elementary or secondary level; and those preparing for positions in higher education or further graduate study.

All newly admitted students begin coursework in the fall semester in a cohort.

- Major in Communication, Media and Theatre (<http://catalog.neiu.edu/arts-sciences/communication-media-theatre/communication-media-theatre/>)
- Minor in Communication, Media and Theatre (<http://catalog.neiu.edu/arts-sciences/communication-media-theatre/minor-communication-media-theatre/>)
- Minor in Communication (<http://catalog.neiu.edu/arts-sciences/communication-media-theatre/minor-communication/>)
- Minor in Media (<http://catalog.neiu.edu/arts-sciences/communication-media-theatre/minor-media/>)
- Minor in Journalism (<http://catalog.neiu.edu/arts-sciences/communication-media-theatre/minor-journalism/>)
- Minor in Theatre Performance (<http://catalog.neiu.edu/arts-sciences/communication-media-theatre/minor-theatre/>)
- Minor in Theatre Design, Technology, and Management (<http://catalog.neiu.edu/arts-sciences/communication-media-theatre/minor-theatre-design-technology-management/>)
- Master of Arts in Communication, Media and Theatre (<http://catalog.neiu.edu/arts-sciences/communication-media-theatre/master-arts-communication-media-theatre/>)

Cyndi Moran, M.F.A., Professor, Department Chair

Katrina E. Bell-Jordan, Ph.D., Professor, Dean of the College of Arts and Sciences

Maura Baron, Ph.D., Associate Professor

Sarah Fabian, M.F.A., Associate Professor

Adam Goldstein, M.F.A., Associate Professor

Seung-Hwan Mun, Ph.D., Associate Professor

Shayne Pepper, Ph.D., Professor

Edie Rubinowitz, M.P.A., Professor

Yejin Shin, Ph.D., Assistant Professor

#### **CMTC-100. Introduction to Communication. 3 Hours.**

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 take place.

#### **CMTC-101. Public Speaking. 3 Hours.**

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-102. Public Speaking For STEM. 3 Hours.**

In this course, students will study argumentation, organization, delivery, sources of evidence, and language usage when preparing informative and persuasive presentations in STEM. Students will apply their knowledge to present several speeches throughout the semester, possibly including an academic conference-style presentation.

#### **CMTC-202. Voice and Diction. 3 Hours.**

Emphasis on improving voice quality, volume, projection, rate, articulation, and pronunciation.

#### **CMTC-210. Advanced Public Speaking. 3 Hours.**

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-213. Interpersonal Communication. 3 Hours.**

This course studies how humans relate through the use of verbal and nonverbal symbols. Through participation and involvement, students explore how communication creates, maintains, and deteriorates relationships. Students also examine messages, meanings, feedback, nonverbal elements, listening, barriers and breakdowns as they affect relationships.

#### **CMTC-214. Business And Professional Communication. 3 Hours.**

This course focuses on the development of oral and written communication skills that are essential for professional life, including topics such as problem solving, listening, interviewing, and presentational skills.

#### **CMTC-215. Small Group Communication. 3 Hours.**

This course provides an in-depth study of small group communication processes. Students explore topics such as decision-making and problem solving, leadership, conflict, and diversity issues. Students are required to participate in group project.

**CMTC-300. Mediated Communication. 3 Hours.**

This is an investigation of the effects media and technologies have on social interaction and communication behaviors such as speaking, listening, understanding, and interpreting.

**CMTC-301. Nonverbal Communication. 3 Hours.**

This course explores the nature of non-verbal messages such as body language, facial expression, and artifacts in various communication contexts.

**CMTC-305. Writing Intensive Program: Writing In Communication, Media & Theatre. 3 Hours.**

This course is a writing intensive experience designed to introduce students to the functions and applications of various writing practices and 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.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**CMTC-306. Special Topics In Communication. 3 Hours.**

This special topics course provides undergraduate students with the opportunity to study in depth a particular topic of communication. Topics will include, but are not limited to, the role and importance of communication in religion and science, politics, negotiation, intimacy and desire, and social difference.

**CMTC-308. Independent Study in Communication. 3 Hours.**

Individual investigation into a topic of the student's choice. Requires approval of instructor, chair and dean.

**CMTC-310. Persuasion. 3 Hours.**

This course examines contemporary theories and practices of persuasion through analysis and evaluation of persuasive messages in society from the used car lot to the presidential campaign.

**CMTC-313. Communication, Gender & Identity. 3 Hours.**

This course investigates some of the effects that gender and other identities have on communication behaviors, such as naming, language acquisition, professional orientation, conflict management, self-image, dress and social roles.

**CMTC-314. Organizational Communication. 3 Hours.**

This course examines organizational communication processes such as organizational culture, diversity, workplace participation and democracy. Students will assess (in)effective communication practices in organizations.

**CMTC-315. Leadership Communication. 3 Hours.**

This course examines the theory and practice of the social-emotional and task-related aspects of leadership processes. Students will explore standard works in classical leadership theory and contemporary frameworks related to motivation, emotional intelligence, and toxic leadership dynamics.

**CMTC-316. Family Communication. 3 Hours.**

This course studies the family system with a focus on the role communication plays in maintaining it. Students explore the functions of family roles, rules, and power and ways to increase or decrease communication effectiveness in this system.

**CMTC-317. Intercultural Communication. 3 Hours.**

This course explores issues in intercultural communication. Students will examine their own as well as other people's cultures. Major topics include race and ethnicity, immigration, social class, intercultural conflict, and social justice and how these reflect and/or affect verbal and nonverbal communication processes.

**CMTC-319. Conflict Communication. 3 Hours.**

This course examines the communication processes in interpersonal, organizational, and intercultural conflict, with attention to theories, research and practice related to conflict management.

**CMTC-329. Health Communication. 3 Hours.**

This course is designed to provide an introduction to communication processes in various health care contexts. The course will integrate interpersonal, small group, organizational, and mass communication theory and research into a survey of areas such as communication between patients and caregivers, the role of culture in health practices, images of health in the mass media, and new directions in health communication technologies.

**CMTC-330. Communication Research Methods. 3 Hours.**

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.

**CMTC-383. Professional Internship 1. 3 Hours.**

Professional activities in a selected field of communication, performed and supervised at public or private facilities, corporate communication sites, businesses, agencies, etc.

**CMTC-384. Professional Internship 2. 6 Hours.**

(See CMTC-383 for description.)

**CMTC-385. Professional Internship 3. 9 Hours.**

(See CMTC-383 for description.)

**CMTC-386. Professional Experience Seminar. 3 Hours.**

The course will provide students with an opportunity to work in a professional communication, media or theatre position while examining the experience with a faculty member and their peers. For many students, a professional placement is a new, unfamiliar experience with a set of demands that are distinct from the academic world. This course will allow students to earn credit for an internship in their desired field, while enhancing their professionalism through discussion and reflection. Consent of the instructor is required.

**CMTC-400. Special Topics In Communication. 3 Hours.**

This special topics course provides graduate students with the opportunity to study in depth a particular area (e.g., intercultural, group, gender, family, organizational, interpersonal), topic (e.g., identity and difference, intimacy and desire, corporate consulting, political rhetoric), or method (e.g., rhetorical criticism, auto/ethnography, content analysis) of communication. The focus will be on critically examining foundational and contemporary works that advance the theory, research, and practice about this area, topic, or method.

**CMTC-401. Introduction to Graduate Study. 3 Hours.**

Problems, methods and resources involved in graduate study and research in all areas of communication, media and theatre.

**CMTC-402. Seminar In Research Methods. 3 Hours.**

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.

**CMTC-404. Communication Theory. 3 Hours.**

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.

**CMTC-414. Seminar In Organizational Communication. 3 Hours.**

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 what theories direct the reality of organizations and how much of that reality is managed for the purposes of controlling individuals, whether overtly or symbolically.

**CMTC-416. Seminar In Interpersonal Communication. 3 Hours.**

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.

**CMTC-434. Independent Study In Communication. 3 Hours.**

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).

**CMTC-5901. Thesis Hours. 1 Hour.**

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. Students may register for 1--#3 credits per term with a total of 6 credits required to complete the thesis project. This course requires approval of the instructor, Department Chair, and the appropriate College Dean(s).

**Requirement:** Approval of the graduate advisor.

**CMTC-5902. Thesis Hours. 2 Hours.**

See course description for CMTC-5901.

**CMTC-5903. Thesis Hours. 3 Hours.**

See course description for CMTC-5901.

**CMTE-490. Instructional Communication. 3 Hours.**

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.

**CMTE-492. Teaching College Speech. 3 Hours.**

This course examines the tasks of the communication teacher; philosophy, objectives, materials and methods of instruction, communication curricula and departmental operations; and professional relationships in the community.

**CMTM-105. Introduction To Journalism. 3 Hours.**

This survey course introduces students to the field of journalism, its basic concepts, processes and practices. It is intended as a guide to the workings of the journalism industry, including its various branches, the basis of news judgment, and the nature of journalism in the era of new media. Its hands-on approach is designed to provide a theoretical as well as "real world" understanding of the news and application of principles related to the production and dissemination of the news.

**CMTM-109A. First Year Experience: Chicago On Video: One Pixel At A Time. 3 Hours.**

In this course, the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-discovery and Transitions) are interwoven with the field-specific concepts and terminology of video production. Students in this dynamic, hands-on class will turn the lens on other students engaged in hands-on learning....producing children's theatre, testing water samples, conducting fieldwork, examining issues of social justice... and get a taste of both documentary production and advanced undergraduate coursework at NEIU. Students will also get to explore uses of video at the community level - from high school students covering sports events, to local immigrants keeping their cultural ties alive.

**CMTM-160. Introduction To Cinema. 3 Hours.**

This course introduces students to the basic elements of cinema (editing, cinematography, sound, etc.) and explores how these elements contribute to our understanding of the themes and meanings of a particular film. After gaining a foundational understanding of these formal elements, students assess how topics such as genre, narrative, authorship, and ideology help to shape cinema.

**CMTM-205. Fundamentals Of Media Writing. 3 Hours.**

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 print media, The Associated Press Stylebook. Fundamentals of Media Writing picks up where 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 News Writing, CMTM-367.

**CMTM-250. Introduction To Audio Production. 3 Hours.**

This course introduces students to the process of audio production. The course also explores sound as an industry and an art form, as well as a tool of self-expression and of story telling. Through a series of production exercises, working individually and in groups, the student becomes familiar with the process of audio production from concept to field recordings, to scripting and editing, to producing and mixing and then to sharing the finished work with others.

**CMTM-260. Introduction to Video Production. 3 Hours.**

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 Hours.**

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 Media. 3 Hours.**

Individual investigation into a topic of the student's choice. Must have approval of instructor, chair and dean.

**CMTM-311. Fieldwork in Video Production. 1 Hour.**

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.

**Prerequisite:** CMTM-260 with a minimum grade of C or MASS-260 with a minimum grade of C.

**CMTM-311.2. Fieldwork in Video Production. 2 Hours.**

See CMTM-311 for course description.

**Prerequisite:** CMTM-260 with a minimum grade of C or MASS-260 with a minimum grade of C.

**CMTM-311.3. Fieldwork in Video Production. 3 Hours.**

See CMTM-311 for course description.

**Prerequisite:** CMTM-260 with a minimum grade of C or MASS-260 with a minimum grade of C.

**CMTM-311.4. Fieldwork in Video Production. 4 Hours.**

See CMTM-311 for course description.

**Prerequisite:** CMTM-260 with a minimum grade of C or MASS-260 with a minimum grade of C.

**CMTM-311.5. Fieldwork in Video Production. 5 Hours.**

See CMTM-311 for course description.

**Prerequisite:** CMTM-260 with a minimum grade of C or MASS-260 with a minimum grade of C.

**CMTM-311.6. Fieldwork in Video Production. 6 Hours.**

See CMTM-311 for course description.

**Prerequisite:** CMTM-260 with a minimum grade of C or MASS-260 with a minimum grade of C.

**CMTM-350. Podcasting And Audio Documentary. 3 Hours.**

This course will focus on the production of podcasts from conception to completion. Students will analyze and understand the history of the growing medium. They will learn basic audio production skills such as recording and mixing and then create their own podcast episode using digital audio tools. Students will develop interviewing and storytelling skills to compose stories with dialogue, ambient sound, and music. Students will learn from professionals in the industry and examine how podcasts are promoted to reach niche and/or mass audiences.

**CMTM-360. Advanced Video Production. 3 Hours.**

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.

**Prerequisite:** CMTM-260 with a minimum grade of C or MASS-260 with a minimum grade of C.

**CMTM-361. Digital Video Editing. 4 Hours.**

This hands-on class introduces students to the principles and practices of digital, non-linear video editing, including the aesthetics and conventions of film and video cutting, history and theories of editing, and technical aspects of editing. Students will use sample footage to edit, present and critique several projects, and they will edit a final piece using footage of their own choosing.

**Prerequisite:** CMTM-260 with a minimum grade of C or MASS-260 with a minimum grade of C.

**CMTM-362. Video Production Workshop. 3 Hours.**

In this intensive, hands-on class students will produce short non-fiction video modules, linked to a specific theme each term. Students will work in small production teams, and will write, direct, shoot and edit their segments, rotating responsibilities. Students will screen, critique and revise modules, create finished shows, and organize and promote screenings.

**Prerequisite:** CMTM-260 with a minimum grade of C or MASS-260 with a minimum grade of C.

**CMTM-363. Documentary Film. 3 Hours.**

Historical survey of the international non-fiction film, including creative films, anthropological films, and television journalistic documentaries.

**CMTM-364. Writing For Media - Revolving Topics. 3 Hours.**

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-364A. Writing The Sitcom. 3 Hours.**

This is a course devoted to writing the television half-hour situation comedy - a highly conventionalized television form. Students will discuss theories of comedy, analyze the structure of the sitcom, and learn industry standards for formatting and developing a script from initial idea to final script. Students will work in an approximation of a television "writers' room" in which feedback and critique are part of the creative process.

**CMTM-364B. Solutions Journalism. 3 Hours.**

This version of Writing for Media will focus on a new way of covering the news called "Solutions Journalism." Students will read, analyze, and write news stories that address problems but also focus on the solutions.

**CMTM-365. Contemporary Issues in Mass Media. 3 Hours.**

This course provides an advanced study of the socio-psychological impact of the media upon contemporary society.

**Prerequisite:** CMTM-265 with a minimum grade of C or MASS-265 with a minimum grade of C.

**CMTM-366. Multimedia Storytelling. 3 Hours.**

This course will involve writing for various media platforms with practice in the multimedia creation of original works; experience in writing forms and content typical of various media and criteria for evaluating written work; discussion of career opportunities.

**Prerequisite:** CMTM-260 with a minimum grade of C or CMTM-250 with a minimum grade of C.

**CMTM-367. News Writing. 3 Hours.**

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.

**Prerequisite:** CMTM-205 with a minimum grade of C.

**CMTM-368. Community Media. 3 Hours.**

The course will familiarize students with the important journalistic function uniquely served by community-based media, a function increasingly important in today's media landscape of centrally produced content controlled by fewer and fewer owners focused primarily on the economic needs of those owners and the advertisers. The course will introduce students to different forms of community media - print, video, audio, and new technologies - and how these contribute to the building of community.

**CMTM-369. Special Topics In Journalism. 3 Hours.**

This special-topics course will cover a particular aspect of journalism each time it is offered. Example topics include: Journalism of Impact, News and Social Media, Sports Journalism, Health Reporting, and The Future of News. Students in each class will take a deep analytical dive into a topic within the field of journalism. Depending on the topic, students may be expected to do original reporting, produce news stories, or complete a research project. Students will also be encouraged to work with campus media outlets.

**CMTM-370. Public Relations. 3 Hours.**

Examination of the history, development and practice of the public relations field, with attention to the planning, implementation and execution of public relations campaigns and the survey techniques and strategies used by public relations practitioners.



**CMTM-371. American Cinema (Origins-1950). 3 Hours.**

This course is an investigation of the evolution of American film history from its origins to the end of World War II. Students are introduced to the creative, industrial, and technological developments of the given period using a variety of analytical approaches. Films are investigated according to their historical, technological, aesthetic, and ideological significance as well as their genre placement.

**CMTM-372. American Cinema (1950-Present). 3 Hours.**

This course is an investigation of the evolution of American film history from the end of World War II until the present. Students are introduced to the creative, industrial, and technological developments of the given period using a variety of analytical approaches. Films are investigated according to their historical, technological, aesthetic, and ideological significance as well as their genre placement.

**CMTM-373. World Cinema. 3 Hours.**

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.

**CMTM-374. Special Topics In Film. 3 Hours.**

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.

**CMTM-374A. American Horror Film. 3 Hours.**

As one of the revolving topics in the Studies in Film course, this class will introduce the history, evolution, and important themes of the American horror film, serving as an overview of the genre and locating it in American historical, cultural, and literary contexts. Approaches will include close readings of films as well as psychoanalytic, ideological, and feminist analyses. A number of films and clips will be screened and discussed in the context of course readings.

**CMTM-375. Contemporary Hispanic Cinema. 3 Hours.**

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.

**CMTM-376. Television History. 3 Hours.**

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 Hours.**

This course examines representations of gender and sexuality in popular media. Students will begin with feminist theories of representation and follow theoretical developments that include issues of race, ethnicity, masculinity, and queer theory as they relate to film, television, and new media.

**CMTM-378. New Media Technologies. 3 Hours.**

This course explores emerging media technologies, including descriptions of the technologies, how their implementation affects existing media institutions, and social implications of the technologies. Emphasis is on historical perspectives on emerging media technologies in the global information society including digital audio-visual media, computers and consumer electronics, and various networking technologies. The course provides students with an understanding of the background, structure, functions, and current status for each technology. Emerging convergent media revolutionizing the global knowledge system will also be covered, including deregulatory policies, corporate mergers, and industrial restructuring.

**CMTM-379. Media Law & Ethics. 3 Hours.**

This course introduces students to the study of legal and ethical issues affecting U.S. mass media from journalistic and business perspectives. Specifically, the course will explore the legal and ethical responsibilities and rights of communicators and media professionals across various issues, including the First Amendment, defamation, privacy, newsgathering, regulation over media content, intellectual property rights, and regulation of electronic media and advertising industry. It will also help students think through media issues from a moral reasoning perspective by taking a variety of cases through an ethical framework.

**CMTM-380. Special Topics In Television. 3 Hours.**

This special topics course provides exposure to a variety of topics in television studies. Students will investigate historical, industrial, theoretical, and critical approaches to television studies. Consult the Schedule of Classes for specific topics.

**CMTM-380A. Television Genres. 3 Hours.**

Television Genres will cover a variety of scholarly approaches to the study of television programs. Genres can be studied for how they change over time, in response to cultural changes or economic exigencies. This course will take up theoretical questions of televisuality (the aesthetic conditions of the television text), and then focus on a number of particular genres. We will be primarily focusing on U.S. television, but there will be some attention to global questions, especially those of flow and format.

**CMTM-381. Video Games & Interactive Media Studies. 3 Hours.**

This course will cover a brief overview of the history of video games and then explores academic approaches to considering video games' cultural values, analytical interpretations of games, and consideration about the evolving interactive media landscape. Students study the rich world of video games and interactive media through experiential and community learning and auto-ethnographic and academic research/writing lenses.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**CMTM-383. Professional Internship 1. 3 Hours.**

Professional activities in a selected field of media, performed and supervised at public or private facilities, corporations, business agencies, etc.

**CMTM-384. Professional Internship 2. 6 Hours.**

(See CMTM-383 for description).

**CMTM-385. Professional Internship 3. 9 Hours.**

(See CMTM-383 for description).

**CMTM-390. NEIU Cinémathèque. 1 Hour.**

A "cinémathèque" is a small, specialized theater where important films are screened, discussed, archived, preserved, and loved. Drawing upon the tradition of cinémathèques across the world, this course will provide an opportunity for students to screen, discuss, and research important works of cinema here at Northeastern Illinois University. With on-campus resources such as 35mm prints screened by the Chicago Film Society and our extensive holdings of the Criterion Collection in the Ronald Williams Library, students will learn about the material practices surrounding film such as archival collection, preservation, and restoration as well as distribution, exhibition, criticism, and reception.

**CMTM-410. Independent Study In Media. 3 Hours.**

Individual investigation into selected topics in theory and practice of media. Independent studies require the approval of the instructor, Department Chair and appropriate College Dean (s).

**CMTM-465. Mass Communication Theory. 3 Hours.**

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.

**CMTM-466. Media And Cultural Studies. 3 Hours.**

This graduate seminar is designed to expose students to a "cultural studies" approach to media. Cultural studies scholars are primarily concerned with issues of power, and this approach has long informed the discipline of critical media studies. The focus on media will explore structures of power and inequality as they relate to the politics of identity and experience. Drawing upon foundational readings in the field as well as current media and cultural studies scholarship, students will spend the semester exploring the way in which these structures of power materialize in media texts and industrial formations.

**CMTM-467. Special Topics In Film & Television. 3 Hours.**

This special topics course provides graduate students an opportunity to explore historical and theoretical approaches specific to studies of film and television. Special topics may include film history and theory, television history, national cinemas, genres, industrial technologies and trends, and issues of representation such as race, class, and gender. Required: Graduate standing.

**CMTM-468. Seminar In New Media. 3 Hours.**

This course will explore critical approaches to "new media" by considering the dual meaning of the term. On one hand it describes the sense of "newness" often accompanying emerging media technologies throughout history, but it also describes the important contemporary shift from analog to digital media. Students will examine the history of several media technologies at critical moments of development, change, or rupture as well as analyze issues relevant to digital media such as file sharing, social networking, identity theft, surveillance, and cyberwarfare.

**CMTT-109. First Year Experience: Staging Chicago: Performances In, For, & About Chicago. 3 Hours.**

In Staging Chicago students will read, watch, write, and perform plays about Chicago. Special attention will be paid to plays that premiered in Chicago and were produced by Chicago artists. In addition to reading plays, students will have an opportunity to stage scenes and present their own theatrical interpretation of the Second City.

**CMTT-130. Introduction to Theatre. 3 Hours.**

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-203. Voice For The Performer. 3 Hours.**

This course offers an intensive exploration of spoken vocal performance technique for the actor. Students will examine the function and usage of breath, create healthy connection between breath and sound, build resonance, and improve articulation skills leading to dynamic performances in a variety of texts and forms.

**CMTT-220. Improvisation. 3 Hours.**

Emphasis on mastering improvisational theatre games for both actor training and performance.

**CMTT-221. Acting 1. 3 Hours.**

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-240. Foundations Of Theatrical Design. 3 Hours.**

This course introduces the elements of art and principles of visual design as they relate to the theatrical design areas of scenery, costumes and lighting. Students will learn how to analyze a play for design and apply this foundational knowledge to a dramatic text by creating the scenery, costumes and lighting design ideas based on text analysis, point of view, and research in the form of a production notebook.

**CMTT-242. Costume Construction. 3 Hours.**

Students will learn theatrical costume construction techniques through the study of basic fabric handling, pattern cutting, hand and machine sewing, and fabric dying. Students will also learn costume care and storage.

**CMTT-249. Makeup. 3 Hours.**

Fundamentals of stage and television makeup for straight and character roles; emphasis on the application of makeup, historical periods and uses of masks.

**CMTT-309. Independent Study in Theatre. 3 Hours.**

Individual investigation into a topic of the student's choice. Approval of instructor, department chair and dean.

**CMTT-321. Acting 2. 3 Hours.**

Building on the skills developed in Acting 1, this course deepens the student's exploration of the professional craft and demands of acting. Class sessions will take a rigorous approach to theatrical movement, character analysis, safe emotional connection, and the embodiment of action, intention, and point of view necessary for impactful storytelling. Course materials will focus on current plays and playwrights driving the national and global theatrical conversations of today.

**Prerequisite:** CMTT-221 with a minimum grade of C.

**CMTT-331. Western Theatre History. 3 Hours.**

This course charts the history and development of theatre and drama of the "West" from the approaches of the ancient Greeks through the early twenty-first century. Students will engage in active study of the societal conditions that sparked theatrical response as well as the evolution of civic and artistic approaches that have been synthesized into the Western branch of today's common theatrical forms.

**CMTT-332. History Of Theatre 2. 3 Hours.**

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 Hours.**

This course is an intensive survey of contemporary theatre from the twentieth century to the present with an emphasis on the past five years of theatrical culture and global contributors to the field. Students will learn about dramatic structure and characters. They will read, analyze and discuss a variety of dramatic works that are in dialogue with the emerging socio-political climate around the globe. As a capstone of this course, students will research a given topic and write an original ten-minute play, and submit it to the Nuevas Voces: A Ten-Minute Playwriting Contest.

**CMTT-334. Special Topics In Theatre. 3 Hours.**

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-337. Women In Playwriting. 3 Hours.**

This course examines the work of the dynamic women who have shaped theatre through their words and stories. The class will investigate the lens of women playwrights and the diverse range of art created through that lens.

**CMTT-339. Technical Theatre Production. 3 Hours.**

The study and practice of technical theatre production in the areas of scenery, lighting, costumes, and props. Students collaborate and execute the designs for the Stage Center Theatre Mainstage Season.

**CMTT-340. Scenic Design. 3 Hours.**

This course offers a comprehensive study of the principles of scenic design theory and practice. Students will analyze dramatic text, conduct visual research, execute renderings, write design concept statements, and design and build a scaled, color model of their concept.

**Prerequisite:** CMTT-130 with a minimum grade of C.

**CMTT-341. Lighting Design. 3 Hours.**

This course is a comprehensive study of the principles of lighting design theory and practical application.

**Prerequisite:** CMTT-130 minimum grade of C or PERF-130 minimum grade of C.

**CMTT-342. Costume Design. 3 Hours.**

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.

**Prerequisite:** CMTT-130 with a minimum grade of C.

**CMTT-343. Stage Management. 3 Hours.**

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.

**Prerequisite:** CMTT-130 with a minimum grade of C.

**CMTT-345. Directing. 3 Hours.**

Principles and techniques of the director's art.

**Prerequisite:** CMTT-130 with a minimum grade of C or CMTT-221 with a minimum grade of C or CMTT-350 with a minimum grade of C or CMTT-351 with a minimum grade of C or CMTT-359 with a minimum grade of C.

**CMTT-346. American Musical Theatre. 3 Hours.**

Survey of the history and evolution of American musical theatre, particularly focusing on the "Broadway musical", within the context of the political, economic, social and cultural events.



**CMTT-347. Playwriting. 3 Hours.**

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 Hours.**

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. 4 Hours.**

This course offers a comprehensive look at all facets of creating and producing theatre for Elementary school aged youth. Students research professional approaches to theatre for young audiences, rehearse, design, market, create youth engagement experiences, and build education strategies in order to generate critical storytelling experiences for young people. The course culminates in a class mounted production of a play for Chicago Public School student audiences in Stage Center Theatre.

**CMTT-351. Children's Theatre Workshop:Middle and High School. 4 Hours.**

This course offers a comprehensive look at all facets of creating and producing theatre for Middle and High School aged youth. Students research professional approaches to theatre for young audiences, rehearse, design, market, create youth engagement experiences, and build education strategies in order to generate critical storytelling experiences for young people. The course culminates in a class mounted production of a play for Chicago Public School student audiences in Stage Center Theatre.

**CMTT-357. Interpretation Of Shakespeare. 3 Hours.**

This course will offer an in-depth examination of the life, legacy, and theatrical craft of William Shakespeare. Through an interactive exploration of selected works, performance techniques, and global productions of the bard's work, we will seek to humanize Shakespeare the playwright, and examine the artistic voice that has resonated across centuries and continues to impact every aspect of our lives and every stage on which we perform.

**CMTT-358. Acting 3. 3 Hours.**

This course will serve as a professional preparatory laboratory for advanced acting students. Students will engage in a rigorous, practice-based study of professional acting practices, audition technique training, audition repertoire building, the business and industry of theatre, and career preparation. Actors in the course will work to cultivate a body of work that truly represents their true artistic self and then share that body of work with the profession. The course arc leads directly to a professional showcase of student work for invited leading members of the professional Chicago theatre community including directors, producers, casting directors, and management reps.

**Prerequisite:** CMTT-321 with a minimum grade of C.

**CMTT-359. Experimental Theatre. 3 Hours.**

In this course, students will study and perform experimental modes of theatre. Methods may include collaborative devising, verbatim theatre, playback theatre, physical theatre, relational performance, solo storytelling, game theatre, and live art techniques.

**CMTT-383. Professional Internship 1. 3 Hours.**

Professional activities in a selected field of theatre, performed and supervised at public or private facilities, theatres, organizations, schools, etc.

**CMTT-384. Professional Internship 2. 6 Hours.**

(See CMTT-383 for description.).

**CMTT-385. Professional Internship 3. 9 Hours.**

(See CMTT-383 for description.).

**CMTT-393. Drama For Teaching And Learning. 3 Hours.**

CMTT-393 is a practical, process-oriented course designed to introduce students to techniques for using drama as a teaching tool. From 20th century techniques for using drama as a teaching tool in elementary and middle schools, to contemporary approaches to drama as a means of community engagement and social intervention with youth and adults, students will explore multiple methods for applying drama and theatre in a variety of pedagogical settings. Course assignments are hands-on and emphasize various techniques in a space conducive to developing increased proficiency, both individually and in groups.

**CMTT-423. Independent Study in Theatre. 3 Hours.**

Individual investigation into selected topics in methods and materials for dramatic activities. Permission of instructor, chair, dean & graduate director.

**CMTT-430. Performance Theory. 3 Hours.**

This graduate level course will examine the theory and study of performance creation and interpretation through the lenses of narrative and aesthetic. Students will explore a variety of theoretical, philosophical, and performative approaches to understanding diverse performance narratives and the visual interpretation, composition, and storytelling that render such narratives meaningful to artist and audience alike.

**CMTT-446. Arts Administration. 3 Hours.**

This course will examine best practices in arts administration including institutional approach, mission development, structures, strategies, policies, and success assessment in the not-for-profit, commercial, and educational arts sectors. Students will investigate active and current "real world" case studies in an exploration of the competitive landscape of artistic producing and presenting.

**CMTT-473. Special Topics In Theatre. 3 Hours.**

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.

# Major in Communication, Media and Theatre

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The undergraduate degree is a liberal arts oriented degree program which allows students to concentrate, via elective course selection, in any of the three areas of study offered within the department:

Communication (CMTC), Theatre (CMTT), and Media (CMTM).

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major in Communication, Media and Theatre for the Bachelor of Arts Degree (39 credit hours)

Code	Title	Hours
<b>Required Courses</b>		
CMTC-101	Public Speaking	3
CMTC-305	Writing Intensive Program: Writing In Communication, Media & Theatre	3
CMTT-339 or CMTT-239	Technical Theatre Production Theatre Practicum	3
One CMT-C (Communication) 200-level course		3
One CMT-M (Media) 200-level course		3
One CMT-T (Theatre) 200-level course		3
Six Electives in Communication, Media, and Theatre (300-Level Courses)		18
One Elective in Communication, Media and Theatre (Any Level)		3
<b>Total Hours</b>		<b>39</b>

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

### First Year

Term	Hours	
<b>Term 1</b>		
General Education Course	3	
General Education Course	3	
General Education Course	3	
100-Level CMT Elective	3	
Elective/Minor	3	
<b>Term Hours</b>		
<b>15</b>		
<b>Term 2</b>		
CMTC-101	Public Speaking	3
100-Level CMT Elective		3
General Education Course		3
General Education Course		3
General Education Course		3
<b>Term Hours</b>		
<b>15</b>		
<b>Second Year</b>		
<b>Term 1</b>		
200-Level Communication (CMTC) Course	3	
200-Level Media (CMTM) Course	3	
General Education Course	3	
General Education Course	3	
General Education Course	3	
<b>Term Hours</b>		
<b>15</b>		
<b>Term 2</b>		
200-Level Theatre (CMTT) Course	3	
General Education Course	3	
General Education Course	3	
General Education Course	3	
Elective/Minor	3	
<b>Term Hours</b>		
<b>15</b>		
<b>Third Year</b>		
<b>Term 1</b>		
CMTC-305	Writing Intensive Program: Writing In Communication, Media Theatre	3
300-Level CMT Elective		3
300-Level CMT Elective		3
CMT Elective		3

Elective/Minor		3
	<b>Term Hours</b>	<b>15</b>
<b>Term 2</b>		
CMTT-339	Technical Theatre Production	3
300-Level CMT Elective		3
300-Level Elective		3
300-Level Elective/Minor		3
300-Level Elective/Minor		3
	<b>Term Hours</b>	<b>15</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
300-Level CMT Elective		3
300-Level CMT Elective		3
300-Level Elective/Minor		3
Elective/Minor		3
Elective/Minor		3
	<b>Term Hours</b>	<b>15</b>
<b>Term 2</b>		
300-Level CMT Elective		3
300-Level Elective		3
300-Level Elective/Minor		3
Elective/Minor		3
Elective		3
	<b>Term Hours</b>	<b>15</b>
	<b>Total Hours:</b>	<b>120</b>

# Master of Arts in Communication, Media and Theatre

## Master of Arts in Communication, Media and Theatre (30 credit hours)

This graduate program is designed to provide advanced study of communication research and the principles and practices of communication, media and theatre, for teachers of communication at the secondary level, elementary school teachers, candidates for teaching positions in higher education, students interested in positions in business and industry, and as a preparation for further graduate study. All newly admitted students begin coursework in the fall semester.

### Minimum Requirements for Admission to the Program

Students must fulfill the requirements for admission to the College of Graduate Studies and Research before admission into the CMT graduate program can be considered. Applicants are required to have completed 15 undergraduate credit hours (a minimum of 9 credit hours at the advanced [300 or above] undergraduate level) in Communication, Media or Theatre or related areas at an accredited institution of higher education with a B average. Applicants will also be asked to submit a writing sample. Students must satisfy these requirements prior to being admitted into the program. All final admission decisions rest with the CMT Graduate Advisor.

Students at large will only be authorized to enroll in graduate-level courses with approval of the graduate advisor and the course instructor.

### Requirements for the Degree:

30 credit hours are required in consultation with the graduate advisor. A maximum of six hours in cognate areas may be included in the program with the approval of the graduate faculty committee of the Department of Communication, Media and Theatre.

### Required Courses:

Code	Title	Hours
<b>Core courses</b>		
CMTC-401	Introduction to Graduate Study	3
CMTC-402	Seminar In Research Methods	3
CMTC-404	Communication Theory	3
CMTT-430	Performance Theory	3
CMTM-465	Mass Communication Theory	3
<b>5 Electives selected from 400-level courses in Communication, Media and Theatre</b>		<b>15</b>
<b>Total Hours</b>		<b>30</b>

### Electives

Code	Title	Hours
CMTC-400	Special Topics In Communication	3
CMTC-414	Seminar In Organizational Communication	3
CMTC-416	Seminar In Interpersonal Communication	3
CMTC-434	Independent Study In Communication	3
CMTE-490	Instructional Communication	3
CMTE-492	Teaching College Speech	3
CMTM-410	Independent Study In Media	3
CMTM-466	Media And Cultural Studies	3
CMTM-467	Special Topics In Film & Television	3
CMTM-468	Seminar In New Media	3
CMTT-423	Independent Study in Theatre	3
CMTT-431	Comparative Performing Arts	3
CMTT-446	Arts Administration	3
CMTT-473	Special Topics In Theatre	3

In addition to coursework, students must (a) take comprehensive exams, or (b) apply to write a thesis, in order to graduate. Theses must have the approval of the appropriate graduate committee. Students should enroll in CMTC-5901, CMTC-5902 or CMTC-5903. The course counts towards the requirement of 400-level electives. Students may enroll one time only.

Students who complete a thesis must pass an oral examination on topics included in the thesis.

Further information will be provided upon acceptance into the program. Please contact the CMT Graduate Advisor for current information about CMT Graduate Course offerings.

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.

<b>First Year</b>		
<b>Term 1</b>		<b>Hours</b>
CMTC-401	Introduction to Graduate Study	3
CMTM-465	Mass Communication Theory	3
CMTT-430	Performance Theory	3
<b>Term Hours</b>		<b>9</b>
<b>Term 2</b>		
CMTC-402	Seminar In Research Methods	3
CMTT-473	Special Topics In Theatre	3
<b>Term Hours</b>		<b>6</b>
<b>Second Year</b>		
<b>Term 1</b>		
CMTC-404	Communication Theory	3
CMTM-467	Special Topics In Film Television	3
CMTM-466	Media And Cultural Studies	3
<b>Term Hours</b>		<b>9</b>
<b>Term 2</b>		
CMTC-416	Seminar In Interpersonal Communication	3
CMTM-468	Seminar In New Media	3
<b>Term Hours</b>		<b>6</b>
<b>Total Hours:</b>		<b>30</b>

# Minor in Communication

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

#### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

#### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Communication (15 credit hours)

Code	Title	Hours
<b>Required Courses</b>		
Select one of the following:		3
CMTC-213	Interpersonal Communication	
CMTC-214	Business And Professional Communication	
CMTC-215	Small Group Communication	
Select one of the following:		3
CMTC-313	Communication, Gender & Identity	
CMTC-314	Organizational Communication	
CMTC-315	Leadership Communication <sup>1</sup>	
Electives:		
Two Communication (CMTC) Electives (300-Level)		6
One Communication (CMTC) Elective (Any Level)		3
<b>Total Hours</b>		<b>15</b>

<sup>1</sup> CMTC-215 prerequisite



# Minor in Communication, Media and Theatre

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Communication, Media and Theatre (21 credit hours)**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Required Courses</b>		
CMTC-101 or CMTC-202	Public Speaking Voice and Diction	3
Select one of the following Communication courses:		3
CMTC-213	Interpersonal Communication	
CMTC-214	Business And Professional Communication	
CMTC-215	Small Group Communication	
Select one of the following Media courses:		3
CMTM-205	Fundamentals Of Media Writing	
CMTM-260	Introduction to Video Production	
CMTM-265	Mass Media and Society	
Select one of the following Theatre courses:		3
CMTT-130	Introduction to Theatre	
CMTT-221	Acting 1	
CMTT-240	Foundations of Theatrical Design	
Electives:		
Three 300-level electives in CMT		9
<b>Total Hours</b>		<b>21</b>

# Minor in Journalism

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Journalism (18 credit hours)**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Required Courses</b>		
CMTM-105	Introduction To Journalism	3
CMTM-205	Fundamentals Of Media Writing	3
CMTM-367	News Writing <sup>1</sup>	3
Select one of the following Production courses:		3
CMTM-250	Introduction To Audio Production	
CMTM-260	Introduction to Video Production	
CMTM-361	Digital Video Editing <sup>2</sup>	
Select one of the following Media Literacy/Ethics courses:		3
CMTM-265	Mass Media and Society	
CMTM-378	New Media Technologies	
CMTM-365	Contemporary Issues in Mass Media <sup>3</sup>	
CMTM-379	Media Law & Ethics	
Select one of the following Applied Skills courses:		3
CMTM-368	Community Media	
CMTM-366	Multimedia Storytelling <sup>4</sup>	
CMTC-383	Professional Internship 1 <sup>5</sup>	
CMTC-386	Professional Experience Seminar <sup>5</sup>	

**Total Hours** **18**

- 1 CMTM-205 prerequisite
- 2 CMTM-260 prerequisite
- 3 CMTM-265 prerequisite
- 4 CMTM-250 or CMTM-260 prerequisite
- 5 Application process required

# Minor in Media

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Media (15 credit hours)**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Required Courses</b>		
Select one of the following Production/Writing courses:		<b>3</b>
CMTM-205	Fundamentals Of Media Writing	
CMTM-260	Introduction to Video Production	
CMTM-360	Advanced Video Production <sup>1</sup>	
CMTM-361	Digital Video Editing	
CMTM-362	Video Production Workshop <sup>1</sup>	
CMTM-364	Writing For Media - Revolving Topics	
CMTM-366	Multimedia Storytelling <sup>2</sup>	
CMTM-367	News Writing <sup>3</sup>	
Select one of the following Content/Theory courses:		<b>3</b>
CMTM-265	Mass Media and Society	
CMTM-363	Documentary Film	
CMTM-365	Contemporary Issues in Mass Media	
CMTM-370	Public Relations	
CMTM-371	American Cinema (Origins-1950)	
CMTM-372	American Cinema (1950-Present)	
CMTM-373	World Cinema	
CMTM-376	Television History	
CMTM-377	Gender And Media	
Two Media (CMTM) Electives (300-Level)		<b>6</b>
One Media (CMTM) Elective (Any Level)		<b>3</b>
<b>Total Hours</b>		<b>15</b>
<sup>1</sup>	CMTM-260 prerequisite	
<sup>2</sup>	CMTM-250 or CMTM-260 prerequisite	
<sup>3</sup>	CMTM-205 prerequisite	

# Minor in Theatre Performance

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This minor allows students with a vested passion in Theatre Performance to develop the essential foundations and vocabulary of acting craft through a structured and layered approach to artistic process. The minor provides the core artistic tools and professional preparation emphasis that emerging actors need to thrive in professional theatrical rooms, on set, and in content development. A minor in Theatre Performance prepares NEIU artists for the art and business of theatre and entertainment while providing them with invaluable skills to aid in self-expression, social change and activation, and performance-based culture building.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

#### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

#### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Theatre Performance (18 credit hours)

Code	Title	Hours
<b>Minor in Theatre Performance</b>		
<b>Required Core Courses</b>		<b>6</b>
CMTT-221	Acting 1	
CMTT-203	Voice For The Performer	
<b>Select one of the following Performance courses:</b>		<b>3</b>
CMTT-321	Acting 2	
or CMTT-345	Directing	
or CMTT-347	Playwriting	
or CMTT-350	Children's Theatre Workshop:Elementary	
or CMTT-351	Children's Theatre Workshop:Middle and High School	
or CMTT-359	Experimental Theatre	
<b>Select one of the following Literature or History courses:</b>		<b>3</b>
CMTT-331	Western Theatre History	
or CMTT-333	Contemporary Theatre	
or CMTT-334	Special Topics In Theatre	
or CMTT-337	Women In Playwriting	
or CMTT-346	American Musical Theatre	
or CMTT-357	Interpretation Of Shakespeare	
or CMTT-393	Drama For Teaching And Learning	
<b>Select one of the following Design, Technology, and Management courses:</b>		<b>3</b>
CMTT-249	Makeup	
or CMTT-340	Set Design	
or CMTT-341	Lighting Design	
or CMTT-342	Costume Design	
or CMTT-343	Stage Management	
<b>Select one of the following Performance Practicum courses:</b>		<b>3</b>
CMTT-309	Independent Study in Theatre	
or CMTT-358	Acting 3	
or CMTT-383	Professional Internship 1	
<b>Total Hours</b>		<b>18</b>



# Minor in Theatre Design, Technology, and Management

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This minor, also known as Theatre DTM, allows students with a vested passion in theatre design, technical areas, and management positions, to develop the essential foundations and vocabulary of craft through a structured, layered approach to professional production processes in theatre. The minor recognizes designers, technicians, and management staff as generative artists in theatrical spaces and provides the core creative tools and professional preparation emphasis needed to thrive in professional theatrical rooms. A minor in DTM prepares NEIU artists for the art and the business of theatre and entertainment while providing them with invaluable skills to aid in self-expression, social change activation, and performance-based culture building.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

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Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Theatre Design, Technology, and Management (18 credit hours)

Code	Title	Hours
<b>Minor in Theatre Design, Technology, and Management</b>		
<b>Required Core Course:</b>		<b>3</b>
CMTT-240	Foundations Of Theatrical Design	
<b>Select two of the following Design courses:</b>		<b>6</b>
CMTT-340	Set Design	
or CMTT-341	Lighting Design	
or CMTT-342	Costume Design	
or CMTT-343	Stage Management	
<b>Select one of the following Literature or History courses:</b>		<b>3</b>
CMTT-331	Western Theatre History	
or CMTT-333	Contemporary Theatre	
or CMTT-334	Special Topics In Theatre	
or CMTT-337	Women In Playwriting	
or CMTT-346	American Musical Theatre	
or CMTT-357	Interpretation Of Shakespeare	
or CMTT-393	Drama For Teaching And Learning	
<b>Select one of the following Performance courses:</b>		<b>3</b>
CMTT-203	Voice For The Performer	
or CMTT-221	Acting 1	
or CMTT-321	Acting 2	
or CMTT-345	Directing	
<b>Select one of the following Design Practicum courses:</b>		<b>3</b>
CMTT-309	Independent Study in Theatre	
or CMTT-383	Professional Internship 1	
<b>Total Hours</b>		<b>18</b>

# Earth Science

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In Earth Science, we use an integrated approach to understand the composition, structure, evolution, and dynamic of planet Earth. This covers processes ranging from the deep inner earth to those at the earth's surface to the outer limits of our atmosphere. The program combines geology, mathematics, physics, chemistry, and field studies to address how the earth works over various spatial and temporal scales. The main subject areas you will study include general and historical geology, properties of Earth materials, igneous petrology, sedimentology and stratigraphy, structural geology, field methods, and climate science. You will examine slow, long-term processes such as mantle convection, plate tectonics, and mountain building, as well as processes with short timescales including current, societally relevant problems such as the study of natural hazards, seismicity, volcanism, climate change, and mineral-, energy-, and water-resource exploitation.

Our curriculum offers wide a spectrum of methods and research topics drawn from the different research groups and expertise of faculty within the Department (biogeochemistry & water resources, climate & tectonics, igneous petrology & volcanism). Students are mentored in the lab and in outdoor field experiences in independent studies, capstone research projects, and/or internships. From satellite imagery and climate modeling to laboratory experiments and petrographic studies to field observations and biogeochemical analysis of water resources, we focus on techniques, skills, and knowledge that prepares you for a diversified job market in the twenty first century. Individual academic advising and personalized curricula provide a wide range of elective offerings that are best suited for your career interests.

Our highly interdisciplinary program in Earth Science can lead to your Bachelor of Science degree or an undergraduate minor. No matter what your interests are, you will leave the program with a better understanding of the forces and processes that shape our global environment and the world around you.

- Major in Earth Science (<http://catalog.neiu.edu/arts-sciences/earth-science/earth-science/>) (not currently accepting applications)
- Minor in Earth Science (<http://catalog.neiu.edu/arts-sciences/earth-science/minor-earth-science/>)

Kenneth T. Nicholson, Ph.D., Associate Professor, Professor of Chemistry, Chair  
 Elisabet Head, Ph.D., Associate Professor, Department Coordinator  
 Nadja Insel, Ph.D., Associate Professor, Undergraduate Advisor  
 Kenneth Voglesonger, Ph.D., Associate Professor

## **ESCI-109. First Year Experience: Chicago Rocks! Geology In The City. 3 Hours.**

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. First Year Experience: Chicago's Muddy Waters- Environmental Geology. 3 Hours.**

Chicago's vital bodies of water - Lake Michigan, Chicago River, and others - interact with the urban landscape and the soils and rocks of the ground beneath. Such interactions influence environmental issues in everyday life, including "What happens when water goes down the drain?" and "Why do certain areas flood after it rains?" These questions are explored in the context of Chicago's geology, to evaluate the critical factors 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 environmental geology impacts in local neighborhoods. (Lecture 2 hr., lab 2 hr.)

## **ESCI-121. Introduction To Earth Science. 3 Hours.**

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.

**Prerequisite:** (MATH-091 - 499 or MATH-091A - 499Z or NEIU Math Placement Result 02 - 45 or ACT Math 19 - 36 or Accuplacer Elementary Algebra 060 - 084 or Accuplacer College Level Math 020 - 120 or Accuplacer Adv. Algebra & Func 200 - 300 or SAT Math 500 - 800).

## **ESCI-123. Environmental Geology. 3 Hours.**

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.

**Prerequisite:** (MATH-091 - 499 or MATH-091A - 499Z or NEIU Math Placement Result 02 - 45 or ACT Math 19 - 36 or Accuplacer Elementary Algebra 060 - 084 or Accuplacer College Level Math 020 - 120 or Accuplacer Adv. Algebra & Func 200 - 300 or SAT Math 500 - 800).

## **ESCI-150. Water: Science And Society. 3 Hours.**

This course is designed as an introduction to the importance of water for society and its unique characteristics from an Earth Science perspective. The course will focus on the major earth processes that govern water systems and resources and will offer a basic scientific background for understanding water occurrence, movement, and behavior. Students from any background will be given opportunities to connect the earth science of water to society, arts, and humanities through a variety of interactive activities, virtual field trips, assigned readings, and online discussions.

**ESCI-180. Fundamentals Of Data Science. 4 Hours.**

Foundations of data science considers data from three perspectives: inferential thinking, computational thinking, and real-world relevance. Given data arising from some real-world phenomenon, how does one analyze that data to understand that phenomenon? The course teaches critical concepts and skills in computation and statistical inference, in conjunction with hands on analysis of real-world datasets, including economic data, document collections, geographical data, and data from social networks. It delves into social, ethical, and legal issues surrounding data analysis, including privacy and data ownership.

**Prerequisite:** MATH-173 with a minimum grade of C.

**ESCI-201. Exploring America's National Parks. 4 Hours.**

This course blends an overview of U.S. national parks with a general understanding of how the earth works. We will explore how geologic processes control the landscapes and features in U.S. national parks and along the way learn about the concepts of geologic time, plate tectonics, and how the rock record can be used to reconstruct the geological story of the parks. The course investigates geological hazards including volcanic eruptions, earthquakes, and landslides that pertain to various parks. Additionally, we will critically examine how the geology relates to cultural aspects and values, native stewardship, and environmental issues in these parks.

**ESCI-211. Physical Geology. 4 Hours.**

This course emphasizes basic geologic processes and concepts with a focus on understanding the Earth as a system. In this course we will study how the rock cycle, geotectonics, volcanoes, and earthquakes are interrelated, and examine the way internal and external processes interact at the Earth's surface to shape our landscape. Formation, relevance, and implication of water, mineral, and energy resources, as well as climate change, will be part of the fundamental intellectual inquiry into the past, present, and future of our planet.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**ESCI-303. Environmental Geology In The Field. 4 Hours.**

This course introduces students to standard approaches, equipment, and tools used in geological field investigations and lab-based methods in order to develop and test geological ideas and concepts. Special attention is given to the fundamental aspects of geologic mapping, field observations, data gathering, use of a geologic compass, topographic and geologic map use and interpretation, and the construction of geologic cross sections. A significant part of the course will involve case studies as well as hands-on field and laboratory analyses with a focus on Midwestern geological features and landforms. The course includes two mandatory weekend field trips.

**Prerequisite:** ESCI-121 with a minimum grade of C or ESCI-211 with a minimum grade of C.

**ESCI-306. Writing Intensive Program: Earth Materials. 4 Hours.**

This course focuses on identifying common rocks and minerals and understanding their association to plate tectonic settings and landscape dynamics. Observational skills and hand sample identification are emphasized.

**Prerequisite:** ESCI-211 with a minimum grade of C and ENGL-101 with a minimum grade of C.

**ESCI-307. Climate Change: Evidence, Causes, Effects. 4 Hours.**

This course will provide an integrative understanding of the components of the climate system, including the science behind climate change, the range of natural climate variability and external drivers of climate change, as well as impacts of a changing climate on multiple sectors. The course explores the basic science underpinning environmental dynamics and climate change, and the practical problem solving and communication skills to critically assess and discuss these topics. We will use case studies and media stories as backdrop to illustrate the many environmental and climate issues we face today.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**ESCI-308. Geology Of The National Parks. 3 Hours.**

Study of the geological processes producing and controlling the lands within the National Park System. Lecture 3 hours.

**Prerequisite:** ESCI-121 with a minimum grade of C or ESCI-211 with a minimum grade of C.

**ESCI-309. Geochemistry. 3 Hours.**

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.

**Prerequisite:** CHEM-211 with a minimum grade of D and (ESCI-306 with a minimum grade of D or ESCI-206 with a minimum grade of D).

**ESCI-310. Geology Of The Chicago Region. 4 Hours.**

The geologic history of Chicago integrates the effects of changes in climate and sea level, varied sedimentary processes, and the influence of the tectonic framework of the Midwestern US region. This course explores the diversity in Chicago's geologic past and present, including the continuing evolution of a geologic landscape affected by glacial, stream, and coastal processes, and examines the impact of local geology on resources and land use, as well as the impact of human processes on the geologic environment. Interpretation of map evidence and real-time data, individual research, and local and regional field experiences supplement class discussion. Lecture 2 hours and Lab 3 hours.

**Prerequisite:** ESCI-211 with a minimum grade of C.

**ESCI-311. Mineralogy And Petrology I. 4 Hours.**

This course is an introduction to fundamental mineralogical and petrological principles. Igneous and metamorphic processes are explained using crystallization theory, phase diagrams, thermodynamics, and geochemistry. We survey the distribution, chemical composition, and mineral associations in rocks of the Earth's crust and upper mantle, and investigate the relationships between these and tectonic environments. Lab methods include studying physical and optical properties of rocks and minerals.

**Prerequisite:** CHEM-211 with a minimum grade of C and (ESCI-306 with a minimum grade of C or ESCI-206 with a minimum grade of C).

**ESCI-312. Historical Geology. 4 Hours.**

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.

**Prerequisite:** ESCI-121 with a minimum grade of C or ESCI-211 with a minimum grade of C.

**ESCI-314. Paleontology. 4 Hours.**

Principles, study of invertebrate phyla, morphology, taxonomy, evolution and paleoecology as well as occurrence of various fossil types. Lecture 2 hours, lab 3 hours.

**Prerequisite:** ESCI-212 with a minimum grade of C or ESCI-312 with a minimum grade of C.

**ESCI-315. Glacial Geology. 4 Hours.**

This course focuses on interpreting glacial processes and glacial environments, both past and present. Applying techniques that include map interpretation and correlation, remote sensing, and comparison of sediment and topographic data, students will analyze glacier dynamics, the development of glacial landscapes, and the geologic record of glaciations and glacial processes. Lecture 2 hours, Lab 3 hours. Prereq: ESCI-121 or ESCI-211.

**Prerequisite:** ESCI-121 with a minimum grade of C or ESCI-211 with a minimum grade of C.

**ESCI-316. Volcanic Processes And Hazards. 4 Hours.**

This course will cover physical and chemical controls on the timing, style, and magnitude of volcanic eruptions, as well as the products (including natural resources) that form from volcanic activity. Data obtained from a variety of analytical techniques associated with physical and chemical processes at volcanoes will be evaluated and applied to solve volcanic problems. Impacts of volcanic eruptions on society and the strategies to reduce risk, such as volcanic monitoring, will be discussed.

**Prerequisite:** ESCI-211 with a minimum grade of C and CHEM-211 with a minimum grade of C.

**ESCI-317. Sedimentology And Stratigraphy. 4 Hours.**

This course introduces students to the basic principles used in the study of sedimentology and stratigraphy, including the knowledge and tools to investigate sediment formation, transportation, and deposition. Students learn the fundamentals of fluid flow, sediment transport, physical properties of sediments, and the formation of sedimentary structures, as well as how to connect these with the environments in which sedimentary rocks form. Special emphasis is placed on stratigraphic nomenclature and observation of thin sections in the lab, and the application of various concepts to stratigraphic columns in the field.

**Prerequisite:** ESCI-306 with a minimum grade of C or ESCI-206 with a minimum grade of C.

**ESCI-319. Petrology. 4 Hours.**

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.

**Prerequisite:** ESCI-311 with a minimum grade of C.

**ESCI-320. Limnology. 4 Hours.**

In this course, students will explore the geological aspects of freshwater systems, focusing on Lake Michigan. Topics that will be covered include the origin of Lake Michigan, tectonic and climatic settings of the Lake, physical sedimentary processes, sedimentary geochemistry, geochronology and paleolimnology. Students will also explore the multidisciplinary aspects of biogeochemical cycling of elements, the role of planktonic organisms in these cycles. Lecture 2 hours, Lab 3 hours.

**Prerequisite:** ESCI-211 with a minimum grade of C.

**ESCI-324. Oceanography I. 4 Hours.**

Ocean boundaries and bottom topography. Origin and evolution of ocean basins. Nature and characteristics of coastal and marine sediments. Gathering of oceanological data development of the marine sciences.

**Prerequisite:** ESCI-121 with a minimum grade of C and ESCI-207 with a minimum grade of C.

**ESCI-326. Independent Study In Earth Science. 3 Hours.**

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.

**ESCI-327. Aqueous Environmental Geochemistry. 4 Hours.**

This course builds on students' fundamental knowledge of aqueous chemistry and highlights applications relevant to geological sciences. The course focuses on using chemical principles to study surface and near surface water and water-rock/water-soil interactions. Topics include basic thermodynamics, chemical speciation, mineral solubility, complexation, acid-base reactions, oxidation-reduction reactions, carbonate chemistry, and an introduction to geochemical modeling. The practical applications of these topics will develop quantitative skills required for addressing geological and environmental issues.

**Prerequisite:** ESCI-211 with a minimum grade of C and CHEM-212 with a minimum grade of C.

**ESCI-329. Soil Science. 4 Hours.**

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.

**Prerequisite:** ESCI-121 with a minimum grade of C or ESCI-211 with a minimum grade of C.

**ESCI-330. Structural Geology. 4 Hours.**

This course introduces the basic concepts of brittle and ductile deformation processes and how they control the strength, mechanical behavior and development of structures in the Earth's continental crust. The course provides a basic understanding of the forces driving deformation and associated displacements and strains. Emphasis is placed on (1) illustrating how deformation processes change under the influence of changing pressures and temperatures with increasing depth in the lithosphere, and (2) examining the types of structures produced by single episodes of deformation of crust, and how their styles and geometries vary as a function of depth in the continental crust.

**Prerequisite:** ESCI-303 with a minimum grade of C and ESCI-317 with a minimum grade of C.

**ESCI-331. Geological Structures And Map Interpretation. 4 Hours.**

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.

**Prerequisite:** ESCI-211 with a minimum grade of C.

**ESCI-333. Internship In Earth Science. 3 Hours.**

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.

**ESCI-335. Meteorology. 4 Hours.**

This course introduces the processes at work in the earth's atmosphere and the physical laws that control them; horizontal and vertical circulations, atmospheric stability, radiation balance, precipitation, air masses, frontogenesis, and severe weather. Laboratory work involves extensive use of maps and charts.

**Prerequisite:** PHYS-201L with a minimum grade of C or PHYS-206L with a minimum grade of C.

**ESCI-337. Principles Of Hydrogeology. 4 Hours.**

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.

**Prerequisites:** ESCI-211 and (MATH-185 or MATH-106 or NEIU Math Placement Result 35 - 45 or ACT Math 25 - 36 or Accuplacer College Level Math 031 - 120 or SAT Math 580 - 800 or Accuplacer Adv. Algebra & Func 250 - 300).

**ESCI-339. Field Hydrogeology. 4 Hours.**

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, analysing, mapping and reporting field data. Lecture 2 hours, lab 3 hours.

**Prerequisite:** ESCI-337 with a minimum grade of C.

**ESCI-340. Introduction To Geotechnical Engineering. 4 Hours.**

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.

**Prerequisite:** (MATH-104 or MATH-177 or MATH-185 or NEIU Math Placement Result 35 - 45 or ACT Math 25 - 36 or Accuplacer College Level Math 031 - 120 or SAT Math 580 - 800 or Accuplacer Adv. Algebra & Func 250 - 300) and.

**ESCI-341. Environmental Hydrology. 4 Hours.**

The course introduces surface water hydrology, emphasizing applications in urban and agricultural environments of the glaciated Midwest. The course includes basic principles of the processes, interrelationships, and measurement of precipitation, infiltration, evaporation, evapotranspiration, interflow, overland flow, stream flow, and ground water flow. Also covered are an introduction to quantification of watershed hydrologic budgets, hydrographs, flood routing, hydraulic drainage and control structures, and estimation of extreme events. Lecture 2 hrs., laboratory 3 hrs.

**Prerequisite:** ESCI-211 with a minimum grade of C and MATH-185 with a minimum grade of C.

**ESCI-347. Climate Change: Past, Present, Future. 4 Hours.**

This course investigates the characteristics and causes of short (1 year) to long-term (>1 million years) climate change over the past ~400 million years and ~100 years into the future. The course will present an overview of the methods and techniques used to reconstruct Earth's climate history in the past, and will investigate ongoing climate changes in the present, and those predicted for the future. Students will be introduced to an educational state-of-the-art climate model (EdGCM) to simulate, implement, and analyze the effects of climate change by using real-world data and scientific approaches.



**ESCI-350. Geotectonics. 4 Hours.**

Geotectonics is the study of large-scale motion and deformation of earth's crust and mantle, the relationship of geodynamics to volcanic activity, earthquakes, and surface features, as well as the deep structure and movement of the interior of the earth. Interdisciplinary instruction of geological, geophysical, and geochemical concepts will allow students to develop a broad working knowledge of classic and current plate tectonics. Historical and recent papers on plate tectonics will be read, discussed, summarized in written reports, and presented to the class. Laboratories will consist of analyzing geologic, geophysical, geochemical, and remotely sensed evidence of current and ancient geodynamics.

**Prerequisite:** ESCI-211 with a minimum grade of C.

**ESCI-356. Introduction To Geophysics. 4 Hours.**

This course is designed to be a survey of the various subdisciplines of geophysics. Students will be introduced to geophysical phenomena through the acquisition, reduction and interpretation of data from geophysical surveys and exercises. We will examine simple physics and processes that govern Earth's dynamic behavior and students will demonstrate their knowledge employing various survey methods including seismic refraction, ground penetrating radar (GPR), and electrical resistivity to address near surface environmental and geotechnical issues. <br />Lecture 2 hours, Lab 3 hours.

**Prerequisite:** MATH-187 with a minimum grade of C and (PHYS-202L with a minimum grade of C or PHYS-207L with a minimum grade of C).

**ESCI-370. Interdisciplinary Seminar On Climate Change. 2 Hours.**

This university-wide seminar provides important views on the critical issue of climate change, drawing from many perspectives and disciplines. Faculty from different NEIU departments and other institutions will present an overview of socio-economic, political, cultural, racial, gender, ethical, and scientific perspectives on the issue of climate change. The main objective of the seminar is to gain an understanding of the dynamic linkages and feedbacks between the climate system and society and to critically evaluate climate change solutions in the context of sustainability and social & environmental justice.

**ESCI-390. Field Geology. 5 Hours.**

This course introduces standard geologic field techniques and data analysis. It is a multiple-week intensive course in geologic mapping and field investigation that focuses on: (1) Collecting and recording data using common geologic field methods and tools; (2) Synthesizing geologic data collected in the field by producing geologic maps and cross-sections; (3) Developing a reasonable geologic history based on multiple lines of evidence. Students will be exposed to a spectacular landscape, where different geologic processes are present and well-exposed. Lecture 3 hours, Lab 3 hours.

**Prerequisite:** ESCI-330 with a minimum grade of C and ESCI-311 with a minimum grade of C.

# Major in Earth Science

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**This major is not currently admitting students. Please contact the department for further information.**

## 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 geoscience fields, including industry, consulting, or state/federal agencies. In addition to required and elective ESCI courses, cognate courses (math and science) are also required for completion of the degree program. All students are urged to plan their program with the help of ESCI faculty advising.

**This major is not currently admitting students. Please contact the department for further information.**

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b>	6
2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	
<b>Humanities (HU)*</b>	9
3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	
<b>Behavioral/Social Sciences (SB)*</b>	9
3 courses, 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, Social Work	
<b>Natural Sciences (NS and NSL)**</b>	9
3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.



\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major in Earth Science requirements (71-72 cr. hrs.)

Code	Title	Hours
<b>Required Courses</b>		
ESCI-211	Physical Geology	4
ESCI-303	Environmental Geology In The Field	4
ESCI-306	Writing Intensive Program: Earth Materials	4
ESCI-307	Climate Change: Evidence, Causes, Effects	4
ESCI-311	Mineralogy And Petrology I	4
ESCI-312	Historical Geology	4
ESCI-317	Sedimentology And Stratigraphy	4
ESCI-330	Structural Geology	4
ESCI-390	Field Geology	5
Electives in Earth Science:		
Choose from 300-level course offerings		8
Required Courses in Related Fields:		
CHEM-211	General Chemistry I	5
MATH-187	Calculus I	4
MATH-202	Calculus II <sup>1</sup>	4
or MATH-275	Applied And Computational Statistics	
PHYS-201L	College Physics I With Lab	5
or PHYS-206L	University Physics I With Lab	
Select two of the following: <sup>2</sup>		8-9
BIO-201	General Biology I	
BIO-202	General Biology II	
CHEM-212	General Chemistry II <sup>1</sup>	
CHEM-213	Writing Intensive Program: Quantitative Analysis	
CHEM-231	Organic Chemistry I	
PHYS-202L	College Physics II With Lab	
or PHYS-207L	University Physics II With Lab	
PHYS-305	Modern Physics I	
<b>Total Hours</b>		<b>71-72</b>

<sup>1</sup> Students planning to pursue an advanced degree in geoscience should plan to incorporate these cognate courses.

<sup>2</sup> Course substitutions may be allowed by prior arrangement with the undergraduate program advisor. Check program listings for course pre-requisites/ co-requisites.

**This major is not currently admitting students. Please contact the department for further information.**

This sample curricular map is provided to guide you in the planning of your progression for the Earth Science major. This guide should not replace regular consultations with your Earth Science advisor. Please contact the Earth Science Department to develop your specific plan of study and for recommendations regarding your academic progress. Undergraduate Advisor: Nadja Insel (n-insel@neiu.edu); Coordinator: Elisabet Head (e-head@neiu.edu).

### First Year

Term 1	Hours
ESCI-211	Physical Geology 4
CHEM-211	General Chemistry I 5

ENGL-101	Writing I	3
<b>Term Hours</b>		<b>12</b>
<b>Term 2</b>		
ESCI-306	Writing Intensive Program: Earth Materials	4
ESCI-312	Historical Geology	4
MATH-187	Calculus I	4
ENGL-102	Writing II	3
<b>Term Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>Term 1</b>		
ESCI-303	Environmental Geology In The Field	4
ESCI-311	Mineralogy And Petrology I	4
CHEM-212	General Chemistry II	4
Fine Arts Course		3
Social/Behavior Science Course		3
<b>Term Hours</b>		<b>18</b>
<b>Term 2</b>		
MATH-202 or 275	Calculus II	4
PHYS-201L	College Physics I With Lab	5
300-level Earth Science Elective		4
Humanities Course		3
<b>Term Hours</b>		<b>16</b>
<b>Third Year</b>		
<b>Term 1</b>		
ESCI-317	Sedimentology And Stratigraphy	4
PHYS-202L	College Physics II With Lab	5
GES-391	Introduction To GIS	3
300-level Earth Science Course		4
Social/Behavioral Science Course		3
<b>Term Hours</b>		<b>19</b>
<b>Term 2</b>		
ESCI-307	Climate Change: Evidence, Causes, Effects	4
ESCI-330	Structural Geology	4
300-level ESCI Elective		4
Humanities Course		3
<b>Term Hours</b>		<b>15</b>
<b>Term 3</b>		
ESCI-390 (Taken during the Summer term of third year)	Field Geology	5
<b>Term Hours</b>		<b>5</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
Social/Behavioral Science Course		3
Fine Arts Course		3
Humanities Course		3
Elective		3
<b>Term Hours</b>		<b>12</b>
<b>Term 2</b>		
Social/Behavioral Science Course		3
Elective		3
Elective		3
<b>Term Hours</b>		<b>9</b>
<b>Total Hours:</b>		<b>121</b>

# Minor in Earth Science

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Earth Science (19-20 credit hours)**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Required Courses</b>		
ESCI-211	Physical Geology	4
ESCI-306	Writing Intensive Program: Earth Materials	4
ESCI-307	Climate Change: Evidence, Causes, Effects	4
ESCI-312	Historical Geology	4
One elective Earth Science course at the 300-level		3-4
<b>Total Hours</b>		<b>19-20</b>

Students also should be aware of the University requirements for the Bachelor's degree. All students must complete a minimum of 40 semester hours at the 300 level.

# Economics

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The Department of Economics (<http://econ.neiu.edu>) offers a program of study leading to the degree of Bachelor of Arts.

Economics is all about how people make decisions using theory and numerical analysis. Businesses, governments, and non-profits all value people who can help the best course of action and make sense of the complicated issues we face every day. Not only does an economics degree provide students with a marketable set of business tools - problem-solving, data analysis, and policy modeling - it gives graduates the ability to handle challenges in a wide range of areas. We also regularly offer courses in statistics and data analysis, which are increasingly important in today's data-driven world.

***It's more than a technical degree. It's real-world skills for real-world problems.***

## ENROLLING IN COURSES

Students considering a major in Economics should begin with our two-course Principles sequence, including ECON 215: Principles of Macroeconomics and ECON 217: Principles of Microeconomics. (These can be taken in any order, or even during the same semester.) In addition, students majoring in Economics should be sure to complete Math 165, which is a prerequisite for statistics and some of our 300-level courses. Upper-division courses do not need to be taken in any sequence, and course schedules are designed to accommodate students who require either daytime or evening courses.

Students in all majors are welcome to enroll in Economics courses. Economics is a valuable complement to any major, and students with interests in politics, geography, world affairs, finance, or urban issues may want to go beyond the Principles level and explore our field courses. An Economics minor is an excellent complement to a degree in math, political science, computer science, or any other field.

## BECOMING A MAJOR

You do not need to declare a major to enroll in degree courses, but you should declare as soon as possible. The Economics Major or Minor can be declared once you are fully admitted student at NEIU. To become an Economics Major or Minor, please complete the Major Declaration Form (<https://www.neiu.edu/academics/registrar-services/declaring-majorminor/>) and deliver it to the department office in BBH 346C, by email to [econ@neiu.edu](mailto:econ@neiu.edu), or to one of our faculty members. You will then be assigned an advisor and should schedule an advising session as soon as possible to discuss the program and requirements.

After completing the Principles sequence (ECON 215 and ECON 217), Economics majors must take our two theory courses (ECON 303 and ECON 304), a statistics course (ECON 220), a writing and tools course (ECON 221), and six elective courses (for 36 credits total).

The department regularly offers elective courses in the following subfields:

- **Applied Microeconomics and Urban Economics** (306, 309, 322, 330, 333, 334, 336, 337, 377)
- **Applied Macroeconomics and Financial Economics** (307, 321, 323, 343, 344, 345)
- **Data Analysis and Quantitative Methods** (310, 318, 330, 343, 346, 349)

Please contact Dr. Scott Hegerty ([S-Hegerty@neiu.edu](mailto:S-Hegerty@neiu.edu)) or one of the faculty advisors in the Department of Economics (<https://www.neiu.edu/academics/college-of-arts-and-sciences/departments/economics/contact-economics/>) to develop a plan of study.

The Department of Economics offers a Major and a Minor program of study. Students should meet with a faculty advisor upon joining the program and throughout their academic careers to develop a plan of study. Students are encouraged, but not required, to organize their electives according to the Department's three informal concentrations (urban/micro, financial/macro, and data analysis).

- Major in Economics (<http://catalog.neiu.edu/arts-sciences/economics/economics/>)
- Minor in Economics (<http://catalog.neiu.edu/arts-sciences/economics/minor-economics/>)

The economics major is excellent preparation for careers in the public or private sector, or for graduate study in quantitative or social science fields. An economics minor is an excellent complement to a variety of majors, including mathematics, political science and computer science.

Students should also be aware of the University requirements for the Bachelor's degree (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>).

Scott W. Hegerty, Ph.D., Professor, Chair, Advisor  
 Christina Ciecierski, Ph.D., Professor, Advisor  
 Ryan Gallagher, Ph.D., Professor, Advisor  
 Hardik Marfatia, Ph.D., Associate Professor, Advisor

## ECON-100. Financial Literacy. 3 Hours.

This course will provide students with an introduction to basic financial literacy. Students will cover the basics of the financial system, including basic banking, investment, budgeting, contracting and debt management. This course will cover both personal finance, small business organization and the relationships between households and businesses in the economy.

**ECON-109. First Year Experience: Money Matters: The Chicago Economy. 3 Hours.**

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

**ECON-200. Essentials Of Economics. 3 Hours.**

This course will provide students with an overview of general economic issues, principles and concepts in both microeconomics and macroeconomics. Through its integrated design, students will have the opportunity to analyze individual firms and markets as well as aggregate economic indicators. Topics to be covered include: inflation, unemployment and economic growth, with a focus on the government's role in its attempts to regulate the economy. Upon completion of the course, students will have gained a basic understanding of how people make decisions, how people interact, and how the economy as a whole works so that they may be able to conceptualize how the economy works, make better business decisions and establish a framework for viewing and interpreting the economic world around them.

**Prerequisite:** MATH-091 with a minimum grade of D.

**ECON-215. Principles Of Macroeconomics. 3 Hours.**

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.

**ECON-217. Principles Of Microeconomics. 3 Hours.**

Among the topics covered are supply, demand, prices, the working of markets, the markets of labor and for other factors of production, distribution of the product and contemporary economic problems.

**ECON-220. Business And Economics Statistics I. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C and (MATH-165 with a minimum grade of C or MATH-167 with a minimum grade of C or MATH-177 with a minimum grade of C or MATH-185 with a minimum grade of C or MATH-187 with a minimum grade of C or MATH-202 with a minimum grade of C or MATH-203 with a minimum grade of C).

**ECON-221. Writing Intensive Program: Tools For Economists. 3 Hours.**

This course introduces students to a wide variety of resources used by academic and applied economists. Students will learn the basics of word processing and spreadsheet design, with particular emphasis placed on the written description of data, tables and graphs, as well as academic and business writing styles. Students will also learn how to locate, interpret, and present publicly available economic data that are commonly cited in academic, business, and mass-audience publications. This is a reading- and writing-intensive course that satisfies NEIU's Writing Intensive Program (WIP) requirement for economics majors.

**Prerequisite:** (ECON-215 with a minimum grade of C or ECON-217 with a minimum grade of C) and ENGL-101 with a minimum grade of C.

**ECON-300. Economic Perspectives. 3 Hours.**

This course uses a multidisciplinary pedagogical approach to introduce economic insights to students from all disciplines. This course is designed to engage students from outside economics to combine tools from other disciplines with tools from economics toward problem-solving. Students will be given an introduction to basic economic tools. Students will also identify a topical economic problem and present multiple analyses of the same topic from different perspectives.

**ECON-303. Intermediate Macroeconomic Theory. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C and (MATH-165 with a minimum grade of C or MATH-167 with a minimum grade of C or MATH-177 with a minimum grade of C or MATH-185 with a minimum grade of C or MATH-187 with a minimum grade of C or MATH-202 with a minimum grade of C or MATH-203 with a minimum grade of C).

**ECON-304. Intermediate Microeconomic Theory. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C and (MATH-165 with a minimum grade of C or MATH-167 with a minimum grade of C or MATH-177 with a minimum grade of C or MATH-185 with a minimum grade of C or MATH-187 with a minimum grade of C or MATH-202 with a minimum grade of C or MATH-203 with a minimum grade of C).

**ECON-306. Labor Economics. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-307. Money And Banking. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-308. Comparative Economic Systems. 3 Hours.**

Analysis of the structure, institutions and performance of alternative economic systems: capitalism, socialism, communism. Selected countries are studied as examples of each system.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-309. Public Finance. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-310. Writing Intensive Program: Business And Economic Statistics II. 3 Hours.**

This course is a continuation of ECON-220. Topics to be covered include analysis of variance, multiple regression and correlation, time series analysis, nonparametric tests, and decision theory with computer applications.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D and ECON-220 with a minimum grade of D and ENGL-101 with a minimum grade of C.

**ECON-312. Mathematical Economics. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C and (MATH-165 with a minimum grade of C or MATH-167 with a minimum grade of C or MATH-177 with a minimum grade of C or MATH-185 with a minimum grade of C or MATH-187 with a minimum grade of C or MATH-202 with a minimum grade of C or MATH-203 with a minimum grade of C).

**ECON-313. Economic History Of Europe. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-314. The Development Of Economic Thought. 3 Hours.**

Historical survey of the major streams of economic thought including classical, Marxian, Institutional, neoclassical, radical and monetarist thought. The course covers the origins, methods and validity of economic theories.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-316. Independent Study In Economics. 3 Hours.**

Intensive study of special topics of economics; faculty guidance.

**ECON-318. Introduction To Econometrics And Forecasting. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D and ECON-220 with a minimum grade of C and (MATH-165 with a minimum grade of D or MATH-110 with a minimum grade of D or MATH-177 with a minimum grade of D).

**ECON-320. Writing Intensive Program: Non Profit Management, Administration & Communications. 4 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ECON-321. International Monetary Theory & Relations. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C.

**ECON-322. International Economics. 3 Hours.**

This course will examine international trade in goods and services, and international movements of labor capital, with a focus on the role of domestic and international political forces, regional issues, and urban systems. Traditional trade theories and policies will be discussed, as well as topical issues such as immigration, foreign direct investment, environmental policy, international political economy, and "global cities."

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C.



**ECON-323. Writing Intensive Program: Economic Development. 3 Hours.**

This course will examine the process of economic development primarily at the nation level throughout the world. Students will study important theories of development and will be expected to apply these to writing and research on a specific country, and to disseminate their work to the class.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D and ENGL-101 with a minimum grade of C.

**ECON-324. The Economics Of The European Union. 3 Hours.**

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 economic 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.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-330. Urban And Regional Economic Development. 3 Hours.**

This course introduces students to the basic theories and practice of local economic development. Subject matter is limited to topics most relevant to domestic (i.e. U.S.) local economic development. Topics covered include the history of local economic development policy, competing theories of development, and the structure and impact of various economic development policies. Methods for gauging the composition and health of a local economy are also reviewed in detail. The concepts and methods covered in this course are used regularly by local economic development practitioners. Students interested in urban/regional economics and/or urban planning will find this course especially insightful.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C.

**ECON-332. Industrial Organization. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-333. Urban Economics. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-334. Cost-Benefit Analysis. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-336. Health Economics. 3 Hours.**

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 utilization; behavior of health care providers under various types of financial reimbursement mechanisms and market structures.

**Prerequisite:** ECON-217 with a minimum grade of C and MATH-091 with a minimum grade of C.

**ECON-337. Environmental Economics. 3 Hours.**

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.

**Prerequisite:** ECON-217 with a minimum grade of C and ECON-215 with a minimum grade of C.

**ECON-340. Managerial Economics. 3 Hours.**

The application of economic theory to the analysis of business decision-making. Topics include the theory of production, cost, 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.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-343. Macroeconomic Data Analysis. 3 Hours.**

The manipulation, presentation, and interpretation of real macroeconomic data. Concepts include GDP, inflation, interest rates, exchange rates, and nominal and real variables. Students will gain experience applying formulas, preparing graphs, and uncovering basic statistical relationships among data series.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C and (MATH-165 with a minimum grade of C or MATH-167 with a minimum grade of C or MATH-177 with a minimum grade of C or MATH-185 with a minimum grade of C or MATH-187 with a minimum grade of C or MATH-202 with a minimum grade of C or MATH-203 with a minimum grade of C).



**ECON-344. Financial Economics. 3 Hours.**

This course will provide students with the economic tools that are critical to understanding the idea of risk and return and how various factors affect the valuations of assets like bonds, stocks, mutual funds or houses. These concepts are also useful for the types of analysis done by financial experts in banks, financial institutions, and companies who also have to understand the risk-return of various assets and overall financial decisions. This course also emphasizes the deep interconnections of finance with macroeconomics more generally.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C.

**ECON-345. The U.S. Federal Reserve. 3 Hours.**

This is an applied course on the U.S. Federal Reserve policy and practices. Students will be expected to research Fed policy and prepare briefings on the state and trajectory of the U.S. economy. The class will collaborate on a presentation to the Chicago Fed as part of the Student Fed Challenge, a competition involving Universities throughout the Chicago Fed district.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C.

**ECON-346. Applied Economic Statistics Using R. 3 Hours.**

This course provides an introduction to the open-source statistical software R, including operations, packages, and coding principles. Students will apply statistical concepts using economic data, gaining experience with the software while deepening their knowledge of economics.

**Prerequisite:** (ECON-215 with a minimum grade of C or ECON-217 with a minimum grade of C) and (ECON-220 with a minimum grade of C or MATH-305 with a minimum grade of C or MNGT-368 with a minimum grade of C).

**ECON-349. Data Science Lab For Health Equity Research And Cancer Policy. 4 Hours.**

This is an applied data science course in health economics that combines economic theory and real-world data to research socioeconomic diversity, health equity research, and cancer risks and policy. The data science lab will benefit any student interested in developing these highly transferable skills, as well as improve the understanding of the socioeconomic dimension of health equity and cancer policy.

**Prerequisite:** ECON-215 with a minimum grade of C or ECON-217 with a minimum grade of C.

**ECON-377. Real Estate Economics. 3 Hours.**

This course provides an overview of the economics of real estate markets. Primary focus is on the interaction of supply and demand in determining real estate property valuations and other real estate-related assets such as mortgage-backed securities. Different methods of determining real estate valuations are examined, including residential, cost, hedonic, and income-based approaches for commercial and residential properties. Additionally, the link between real estate markets and the broader economy is examined, including emphasis on the mortgage industry and mortgage markets.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C.

**ECON-3953. Internship In Economics. 3 Hours.**

The internship in economics is designed for students in the Department of Economics with a declared major or minor and who are approaching the terminus of their program and wish to apply their learned knowledge within a non-academic and professional setting. For many students, an internship constitutes a first glimpse into "how economists work" outside of the classroom and, consequently, serves as a guide for future career goals and opportunities. Additionally, well-received interns often obtain strong letters of recommendation and/or the option of permanent employment.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C and ECON-303 with a minimum grade of C and ECON-304 with a minimum grade of C.

**ECON-3956. Internship In Economics. 6 Hours.**

See course description for ECON-3953.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C and ECON-303 with a minimum grade of C and ECON-304 with a minimum grade of C.

**ECON-401. Fundamentals Of Business Economics. 4 Hours.**

Provides knowledge of microeconomic and macroeconomic theory necessary for advanced business analysis.

# Major in Economics

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major in Economics for the Bachelor of Arts Degree (36 credit hours)

Code	Title	Hours
<b>Required Courses</b>		
ECON-215	Principles Of Macroeconomics	3
ECON-217	Principles Of Microeconomics	3
ECON-220	Business And Economics Statistics I	3
ECON-221	Writing Intensive Program: Tools For Economists	3
ECON-303	Intermediate Macroeconomic Theory	3
ECON-304	Intermediate Microeconomic Theory	3
Electives (any six 300-level Economic courses, including additional WIP courses)		18

**Total Hours** **36**

Code	Title	Hours
<b>WIP courses</b>		
ECON-221	Writing Intensive Program: Tools For Economists	3
ECON-310	Writing Intensive Program: Business And Economic Statistics II	3
ECON-320	Writing Intensive Program: Non Profit Management, Administration & Communications	4
ECON-323	Writing Intensive Program: Economic Development	3

Code	Title	Hours
<b>Elective Courses</b>		
ECON-306	Labor Economics	3
ECON-307	Money And Banking	3
ECON-308	Comparative Economic Systems	3
ECON-309	Public Finance	3
ECON-310	Writing Intensive Program: Business And Economic Statistics II	3
ECON-312	Mathematical Economics	3
ECON-313	Economic History Of Europe	3
ECON-314	The Development Of Economic Thought	3
ECON-316	Independent Study In Economics	3
ECON-318	Introduction To Econometrics And Forecasting	3
ECON-320	Writing Intensive Program: Non Profit Management, Administration & Communications	4
ECON-321	International Monetary Theory & Relations	3
ECON-322	International Economics	3
ECON-323	Writing Intensive Program: Economic Development	3
ECON-324	The Economics Of The European Union	3
ECON-332	Industrial Organization	3
ECON-333	Urban Economics	3
ECON-334	Cost-Benefit Analysis	3
ECON-336	Health Economics	3
ECON-337	Environmental Economics	3
ECON-340	Managerial Economics	3
ECON-343	Macroeconomic Data Analysis	3
ECON-344	Financial Economics	3
ECON-345	The U.S. Federal Reserve	3
ECON-377	Real Estate Economics	3
ECON-3953	Internship In Economics	3

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

**First Year**

<b>Term 1</b>		<b>Hours</b>
MATH-091 (If Necessary)	Intermediate Algebra I	3
ENGL-101	Writing I	3
General Education Course		3
General Education Course		3
Elective		3

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**Term Hours** 15

<b>Term 2</b>		
MATH-092 (If Necessary)	Intermediate Algebra II	3
ENGL-102	Writing II	3
General Education Course		3
General Education Course		3
Elective		3

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**Term Hours** 15

**Second Year**

<b>Term 1</b>		
MATH-163	Mathematical Modeling With Elementary Functions For Business	3
ECON-215	Principles Of Macroeconomics	3
General Education Course		3
General Education Course		3
Elective/Minor		3

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**Term Hours** 15

<b>Term 2</b>		
MATH-165	Finite Mathematics For Business And The Social Sciences	3
ECON-217	Principles Of Microeconomics	3
General Education Course		3
General Education Course		3
Elective/Minor		3

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**Term Hours** 15

**Third Year**

<b>Term 1</b>		
ECON-220	Business And Economics Statistics I	3
ECON-304	Intermediate Microeconomic Theory	3
300-Level ECON Elective		3
General Education Course		3
Elective/Minor		3

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**Term Hours** 15

<b>Term 2</b>		
ECON-303	Intermediate Macroeconomic Theory	3
ECON-221	Writing Intensive Program: Tools For Economists	3
General Education Course		3
Elective/Minor		3
300-Level ECON Elective		3

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**Term Hours** 15

**Fourth Year**

<b>Term 1</b>		
300-Level Econ Elective		3
300-Level Econ Elective		3
300-Level Econ Elective		3
Elective/Minor		3

4 Major in Economics

Elective/Minor		3
	<b>Term Hours</b>	<b>15</b>
<b>Term 2</b>		
300-Level ECON Elective		3
300-Level ECON Elective		3
General Education Course		3
Elective/Minor		3
Elective/Minor		3
	<b>Term Hours</b>	<b>15</b>
	<b>Total Hours:</b>	<b>120</b>

# Minor in Economics

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Economics (18 credit hours)**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Required Courses</b>		
ECON-215	Principles Of Macroeconomics	3
ECON-217	Principles Of Microeconomics	3
ECON-220	Business And Economics Statistics I	3
Electives (any three 300-level Economics courses)		9
<b>Total Hours</b>		<b>18</b>

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Elective Courses</b>		
ECON-221	Writing Intensive Program: Tools For Economists	3
ECON-303	Intermediate Macroeconomic Theory	3
ECON-304	Intermediate Microeconomic Theory	3
ECON-306	Labor Economics	3
ECON-307	Money And Banking	3
ECON-308	Comparative Economic Systems	3
ECON-309	Public Finance	3
ECON-310	Writing Intensive Program: Business And Economic Statistics II	3
ECON-312	Mathematical Economics	3
ECON-313	Economic History Of Europe	3
ECON-314	The Development Of Economic Thought	3
ECON-316	Independent Study In Economics	3
ECON-318	Introduction To Econometrics And Forecasting	3
ECON-320	Writing Intensive Program: Non Profit Management, Administration & Communications	4
ECON-321	International Monetary Theory & Relations	3
ECON-322	International Economics	3
ECON-323	Writing Intensive Program: Economic Development	3
ECON-324	The Economics Of The European Union	3
ECON-332	Industrial Organization	3
ECON-333	Urban Economics	3
ECON-334	Cost-Benefit Analysis	3
ECON-336	Health Economics	3
ECON-337	Environmental Economics	3
ECON-340	Managerial Economics	3
ECON-343	Macroeconomic Data Analysis	3
ECON-344	Financial Economics	3
ECON-345	The U.S. Federal Reserve	3
ECON-377	Real Estate Economics	3
ECON-3953	Internship In Economics	3
ECON-3956	Internship In Economics	6

# English

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The English Department offers a variety of courses, programs, student organizations and regular events that help students develop a set of crucial skills and dispositions necessary for professional and personal success: critical thinking, creativity, empathy, clear and persuasive written and oral presentation. We offer a range of courses from traditional surveys of British and American literature and canonical authors to specialized electives in Creative Writing, diverse literatures (Latinx, Caribbean, Post-Colonial African, African-American, Chicano), rhetoric and composition, women's and LGBTQ+ literatures and cultures, film and graphic novel.

Beyond these classroom experiences, however, students will find support and opportunity to bring their skills and creativity to broader communities within and outside the Department: in research for regional and national conferences built around our courses and our chapter of Sigma Tau Delta English Honors Society; presenting their work at Northeastern's annual student Research and Creative Activities Symposium; attending readings by professional poets and novelists in our 82 Writers Series; or participating in or leading a variety of literary and cultural events run or sponsored by the Department.

## Degree and For-Credit Programs

The Department offers an undergraduate (B.A.) degree, two undergraduate minors in English and Creative Writing, and M.A. degree. In addition, we offer the M.A. degree and units of concentration (6 related courses, e.g. Cultural Studies or Literature and Gender Studies) for in-service teachers on a cohort model, on-site at Districts in the Chicago area. We also participate in the College of Arts and Sciences Professional Development Seminar Series of 3-hour seminars for in-service teachers for CPDU credit.

## Undergraduate Degrees and Minors

The B.A. in English is a 37-credit major, with six required courses and six electives. In order to ensure student progress, each term our offerings include a full array of our required courses (ENGL 210: Literary Methods and Practice; ENGL 218, 219, 221 and 222—surveys of British and American Literature, three of which must be completed for the degree; a major author—ENGL 314, 329, 330, 331, or 349; and ENGL 345: Practical Criticism and Theory. Given its scope, ENGL 345 is now a four-credit course, allowing students in the major the extra credit they need to round out the university requirement of 40 credit hours at the 300-level.

In addition, we offer a wide variety of upper division electives in diverse literatures and cultures, film, composition studies, and creative writing. Eight of our upper-division courses have been designated Engaged Learning Experiences (ELEs) with more coming on-line each year.

*The B.A. in English/Secondary Education listed under English programs is no longer accepting students. As of Fall 2019, students seeking teacher certification in English/Language Arts need to complete the B.A. in English above and apply to the Teacher Certification/M.A.T. cohort program in the College of Education during their last term as undergraduates. For requirements and information, refer to the Secondary Education Graduate Program (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/educational-inquiry-curriculum-studies/secondary-education-graduate-programs/>).*

The English Department's Creative Writing minor (18 credits) provides undergraduate students of any major with opportunities to develop as writers within a variety of creative contexts. The courses in the program enable students to develop both writing craft and technical proficiency. After foundations courses (ENGL 235: Introduction to Creative Writing and ENGL 340A: The Elements of Style, taken in sequential terms) students are encouraged to take a core sequence, which will enable them to move from writing individual pieces to developing longer book-length compositions. Electives are available in a wide variety of sub-genres, including Hybrid Forms, Short Story, Personal Essay, Flash Forms and Creative Non-Fiction. English majors may use up to 9 credit hours of 300-level work in Creative Writing from their major coursework for the Creative Writing minor.

The undergraduate Minor in English (18 credits) provides a broad cultural literacy in British and American literature (students must choose three survey courses (9 credits) from those listed above for the English Major) and a choice of electives at the 300 level (9 credits).

## Graduate Programs (M.A. in English - Literature and Composition concentrations)

The graduate program in English (33 credits) 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. Students may also pursue the M.A. in English at the same time as they complete teacher certification.

- Major in English (<http://catalog.neiu.edu/arts-sciences/english/english/>)
- Major in English/Secondary Education (<http://catalog.neiu.edu/arts-sciences/english/major-english-secondary-education/>)
- Minor in English (<http://catalog.neiu.edu/arts-sciences/english/minor-english/>)
- Minor in Creative Writing (<http://catalog.neiu.edu/arts-sciences/english/minor-creative-writing/>)
- Master of Arts in English (<http://catalog.neiu.edu/arts-sciences/english/master-arts-english/>)



Timothy P. Barnett, Ph.D., Professor  
 Marcia Z. Buell, Ph.D., Associate Professor  
 Vicki Byard, Ph.D., Professor  
 Chielozona Eze, Ph.D., Professor  
 Emily Garcia, Ph.D., Associate Professor  
 Julie H. Kim, Ph.D., Professor  
 Timothy R. Libretti, Ph.D., Professor  
 Kristen L. Over, Ph.D., Associate Professor  
 Ryan Poll, Ph.D., Associate Professor  
 Timothy H. Scherman, Ph.D., Professor  
 Christopher L. Schroeder, Ph.D., Professor

**ENGL-101. Writing I. 3 Hours.**

ENGL-101 offers specialized instruction and practice in beginning level academic writing. Students will write several short essays, and by doing so, work with usage, grammar, style, and paragraphing.

**Requirement:** High School cumulative GPA 3.25 or stated prerequisites

**Prerequisites:** (ELP-120 or ELP-099 or NEIU English Placement Writing 7 - 9 or (Accuplacer WritePlacer 4 - 8 and Accuplacer Sentence Skills 095 - 120) or (Accuplacer WritePlacer 5 - 8 and Accuplacer Sentence Skills 020 - 120) or Accuplacer Writing 200 - 300).

**ENGL-102. Writing II. 3 Hours.**

Continuation of practice in composition with emphasis on a variety of forms of writing and long essays, culminating in the annotated research paper.

**Prerequisite:** (ENGL-101 or NEIU English Placement Writing 8 - 9).

**ENGL-109A. First Year Experience:Chicago's Literary Diversity: Reading The Neighborhoods. 3 Hours.**

This course explores how literary Chicago enters into discourses on race and ethnicity in twentieth century literature. Beginning with 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. First Year Experience: Reading And Writing The Literary And Political Landscapes Of Chicago. 3 Hours.**

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. First Year Experience:Drama And Diversity In Chicago. 3 Hours.**

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

**ENGL-109D. First Year Experience:Windy City Words: Ethnolinguistic Chicago. 3 Hours.**

This course integrates the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-Discovery, and Transitions) with concepts from the study of literacy and language. Using the city as a field site, students actively explore the linguistic and cultural diversity of Chicago through independent research, readings, online resources, speakers, and other experiences.

**ENGL-109E. First Year Experience: Your Chicago: Write On!. 3 Hours.**

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

**ENGL-201. The World Of Poetry. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-202. The World Of Drama. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-203. The World Of Fiction. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-203A. The World Of Creative Nonfiction. 3 Hours.**

The World of Nonfiction is a literature course which has three main objectives: 1) to familiarize students with the literary conventions of creative nonfiction forms, including memoir and personal essay; 2) to develop in students a critical stance toward literature; and 3) to develop in students an appreciation of both western and non-western cultures as experienced through literature.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-205. Literatures And Literacies. 3 Hours.**

This course an introduction to language arts for elementary education majors. As such, it provides practical foundation in the methods essential to the study of language arts, including active reading, critical thinking, and purposeful writing, and it includes skills such as note taking, quoting, using MLA style, summarizing arguments, and synthesizing and documenting others' opinions. This course will also explore multiple perspectives on controversial topics relevant to literary and literacy studies.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-206. The Bible As Literature. 3 Hours.**

This course introduces students to the major characters, settings, and literary devices of the Bible. It deepens students' understanding of the history of canon formation, textual scholarship, and interpretation as it relates to the Bible. Further, it expands their appreciation of the impact of the Bible on literature, history, and culture.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-102 with a minimum grade of C.

**ENGL-207. Banned Books: Challenges And Censorship. 3 Hours.**

This course considers book challenges / bans from different disciplinary perspectives. Students will read representative samples, learn about the history of book bans, and explore debates about reading challenged / banned texts as well as consider these issues within larger social and cultural contexts.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-209A. Red Scare: Literature Of The McCarthy Era. 3 Hours.**

The course focuses on the perceived communist threat on 1940s/50s United States and how politics affected writers such as Arthur Miller, Langston Hughes, Lillian Hellman and others as well as screenwriters in Hollywood through such films as On The Waterfront and High Noon. Research papers and projects will draw connections between societal perceptions of the times and their influence on Hollywood films and literature through genres of fiction, poetry, and drama.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-210. Writing Intensive Program: Methods for English Majors. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-102 with a minimum grade of C.

**ENGL-218. American Literature:Beginnings To 1865. 3 Hours.**

A course covering representative writing 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 necessart cultural literacy for higher-level courses in American Literature.

**ENGL-219. American Literature:1865 To The Present. 3 Hours.**

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.

**ENGL-221. English Literature:The Beginnings To C. 1750. 3 Hours.**

Representative works in English literature from Beowulf to the middle of the eighteenth century.

**ENGL-222. English Literature: C. 1750 To The Present. 3 Hours.**

Representative works in English literature from the middle of the eighteenth century to the modern era.

**ENGL-235. Introduction To Creative Writing I. 3 Hours.**

This course, for any student across the University, introduces the terms, notions, and practices of Creative Writing, as a discipline that includes non-fiction, short fiction, poetry, and drama.

**ENGL-250. Bilingual Creative Writing: Spanish And English. 3 Hours.**

This course offers preliminary study in Creative Writing in Spanish and English. It enables students to study creative writing in the bilingual mode and to 1) develop effective approaches to the craft of writing, 2) explore new techniques of the craft, and 3) consider their own craft and techniques in the context of two languages.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-291. Children's Literature. 3 Hours.**

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.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-300. Russian Literature: From Gogol To Chekhov. 3 Hours.**

Works (primarily novels, novellas and stories) of the major figures in nineteenth-century Russian literature (Turgenev, Tolstoi, Dostoyevski, etc.), relating them to the social, political and religious issues they touched on.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-301. Independent Study In English. 1 Hour.**

An independent study on the tutorial model, initiated at the student's suggestion to an instructor; course content designed in consultation with the instructor. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-301A. Special Topics In Literature And Culture: Department-Taught Course. 1 Hour.**

A 1-credit, 8-week course taught by multiple faculty members of the English department. Every week, the course will be lead by a different professor. Sample special topics include "Popular Culture During the Great Recession"; "the Rhetoric of the Long Civil Rights Movement"; and "Romanticism and Revolution." No formal papers. No tests.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-302. Literatures And Theories Of Love. 3 Hours.**

What does it mean to love? As philosopher John Armstrong writes, "This is to raise one of the deepest, and most puzzling, questions we can put to ourselves." This course explores diverse narratives and theories of love, especially emerging from marginalized thinkers such as bell hooks, James Baldwin, and Emma Pérez. As the course explores, love not only underwrites conceptions of the self, but more broadly, enables and generates new forms of community, ethics, and politics. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-303. Contemporary LGBTQ+ Literature. 3 Hours.**

This course uses an intersectional approach to explore fiction, film, and other texts that address the ways LGBTQ+ identities are layered, fluid, evolving, and sometimes conflicting. We will emphasize close reading of fiction, the ability to write clearly and analytically about literature, the history and culture of LGBTQ+ lives, and the role literature plays in our everyday lives. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisite:** and.

**ENGL-304A. Literary Editing. 3 Hours.**

Students will learn and implement skills involved in literary editing, including developmental skills and copy editing, and proofreading, supporting the production of the annual issue of SEEDS: A Literary & Visual Arts Journal or a collaborative anthology.

**Prerequisite:** ENGL-235 with a minimum grade of C.

**ENGL-305A. Literary Publishing. 3 Hours.**

Students will learn and implement skills involved in the publication of a literary journal, including navigation of process and product, supporting the production of the annual issue of SEEDS: A Literary & Visual Arts Journal or a collaborative anthology.

**Prerequisite:** ENGL-235 with a minimum grade of C.

**ENGL-307. Medieval Studies- The Development Of The Arthurian Legend. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-308. English Literature From Beowulf To Malory. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-309. Reading & Writing In A Changing Digital Economy. 3 Hours.**

Through hands on experience and theoretical and rhetorical analyses, students will explore processes and issues with writing and reading in digital environments. Topics include connecting visuality with the written word, exploring online textual identities, collaboration and intellectual property, and web design, with an emphasis on how writing in digital environments impacts English studies. Students will produce a variety of non-traditional and traditional academic texts in this course, using current presentation, web-based or freeware programs. The class is open to students who are new to digital writing but will also benefit those with experience in composing New Media and digital texts.

**ENGL-310. Writing Intensive Program:Introduction To Composition Studies. 3 Hours.**

Examines some contemporary issues in composition studies, such as process theory, the role of grammar in writing instruction, digital and visual literacies, and scholarly considerations of writers' subjectivities. Introduces the discipline's modes of inquiry: theory, empirical research, and practice. Provides instruction in professional resources and bibliographic databases so that students can become independent learners in the discipline. Written assignments include responses to readings and a literature review. This course fulfills the NEIU Writing Intensive requirement for Secondary Education English majors and for English majors who as transfer students may have already taken a course comparable to ENGL-210.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-311. Introduction To Popular Culture Studies. 3 Hours.**

This course introduces students to the theoretical debates and interpretative strategies of popular culture studies. Using an interdisciplinary approach, this course explores how popular culture is produced, distributed, consumed, and responded to in diverse, contradictory ways. Forms analyzed will include movies, comics, television, photography, music, fan fiction, and video games.

**ENGL-312. Literature Of Colonial Times. 3 Hours.**

Prose and poetry of the Puritan and Revolutionary eras. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-313. American Literary Renaissance-1830-1860. 3 Hours.**

Prose and poetry of Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, and others. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-314. Chaucer And His Age. 3 Hours.**

Close study of selected early poems of Chaucer (ballads, envoys, and narratives), to present and 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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-315. Literature Of The English Renaissance. 3 Hours.**

Prose and poetry (not drama) of the English Renaissance in the sixteenth century. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-316. Forms Of Poetry. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-317. Modern American Drama. 3 Hours.**

This course considers the development of modern American drama, as well as the contributions of regional and storefront theaters. It also examines the convergences and divergences of drama as literature and performance, as well as other challenges and limits to understanding modern American drama, and concludes with original research presentations by students. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-319. Writing Culture And Identity. 3 Hours.**

In this course, students will explore theoretical, political, and cultural understandings of difference and identity through intensive reading and writing. Students will develop a deep understanding of cultural difference and the ability to write argumentative, personal, and theoretical essays about human diversity in a variety of forms.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-102 with a minimum grade of C.

**ENGL-320. Globalizing Literacies. 3 Hours.**

This course presents textual circulation as trade in cultural practices throughout early modern or protoglobalization (1600-1800) when European traditions were exported to the United States that, after being established through cultural syncretism, were exported to the rest of the world throughout the first (1870-1914) and second (1980-present) globalization periods. From these perspectives, students will examine central themes in textual production and consumption, such as the development of an American literary tradition and Americanization educational initiatives through particular genres, such as newspapers and magazines, as a part of a nationalized cultural identity, including ways this identity has been resisted and reconfigured.

**ENGL-321. Literature Of The Romantic Movement. 3 Hours.**

Poetry and prose from 1780 to 1830 including Blake, Burns, Wordsworth, Coleridge, Byron, Shelley, Keats, Lamb, Hazlitt, and DeQuincey.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-322. The American Short Story. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-323. Modern British Drama. 3 Hours.**

This course examines the development of modern British drama since the 1890s, studying writers like Shaw, Wilde, Yeats, O'Casey, Beckett, Pinter, Stoppard, and Churchill. Covering over a century of a dynamic period in the history of British drama, this course explores important influences such as Norwegian Henrik Ibsen's Realism, French "Symbolism" Movement, Irish Literary Revival, poetic drama, the Theatre of the Absurd, and Postmodernist aesthetics. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-324. The Romantic Novel. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-325. Gothics: Image, Music, Text. 3 Hours.**

This course examines American literature, film, music and art engaging in gothic aesthetics and/or traditions. Readings will be anchored in one or two major works of cultural theory (such as Barthes' Image-Music-Text). Coursework will stretch across geographic and historical contexts and be grounded in aesthetic, philosophical, psychological, and sociopolitical frameworks including the following: what is considered/constructed as abhorrent at a given time, and why? how have minoritized subjects played with fear towards self-empowerment and even resistance? what are the sociopolitical roots of figures such as vampires and (sometimes) ghosts? how have under-represented writers shaped, transformed and revised the traditional gothic?.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-326. Readings In World Literature. 3 Hours.**

Students will study a variety of genres and themes in literary and cultural traditions across the globe, involving works either written in English or in translation. Exploring the commonalities of human experience as well as the political and historical contexts that inform stark differences in the human condition and its expression, the course will be grounded in theories of race, gender and class even while it sharpens students' appreciation for unique cultural forms and the challenges posed in cross-cultural translation.

**Prerequisite:** ENGL-102 with a minimum grade of C and ENGL-210 with a minimum grade of C.

**ENGL-327. Chicago Drama. 3 Hours.**

This course examines the history of Chicago drama from the early performances of Joseph Jefferson to modern and contemporary playwrights, such as Lorraine Hansberry and David Mamet, who have found success in or been shaped by Chicago, as well as its contributions to drama in the U.S. and around the world. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-328. Seventeenth Century Literature. 3 Hours.**

Studies in seventeenth century literature exclusive of Milton. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-329. Milton. 3 Hours.**

Milton's work and the intellectual milieu of the period. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-330. Shakespeare: Comedies, Romances And Poetry. 3 Hours.**

This course explores Shakespeare's comedies, their late transformation into romances, and select narrative poetry. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-331. Shakespeare: Tragedies And Histories. 3 Hours.**

This course explores Shakespeare's works in the genres of tragedy and history, emphasizing close reading and historical context. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-332. Elizabethan And Jacobean Drama. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-333. Mythological Backgrounds Of English And American Literature. 3 Hours.**

Middle-Eastern, Nordic and Graeco-Roman mythological systems; reading in archetypal interpretation of literature with representative illustrations from fiction, drama and poetry. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-334. Biblical Backgrounds Of English And American Literature. 3 Hours.**

Influence of the Bible, especially the King James version, on the style and content of famous English and American writers. Selected reading from Old and New Testaments and from writers influenced by them. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.



**ENGL-335. Written Communications For Business. 3 Hours.**

Designed primarily for Business and Management majors covering principles and practices of writing required in professional work. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-336. Technical Writing. 3 Hours.**

This course asks students to study the ways writers prepare professional documents, including reports, proposals, and web sites, in a world where our languages are becoming increasingly technical, jargon-filled, and diverse. Students will write in these modes as well to give them experience with the kinds of technical writing they may encounter in fields such as business, science, engineering, and more.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-102 with a minimum grade of C.

**ENGL-337. DC And Marvel Superheroes: Aesthetics, Ethics, Politics, And Commerce. 3 Hours.**

Over the course of the twentieth century, superheroes have elevated into a popular artform. Moreover, they have become vehicles for thinking about political movements; figures for engaging in ethical debates; and intellectual properties buttressing multi-million-dollar, multimedia franchises. This course will focus on how mainstream US comics (DC and Marvel) imagine heroism and justice across the decades during different historical crises from the Great Depression to Black Lives Matter. As this course foregrounds, superheroes must be studied within the matrices of class, race, ethnicity, gender, sexuality, nationality, and disability. No prior knowledge of comics is necessary. Capes are optional.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-338A. Literature, Bodyminds, And Disability Studies. 3 Hours.**

This course studies literature that challenges what a "normal" bodymind is and literature that recognizes and critiques how ideologically "normal" bodyminds form the basis of dominant narratives, values, and institutions. Breaking away from the paradigm of ableism (disability discrimination), this course historicizes the various constructions of disability (cognitive, fatness, ugliness, illness, injury, motor, sensory, race, sexuality, and citizenship), and explores how creative writers and activists shatter the paradigm of ableism to imagine new narrative forms that foreground a more diverse, capacious, democratic, imaginative, and socially-just world.

**ENGL-340. Independent Study In English. 2 Hours.**

An independent study on the tutorial model, initiated at the student's suggestion to an instructor; course content designed in consultation with the instructor. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-340A. Elements Of Style For Creative Writers. 3 Hours.**

The course will cover style conventions of the English language, including: punctuation, grammar, usage, and sound. There will be a focus on sentence and line analysis. Students will consider how these conventions and their deployment impact a reader's experience, and the issues of perspective, power, and bias encoded therein. Students will also develop a working definition of their own writerly style while experimenting in using, subverting, and experimenting with conventions. Students will be encouraged to work within their own desired genre(s); the reading selections will be modern and contemporary texts which move across fiction, nonfiction, poetry, drama, and hybrid.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-235 (may be taken concurrently) with a minimum grade of C.

**ENGL-341. Restoration And Eighteenth Century Literature I. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-342. Restoration And Eighteenth Century Literature II. 3 Hours.**

Intensive study of contrasts in the Age of Enlightenment; interrelationship of politics and writers; neoclassic literature; beginning of the novel; eighteenth century criticism and biography. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-343. Global Ecologies: U.S. Literature In The Age Of Environmentalism. 3 Hours.**

This interdisciplinary course explores why studying the environment is one of the most urgent, intellectual responsibilities of all disciplines, including English. Global Ecologies centers on how the environment is represented, imagined, and refigured across a range of literary and cultural texts, and the course studies how the environment is inextricable from understanding a range of social relations from race and class to ethics and politics.

**ENGL-344. Literatures Of Incarceration. 3 Hours.**

This class will examine the literatures that emerge from or deeply engage experiences of prison and confinement. It may consider literature from around the globe and from various moments in history (from authors such as Dostoyevsky, Mandela, and Soyinka), but the focus will be on contemporary work that considers US incarceration from the 1950s through today. This course will also consider how narrative can give voice to those who are incarcerated as it illuminates the many ways mass incarceration traps us all.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-102 with a minimum grade of C and ENGL-210 with a minimum grade of C.

**ENGL-345. Practical Criticism. 4 Hours.**

This course provides an upper level survey of some of the more important critical approaches to literature, with an emphasis on practical applications as well as theory. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-346A. Critical Writing For Creative Writers. 3 Hours.**

This course is a seminar and writing workshop for creative writers. Students will examine assigned models; choose outside reading of their own; produce various creative, creative-critical, and critical-creative pieces; submit at least one book review for possible publication; and through this process “enter the discourse.”

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-347. Rust Belt Literature. 3 Hours.**

This course will introduce students to literature (poetry, fiction, non-fiction) of the region of the United States known as the Rust Belt in its historical, political, social, aesthetic, and broader cultural contexts, including the process of its continual redefinition. Students will read representative texts from a diverse range of authors and periods, and discuss such issues as desegregation, clean water, racism, and classism, among others.

**Prerequisite:** ENGL-102 with a minimum grade of C and ENGL-210 with a minimum grade of C.

**ENGL-348. Prose And Poetry Of The Victorian Age. 3 Hours.**

Selected Victorian poetry, with consideration of the social background of the period (1837-1910). Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-349A. Toni Morrison: A Deep Dive. 3 Hours.**

In contrast to other advanced courses covering diverse writers working within a genre, literary period or cultural situation, this course is a "deep dive" into the particular social, political, and economic factors contributing to the work of a single author over the long arc of her career, along with her particular contributions to literary culture in her time. Extensive reading involving a representative array of Toni Morrison's work and a wide variety of critical essays on that work will provide students excellent bases for their research, writing, and class discussion, culminating in an essay or creative project suitable for public presentation or publication.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-210 with a minimum grade of C.

**ENGL-349B. James Baldwin: A Deep Dive. 3 Hours.**

In contrast to other advanced courses covering diverse writers working within a genre, literary period or cultural situation, this course is a "deep dive" into the particular social, political, and economic factors contributing to the work of a single author over the long arc of his career, along with his particular contributions to literary culture in his time. Extensive reading involving a representative array of James Baldwin's work and a wide variety of critical essays on that work will provide students excellent bases for their research, writing, and class discussion, culminating in an essay or creative project suitable for public presentation or publication.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-210 with a minimum grade of C.

**ENGL-349G. Gloria Anzaldúa: A Deep Dive. 3 Hours.**

In contrast to other advanced courses covering diverse writers working within a genre, literary period or cultural situation, this course is a "deep dive" into the particular social, political and economic factors contributing to the work of a single author over the long arc of her career, along with her particular contributions to literary culture in her time. Extensive reading involving a representative array of the author's work and a wide variety of critical essays on that work will provide students excellent bases for their research, writing and class discussion, culminating in an essay or creative project suitable for public presentation or publication. This section of the course focuses on the work of Gloria Anzaldúa, as well as her collaborators and literary intellectual/ artistic successors.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-349W. August Wilson: A Deep Dive. 3 Hours.**

In contrast to other advanced courses covering diverse writers working within a genre, literary period or cultural situation, this course is a "deep dive" into the particular social, political, and economic factors contributing to the work of a single author over the long arc of his career, along with his particular contributions to literary culture in his time. Extensive reading involving a representative array of Wilson's work and a wide variety of critical essays on that work will provide students excellent bases for their research, writing, and class discussion, culminating in an essay or creative project suitable for public presentation or publication.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-102 with a minimum grade of C and ENGL-210 with a minimum grade of C.

**ENGL-350. The Victorian Novel. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-351. The English Novel Of The Eighteenth Century. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-352. Jewish-American Literature: People Of The Books. 3 Hours.**

This course studies how the United States shapes the meaning of Jewish identity and culture, and conversely, how Jewish literature helps shape the meaning of American identity and culture. Working in a range of forms from comic books to genre fiction, Jewish writers throughout the modern era creatively and critically interrogate and re-imagine what it means to be Jewish-American, and more broadly, investigate and challenge what it means to be American. Required: ENGL-210 and one other English course at the 200 level.

**ENGL-353. Writing About Music In The U.S.: Contemporary History And Criticism. 3 Hours.**

This is a course designed for students who want to read, write, and think about music—and, by extension, literature and culture—more critically. This is not a survey of canonical writing about music, but it will focus on predominantly American writing of the last 20 years that challenges various narratives about popular music, including hip hop, rock, pop, country, and jazz. The course will focus on argumentative and often scholarly writing about music, and each student will write an extended piece of writing about music. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisite:** ENGL-101 and.

**ENGL-354. Star Wars: Narratives, Politics, And Economics Of A Billion-Dollar, Multi-Media Franchise. 3 Hours.**

Star Wars is a billion-dollar franchise that spans multiple generations, nation-states, and media forms. The ever-expanding empire includes movies, novels, toys, comic books, video games, television shows, fan fiction, and cosplay. Taking a multidisciplinary and transmedia approach, this course studies how this fictional galaxy is informed by wider historical, political, economic, and cultural processes from the economic and energy crises of the 1970s to social justice movements in the present. The course explores questions such as: How do historical crises inform global franchises? How do marginalized voices occupy a franchise? No prior knowledge of Star Wars is necessary.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-355. The Production Of "America": Work, Class, & Political Economy In U.S. Literature & Culture. 3 Hours.**

This class will explore U.S. literature and culture with an eye toward understanding the material conditions of production in the United States, particularly as represented in literary and cultural works, as well as how national identity is ideologically produced in U.S. culture. The class will foreground issues of class and political economy in reading literature and culture from a working-class perspective.

**Requirement:** English 101 with a C or better, and two of the following: ENGL-210 and one other English course at the 200 level

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-356A. Graphic Novels And Comics. 3 Hours.**

This course studies comics as a complex medium that offers new ways to think about and represent a range of social and cultural issues, such as gender, sexuality, race, ethnicity, class, national belonging, and the environment. Students will learn the critical vocabulary necessary to understand how the medium works, and read diverse comics in various historical and geographical contexts. Required: ENGL-210 and one other English course at the 200 level.

**ENGL-357. Land, Labor, & Literature: Studying The Works Of U.S. Working-Class & Colonized Writers. 3 Hours.**

We will study the representations of land and labor and the desire to reclaim them in the works of working-class and colonized writers in the U.S. Particular attention will be paid to the historical and cultural contexts in which texts are produced as well as theories of class and race.

**ENGL-358. Making Your Liberal Arts Degree Work: Writing For The Professional World & Internships. 3 Hours.**

This course provides a personal and professional communications orientation, covering the integrated landscape of digital media. Students will learn to adapt their writing for such practices as social marketing, blogging, headline writing, messaging, networking, community building and resumé development. Whether a student's ultimate career goals lead them to freelance, startup, non-profit or corporate endeavors, this course helps students learn more about putting their degree to work. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-359. Independent Study In English. 3 Hours.**

An independent study on the tutorial model, initiated at the student's suggestion to an instructor; course content designed in consultation with the instructor. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-360. Detective Fiction. 3 Hours.**

Literary and historical study of the detective story- from Poe and Sherlock Holmes- to Hammett and the present. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-361. Development Of The American Novel. 3 Hours.**

The novel as a developing form from Charles Brockden Brown to William Faulkner and beyond. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-362. United States Fiction: Traditions And Counter-Traditions. 3 Hours.**

A study of canonical and non-canonical fiction in the United States and the varieties of traditions composing U.S. literary history. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-364. Reading Film. 3 Hours.**

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." Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.



**ENGL-365. Caribbean Literature. 3 Hours.**

This course will introduce students to literature (poetry, fiction, non-fiction, and drama) of the Caribbean in its historical, political, social, and cultural contexts. Students will discuss such issues as cultural and racial hybridity, immigration/emigration/exile, and post-colonization, among others. Students will read representative texts from a diverse range of authors such as Jean Rhys, V.S. Naipaul, Earl Lovelace, Edwidge Danticat, and Junot Díaz. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-367. Re-Thinking Race And Gender. 3 Hours.**

We start with historical narrative, re-thinking how we learn to practice race and gender from within the larger systems of white supremacy and patriarchy. The course explores models for disrupting systemic patterns, and ways to turn rethinking into everyday action. The aim throughout is to interrogate structures and relations of race and gender, and how they get naturalized. Designed and cross-listed for advanced undergraduates, graduates, and teachers. When taught as a Summer Institute, course runs for eight days over three weeks. Required: Junior/Senior or Graduate status, or instructor consent. Prereqs: ENGL-101 with a grade of "C" or above.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-368. American Realism. 3 Hours.**

An examination of the literature that reflects the movement from American romanticism to realism and through realism to literary naturalism, approximately 1865-1910. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-369. U.S. Latino/a Literature And Culture. 3 Hours.**

This course introduces students to Latino/a literatures in the US 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.

**ENGL-370. Folklore And The Fairy Tale. 3 Hours.**

Readings from both traditional and contemporary folktales, including modern adaptations of traditional stories. Emphasis on similarities in different tales, and the differences in similar ones, with the aim of learning how the same elements pervade the archetypal stories and how variations in detail bespeak different ethnic and cultural interests and concerns. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-371. Studies In Women's Literature. 3 Hours.**

Literature by or about women; includes writing by women, portrayals of female characters, attitudes toward women and women's roles; other thematic concerns. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-372. American Women Writers Of The Nineteenth Century. 3 Hours.**

Comprehensive study of texts and contexts of women's writing in the US 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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-373. Yiddish Literature In Translation. 3 Hours.**

Yiddish literature from its beginning to the present from Eastern European and West Germany to the East Side and West Roosevelt Road. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-374A. Hybrid-form Writing. 3 Hours.**

This course examines models related to and provides tools for the production of Hybrid-form Writing (writing in and across multiple genres/forms). Hybrid-form work takes place at both the discrete level (individual, usually long-form pieces) and the manuscript level (a book-length project that relies on multiple forms). The emphasis is on long-form/extended projects, which must be rooted in a considered line of inquiry. This inquiry happens at multiple stages and levels: students experiment with different forms, students engage in pre-writing to conceive of projects, and students consider how form affects content/why certain forms might be culturally or personally privileged.

**Prerequisite:** ENGL-235 with a minimum grade of C and (ENGL-384 with a minimum grade of C or ENGL-386 with a minimum grade of C).

**ENGL-374B. Creative Writing: Flash Forms. 3 Hours.**

Flash forms are often studied (if at all) as a footnote within a contemporary literature or creative writing course, the literary version of the short story's cute younger cousin. However, while flash forms have become increasingly popular over that past two decades, they have been around for centuries. In this course, students will investigate the form's origins and the cultural contexts and developments that gave rise to its current prevalence. Students will study and practice specific craft elements while also exploring the plasticity of the form. They will read and write stand-alone pieces and investigate the possibilities and varieties of collections and chapbooks of flash.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-235 with a minimum grade of C.

**ENGL-374N. Writing The Now: A Cross-Genre Writing Workshop. 3 Hours.**

Students will respond to current sociopolitical issues via creative writing work across genres including fiction, creative nonfiction/the personal essay, poetry, drama/screenwriting, graphic narrative, and more, while examining writers' and artists' responses to historic moments and movements. The course will also cover hyper-contemporary creative and theoretical texts, while considering how literary art gets politicized and otherwise activated in the moment. Students will work independently on a multi-genre semester-long portfolio and share writing within the classroom community, as well as in a public-facing symposium.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-235 with a minimum grade of C.

**ENGL-375. Becoming A Writing Tutor. 3 Hours.**

This class considers theories of writing and the teaching of writing and trains students to become writing tutors. Students will apply the knowledge gained in class as they work with 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.

**ENGL-376. Advanced Composition. 3 Hours.**

Interdependence of rhetoric, grammar, logic, semantics, psychology, and criticism in communication of ideas; practice in various types of writing with focus on students' interest.

**ENGL-377. Argumentative Prose. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-378. Twentieth Century Fiction I. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-379. Twentieth Century Fiction II. 3 Hours.**

Development of the novel in English in recent decades against a background of historical and literary movements; includes work of West, Green, Lowry, Durrell, Bellow, Nabokov, Burgess, Barth, Lessing, Murdoch, Mailer, Updike and Pynchon. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-380. Multi-Cultural Literature In America. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-381. African-American Literature. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-382. Chicana/o/x Literature. 3 Hours.**

This course examines the emergence and development of Chicana/o/x literature in relation to the historical conditions that gave rise to it within the Chicana/o/x Movement and the definition and redefinition of Chicana/o/x identity and politics. The course will also focus on feminist and LGBTQ perspectives within Chicana/o/x Literature and the Chicana/o/ movement. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-383. Postcolonial African Literature. 3 Hours.**

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, Nuruddin Farah, Buchi Emecheta, Tsitsi Dangarembga, etc. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-383S. Special Topics In Latina/o And Latin American Literary And Cultural Studies. 3 Hours.**

Varying topics in the field of Latinx and Latin American literary and cultural studies.

**ENGL-384. Creative Writing: Poetry I. 3 Hours.**

Students write poetry which is discussed and critiqued in class by instructor and students.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-235 with a minimum grade of C.

**ENGL-384R. Research Poetry. 3 Hours.**

Research Poetry engages students in poetry writing which incorporates the research process as a method for exploring topical questions relating to the humanities, social sciences, poetic identity, and inquiry.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-235 with a minimum grade of C.

**ENGL-385. Creative Writing: Poetry II. 3 Hours.**

Students write poetry which is discussed and critiqued in class by instructor and students.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-235 with a minimum grade of C.

**ENGL-386. Creative Writing: Fiction I. 3 Hours.**

Students read published fiction and explore topics in craft while writing, and discussing one another's work.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-235 with a minimum grade of C.

**ENGL-387. Creative Writing: Fiction II. 3 Hours.**

Students read published fiction and explore topics in craft while writing, and discussing one another's work.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-235 with a minimum grade of C.

**ENGL-388. Modern British And American Poetry. 3 Hours.**

Introduction to modern poetry in English: its origins, dominant themes, and characteristic techniques. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-389. Contemporary Poetry. 3 Hours.**

A survey of poetry in English from 1950 to the present. This course will examine the major themes and techniques of poets writing during the period.

Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-390. Young Adult Novel. 3 Hours.**

Advanced study in literature for young adults, grades 7-10. Evaluation and selection of recent books in the area as well as the history of the genre.

Criteria for selection: Book lists, indexes, professional literature in the field. Individual work on problem of special interest.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-391. Seminar On One Woman Writer. 3 Hours.**

This course will give students the opportunity to study the full range of one woman writer's life and work, along with documents from a variety of disciplines (e.g., history, economics, psychology and its predecessor pseudo-sciences, law--both in secondary and primary forms). Out of this work, students will produce a research paper, presentation, or in some cases a website, video or podcast that allows them to enter the public discourse recovering the voices of women of all backgrounds from medieval times to the present day.

**Prerequisite:** ENGL-102 with a minimum grade of C and ENGL-210 with a minimum grade of C.

**ENGL-392A. Writing/Life: Advanced Creative Writing Practice. 3 Hours.**

Students engage in a semester-long independent creative writing project, while participating in collaborative service learning, and acquiring skills regarding the creative process, participating in creative communities, editing, and publication. Meetings are a combination of seminar, discussion, studio, and workshop.

**ENGL-393. Literature Live: Studying The Works Of NEIU Visiting Writers. 3 Hours.**

Each semester, the Creative Writing Minor hosts "The 82" reading series, named for the Kimball bus line that brings many of us to and from campus. In this course, students will study the works of these local writers and others who have visited or will be coming to campus and with whom they will have a chance to engage. Students will engage with the work of these writers with an eye toward understanding and exploring the subtleties of craft to assist in their own creative writing as well as developing the skills of literary analysis. Students will be expected to attend a certain number of public readings on and off campus.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-394. Writing The Personal Essay. 3 Hours.**

In this course students will write in the creative non-fiction genre of the personal essay. This will involve work on techniques and approaches in a workshop setting, as well as critiques of other students' work. This course will also explore the personal essay as a literary form through readings of classic and recent examples.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-3941. Creative Writing Internship. 1 Hour.**

This is a supervised field experience in a profession that utilizes creative writing (magazine or book publishing, journalism, advertising, arts non-profit, etc). With the approval of the department chair, students may enroll for academic credit from 1-6 hours. In consultation with a faculty advisor and field supervisor, the student will contract field service hours and create an individualized work plan. Students will also meet regularly with the faculty advisor and be evaluated qualitatively and quantitatively for a final grade. By department permission only.

**Prerequisite:** ENGL-235 with a minimum grade of C and (ENGL-384 with a minimum grade of C or ENGL-386 with a minimum grade of C) and (ENGL-385 with a minimum grade of C or ENGL-387 with a minimum grade of C or ENGL-374 with a minimum grade of C).

**ENGL-3942. Creative Writing Internship. 2 Hours.**

This is a supervised field experience in a profession that utilizes creative writing (magazine or book publishing, journalism, advertising, arts non-profit, etc). With the approval of the department chair, students may enroll for academic credit from 1-6 hours. In consultation with a faculty advisor and field supervisor, the student will contract field service hours and create an individualized work plan. Students will also meet regularly with the faculty advisor and be evaluated qualitatively and quantitatively for a final grade. By department permission only.

**Prerequisite:** ENGL-235 with a minimum grade of C and (ENGL-384 with a minimum grade of C or ENGL-386 with a minimum grade of C) and (ENGL-385 with a minimum grade of C or ENGL-387 with a minimum grade of C or ENGL-374 with a minimum grade of C).

**ENGL-3943. Creative Writing Internship. 3 Hours.**

This is a supervised field experience in a profession that utilizes creative writing (magazine or book publishing, journalism, advertising, arts non-profit, etc). With the approval of the department chair, students may enroll for academic credit from 1-6 hours. In consultation with a faculty advisor and field supervisor, the student will contract field service hours and create an individualized work plan. Students will also meet regularly with the faculty advisor and be evaluated qualitatively and quantitatively for a final grade. By department permission only.

**Prerequisite:** ENGL-235 with a minimum grade of C and (ENGL-384 with a minimum grade of C or ENGL-386 with a minimum grade of C) and (ENGL-385 with a minimum grade of C or ENGL-387 with a minimum grade of C or ENGL-374 with a minimum grade of C).

**ENGL-3944. Creative Writing Internship. 4 Hours.**

This is a supervised field experience in a profession that utilizes creative writing (magazine or book publishing, journalism, advertising, arts non-profit, etc). With the approval of the department chair, students may enroll for academic credit from 1-6 hours. In consultation with a faculty advisor and field supervisor, the student will contract field service hours and create an individualized work plan. Students will also meet regularly with the faculty advisor and be evaluated qualitatively and quantitatively for a final grade. By department permission only.

**Prerequisite:** ENGL-235 with a minimum grade of C and (ENGL-384 with a minimum grade of C or ENGL-386 with a minimum grade of C) and (ENGL-385 with a minimum grade of C or ENGL-387 with a minimum grade of C or ENGL-374 with a minimum grade of C).

**ENGL-3945. Creative Writing Internship. 5 Hours.**

This is a supervised field experience in a profession that utilizes creative writing (magazine or book publishing, journalism, advertising, arts non-profit, etc). With the approval of the department chair, students may enroll for academic credit from 1-6 hours. In consultation with a faculty advisor and field supervisor, the student will contract field service hours and create an individualized work plan. Students will also meet regularly with the faculty advisor and be evaluated qualitatively and quantitatively for a final grade. By department permission only.

**Prerequisite:** ENGL-235 with a minimum grade of C and (ENGL-384 with a minimum grade of C or ENGL-386 with a minimum grade of C) and (ENGL-385 with a minimum grade of C or ENGL-387 with a minimum grade of C or ENGL-374 with a minimum grade of C).

**ENGL-3946. Creative Writing Internship. 6 Hours.**

This is a supervised field experience in a profession that utilizes creative writing (magazine or book publishing, journalism, advertising, arts non-profit, etc). With the approval of the department chair, students may enroll for academic credit from 1-6 hours. In consultation with a faculty advisor and field supervisor, the student will contract field service hours and create an individualized work plan. Students will also meet regularly with the faculty advisor and be evaluated qualitatively and quantitatively for a final grade. By department permission only.

**Prerequisite:** ENGL-235 with a minimum grade of C and (ENGL-384 with a minimum grade of C or ENGL-386 with a minimum grade of C) and (ENGL-385 with a minimum grade of C or ENGL-387 with a minimum grade of C or ENGL-374 with a minimum grade of C).

**ENGL-395. The Craft Of The Short Story. 3 Hours.**

In this course students will combine the study of the form of the short story with writing short stories. Readings will include classical and contemporary works from across many countries and traditions. Emphasis will be on studying texts and working on craft in workshops.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-396. Screenwriting: The Short Script. 3 Hours.**

This is a workshop course in screenwriting, concentrating on producing a short script. Students will study the particular form and conventions, as well as the specific format, of writing a screenplay. Readings will include exemplary screenplays in several genres, as well as essays on the philosophy and technique of screen writing. In workshop students will produce a short script.

**Prerequisite:** ENGL-235 with a minimum grade of C.

**ENGL-397. Summer Creative Writing Institute. 3 Hours.**

Offered only in summer as an intensive course that runs for ten extended class days. Experimenting with both prose and poetry, students participate in workshops as well as sessions with invited speakers covering subjects such as the craft of poetry and prose, the profession of writing and publishing, and the MFA. The emphasis is on an intense workshop experience and an atmosphere of constructive critique leading to the production of a significant portfolio of writing.

**Prerequisite:** ENGL-235 with a minimum grade of C.

**ENGL-398A. Creative Non-Fiction I. 3 Hours.**

Students write non-fiction prose which is discussed and critiqued in class by instructor and students.

**Prerequisite:** ENGL-235 with a minimum grade of C.

**ENGL-398B. Creative Non-Fiction II. 3 Hours.**

Students write non-fiction prose which is discussed and critiqued in class by instructor and students.

**Prerequisite:** ENGL-235 with a minimum grade of C.

**ENGL-402. Ecological Crises And Narratives. 3 Hours.**

How do literature and culture transform during periods of ecological crises? What new aesthetic forms and practices do writers and cultural producers develop in order to represent climate change, mass extinction, plastic pollution, and ecological genocide? How do ecological crises change the form of literature and culture, and moreover, change conceptions of class, race, ethnicity, gender, and belonging? This course considers these questions and more through the study of a wide range of genres, including canonical environmental literature, poetry, and science fiction.

**ENGL-403. Writing The Now. 3 Hours.**

Students will merge their training in analysis of sociopolitical issues and literary works that emerge from such with creative writing across multiple genres. As critical observers and creative beings, students will examine writers' and artists' responses to historic moments and movements. Students will read hyper-contemporary creative and theoretical texts, while considering how literary art gets politicized and otherwise activated. They will work independently on a multi-genre semester-long portfolio and share writing within the classroom community, and in a public-facing symposium. Literature of the moment will serve as models and source-texts, and students will respond through production of creative/critical manuscripts.

**Requirement:** 300-level undergrad creative writing course, graduate-level creative writing work, or permission of instructor.

**ENGL-404. Elements Of Style For Creative Writers. 3 Hours.**

The course reviews style conventions of the English language, including punctuation, grammar, usage, and sound, focusing on sentence and line analysis. Students will consider how deployment of conventions and issues of perspective, power, and encoded bias impact a reader's experience. Students will develop a working definition of their own writerly style while experimenting in using, subverting, and experimenting with conventions. Students will be encouraged to work within their own desired genre(s); modern and contemporary texts which move across genres will serve as models. Students seeking to develop editing and teaching skills will do the fine-detail work necessary to do so.

**Requirement:** 300-level undergraduate creative writing course, graduate-level creative writing work, or permission of instructor.

**ENGL-409A. Writing In Public: Community Literacies, Public Intellectuals, And Rhetorics Of Change. 3 Hours.**

This course looks at "public" writing and teaching in the work of marginalized communities, social movements, and public intellectuals. The primary goal is to understand writing as a contested, political act that can influence the public sphere but can also serve as a tool for oppression and control. This course is appropriate for students interested in theories and the teaching of writing and for students interested in critical and community education.

**Requirement:** At least six credits in the English MA program or by consent of instructor.

**ENGL-410. Literary Methods And Practice. 3 Hours.**

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.

**ENGL-411A. Cultural And Literary Studies: History, Theory, Practice. 3 Hours.**

This course introduces students to the institutional history, theoretical debates, and interpretative strategies of cultural studies, with a particularly interest in how the study of culture, understood broadly, intersects and changes literary studies. Using an interdisciplinary approach, this course explores how cultural processes and forms are produced, distributed, consumed, and responded to in diverse, contradictory ways. Moreover, the course will emphasize how all culture must be studied on multiple scales, ranging from the local to the global.

**ENGL-413A. Crafting The MA List: Composing Literary, Cultural, And Compositional Fields. 3 Hours.**

This course examines some of the history and theories of English as a discipline to help students develop deep background knowledge of the field and conduct independent research that will help them construct their MA exam lists/fields of study. The collaborative work of the class helps students connect the various threads of English they are examining individually to the larger context of English Studies, and students are given extensive guidance as they work toward professional research agendas.

**ENGL-414. Seminar In Reading Film. 3 Hours.**

A seminar in film emphasizing methods of reading films as we would texts. Students will explore the complexity of film through close viewing, critical analysis of narrative structure, and attention to visual form and representational practice. To paraphrase a famous question asked about poetry, this course will explore "how a film means."

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-416. Ekphrastic Practice: Responding To Art In Inquiry-Based Creative Writing. 3 Hours.**

Ekphrasis is, in its simplest sense, writing that examines and describes a piece of art. This Creative Writing course takes that as a starting notion and pursues its potential as a writerly practice. Students will: examine multiple-genre book-length and individual pieces of Ekphrastic writing; consider those works as sites of inquiry about the complex relationship between source and response, content and form; from their experiences and observations in this work as both writer and reader, plan and execute a small manuscript-length project of creative writing that is both in the ekphrastic mode and rooted in inquiry.

**ENGL-418. Studies In Shakespeare. 3 Hours.**

Advanced study of Shakespeare's work, organized by theme. This course will explore a number plays grouped together by an organizing principle (such as "Shakespeare and History," "Shakespeare and the Other," "The Roman 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 reading of contemporary critical works.



**ENGL-419. Elizabethan And Jacobean Drama. 3 Hours.**

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.

**ENGL-420. Teaching Shakespeare. 3 Hours.**

This intensive summer course focuses on the teaching of Shakespeare's drama. In order to develop methods for teaching these plays at all levels we will study a few selected plays along with secondary literature. Moving from close textual analysis to a workshop will allow students to work on practical approaches to teaching the plays at the level of plot, characterization, theme, genre, performance, and more. Course material will be expanded with the help of documentaries, films, small group workshops, and guest faculty. Prerequisite: MA or at-large status. Or Permission of Instructor.

**ENGL-422. Milton. 3 Hours.**

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.

**ENGL-426. Seminar In Romantic Literature. 3 Hours.**

Advanced study of the major poets of the Romantic period, involving oral reports, and culminating in a term paper.

**ENGL-427A. Pedagogies Of College Level Writing. 3 Hours.**

In this course, students apply theoretical learning to practical considerations of teaching writing at the college level through textbook and assignment analysis, syllabus design, and lesson design for writing aspects, such as developing rhetorical strategies, attending to grammar and responding to student work. The course also addresses everyday aspects of teaching such as incorporating effective discussions, setting up culturally sensitive classes, and understanding the realities of employment at the college level. The course is open to students in MA composition or literature students, and students with graduate standing in related field.

**ENGL-428. The English Novel. 3 Hours.**

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.

**ENGL-429. Writing Across The Curriculum. 3 Hours.**

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.

**ENGL-430. Studies In Literary Criticism. 3 Hours.**

A study of some of the central problems and issues of contemporary criticism, as exemplified by the writings of major theorists.

**ENGL-431. Bibliography And Research In English. 3 Hours.**

Material, methods, and tools of literary research; use of libraries; preparation of scholarly papers.

**ENGL-432. Alternative Literacies. 3 Hours.**

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.

**ENGL-433. Seminar In Composition Theory. 3 Hours.**

This course includes an extensive examination of current composition methodologies with emphasis upon the eclectic needs of the composition student.

**ENGL-434. Seminar In Basic Writing Theory. 3 Hours.**

A survey of types of students in basic writing classes, a review of placement tests for identifying levels of writing competency, and a careful examination of various basic writing methodologies.

**ENGL-435. Writing Assessment: Theory And Practice. 3 Hours.**

Theoretical background on evaluating student writing, as well as practical training in how to diagnose and remediate problems with grammar and content at the secondary and college level.

**ENGL-436. Rhetorics Of Composition. 3 Hours.**

This course will provide students with a background in Classical Rhetoric and then examine how the conventions of Classical Rhetoric have been translated or transformed into rhetorics of composition, such as Expressionistic Rhetoric, Cognitive Rhetoric, Epistemic Rhetoric and Social Construct Rhetoric.

**ENGL-437. English Studies And Technology. 3 Hours.**

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.

**ENGL-438. Research In Composition. 3 Hours.**

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.

**ENGL-439. Stylistics. 3 Hours.**

Examination of the historical relationship of style to rhetoric; techniques for improving prose style; aspects of style as a part or writing evaluation.

**ENGL-446. Critical Writing For Creative Writers. 3 Hours.**

This course is a seminar and writing workshop in one. Students will: examine models of texts that operate in the critical-creative or creative-critical mode; choose outside reading of their own through an inquiry-based process for the purpose of producing multi-modal work; produce various critical, creative, creative-critical, and critical-creative pieces; submit a book review/essay for possible publication; and through this process "enter the discourse," as writers working in multiple modes.

**Requirement:** 300-level undergraduate creative writing course, graduate-level creative writing work, or permission of instructor.

**ENGL-456A. Graphic Novels And Social Conflicts. 3 Hours.**

This course studies graphic novels as a complex medium that offers new ways to think about and represent a range of social conflicts, including class, race, gender, ecology, history, and national belonging. Students will learn the vocabulary necessary to understand how the medium functions and how to read diverse graphic novels from various contexts. Some questions considered are: How do the visual and verbal dimensions of the graphic novel enable forms of thinking not possible in other media? Why do some theorists identify graphic novels as a medium in which some of the most progressive forms of feminism are unfolding?

**ENGL-466. American Renaissance Revisited. 3 Hours.**

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 literary developments such as the slave narrative and women's domestic fiction.

**ENGL-467. The Age Of Literary Realism In The United States. 3 Hours.**

A study of U.S. 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, Chesnut, Wharton, Dreiser, Chopin, and others.

**ENGL-468. U.S. Literary Modernism & Its Others. 3 Hours.**

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.

**ENGL-469. Seminar In Southern Literature. 3 Hours.**

Intensive reading of twentieth-century Southern literature exclusive of Faulkner with emphasis on the sociological and psychological aspects of the literature as they mirror in America's South.

**ENGL-470. Seminar In Faulkner. 3 Hours.**

Intensive reading of the short fiction and novels of William Faulkner with specific attention on his development as a novelist and his place among twentieth century American authors.

**ENGL-471. Studies In The American Novel. 3 Hours.**

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.

**ENGL-472. Graduate Seminar In Early American Women's Writing. 3 Hours.**

This seminar involves the study of women's writing in the US from the eighteenth and nineteenth centuries, including political and historical prose as well as gothic, sentimental, romantic and realist fiction. Critical readings present students the mid-20th century debates over the status of early women writers and popular fiction, literary-historical work recovering the social, political, economic and legal contexts in which women became professional writers, and contemporary feminist and historical work on women's writing of this period. Assignments may include close reading, critical engagement with new theoretical and historical criticism, and opportunities for research in primary sources.

**Prerequisite:** ENGL-410 with a minimum grade of C.

**ENGL-474A. Hybrid-form Writing In And Across Genres And Forms. 3 Hours.**

This course examines models related to and provides tools for the production of Hybrid-form Writing (writing in and across multiple genres/forms such as poetry, fiction, and nonfiction). Hybrid-form work takes place at both the discrete level (individual, usually long-form pieces) and manuscript level (a book-length project that relies on multiple forms). This course emphasizes long-form/extended projects, which must be rooted in a considered line of inquiry. This inquiry happens at multiple stages and levels: students experiment with different forms, engage in pre-writing to conceive of projects, and consider how form affects content/why certain forms might be culturally or personally privileged.

**ENGL-476. Oil Fictions: Reading Along The Transnational Pipeline. 3 Hours.**

This course brings together multiple literary genres and cultural forms to study diverse voices along the transnational oil pipelines, from privileged subjects whose desires, values, and lifestyles are enabled by mass oil consumption, to the communities and geographies that suffer the consequences of this oil dependency, social relations typically rendered invisible and inaudible by the dominant forms of globalization.

**ENGL-477. Producing "America": Issues Of Work, Class, And Political Economy In U.S. Literature And Culture. 3 Hours.**

This course will focus on literary and cultural works that represent the material conditions of production in the United States as well as on the way we ideologically produce American identity and culture in ways that obscure or make visible the work people do to make our material lives possible. The class will foreground issues of class and political economy in reading literature and culture from a working-class perspective.

**Requirements:** Admission to an English MA program or consent of instructor.

**ENGL-478. Screenwriting. 3 Hours.**

This is a workshop course in screenwriting, concentrating on producing a short to medium-length script. Students will study the particular form and conventions, as well as the specific format, of writing a screenplay. Readings will include exemplary screenplays in several genres, as well as essays on the philosophy and technique of screen writing.

**Prerequisite:** ENGL-410 with a minimum grade of C.

**ENGL-479A. Latina/o/x Literature. 3 Hours.**

This course offers graduate-level study of US Latina/o/x literatures, including writing from the early period to the present. Readings may offer a broad representation of writers from North America, South America, Central America and the Caribbean or may cover various genres including essays, novels, poetry and drama. Assignments, lectures and discussion will center on questions of identity, culture, history, politics and aesthetics. For students who are teaching or plan to teach, the course will also provide analysis of pedagogical methods in Latina/o/x studies.

**ENGL-480. Ethnic Literatures. 3 Hours.**

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.

**ENGL-481. Latin American Literature. 3 Hours.**

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.

**ENGL-482. Contemporary Poetic Forms. 3 Hours.**

A study of the diverse poetic forms emerging in American poetry since the 1960's- free verse, new formalism, and many experimental forms- as well as the hands-on experience of writing in these forms.

**ENGL-483. Postcolonial Literature. 3 Hours.**

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.

**ENGL-484. Contemporary U.S. Literature Since The Cold War. 3 Hours.**

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.

**ENGL-485. Contemporary European Literature. 3 Hours.**

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.

**ENGL-487. Material Culture. 3 Hours.**

In this seminar, students will concentrate on the material contexts (legal, economic, social, technological) that inform cultural production. While the cultural forms and historical periods focused upon may vary by instructor, in every case the course will introduce students to the history of critical work in this area and involve projects in which students trace the marks of material forces in cultural forms.

**Requirement:** two additional courses at the 400 level

**Prerequisite:** ENGL-410 with a minimum grade of C.

**ENGL-488. Africana Literature: Slavery And The Literary Imagination. 3 Hours.**

Through the lens of former slaves and contemporary novelists and scholars, this course explores the ways in which the slavery narrative and the neo-slave narrative attend to the larger existential question of what it means to be free. The corollary notions of race, gender, citizenship, and labor, among others, will also be considered. In addition, this class will investigate the ways in which the re-inscription of slavery, in contemporary literature, has impacted the development of the Africana literary tradition in terms of content, genre, and form.

**ENGL-491. Sonnet: Not Just A Love Song. 3 Hours.**

This class will explore the sonnet's many voices and subjects-from plaintive to menacing, from romance to racial injustice. We will read across the centuries, from Shakespeare to Keats to Edna St. Vincent Millay. We will read sonnet-variations, and sonnet-spoofs by contemporary American poets and we will experiment with sonnets of our own. Our time will be spent on close readings, discussions, writing, and informal presentations.

**ENGL-491A. One Woman Writer. 3 Hours.**

In this course, students will investigate the life and work of a single woman writer, chosen on any given term for her significance to literary history, criticism, philosophy or political economy. Readings will include a full array of the writer's original work as well as bio-critical, theoretical and literary critical responses to that work.

**ENGL-495. Re-Thinking Race & Gender. 3 Hours.**

The course starts with historical narrative, re-thinking how we learn to practice race and gender from within larger systems of white supremacy and patriarchy. Students will explore models for disrupting systemic patterns and turning rethinking into everyday action. The aim throughout is to interrogate structures and relations of race and gender, and how they get naturalized. Cross-listed for advanced undergraduates, graduates, and teachers. When taught as a Summer Institute, the course runs for eight days over three weeks.

**Prerequisite:** ENGL-101 with a minimum grade of C.



**ENGL-4991. Independent Study In English. 1 Hour.**

This is a 1-credit course focused on a carefully planned subject area and work plan approved by the professor of record.

**Prerequisite:** (ENGL-400 - 499 or ENGL-400A - 499Z).

**ENGL-4993. Independent Study. 3 Hours.**

This course is designed for students pursuing independent studies of topics not covered in our catalog of courses at the graduate level in English.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-235 with a minimum grade of C.

**ENGL-5901. Thesis Hours. 1 Hour.**

Graduate students complete an extensive, lengthy research or creative project under the guidance of a supervising committee. The thesis is optional for English graduate students and accounts for 6 of the 33 credit hours required for the M.A.

**ENGL-5902. Thesis Hours. 2 Hours.**

See course description for ENGL-5901.

**ENGL-5903. Thesis Hours. 3 Hours.**

See course description for ENGL-5901.

# Major in English

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The B.A. in English at Northeastern offers students a foundation in critical and creative methods along with advanced study in literature, literary history and criticism, cultural studies, critical and cultural theory, rhetoric, creative writing, and composition. Courses develop students' engagement with texts and their cultural, historical and aesthetic contexts while advancing their abilities in creative and critical thinking, reading, and writing. The rigorous study of critical analysis and the craft of effective writing prepares students to engage in society and to compete in degree programs and fields as diverse as professional and technical writing, public relations, web content management and writing, teaching, research, publishing, marketing, library science, law, medicine, and many others.

Proceeding through the Major:

English majors take six required courses and six electives of their own choosing; in fact there are many options even within our requirements.

Students should take our designated WIP (Writing Intensive Program) course, ENGL 210, as soon as possible--preferably in their first term with us, but possibly in their second. This course offers students practice in particular skills and content areas of the discipline, with an emphasis on drafting, revision and the protocols of incorporating research into argumentation.

During their first and second terms, students should try to satisfy their second requirement--three surveys in British and American literature (among ENGL 218, 219, 221 and 222), which provide the basis for many courses at higher levels as well as an introduction to literary history and the relations among texts, writers and broad historical forces.

The remaining requirements for the major are two: ENGL 345: Practical Criticism, which should be taken the term after ENGL 210 if possible; and one course concentrating on a "Major Author"--ENGL 314 (Chaucer), ENGL 329 (Milton) ENGL 330 or 331 (Shakespeare) or any course under the rubric ENGL 349 (Baldwin, Morrison, Anzaldúa, Wright, and many others).

Complete the major with six elective courses at the 300-level, with no more than four courses in any of the areas designated below (British Literature, American Literature, International Literature or Creative Writing/Composition).

Note: the English major offers many options designated as Engaged Learning Experience (ELE) courses, allowing majors ways of taking courses that count three ways: for the major, for an ELE, and for part of the student's required 40 credit hours at the 300 level for graduation.

Accelerated Concentrations:

Students pursuing the English major who plan to continue on to our MAT in Secondary Education program or either the MA program in Literature or the MA in Composition may enroll in Accelerated Concentrations for those programs. These concentrations provide pathways for qualified undergraduates to move seamlessly into the MAT in Secondary Education or MA programs while sharing up to 12 credits between their undergraduate and graduate work, thus saving tuition cost and time to degree.

The pre-requisites to the English major and to all its individual required courses are ENGL 101 and ENGL 102. Students are advised to take ENGL 102 before taking any required or elective course in the major. ENGL 101 and ENGL 102 are the only pre-requisites for 200-level courses in English. While students may receive special permission to enroll in 300-level courses in some cases after ENGL 102, the pre-requisites to most 300-level courses are ENGL 210 and one other 200-level course (one of our surveys or ENGL 235: Introduction to Creative Writing).

Admission to Accelerated Concentrations:

To apply for any Accelerated Concentration in English leading to an MA degree, students must have a cumulative grade point average of 3.0 and have earned at least 60 credits toward their bachelor's degree; at least 12 of those credits must have been earned at NEIU. In addition, students must receive approval from their undergraduate advisor in English, complete the online application for the relevant graduate program and meet all admission requirements for that program. Accepted students may begin the graduate-level shared coursework once they have earned a minimum of 72 undergraduate credits, at least 12 of which were at NEIU.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b>	6
2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	
<b>Humanities (HU)*</b>	9
3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	

**Behavioral/Social Sciences (SB)\*** 9

3 courses, 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, Social Work

**Natural Sciences (NS and NSL)\*\*** 9

3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).

**Engaged Learning Experiences**

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

**Discipline Specific (ELE-DS)**

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## 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.

### Core Courses

Code	Title	Hours
<b>Required courses</b>		
ENGL-210	Writing Intensive Program: Methods for English Majors	3
ENGL-345	Practical Criticism	4
<b>Select three Literary Surveys:</b>		<b>9</b>
ENGL-218	American Literature:Beginnings To 1865	
ENGL-219	American Literature:1865 To The Present	
ENGL-221	English Literature:The Beginnings To C. 1750	
ENGL-222	English Literature: C. 1750 To The Present	
<b>Select one Major Author:</b>		<b>3</b>
ENGL-314	Chaucer And His Age	
ENGL-329	Milton	

ENGL-330	Shakespeare: Comedies, Romances And Poetry
ENGL-331	Shakespeare: Tragedies And Histories
ENGL-349A	Toni Morrison: A Deep Dive
ENGL-349B	James Baldwin: A Deep Dive
ENGL-349G	Gloria Anzaldúa: A Deep Dive

**Electives:** 2,3,4

**18**

Choose 18 hours from the four categories below, with no more than 12 hours from any one category.

#### BRITISH LITERATURE

ENGL-307	Medieval Studies- The Development Of The Arthurian Legend
ENGL-308	English Literature From Beowulf To Malory
ENGL-321	Literature Of The Romantic Movement
ENGL-323	Modern British Drama
ENGL-324	The Romantic Novel
ENGL-328	Seventeenth Century Literature
ENGL-341	Restoration And Eighteenth Century Literature I
ENGL-342	Restoration And Eighteenth Century Literature II
ENGL-348	Prose And Poetry Of The Victorian Age
ENGL-350	The Victorian Novel
ENGL-378	Twentieth Century Fiction I
ENGL-379	Twentieth Century Fiction II

#### AMERICAN LITERATURE

ENGL-312	Literature Of Colonial Times
ENGL-313	American Literary Renaissance-1830-1860
ENGL-322	The American Short Story
ENGL-352	Jewish-American Literature: People Of The Books
ENGL-353	Writing About Music In The U.S.: Contemporary History And Criticism
ENGL-356A	Graphic Novels And Comics (Graphic Novels and Comics)
ENGL-357	Land, Labor, & Literature: Studying The Works Of U.S. Working-Class & Colonized Writers
ENGL-361	Development Of The American Novel
ENGL-362	United States Fiction: Traditions And Counter-Traditions
ENGL-367	Re-Thinking Race And Gender
ENGL-364	Reading Film
ENGL-368	American Realism
ENGL-369	U.S. Latino/a Literature And Culture
ENGL-372	American Women Writers Of The Nineteenth Century
ENGL-378	Twentieth Century Fiction I
ENGL-379	Twentieth Century Fiction II
ENGL-380	Multi-Cultural Literature In America
ENGL-381	African-American Literature
ENGL-382	Chicana/o/x Literature
ENGL-383S	Special Topics In Latina/o And Latin American Literary And Cultural Studies
ENGL-389	Contemporary Poetry
ENGL-393	Literature Live: Studying The Works Of NEIU Visiting Writers
ENGL-397	Summer Creative Writing Institute

#### INTERNATIONAL LITERATURE

ENGL-205	Literatures And Literacies
ENGL-300	Russian Literature: From Gogol To Chekhov
ENGL-302	Literatures And Theories Of Love
ENGL-303	Contemporary LGBTQ+ Literature
ENGL-311	Introduction To Popular Culture Studies
ENGL-320	Globalizing Literacies
ENGL-333	Mythological Backgrounds Of English And American Literature

ENGL-334	Biblical Backgrounds Of English And American Literature
ENGL-360	Detective Fiction
ENGL-365	Caribbean Literature
ENGL-370	Folklore And The Fairy Tale
ENGL-371	Studies In Women's Literature
ENGL-373	Yiddish Literature In Translation
ENGL-383	Postcolonial African Literature

**COMPOSITION and CREATIVE WRITING**

ENGL-235	Introduction To Creative Writing I
ENGL-309	Reading & Writing In A Changing Digital Economy
ENGL-335	Written Communications For Business
ENGL-340A	Elements Of Style For Creative Writers <sup>5</sup>
ENGL-346A	Critical Writing For Creative Writers
ENGL-374A	Hybrid-form Writing
ENGL-374B	Creative Writing: Flash Forms
ENGL-375	Becoming A Writing Tutor
ENGL-376	Advanced Composition
ENGL-377	Argumentative Prose
ENGL-384 & ENGL-385	Creative Writing: Poetry I and Creative Writing: Poetry II
ENGL-386 & ENGL-387	Creative Writing: Fiction I and Creative Writing: Fiction II
ENGL-394	Writing The Personal Essay
ENGL-395	The Craft Of The Short Story
ENGL-396	Screenwriting: The Short Script

**Accelerated Program Courses: MAT**

EDFN-415	Educational Thought And Secondary Schooling
SCED-415	Introduction To Secondary School Curriculum
SCED-402E	Methods Of Teaching English Language Arts In Secondary Schools
LTCY-502	Disciplinary Literacy Instruction In Secondary Grades (Accelerated Program Courses: MAT)

**Accelerated Program Courses: MA Literature**

ENGL-410	Literary Methods And Practice
plus a maximum of three additional graduate level courses	

**Accelerated Program Courses: MA Composition**

ENGL-433	Seminar In Composition Theory
ENGL-435	Writing Assessment: Theory And Practice
plus a maximum of two additional graduate-level courses	

**Total Hours****37**

- <sup>1</sup> This course is designed as an introduction to the English major, and should be taken as early as possible.
- <sup>2</sup> Note: that the English Department is continually creating new courses. Therefore, the list below is not complete.
- <sup>3</sup> Note: Gen. Ed. courses (ENGL-201, ENGL-202, and ENGL-203) do not count towards the Major.
- <sup>4</sup> Note: A limit of six 200-level courses may be applied to the English Major.
- <sup>5</sup> English 340A is replacing English 240A.

English Majors must complete an electronic portfolio. For more information, please see your English Advisor.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

**First Year**

Term 1		Hours
ENGL-101	Writing I	3
MATH-091 (If Necessary - does not count toward graduation)	Intermediate Algebra I	3
General Education Course		3

General Education Course		3
Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
ENGL-102	Writing II	3
MATH-092 (If Necessary - does not count toward graduation)	Intermediate Algebra II	3
General Education Course		3
General Education Course		3
Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>Term 1</b>		
ENGL-210	Writing Intensive Program: Methods for English Majors	3
English Literary Survey (ENGL 218 or ENGL 221)		3
General Education Course		3
General Education Course		3
Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
Elective		3
General Education Course		3
General Education Course		3
ENGL Literary Survey		3
ENGL Literary Survey		3
<b>Term Hours</b>		<b>15</b>
<b>Third Year</b>		
<b>Term 1</b>		
ENGL-345	Practical Criticism	4
ENGL Elective		3
ENGL Major Author Course		3
General Education Course		3
General Education Course		3
<b>Term Hours</b>		<b>16</b>
<b>Term 2</b>		
Elective		3
General Education Course		3
ENGL Elective		3
ENGL Elective		3
ENGL Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
ENGL Elective		3
ENGL Elective		3
Elective		3
Elective		3
Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
Elective		3
Elective		3
Elective		3
Elective		3
Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Total Hours:</b>		<b>121</b>

# Major in English/Secondary Education

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***Students seeking to teach English at the secondary level should complete the*** English Major (B.A) (<https://catalog.neiu.edu/arts-sciences/english/english/>), ***and then apply to the Teacher Certification/M.A.T. cohort program in the College of Education during their last term as undergraduates. For requirements and information, refer to the*** Secondary Education Graduate Program (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/educational-inquiry-curriculum-studies/secondary-education-graduate-programs/>).

Transfer students and others who have completed a minimum of 60 hours toward their B.A. degree in English should see advisors about our Accelerated Program toward the M.A.T. degree. Qualified students may **count the first four courses in the M.A.T. program as their last four courses of the B.A. degree**, hence saving money (graduate level tuition is slightly higher) and up to a full term's time-to-degree.

For details, see "Accelerated Programs" at the bottom of the requirements for the Major in English.

***Students seeking to teach English at the secondary level should complete the*** English Major (B.A) (<https://catalog.neiu.edu/arts-sciences/english/english/>), ***and then apply to the Teacher Certification/M.A.T. cohort program in the College of Education during their last term as undergraduates. For requirements and information, refer to the*** Secondary Education Graduate Program (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/educational-inquiry-curriculum-studies/secondary-education-graduate-programs/>).

# Master of Arts in English

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## 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 College of Graduate Studies and Research. 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 of required and elective courses below). Be sure to consult with your program advisor to design a course of study in the sub-field or fields you're most interested in.

The graduate program requires 33 credit hours of coursework in the literature (principally British and American), or 33 hours with a concentration in composition. (The specifics of each program are defined below.) Both programs offer a culminating project which can be a thesis, or a public presentation of a major paper. Students in the Comp track can also opt for a final written examination instead of a public presentation.



## 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 complete either a Thesis and Thesis defense or a major project and presentation of research.

The program includes the following coursework:

Code	Title	Hours
<b>Required Courses</b>		<b>3</b>
ENGL-410	Literary Methods And Practice	
<b>Eight graduate-level electives selected through consultation with the graduate advisor</b>		<b>24</b>
ENGL-376	Advanced Composition	
ENGL-397	Summer Creative Writing Institute	
ENGL-402	Ecological Crises And Narratives	
ENGL-409A	Writing In Public: Community Literacies, Public Intellectuals, And Rhetorics Of Change	
ENGL-411A	Cultural And Literary Studies: History, Theory, Practice	
ENGL-414	Seminar In Reading Film	
ENGL-416	Ekphrastic Practice: Responding To Art In Inquiry-Based Creative Writing	
ENGL-418	Studies In Shakespeare	
ENGL-422	Milton	
ENGL-430	Studies In Literary Criticism	
ENGL-430A	Studies In Literary Criticism: Ideology And Material Form	
ENGL-446	Critical Writing For Creative Writers	
ENGL-449L	Studies In American Literature: American Classics, 1820-1860	
ENGL-449N	Studies In American Literature: Ethnic Literature	
ENGL-456A	Graphic Novels And Social Conflicts	
ENGL-464	Producing "America": Issues Of Work, Class, & Political Economy in U.S. Literature And Culture	
ENGL-466	American Renaissance Revisited	
ENGL-467	The Age Of Literary Realism In The United States	
ENGL-468	U.S. Literary Modernism & Its Others	
ENGL-470	Seminar In Faulkner	
ENGL-472	Graduate Seminar In Early American Women's Writing	
ENGL-477	Producing "America": Issues Of Work, Class, And Political Economy In U.S. Literature And Culture	
ENGL-478	Screenwriting	
ENGL-479A	Latina/o/x Literature	
ENGL-482	Contemporary Poetic Forms	
ENGL-484	Contemporary U.S. Literature Since The Cold War	
ENGL-487	Material Culture	
ENGL-494	Re-Thinking Race & Gender	
Thesis Hours (6 total credits) - or two additional 400-level courses		6
<b>Total Hours</b>		<b>33</b>

## 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 must either pass a comprehensive exam, offer a public presentation, or write a Thesis.

Code	Title	Hours
<b>Core Requirements</b>		
ENGL-433	Seminar In Composition Theory	3
ENGL-435	Writing Assessment: Theory And Practice	3
<b>Core Electives <sup>1</sup></b>		<b>18</b>
ENGL-376	Advanced Composition *	
ENGL-377	Argumentative Prose *	
ENGL-397	Summer Creative Writing Institute	

ENGL-409A	Writing In Public: Community Literacies, Public Intellectuals, And Rhetorics Of Change
ENGL-413A	Crafting The MA List: Composing Literary, Cultural, And Compositional Fields
ENGL-427A	Pedagogies Of College Level Writing
ENGL-432	Alternative Literacies
ENGL-434	Seminar In Basic Writing Theory
ENGL-437	English Studies And Technology *
ENGL-438	Research In Composition
ENGL-439	Stylistics

**FREE Electives** **9**

Thesis Option (6 credits) plus one course from the categories below, or 9 credits of Coursework from the Categories Below

English Department: Any 400-level or graduate-approved 300-level writing, literature, or theory course. Up to six credits from graduate-approved 300-level courses in English can be applied toward the degree.

Linguistics Department: Any 400-level course relevant to the student's career and academic goals and approved by the graduate advisor.

TESOL Department: Any 400-level course relevant to student's career and academic goals and approved by the graduate advisor.

Literacy Education Department: Any 400-level or 500-level course relevant to the student's career and academic goals and approved by the graduate advisor.

Communications, Media, and Theater Department: Any 400-level course relevant to the student's career and academic goals and approved by the graduate advisor.

**Total Hours**

**33**

## 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 the 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 Hours. 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.

### Major Project

Students who do not opt to write and defend a thesis in the M.A. Literature track must, in consultation with a faculty advisor, develop and deliver a public presentation on one of their major research projects. This option will be available to students in the Comp track as well.

# Minor in Creative Writing

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## Minor in Creative Writing

The English Department's Creative Writing minor provides undergraduate students of any major with opportunities to develop as writers within a variety of creative contexts. The courses in the program enable students to develop both writing craft and technical proficiency. In addition to taking foundations courses that introduce students to the discipline, students are encouraged to take a core sequence, which will enable them to move from writing individual pieces to developing longer book-length compositions. By the program's end, students will have developed a strong representative body of work.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Creative Writing

To complete the minor in creative writing, students must take 18 hours of coursework.

Code	Title	Hours
<b>Foundations</b>		<b>6</b>
ENGL-235	Introduction To Creative Writing I <sup>1</sup>	
ENGL-340A	Elements Of Style For Creative Writers <sup>2</sup>	
<b>Core Sequence (6 credits) - *Choose two courses within the same genre</b>		<b>6</b>
One course at Intermediate Level		
ENGL-384	Creative Writing: Poetry I	
ENGL-386	Creative Writing: Fiction I	
And		
*Choose one course at the advanced level		
ENGL-385	Creative Writing: Poetry II	
ENGL-387	Creative Writing: Fiction II	
ENGL-374A	Hybrid-form Writing	
<b>Electives (6 credits)</b>		<b>6</b>
ENGL-316	Forms Of Poetry	
ENGL-359	Independent Study In English	
ENGL-374A	Hybrid-form Writing	
ENGL-394	Writing The Personal Essay	
ENGL-395	The Craft Of The Short Story	
ENGL-396	Screenwriting: The Short Script	
ENGL-397	Summer Creative Writing Institute	
ENGL 3941-6 Creative Writing Internship (1 through 6 credit hours)		
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> 235 is the prerequisite for all creative writing courses

<sup>2</sup> 340A can be taken concurrently with courses at higher levels.

\* Note that this course was formerly 240A but has been reclassified to reflect its evolving pedagogy.

\*\* Students who have already taken 240A will not need to retake the course for the satisfaction of the requirement.

\* All advanced level courses require successful completion of the intermediate course in the same genre with a grade of "C" or higher. Admission without the prerequisite is at the instructor's discretion.

# Minor in English

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To provide all NEIU students—but especially transfers—with an important background and set of skills and experiences to complement any major, the English department offers an 18 credit minor degree, with a maximum of 9 credit hours transferred from other institutions. Adding a credential in English will help NEIU students excel in any major and distinguish themselves from others both in their coursework and later on the job market. While the traditional skills taught in all our courses—writing, research, and oral communication—are always in demand, courses in English offer additional soft skills of empathy and cultural awareness that our alumni have often reported as keys to their success.

## \*NOTES:

- 1) General Education courses (ENGL 201, 202, 203, 209) or their equivalents at other institutions do not count toward the Minor.
- 2) Creative Writing Minors who are not also ENGL majors may use two courses from their CW Minor toward the completion of this program as part of a double minor.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

- \* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.
- \*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in English (18 credit hours)

Code	Title	Hours
<b>Two courses from the following: (6 credit hours)</b>		<b>6</b>
ENGL-205	Literatures And Literacies	
ENGL-210	Writing Intensive Program: Methods for English Majors	
ENGL-218	American Literature:Beginnings To 1865	
ENGL-219	American Literature:1865 To The Present	
ENGL-221	English Literature:The Beginnings To C. 1750	
ENGL-222	English Literature: C. 1750 To The Present (Four additional courses at the 300 level)	
<b>Four additional courses in ENGL at the 300 level</b>		<b>12</b>
<b>Total Hours</b>		<b>18</b>

1) General Education courses (ENGL 201, 202, 203, 203A, 209A) or their equivalents at other institutions do not count toward the Minor.

2) Creative Writing Minors who are not also ENGL majors may use two courses from their CW Minor toward the completion of this program as part of a double minor.

# English Language Program

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The English Language Program is comprised of the Minor in Interdisciplinary English Studies, as well as an array of courses in English as a second language, developmental writing, and developmental reading. These courses are intended to help students acquire the level of oral and written English language skills expected of university students. Courses are offered for both native English speakers and English language learners. Students place into the following courses based on their results on the writing and reading portions of the University placement exam.

Code	Title	Hours
ELP-096	Developmental Writing Workshop II	3
ESL-108	Listening And Speaking	3
ELP-112	ESL Writing Workshop I	3
ELP-114	ESL Writing Workshop II	3
ELP-120	ESL Writing Workshop III	3
READ-096	Developmental Reading Workshop I	3
READ-097	Developmental Reading Workshop II	3
READ-115	ESL Reading Workshop I	3
READ-116	ESL Reading Workshop II	3

Course work indicated by these placement results is required. All other courses are selected by the student in consultation with advisors and instructors. Authorization to enter all courses is required for registration and can be obtained in the English Language Program office (LWH 2046).

- Minor in Interdisciplinary Studies (<http://catalog.neiu.edu/arts-sciences/english-language-program/minor-interdisciplinary-english-studies/>)

Denise Cloonan Cortez de Andersen, Ph.D., Professor of Spanish, Chair  
Tina Villa, Ph.D., Coordinator of English Language Program

## **ELP-096. Developmental Writing Workshop II. 3 Hours.**

(Does not count toward graduation or GPA calculation.) This course is an introduction to the basic principles used in writing expository essays based on personal experience, and intensive work to improve sentence level skills. Registration is by placement exam or permit.

**Prerequisite:** ELP-095 with a minimum grade of RC or ELP-112 with a minimum grade of C or Accuplacer WritePlacer with a score of 3.

## **ELP-098. Supportive Instruction Writing Skills Workshop. 3 Hours.**

(This course does not count toward graduation or GPA calculation.) ELP-098 must be taken concurrently with ENGL-101: Writing I. This course provides supportive instruction to reinforce or enhance content from the students' college-level writing course. The instructor works to meet the individual needs of the students emphasizing the skills one needs to develop a framework for writing including paragraph development, increased fluency in written English, and proofreading skills. Registration is by placement exam or permit.

**Prerequisite:** (Accuplacer WritePlacer 4 (and Accuplacer Writing 240 - 249) or ELP-096 or ELP-114).

**Corequisite:** ENGL-101.

## **ELP-112. ESL Writing Workshop I. 3 Hours.**

Open only to English Language Learners (ELLs). This course provides basic instruction aimed at guiding the ELLs' transition from their existing native language writing skills to academic English with an emphasis on sentence-level skills needed for writing personal narrative essays. Registration is by permit only.

## **ELP-114. ESL Writing Workshop II. 3 Hours.**

Open only to English Language Learners (ELLs). This course provides instruction aimed at continuing the ELLs' transition from their existing native language writing skills to academic English. Work centers on the writing of basic expository essays and intensive work on sentence level skills. Registration is by permit only.

## **ELP-120. ESL Writing Workshop III. 3 Hours.**

Open only to English Language Learners (ELLs). This course provides additional practice and instruction aimed at helping ELLs complete their transition from writing in their native language to writing in college-level academic English. Writing expository essays across various genre, with emphases on paragraph development, increased fluency and editing and proofreading skills form the core content of this course. Registration is by permit only.

## **ELP-121. English Grammar Skills. 3 Hours.**

Analysis of and practice in selected English grammatical patterns, with special emphasis on their academic application.

# Minor in Interdisciplinary English Studies

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## Minor in Interdisciplinary English Studies (21 credit hours)

Language study improves the ability to communicate and enhances understanding and appreciation of others and their cultures. English is widely recognized as a global language, serving as the language of higher education, technology, and media among others. The acquisition of an advanced language proficiency provides access to opportunities for those whose primary language is not English.

Through an integrated-skills approach, the minor in Interdisciplinary English Studies fosters a communicative competence wherein learners gain knowledge about the language, its appropriate use in various contexts, and compensatory strategies for communication breakdowns. Advanced coursework within the minor provides focused study in structure, reading, writing, and/or listening and speaking.

## Requirements for Admission to the Minor

Eligibility for this minor is based on identification of students as English language learners. Thus, students must place into the ELP sequence based on a combination of the following:

1. Analysis of student writing on the English Placement Test;
2. Student demographic information provided during the admission process and/or at the time of placement testing;
3. History of primary and/or secondary school attendance in a foreign country, and/or participation in a bilingual education or English as a second language program in the United States.
4. Completion of ELP-112 and/or ELP-114, or direct placement into ELP-120 based on performance on the English Placement Test.
5. Completion of READ-115 or direct placement into READ-116 based on performance on the English Placement Test.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.



**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Interdisciplinary English Studies requirements**

Code	Title	Hours
<b>Required Courses</b>		
CORE WRITING COURSE		
ELP-120	ESL Writing Workshop III <sup>1</sup>	3
CORE READING COURSE		
READ-116	ESL Reading Workshop II <sup>2</sup>	3
CORE INTENSIVE LANGUAGE & STRUCTURE COURSES		
Select two of the following:		6
ELP-121	English Grammar Skills	
ESL 290 (Topics vary)		
ADVANCED ELECTIVE COURSES		
Select 3 COURSES from the following columns in consultation with the Minor Program Advisor, with at least 1 course at the 300-level. <sup>3</sup>		9
Column A: Structure of English		
LING-110	Lexicology: The Study Of Words	
LING-201	Introduction To General Linguistics	
LING-300	English Grammar In The Classroom <sup>4</sup>	
LING-301	History Of The English Language <sup>4</sup>	
LING-303	Grammars Of English <sup>4</sup>	
LING-304	Introduction To Phonetics & Phonology <sup>4</sup>	
Column B: Speaking		
CMTC-101	Public Speaking	
CMTC-214	Business And Professional Communication	
CMTC-310	Persuasion	
CMTC-313	Communication, Gender & Identity	
CMTC-314	Organizational Communication	
Column C: Writing		
ENGL-235	Introduction To Creative Writing I <sup>5</sup>	
ENGL-335	Written Communications For Business	
ENGL-375	Becoming A Writing Tutor <sup>6</sup>	
ENGL-376	Advanced Composition <sup>6</sup>	
ENGL-377	Argumentative Prose <sup>6</sup>	
Column D: Reading		
ENGL-201	The World Of Poetry <sup>7</sup>	
ENGL-202	The World Of Drama <sup>7</sup>	

ENGL-203	The World Of Fiction <sup>7</sup>
ENGL-360	Detective Fiction
ENGL-380	Multi-Cultural Literature In America <sup>6</sup>
ENGL-390	Young Adult Novel <sup>6</sup>

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**Total Hours** **21**

- 1 If a student makes exceptional progress in ELP-114 and places out of ELP-120, another writing course must be selected for the minor in consultation with the Minor Program Advisor.
- 2 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 For ECED or ELED majors, 3 courses must be at the 300-level.
- 4 prerequisite: LING-201
- 5 prerequisite: ENGL-101 with a grade of "C" or better, or consent of instructor
- 6 prerequisite: ENGL-101 with a grade of "C" or better, plus 6 hours of 200-level literature courses.
- 7 prerequisite: English Placement Test Score of 7 or 8, ENGL-101 with a grade of "C" or better, or consent of instructor.

# Environmental Science

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Environmental science is an interdisciplinary and quantitative approach to the study of the relationships between living things and their environment.

Environmental science strives to understand the many interactions between the environment and its components, including the impact of human activities on the environment on one hand and how the environment affects humans on the other. Environmental science goes to the heart of environmental issues in terms of understanding the science behind them as well as in developing scientifically sound solutions.

Major in Environmental Science (<http://catalog.neiu.edu/arts-sciences/physics/environmental-science/>)

Kenneth Nicholson, Associate Professor, Department of Chemistry, Chair

Greg Anderson, Professor, Department of Physics

Paulo Acioli, Professor, Department of Physics

Pamela Geddes, Professor, Department of Biology

Elisabet Head, Associate Professor, Department of Earth Science

Nadja Insel, Associate Professor, Department of Earth Science

John Kasmer, Associate Professor, Department of Biology and Coordinator of Environmental Science

Beth Reinke, Associate Professor, Department of Biology

Kenneth Voglesonger, Associate Professor, Department of Earth Science

**Students will need to take the following three ENVI designated courses in addition to 42 credit hours of STEM core courses, 17-20 credit hours of STEM elective courses, and 9 credit hours of Social Science/Humanities courses, for a program total of 82 to 85 credit hours for a major in Environmental Science.**

## **ENVI-101. Introduction To Environmental Science. 3 Hours.**

This course introduces environmental science as the interdisciplinary study of environmental issues related to human impact on the natural environment. The course addresses environmental science literacy and scientific methods through inquiry into and discussion of biogeochemical cycles, ecosystem dynamics, climate change, conventional and renewable energy, resources, and sustainability. Lecture (2 hrs) and laboratory (2 hrs).

**Prerequisite:** (MATH-091 - 499 or MATH-091A - 499Z or NEIU Math Placement Result 02 - 45 or ACT Math 19 - 36 or Accuplacer Elementary Algebra 060 - 084 or Accuplacer College Level Math 020 - 120 or Accuplacer Adv. Algebra & Func 200 - 300 or SAT Math 500 - 800).

## **ENVI-180. Fundamentals Of Data Science. 4 Hours.**

Foundations of data science considers data from three perspectives: inferential thinking, computational thinking, and real-world relevance. Given data arising from some real-world phenomenon, how does one analyze that data to understand that phenomenon? The course teaches critical concepts and skills in computation and statistical inference, in conjunction with hands on analysis of real-world datasets, including economic data, document collections, geographical data, and data from social networks. It delves into social, ethical, and legal issues surrounding data analysis, including privacy and data ownership.

**Prerequisite:** MATH-173 with a minimum grade of C or MATH-185 with a minimum grade of C or MATH-187 with a minimum grade of C.

## **ENVI-301. Methods In Environmental Science. 4 Hours.**

This problem-based interdisciplinary course builds on the knowledge and skills acquired in introductory biology, chemistry, earth science, mathematics, and physics. Topics covered include experimental design, sampling, and analytical techniques that are standard to the different scientific disciplines.

Students are introduced to interdisciplinary field, laboratory, and data science methods, and develop skills in group collaboration as well as written and oral presentation. Laboratory activities will include both laboratory and fieldwork.

**Prerequisite:** BIO-202 with a minimum grade of C and CHEM-212 with a minimum grade of C and ENVI-101 with a minimum grade of C and MATH-275 with a minimum grade of C and (ESCI-121 with a minimum grade of C or ESCI-211 with a minimum grade of C) and (PHYS-202L with a minimum grade of C or PHYS-207L with a minimum grade of C).

## **ENVI-302. Beyond The Textbook: Science In Popular Literature. 2 Hours.**

In this course, students will read, discuss, and explore the foundations and implications of science literature written for a popular audience. The books chosen for this course vary from semester to semester and will be chosen to cover a broad, interdisciplinary range of perspectives in STEM. The books selected will provide insight into the pursuit of objective truth, while providing the lens that science is done and implemented by individuals and societies, and therefore has ethical, moral, and social implications. [This course can count toward meeting the ELE requirements if ENVI-303 is not used to fulfill the requirement.].

**Prerequisite:** (100 - 399 or 100A - 399Z or).

## **ENVI-303. Beyond Textbooks: Science In Popular Literature. 3 Hours.**

In this course, students will read, discuss, and explore the foundations and implications of science literature written for a popular audience. The books chosen for this course vary from semester to semester and will be chosen to cover a broad, interdisciplinary range of perspectives in STEM. The books selected will provide insight into the pursuit of objective truth, while providing the lens that science is done and implemented by individuals and societies, and therefore has ethical, moral, and social implications. [This course can count toward meeting the ELE requirements if ENVI-302 is not used to fulfill the requirement.].

**Prerequisite:** (100 - 399 or 100A - 399Z or).

**ENVI-390. Environmental Science Research & Practice. 4 Hours.**

This course puts into practice the knowledge and skills acquired by students throughout the Environmental Science Program. Through case studies, literature review, group discussions, and a research project, students apply concepts from the various scientific disciplines. Working in small teams, students conduct practical scientific research on environmental issues relevant to the local, regional or global community.

**Requirements:** three electives in BIO, CHEM, ESCI, MATH, and/or PHYS; program approval

**Prerequisite:** ENVI-301 with a minimum grade of C.

# Geography and Environmental Studies

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## DEGREE PROGRAMS

The Department of Geography and Environmental Studies offers degree programs leading to a B.A. in Geography, a B.A. in Environmental Studies, and an M.A. in Geography & Environmental Studies.

Geography majors recognize the essential nature of location and place in understanding how the world works. This is true from local to global scales and necessarily draws on essential aspects of disciplines in both natural and social sciences. The result is both excellent theoretical understanding and very practical skills.

Environmental Studies majors work at the intersection of the human and natural environments, in particular through environmental policy, planning, management, education and interpretation.

The Department also offers three undergraduate minors in Geography, Environmental Studies, and GIS.

At the Master's level, students combine these two disciplines as they engage with the scholarly literature and further develop their professional identities.

## CERTIFICATE PROGRAMS

The Department offers two certificate programs in Geographic Information Science (GIS), an exciting and expanding field with a broad range of applications. GIS combines data management, spatial analysis, and cartography and is widely recognized as a powerful planning tool in resource and environmental management, business and marketing, urban and regional planning, terrain and environment modeling, and more. The certificate programs give students across a broad spectrum of disciplines technical skills which they can immediately apply in the workplace.

G&ES's: Facebook Page (<https://www.facebook.com/GES.NEIU/>), Facebook Group (<https://www.facebook.com/groups/113724830411/>), Instagram (<https://www.instagram.com/ges.neiu/>)

- Major in Geography (<http://catalog.neiu.edu/arts-sciences/geography-environmental-studies/geography/>)
- Major in Environmental Studies (<http://catalog.neiu.edu/arts-sciences/geography-environmental-studies/environmental-studies/>)
- Minor in Geography (<http://catalog.neiu.edu/arts-sciences/geography-environmental-studies/minor-geography/>)
- Minor in Environmental Studies (<http://catalog.neiu.edu/arts-sciences/geography-environmental-studies/minor-environmental-studies/>)
- Minor in Geographic Information Science (GIS) (<http://catalog.neiu.edu/arts-sciences/geography-environmental-studies/minor-geographic-info-science/>)
- Undergraduate Certificate in GIS (<http://catalog.neiu.edu/arts-sciences/geography-environmental-studies/undergraduate-certificate-gis/>)
- Master of Arts in Geography and Environmental Studies (<http://catalog.neiu.edu/arts-sciences/geography-environmental-studies/master-arts-geography-environmental-studies/>)
- Graduate Certificate in GIS (<http://catalog.neiu.edu/arts-sciences/geography-environmental-studies/graduate-certificate-gis/>)

G&ES Grad Program Web Site (<https://www.neiu.edu/academics/college-of-arts-and-sciences/departments/geography-environmental-studies/geography-and-environmental-studies-ma/>)

G&ES Grad GIS Certificate Web Site (<https://www.neiu.edu/academics/college-of-arts-and-sciences/departments/geography-environmental-studies/geographic-information-science-gis-graduate-certificate/>)

Scott Hegerty, Ph.D., Professor of Economics, Chair  
 Melinda Storie, Ph.D., Associate Professor, G&ES Coordinator  
 Dennis Grammenos, Ph.D., Associate Professor, Graduate Coordinator  
 Ting Liu, Ph.D., Associate Professor, GIS Coordinator  
 Alex Peimer, Ph.D., Associate Professor

### GES-104. World Geography. 3 Hours.

Students will study the major world regions using a geographic perspective which includes both the physical environment (e.g., climate, soils, natural resources, topography) and the human environment (e.g., population, economic, political, urban, trade, culture, language). The course includes map interpretation and a brief introduction to modern geospatial technologies.

### GES-109A. First Year Experience: Global Chicago. 3 Hours.

This First Year course provides a broad overview of the Chicago metropolitan area in the global context and within the framework of urban geography. Students will explore Chicago as a hub in the global economy and the many ways in which global forces have impacted the region.

**GES-109B. First Year Experience: Humans And The Chicago Environment. 3 Hours.**

Students will explore the relationships between human settlement and the natural environment in the Chicago metropolitan area including local environmental problems, their causes, and their possible solutions. Issues such as waste disposal, recycling, brownfields, suburban sprawl, air and water pollution, water supply, flooding and drainage, invasive species, and urban parks are investigated with classroom discussion. Some field trips are possible.

**GES-150. Introduction To Environmental Studies. 3 Hours.**

This is an introduction to the study of human-environment relations with a focus on sustainable solutions to environmental problems. Students will learn about fundamentals of environmental systems, human impacts on the environment, and sustainable solutions to environmental issues from local to global scales.

**GES-180. Fundamentals Of Data Science. 4 Hours.**

Foundations of data science considers data from three perspectives: inferential thinking, computational thinking, and real-world relevance. Given data arising from some real-world phenomenon, how does one analyze that data to understand that phenomenon? The course teaches critical concepts and skills in computation and statistical inference, in conjunction with hands on analysis of real-world datasets, including economic data, document collections, geographical data, and data from social networks. It delves into social, ethical, and legal issues surrounding data analysis, including privacy and data ownership.

**Prerequisite:** MATH-173 with a minimum grade of C.

**GES-199. Topics In Environmental Studies For Middle School Teaching. 4 Hours.****GES-205. Physical Geography. 3 Hours.**

This course introduces students to the geographic distribution and interrelations of Earth's physical environment from a systems perspective. It emphasizes Earth-Sun relations, climate systems, soil, vegetation, and landform types and processes.

**GES-218. Conservation Of Natural Resources. 3 Hours.**

This course introduces students to contemporary approaches to natural resource management emphasizing efforts toward conservation and preservation. Students will learn how to manage a range of resources such as air, water, soil, forests, grasslands, energy and minerals, and wildlife. They will study the processes, problems, and management methods for different resource types.

**GES-250. Writing Intensive Program: Writing in GES. 3 Hours.**

In this writing intensive course students develop written communication skills relevant to Geography and Environmental Studies. Topics include note taking, outlines, drafts, writing styles, bibliography and references, essays, reviews, policy statements and reports of varying lengths. Library and online writing resources will be explored. Students will incorporate maps, graphs, and other visual aids.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**GES-301. Great Lakes Environmental Management. 3 Hours.**

This course will survey human/environmental issues in the Great Lakes basin with an emphasis on environmental policy, planning, governance, and management. Topics include water resource use and management, wildlife management, industrial, urban and agricultural pollution and abatement, inter-state and inter-national transportation, and resource conflicts and solutions. Some field trips are possible.

**GES-302C. Regional Geography: Africa. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302D. Regional Geography: World Oceans. 3 Hours.**

Students will study the geography and distribution of the oceans: physical geography of the ocean floor, coastal landforms, earthquakes and volcanoes, oceans and climate, life in the oceans, ocean resources, and human impacts. Contemporary problems and future opportunities include laws of the sea; transportation, and the importance of the oceans to environmental quality of Earth.

**GES-302F. Regional Geography: Australia And The Pacific Islands. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302G. Regional Geography: Caribbean. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302H. Regional Geography: Eastern Europe. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302K. Regional Geography: East Asia. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302L. Regional Geography: Southeast Asia. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302M. Regional Geography: Russia And Central Asia. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302N. Regional Geography: South Asia. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302O. Regional Geography: Middle East. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302Q. Regional Geography: Western Europe. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302S. Regional Geography: Developing World. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302V. Regional Geography: U.S. And Canada. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302X. Regional Geography: Latin America. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-303. Geography And Disability: Space, Place, And Power. 3 Hours.**

Students will study the social and geographic processes rendering some bodies disabled and others abled in space and place. The landscape of experience at different scales, mobility, geography of disability services, mapping as a form of representation, urban policies, and planning will be covered. Instruction may include critical debates, field trips and guest speakers.

**GES-303A. Topics In Geography: Social Geography. 3 Hours.**

A current topic in geography will be explored in depth. See Schedule of Classes, course notes, and consult the department for more information.

**GES-303B. Topics In Geography: American Cities: Past, Present And Future. 3 Hours.**

This is an overview of geographic and historical development of American cities and an evaluation of contemporary urban issues. It emphasizes spatial processes within cities and within the larger urban system. Using fundamental aspects of urban theory students will discuss how cities developed and how processes such as suburbanization affect the social, economic and environmental aspects of city life.

**GES-305. Geography And Map Skills For Teachers. 3 Hours.**

Students will review the structure and content of both physical and human geography as well as the themes and standards of geography education. Basic educational concepts will be covered, as will instructional strategies for integrating geographic, geospatial, and GIS concepts into curriculum. This course is intended for those who plan to become formal or informal educators in Grades K-12.

**GES-307. Environmental Education. 3 Hours.**

This course offers an exploration and analysis of educational theory, various instructional methods, and the design of environmental education and outreach programs. Students will gain practical knowledge in lesson plan design and implementation, current research trends in environmental education, and various conservation-based field techniques related to environmental programming. Curricular development skills will be applied in the context of contemporary environmental issues.

**GES-308. Conservation Psychology. 3 Hours.**

Students will explore the emerging field of conservation psychology with an emphasis on the psychological characteristics of the relationship between humans and nature, such as environmental values, attitudes, behavior, and decision-making practices. Course topics, including environmental perception, identity, personal morals, ecopsychology, wilderness psychology, domestic nature, managed nature, community dimensions, and environmental education, will be investigated in the context of promoting environmental responsibility.

**GES-309. Principles And Methods Of Environmental Interpretation. 3 Hours.**

Students will explore the art of interpreting the natural environment of various settings (e.g., parks, camps, historical markers, places of cultural significance) for visitors. Students will practice a variety of interpretive activities and techniques including storytelling, interpretive talks, role-playing, interpretive signage, and guided programs. Projects include the creation of unique interpretive programming under instructor guidance and possibly with external clients. Some field trips are possible.

**GES-311. Social Dimensions Of Water Resources Management. 3 Hours.**

This course examines the social dimensions of water resources management and development by examining the relationship between humans and the hydrological cycle in the U.S. and world regions. Students will draw from key social theoretical frameworks to better understand and explain the development, use, management, and governance of water resources by humans at various scales and in different settings. Human impacts on natural water systems, the influence of natural water systems on humans, and water conflicts and resolutions will be highlighted. Field trips are possible.



**GES-314. Political Geography. 3 Hours.**

Students will study the relationship between geographical factors of the physical and human environments and political organization. Topics include territorial claims and conflicts, defining borders and districts, spatial patterns of legislation, development and evolution of nations, and changing patterns in the world political map.

**GES-315. Economic Geography. 3 Hours.**

Students will explore how economic activities are organized in space at the local, regional and global levels. Geographic frameworks, concepts, explanations and analytical tools will be used to show how space and location are critical elements affecting economic systems and why different places achieve different levels of well-being.

**GES-316. Location Analysis. 3 Hours.**

This course focuses on the use of location theory and economic modeling to understand spatial patterns of land use and to determine optimal spatial arrangements relating to location of business, services, resources and trade. Environmental influences and impacts are discussed.

**GES-319. Environmental And Natural Resources Policy. 3 Hours.**

This course analyzes environmental and natural resource policy development, implementation, and revision. It emphasizes contemporary political, environmental, economic, and legal aspects of US federal and state environmental policies in a global.

**GES-321. Environmental Impact Assessment. 3 Hours.**

Students will analyze the National Environmental Policy Act (NEPA) 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; and public participation and conflict management.

**GES-322. Aerial Photo Interpretation. 3 Hours.**

This course introduces the use of aerial photographs for evaluating natural and built environments. Students will gather and study information in order to identify various cultural and natural features from aerial photographs.

**GES-323. Green Infrastructure Planning And Management. 3 Hours.**

This course focuses on the challenges and benefits of incorporating open space, native landscaping, street trees, etc. into urban planning to ameliorate problems such as erosion, storm water management, climate change, habitat loss, and pollution. Plans at differing scales will be compared; case studies of green infrastructure implementation will be examined; and management and maintenance of green infrastructure practices will be discussed. This is a GES-approved field class. Most classes will be held in the field.

**GES-327. Forest Resource Management. 3 Hours.**

Students will study forest values, management, policies and practices for public and private lands, including national wilderness areas, parks and forests, and the role of trees and forests in urban areas. Some field trips are possible.

**GES-328. Wildlife Resource Management. 3 Hours.**

This is a general wildlife management course designed for resource planners, environmental managers, interpretive naturalists, and educators. Fish and wildlife values, conservation principles and practices, and current policy issues will be covered.

**GES-329. Sustainable Energy Policy. 3 Hours.**

Students will study renewable energy resources such as solar, wind, hydro, and biomass sources as alternatives to nuclear energy and traditional fossil fuels. They will examine sustainable energy policy and other ways energy resources can be managed towards a sustainable future.

**GES-336. Solid Waste Issues. 3 Hours.**

This course examines trends in municipal solid waste generation, collection, disposal and management. Students will explore and discuss the roles of federal, state, county, and municipal governments and policies. International waste issues and management strategies will also be covered.

**GES-337. Cultural Geography. 3 Hours.**

This course will focus on the cultural landscape including patterns of language, religion, ethnicity, gender, and livelihoods as they vary from region to region around the world.

**GES-338. Sustainable Development. 3 Hours.**

Sustainable development is an alternative to traditional industrial-economic models of growth which often marginalize people and damage ecosystems. The course will cover specific strategies, policies, and implications of the sustainable development approach globally. Environmental, social, and economic aspects of development will be examined at various scales.

**GES-339. Geography Of Energy. 3 Hours.**

This course examines the changing spatial patterns of the distribution, consumption, and transportation of energy resources in the US and world regions. Students will investigate new technologies and management strategies for production and delivery of energy resources. Some field trips are possible.

**GES-344. Chicago River Issues. 3 Hours.**

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. As a GES- approved field class, most classes are held in the field and will include light hiking and paddling.

**Prerequisite:** (100 - 399 or 100A - 399Z).



**GES-345. Medical Geography. 3 Hours.**

The course will cover health-related topics including infectious and non-infectious diseases, from a spatial perspective. Ecological, social, and spatial factors affecting health and disease will be studied, as will the tools and methods of intervention. Special attention is given to the effects of globalization and urbanization on health and disease.

**GES-346. Geography Of Metropolitan Chicago. 3 Hours.**

This is a detailed study of communities within Chicago and its surrounding area with an emphasis on the formation and spatial distribution of distinct regions. Some field trips are possible.

**GES-347. Gentrification And Urban Redevelopment. 3 Hours.**

Students will examine the processes and effects of gentrification, revitalization, restoration and urban redevelopment both in metropolitan Chicago and globally. Some field trips are possible.

**GES-348. Latinx Metropolis. 3 Hours.**

This course explores the processes of Latinx urbanization and urbanism in the United States and the spatialization of Latinx identities and experiences. As more Latinxs live and work in U.S. cities, they gradually transform the social relations and spatial practices that manifest the geographical and historical legacies of previous waves of urbanization, to suit their varied needs and to express their own diverse values. As U.S. urban spaces increasingly become loci that constitute, constrain and mediate the life experiences of Latinxs, they become sites laden with political and social potential poised to transform our collective urban futures.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**GES-349. Environment And Urbanization. 3 Hours.**

The course focuses on urban development emphasizing the role of the natural environment in cities around the world. The rapid growth of urban areas both within and beyond core regions will be studied, with special attention paid to the environmental factors affecting urbanization and the impacts of urbanization on the natural environment.

**GES-350. Climate Change: International Policy And Politics. 3 Hours.**

This course covers international climate change policy and politics in the context of global capitalism, with a focus on efforts to limit the causes (mitigation) and impacts (adaptation) since the signing of the UN Framework Convention on Climate Change in 1994. The course emphasizes the disproportionate impacts of climate change on the global South and marginalized communities in the global North. Students will assess mitigation and adaptation strategies in countries and regions from a people-centered, place-based approach that respects local socio-ecological contexts and environmental justice perspectives.

**GES-351. Spatial Statistics. 3 Hours.**

This course introduces students to the fundamentals of spatial statistics. Students will explore statistical problems, principles, and techniques for the study of geographic and environmental phenomena with spatially referenced data.

**GES-352. Independent Study In Geography And Environmental Studies. 3 Hours.**

Students will study a topic of special interest under the supervision of a faculty member. See the Department policy on independent studies.

**GES-353. Independent Study In Geography And Environmental Studies. 2 Hours.**

(See GES-352 for description.).

**GES-354. Independent Study In Geography And Environmental Studies. 1 Hour.**

(See GES-352 for description.).

**GES-355. Metropolitan Transportation: Problems And Planning. 3 Hours.**

This course presents a study of the location, impact, causes, and mitigation of natural hazards globally. Example topics include earthquake, volcano, flooding, landslide, subsidence, extreme weather, wildfire, and tsunamis. Hazard mitigation will also be covered. Some field trips are possible.

**GES-357. Geography Of Natural Hazards. 3 Hours.**

This course presents a study of the location, impact, causes, and mitigation of natural hazards globally. Example topics include earthquake, volcano, flooding, landslide, subsidence, extreme weather, wildfire, and tsunamis. Hazard mitigation will also be covered. Some field trips are possible.

**GES-358. Museum Studies. 3 Hours.**

This course takes a multi-disciplinary approach to the study of museums, cultural heritage institutions, and natural history organizations and the contemporary issues and challenges facing them. Students will examine the theory and organization of museums as well as their historical and contemporary role in education, cultural preservation, research, and interpretation. This course will also take a critical look at the role of museums in colonialist endeavors, and at how they address social hierarchies, race, and ethnicity. Students will enrich their classroom learning with working visits to a diversity of institutions in the Chicago area. Course is open to all majors.

**GES-359. Environmental Planning. 3 Hours.**

In this course students will learn how to incorporate environmental factors into land use and resource planning. They will explore interrelations between physical systems and land use; they will identify tools and resources for ecologically sound analysis and planning; and will develop an environmental plan of their own.

**GES-360. Environmental Justice And Activism. 3 Hours.**

Students will investigate the history and process of environmental equity, grassroots activism, legislation and lobbying, and community organization. Some field trips are possible.

**GES-361. Urban Planning. 3 Hours.**

Students will study the historical development of urban planning in the United States, the components of a comprehensive plan, and the theory and practice of urban planning.

**GES-362. Population Geography. 3 Hours.**

Population structure, growth/decline, distribution, and migration from local to global scales will be covered. The impact of population structure on economic growth, and problems including environmental degradation and human suffering will be discussed. The course will also cover population policies and initiatives.

**GES-363. Field Experience:Problems In Geography. 3 Hours.****GES-365. Urban Geography. 3 Hours.**

This survey course in urban geography focuses on processes and outcomes of urbanization. It will address the changes unfolding in the metropolitan landscape and will encourage students to develop a deeper and more nuanced understanding of cities and urban socio-spatial processes.

**GES-367. Geography Of Tourism. 3 Hours.**

Students will examine tourism from a geographic and environmental perspective. Topics include political and economic impact on communities, ecotourism, and the cultural consequences of tourism in different world regions. Students will investigate a local tourist site. Some field trips are possible.

**GES-368. Climate Change: Changing Climate, Changing Chicago. 3 Hours.**

This course focuses on climate change mitigation and adaptation efforts in the Chicago metropolitan region. Students will learn how physical geographers evaluate historical climate conditions as well as project future climates, and how to apply this information to planning problems. A majority of the class will emphasize the ongoing creation and use of local, county, state, and regional climate change mitigation and adaptation plans.

**GES-370. Interdisciplinary Seminar On Climate Change. 2 Hours.**

This university-wide seminar provides important views on the critical issue of climate change, drawing from many perspectives and disciplines. Faculty from different NEIU departments and other institutions will present an overview of socio-economic, political, cultural, racial, gender, ethical, and scientific perspectives on the issue of climate change. The main objective of the seminar is to gain an understanding of the dynamic linkages and feedbacks between the climate system and society and to critically evaluate climate change solutions in the context of sustainability and social & environmental justice.

**GES-371. Advanced Physical Geography. 3 Hours.**

This course will cover advanced topics in physical geography, focusing primarily on geomorphic systems (e.g., rivers, glaciers, deserts, coastal zones, karst) and biomes. It will cover contemporary approaches to physical geography as a discipline.

**Prerequisite:** GES-205 with a minimum grade of C.

**GES-372. GIS Across Disciplines. 3 Hours.**

This course introduces students to the fundamental concepts of Geographic Information Systems (GIS) and its application in a variety of disciplines including both social and natural sciences. Students will also gain hands-on experiences of collecting and manipulating spatial data and creating effective maps.

**GES-374. Research Methods. 3 Hours.**

This course explores the foundations and tools of research including quantitative, qualitative, and mixed-methods approaches used in Geography and Environmental Studies. Students will conduct original research from topic selection and development of a research question to a finished paper and presentation. They will gain skills in data collection, analysis, and interpretation as well as in professional writing and presentation.

**Prerequisite:** GES-250 with a minimum grade of C and (GES-104 with a minimum grade of C or GES-150 with a minimum grade of C).

**GES-376. Principles Of Cartography. 3 Hours.**

This course covers principles of map making, the history of cartography, evolution of modern techniques, projections, symbolization, visual appeal, thematic mapping techniques, design, production and interpretation.

**GES-377. Computer Cartography. 3 Hours.**

Students will design, create, and publish a variety of thematic maps using digital graphics programs. The course will include cartographic conventions, aesthetic considerations, and effective symbology.

**GES-380. Field Methods. 3 Hours.**

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 research projects tailored to each student's interest. Approved for graduate credit.

**GES-383. Internship In Geography And Environmental Studies. 3 Hours.**

This is a supervised field experience with an agency related to the student's career interest. Prior course work and other disciplinary experiences are evaluated before approval is granted to enroll in the internship. Students will work closely with their advisor in advance of enrollment and will have regular contact throughout the course. There is a formal process for reporting and assessment and 160 work hours are required. This is a GES-approved field class.

**GES-387. Interactive Cartography. 3 Hours.**

This course focuses on cartographic techniques for web delivery of interactive maps. Students learn basic coding and script modification for interactive map images, and preparation of base maps and data. Emphasis is placed on widely available open source tools. Students will design and complete a research project using new skills for interactive mapping.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**GES-388. Field Camp. 3 Hours.**

Students must consult the Schedule of Classes for specific destination and costs for this travel-based course. Departmental approval is required for enrollment. There will be classroom meetings prior to travel for discussion of the geographic and environmental issues of the destination. Student will perform a research project based on literature review and field work. This is a GES- approved field class.

**GES-389. Urban Design Studio. 3 Hours.**

This studio course presents perspectives, standards and techniques used in representing urban plans and projects. Cultural, economic, political and social dimensions of urban life are incorporated in the computer assisted design projects.

**GES-390. Remote Sensing And Digital Image Processing. 3 Hours.**

This course focuses on the analysis of remotely sensed data for geographic and environmental applications including the detection of a variety of resources in the natural and human environments, measurement of change, and human impact.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**GES-391. Introduction To GIS. 3 Hours.**

This course is an introduction to Geographic Information Systems (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.

**GES-392. Geospatial Analysis. 3 Hours.**

This course introduces advanced skills in Geographic Information Systems (GIS), including the concepts, methods and techniques of geospatial analysis and modeling. A variety of spatial data geoprocessing tools will be explored, using both raster and vector formats. Students will apply GIS tools and skills to a real world problem.

**Prerequisite:** GES-391 with a minimum grade of C.

**GES-393. GIS Modeling And Programming. 3 Hours.**

This course focuses on advanced analysis of Geographic Information Systems (GIS) data using scripts and programming. Topics will include database management, model building, scripting and programming, and open source GIS. Students will complete several projects related to the course topics.

**Prerequisite:** GES-391 with a minimum grade of C.

**GES-395. GIS Internship. 3 Hours.**

This course is a supervised field experience using Geographic Information Systems (GIS) and related geospatial technologies. A proposal and departmental approval is required in advance of registration. There is a formal process for reporting and assessment, and 160 work hours are required. Students should consult Department materials for specific guidelines and instructions. This is a GES- approved field class.

**Prerequisite:** GES-391 with a minimum grade of C.

**GES-396. Food And The City. 3 Hours.**

In the face of growing awareness of the environmental impacts of conventional agriculture, food insecurity, and climate change, many view urban agriculture as a promising solution to a variety of socio-economic and environmental concerns. This course will examine the historical development, current versions, and future potentials of urban food production in a geographic context. Some field trips are possible.

**GES-401. Seminar In Cultural Geography. 3 Hours.**

This course will explore dimensions of the cultural landscape emphasizing the influence of location and place in the creation, shaping, and maintenance of cultural regions. Cultural change and interactions will be studied at various scales of analysis.

**GES-411. Scope And Philosophy Of Geography And Environmental Studies. 3 Hours.**

This is a historical and theoretical review of geography as a spatial discipline, and of the philosophy of conservation and environmental studies. The relationship between these two fields will be examined. The course also provides an overview of the M.A. program and graduate level studies.

**GES-413. Advanced Research Methods. 3 Hours.**

This course develops concepts and skills for those preparing for graduate research (thesis or research paper) in the Department of Geography and Environmental Studies or related social science fields. Research design, data-gathering techniques, data analysis, research planning, and quantitative, qualitative, and mixed method approaches will be covered. Students will interpret published research and produce a research proposal.

**Prerequisite:** GES-411 with a minimum grade of C.

**GES-415. Geospatial Data Analysis. 3 Hours.**

This course covers the use of contemporary tools used in the design and preparation of thematic maps. It also provides an overview of spatial analyses now possible with geographic information systems (GIS). Topics include data collection, input, storage, retrieval, manipulation and output.

**GES-416. GIS For Natural Systems Management. 3 Hours.**

This course introduces students to the theory and concepts of data storage, retrieval, visualization, modelling, and output for natural resource applications and management. Mainly with the use of raster GIS students will design and complete their own research projects.

**Prerequisite:** GES-391 with a minimum grade of C or GES-491 with a minimum grade of C.

**GES-417. Urban Information Systems. 3 Hours.**

This course focuses on the application of GIS in the urban environment. Topics will include suburbanization, segregation, economic development, network-based transportation and site location. Students' exploration will culminate in independently designed research projects.

**Prerequisite:** GES-391 with a minimum grade of C or GES-491 with a minimum grade of C.

**GES-424. Human Dimensions Of Global Environmental Change. 3 Hours.**

This course introduces students to the role of humans in driving environmental change at local to global scales. They will integrate knowledge of human and non-human systems to enhance their understanding of contemporary global environmental problems. By studying academic literature connecting social and ecological systems they will explore the causes and consequences of human activities in relation to anthropogenic issues such as climate change and biodiversity loss. They will also study ways to mitigate or adapt to these changes.

**GES-430. Research Seminar. 3 Hours.**

Students conduct a focused and comprehensive literature review, and write a research paper on an approved topic to fulfill requirements for the Master of Arts degree. Credit for both this course and the Thesis Seminar will not be permitted. A proposal must be approved by both committee members in advance of registration. See Departmental policies.

**GES-435. Seminar In Physical Geography. 3 Hours.**

Students will investigate geomorphic systems and the importance of physical geography for studying the Earth. This course will introduce contemporary principles, models, and theories of physical geography, with special attention paid to the application of physical geographic knowledge for G&ES scholars and professionals.

**Prerequisite:** GES-205 with a minimum grade of C.

**GES-437. Seminar: Global Wildlife Issues. 3 Hours.**

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-440. Qualitative Research Methods In Geography And Environmental Studies. 3 Hours.**

Students will explore qualitative analytical tools and methods used in geography and environmental studies. They will develop the foundational philosophical knowledge of qualitative inquiry while practicing and applying various qualitative techniques related to the study of complex human-environment phenomena. Individual research projects will involve collecting, analyzing, and representing qualitative data.

**Prerequisite:** GES-411 with a minimum grade of C and GES-413 with a minimum grade of C.

**GES-442. Geographic Problems In Quantitative Measurements. 3 Hours.**

This course focuses on quantitative and statistical tools used in geography and environmental studies. It will cover common statistical measures and will emphasize geometrics and spatial analyses. Statistical projects are required.

**GES-445. Seminar In Resource Management And Decision-Making. 3 Hours.**

This research seminar incorporates principles of resource management and environmental governance through research projects conducted in the Chicago metropolitan area.

**GES-448. Seminar: Latinx Metropolis. 3 Hours.**

This course explores the processes of Latinx urbanization and urbanism in the United States and the spatialization of Latinx identities and experiences. As more Latinxs live and work in U.S. cities, they gradually transform the social relations and spatial practices that manifest the geographical and historical legacies of previous waves of urbanization, to suit their varied needs and to express their own diverse values. As U.S. urban spaces increasingly become loci that constitute, constrain and mediate the life experiences of Latinxs, they become sites laden with political and social potential poised to transform our collective urban futures.

**GES-449. Seminar In Land Use Controls. 3 Hours.**

Students will explore the rationale and methods of private land regulation: land subdivision, zoning, regulations, and growth control. Research projects are required.

**GES-450. Seminar In Urban Planning. 3 Hours.**

This is a broad overview of urban planning as it is practiced in the United States and in the Chicago metropolitan area. It focuses on the fundamental theoretical perspective as well as on the common regulatory and procedural tools utilized by planning professionals. Students will examine the historical context and evolution of the planning profession, the complex issues associated with urbanization, and of the role of planning in contemporary society.

**GES-453. Seminar In Sustainable Development. 3 Hours.**

This is an 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 and 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 Hours.**

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 Hours.**

Proactive land use strategies to minimize pollution, protect biodiversity and water and energy resources, and reduce vulnerability to natural hazards will be explored. Issues such as smart growth, sustainable transportation, sprawl, watershed management, preservation, natural hazard mitigation, and green design will be discussed with emphasis on those in the Chicago area. Tools will include GIS, economic analysis, and environmental impact assessment. Some field trips are possible.

**GES-456. Seminar In U.S. Environmental Policy. 3 Hours.**

This is a detailed exploration of environmental law and policy in the United States, including legal structures, processes, and constraints, notable successes and failures, the role and influence of advocacy and interest groups, and major controversies relating to decentralization, market-based mechanisms, risk-based analysis, environmental justice, and others. Differences in state laws and performance will also be explored.

**GES-457. Seminar: International Environmental Policy. 3 Hours.**

Students will study international efforts to address global environmental problems such as deforestation, climate change, ozone depletion, fisheries decline, and toxic chemicals. They will analyze the effectiveness of these measures. The class will explore various theories and philosophies, international regimes, international cooperation, and the promoters of and obstacles to progress. The impact of globalization, of regional disparities, and of international organizations will be examined.

**GES-461. Independent Study In Geography And Environmental Studies. 3 Hours.**

This independent research is on a topic chosen by the student in consultation with the instructor and approved in advance of registration.

**GES-462. Seminar In Environmental Education. 3 Hours.**

In this course students will explore, analyze, and critique advanced environmental education theories and practices. Students will gain an understanding of pedagogical tools and techniques related to a variety of ages, locations, and mechanisms of conservation education. Foundational knowledge will be combined with current research trends in the context of individualized projects.

**GES-470. Seminar in Health & Medical Geography. 3 Hours.**

This seminar focuses on the intensive study of sociospatial patterns that characterize public health challenges and outcomes, including a host of health disparities across a broad spectrum of intersectionalities that include gender, race, ethnicity, class, sexuality, ability, age, etc. The students are immersed in a rigorous examination of relevant current scholarly literature. They learn how to apply key geographic concepts and methods on case-studies to analyze the health effects of interactions between people and their environments. Special attention is given to the impact of globalization and urbanization on health at various scales of analysis.

**GES-471. Seminar In Urban Geography. 3 Hours.**

Students will research and discuss current topics and theories from the academic literature in urban geography.

**GES-472. Seminar In Regional Geography: Third World Issues. 3 Hours.**

Students will examine the less developed world regions based on current geographical perspectives of development processes. Topics will include social inequity, resource exploration, economic development, and demographic change. Students will develop their own research areas, incorporating the academic literature.

**GES-483. Internship. 3 Hours.**

This is a 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. See Department policies and internship procedures.

**GES-487. Interactive Cartography. 3 Hours.**

This course focuses on cartographic techniques for web delivery of interactive maps. Students learn basic coding and script modification for interactive map images, and preparation of base maps and data. Emphasis is placed on widely available open source tools. Students will design and complete a research project using new skills for interactive mapping.

**GES-490. Remote Sensing And Digital Image Processing. 3 Hours.**

This course focuses on the analysis of remotely sensed data for geographic and environmental applications including the detection of a variety of resources in the natural and human environments, measurement of change, and human impact.

**GES-491. Introduction To GIS. 3 Hours.**

This course is an introduction to Geographic Information Systems (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.

**GES-492. Geospatial Analysis. 3 Hours.**

This course introduces advanced skills in Geographic Information Systems (GIS), including the concepts, methods and techniques of geospatial analysis and modeling. A variety of spatial data geoprocessing tools will be explored, using both raster and vector formats. Students will apply GIS tools and skills to a real world problem.

**Prerequisite:** GES-391 with a minimum grade of C or GES-491 with a minimum grade of C.

**GES-493. GIS Modeling And Programming. 3 Hours.**

This course focuses on advanced analysis of Geographic Information Systems (GIS) data using scripts and programming. Topics will include database management, model building, scripting and programming, and open source GIS. Students will complete several projects related to the course topics.

**Prerequisite:** GES-391 with a minimum grade of C or GES-491 with a minimum grade of C.

**GES-499. Capstone Portfolio. 3 Hours.**

This course serves as the capstone project for non-thesis students completing the Master of Arts degree in Geography and Environmental Studies. The capstone portfolio requires students to work closely with faculty members to compile completed work within the context of the goals and objectives of the MA program.

**GES-5901. Thesis Hours. 1 Hour.**

Under the supervision of three advisors students conduct independent research and write a thesis to fulfill requirements for the Master of Arts degree. Credit for this course and GES-430 will not be permitted. See Department policies.

**GES-5902. Thesis Hours. 2 Hours.**

Under the supervision of three advisors students conduct independent research and write a thesis to fulfill requirements for the Master of Arts degree. Credit for this course and GES-430 will not be permitted. See Department policies.

**GES-5903. Thesis Hours. 3 Hours.**

Under the supervision of three advisors students conduct independent research and write a thesis to fulfill requirements for the Master of Arts degree. Credit for this course and GES-430 will not be permitted. See Department policies.

# Graduate Geographic Information Science Certificate

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## Graduate Geographic Information Science Certificate

Degree-seeking Graduate students and non-degree-seeking Graduate students may enroll in the Graduate Certificate Program.

Total of 18 credits hours which may be completed in one academic year (Fall-Summer):

Code	Title	Hours
<b>Core Courses</b>		<b>12</b>
GES-491	Introduction To GIS	
GES-492	Geospatial Analysis	
GES-493	GIS Modeling And Programming	
GES-442	Geographic Problems In Quantitative Measurements	
<b>Electives</b>		<b>6</b>
Select two of the following:		
GES-487	Interactive Cartography	
GES-490	Remote Sensing And Digital Image Processing	
GES-416	GIS For Natural Systems Management	
GES-417	Urban Information Systems	
<b>Total Hours</b>		<b>18</b>



# Major in Environmental Studies

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## Major In Environmental Studies for the Bachelor of Arts Degree

Environmental Studies is an applied major designed to give students knowledge of and the ability to develop solutions to environmental problems. Students can focus on one of two areas:

1. environmental policy and planning, or
2. environmental interpretation / education.

Students in option 1 investigate the causes, results, and solutions to environmental problems from a policy perspective. They study regulations influencing environmental protection and degradation; they also gain practical skills useful in the field.

Students in option 2 specialize in community interaction and will qualify for careers as naturalists with parks and other outdoor agencies and as environmental educators in schools and non-profit organizations.

The program culminates with an internship experience in which the student applies knowledge, gains practical experience; it often constitutes a first job in an environmental career. To earn a Bachelor of Arts in Environmental Studies, students must complete 24 credit hours of core requirements and 18 credit hours of approved electives. Up to nine hours of credit from other relevant fields may be accepted toward the major, with advisor approval.

GES Environmental Studies B.A. Web Site (<https://www.neiu.edu/academics/college-of-arts-and-sciences/departments/geography-environmental-studies/environmental-studies-ba/>)

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.



**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Major in Environmental Studies requirements**

Code	Title	Hours
<b>Required Courses</b>		
GES-150	Introduction To Environmental Studies	3
GES-205	Physical Geography	3
GES-218	Conservation Of Natural Resources	3
GES-250	Writing Intensive Program: Writing in GES	3
GES-374	Research Methods	3
GES-383	Internship In Geography And Environmental Studies	3
Select two of the following:		6
GES-307	Environmental Education	
GES-309	Principles And Methods Of Environmental Interpretation	
GES-319	Environmental And Natural Resources Policy	
GES-359	Environmental Planning	
SUBTOTAL		24
Approved Electives		18
<b>Total Hours</b>		<b>42</b>

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

**First Year**

Term	Hours
<b>Term 1</b>	
GES-150	Introduction To Environmental Studies 3
General Education Course	3
General Education Course	3
General Education Course	3
General Education Course (MATH)	3
<b>Term Hours</b>	
	<b>15</b>
<b>Term 2</b>	
GES-109B	First Year Experience: Humans And The Chicago Environment 3
ENGL-101	Writing I 3
General Education Course	3
General Education Course	3
General Education Course	3
<b>Term Hours</b>	
	<b>15</b>

**Second Year**

<b>Term 1</b>		
GES-218	Conservation Of Natural Resources	3
General Education Course		3
General Education Course		3
General Education Course		3
Elective/Minor		3
<b>Term Hours</b>		<b>15</b>

<b>Term 2</b>		
GES-205	Physical Geography	3
General Education Course		3
General Education Course		3
Minor/Elective		3
Minor/Elective		3
<b>Term Hours</b>		<b>15</b>

**Third Year**

<b>Term 1</b>		
GES-250	Writing Intensive Program: Writing in GES	3
Env. Studies Elective		3
Env. Studies Short List		3
Minor/Elective		3
Minor/Elective		3
<b>Term Hours</b>		<b>15</b>

<b>Term 2</b>		
GES-374	Research Methods	3
Env. Studies Elective		3
Env. Studies Short List		3
Minor/Elective		3
Minor/Elective		3
<b>Term Hours</b>		<b>15</b>

**Fourth Year**

<b>Term 1</b>		
GES-383	Internship In Geography And Environmental Studies	3
Env. Studies Elective		3
Env. Studies Elective		3
Minor/Elective		3
Minor/Elective		3
<b>Term Hours</b>		<b>15</b>

<b>Term 2</b>		
Env. Studies Elective		3
Env. Studies Elective		3
Env. Studies Elective		3
Minor/Elective		3
Minor/Elective		3
<b>Term Hours</b>		<b>15</b>

**Total Hours: 120**

# Major in Geography

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## 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 GIS Certificate Program can be incorporated into their major as electives or may be taken for the Certificate alone, outside of the degree program. A minor in Geographic Information Science, which results in a Certificate as well, is also available.

In addition to the required courses in geography, students may choose to specialize in urban and social geography or geospatial techniques. The first option focuses on the study of metropolitan areas and the socio-spatial patterns that characterize them. Students are introduced to principles of urban planning and urban design and the dynamics of urbanization. The latter option includes instruction in field methods, computer-assisted mapping, statistics, geographic information science, and interpretation of aerial photos and satellite images.

G&ES Geography B.A. Web Site (<https://www.neiu.edu/academics/college-of-arts-and-sciences/departments/geography-environmental-studies/geography-ba/>)

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

#### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

#### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Major in Geography requirements**

Code	Title	Hours
<b>Required Courses</b>		
GES-104	World Geography	3
GES-205	Physical Geography	3
GES-250	Writing Intensive Program: Writing in GES	3
GES-372	GIS Across Disciplines	3
or GES-391	Introduction To GIS	
Select one of the following:		3
GES-314	Political Geography	
GES-315	Economic Geography	
GES-337	Cultural Geography	
GES-362	Population Geography	
GES-365	Urban Geography	
Select one Regional Geography from the GES-302 series		3
Select one Field Course (see departmental notes)		3
<b>ELECTIVES</b>		<b>15</b>
<b>Total Hours</b>		<b>36</b>

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

**First Year**

Term	Course	Hours
<b>Term 1</b>	GES-109A	3
	General Education Course	3
	General Education Course	3
	General Education Course	3
	General Education Course (MATH)	3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>	GES-104	3
	ENGL-101	3
	General Education Course	3
	General Education Course	3
	Elective	3
	<b>Term Hours</b>	
<b>Second Year</b>		
<b>Term 1</b>	GES-205	3
	General Education Course	3
	General Education Course	3

General Education Course		3
Minor/Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
General Education Course		3
General Education Course		3
Minor/Elective		3
Minor/Elective		3
Human Geography Course		3
<b>Term Hours</b>		<b>15</b>
<b>Third Year</b>		
<b>Term 1</b>		
GES-250	Writing Intensive Program: Writing in GES	3
GES-372 or 391	GIS Across Disciplines	3
GES Elective		3
Minor/Elective		3
Minor/Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
GES Elective		3
GES 302 - Regional Geography class (title varies)		3
Minor/Elective		3
Minor/Elective		3
Minor/Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
Minor/Elective		3
Minor/Elective		3
Minor/Elective		3
GES Elective		3
Field Course from Short List		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
Minor/Elective		3
Minor/Elective		3
Minor/Elective		3
GES Elective		3
GES Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Total Hours:</b>		<b>120</b>

# Master of Arts in Geography and Environmental Studies

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The Master of Arts degree program provides advanced analysis of spatial and environmental interrelationships. This 33 credit hour program prepares students for positions in environmental policy planning, and management in government, industry, and non-profit organizations; in environmental education and nature interpretation; and in other areas where geographers, planners, and environmental professionals are needed.

## Requirements for Admission to the Program:

Students must fulfill the requirements for admission to the Graduate College. Applicants must have the equivalent of an undergraduate minor in Geography & Environmental Studies or will be required to take extra undergraduate coursework prior to full admission. Students must provide a two-page Statement of Goals and Objectives as part of their application. This statement should demonstrate the student's writing skills and should specify as clearly as possible academic/professional goals and the reasons for selecting the G&ES program of study.

G&ES M.A. Web Page (<https://www.neiu.edu/academics/college-of-arts-and-sciences/departments/geography-environmental-studies/geography-and-environmental-studies-ma/>)

## 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. Please consult the department for details.

Students must complete the requirements of either a thesis (6 cr.) or capstone portfolio (3 cr.) under the supervision of a Program Advisor and faculty committee. For students undertaking the thesis, an oral defense is also required.

Code	Title	Hours
<b>Required Courses</b>		
GES-411	Scope And Philosophy Of Geography And Environmental Studies	3
GES-413	Advanced Research Methods	3
Select two of the following:		6
GES-491	Introduction To GIS	
GES-442	Geographic Problems In Quantitative Measurements	
GES-440	Qualitative Research Methods In Geography And Environmental Studies	
<b>One of the following:</b>		<b>3-6</b>
GES-499	Capstone Portfolio	3
OR 6 cr. hrs. of Thesis Hours (GES 5901, 5902, 5903)		
Approved Electives		15-18
Total Hours		33

Students enrolled in the thesis option (6 credit hours) are required to take 15 credit hours of electives, while students enrolled in the non-thesis option (3 credit hours) are required to take 18 credit hours of electives. In that way, along with the other requirements of the program, ALL students finish with a total of 33 credit hours.

Thesis Defense (thesis option)

# Minor in Environmental Studies

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## Minor In Environmental Studies (18 credit hours)

The minor in environmental studies provides students a sound foundation in environmental issues at the local and global scales. Problems and solutions are explored in classes covering topics such as resource management, sustainability, environmental interpretation, and more.

### University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Environmental Studies requirements

Code	Title	Hours
<b>Requirements</b>		
GES-150	Introduction To Environmental Studies	3
Approved Electives		15
<b>Total Hours</b>		<b>18</b>



# Minor in Geography

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## Minor In Geography (18 credit hours)

The minor in geography complements a wide variety of majors and provides the student with the concepts and tools for understanding places and spatial processes. Geography minors may focus their electives on regional studies, on techniques, or on the more theoretical spatial processes of human and natural environments.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Geography requirements

Code	Title	Hours
GES-104	World Geography	3
Approved Electives		15
<b>Total Hours</b>		<b>18</b>

# Minor in Geographic Information Science

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## Minor in Geographic Information Science (GIS)

Through a series of courses, students will learn how to create, collect, assemble, manage, manipulate, analyze, and display raster images, such as those from aerial photography and remote sensing, and vector spatial data, along with their associated attributes. They will apply the skills gained through lectures, readings, and assignments to analyze data at all scales and produce maps and reports. These skills complement many majors.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Geographic Information Science requirements

Code	Title	Hours
<b>Required courses:</b>		
GES-391	Introduction To GIS	3
GES-392	Geospatial Analysis	3
GES-393	GIS Modeling And Programming	3
GES-351	Spatial Statistics (or other approved statistics course)	3
<b>Two of the following:</b>		<b>6</b>
GES-377	Computer Cartography	
GES-387	Interactive Cartography	
GES-390	Remote Sensing And Digital Image Processing	
GES-395	GIS Internship	
<b>Total Hours</b>		<b>18</b>

Please see program coordinator for further information.

# Undergraduate Certificate in GIS

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Undergraduate degree-seeking students and non-degree-seeking students may apply to the Undergraduate Certificate Program.

Total of 15 credits hours which often may be completed in one calendar year.

Code	Title	Hours
<b>Core Courses</b>		
GES-391	Introduction To GIS	3
GES-392	Geospatial Analysis	3
GES-393	GIS Modeling And Programming	3
Electives		
Select two of the following:		6
GES-377	Computer Cartography	
GES-387	Interactive Cartography	
GES-390	Remote Sensing And Digital Image Processing	
GES-395	GIS Internship	
<b>Total Hours</b>		<b>15</b>

Students must also complete a statistics requirement by passing either one statistics class or the proficiency exam. Consult the GIS advisor for more information. Credits obtained in these courses may also be applied towards major or minor degree programs in G&ES.

# Global Studies

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Global Studies is an interdisciplinary undergraduate program that offers a major leading to the B.A. in Global Studies. The program provides students with the opportunity to investigate and analyze the globalized world and the transnational interconnections that are its hallmark. The innovative curriculum includes required core courses housed in Global Studies as well as elective courses drawn from across the university. Through critical analysis of the contemporary world, carried out in coursework and through hands-on research and internship opportunities, students in the program accrue knowledge, scholarly abilities, and practical skills that will prepare them as informed members of the global community and a valuable part of 21<sup>st</sup> century workforce. The program prepares students to pursue graduate education and careers in a wide range of fields, including international business and law, applied social sciences, community resources management, social services, international education, and international development.

For further information, please contact the program coordinator:

Dr. Russell Benjamin

r-benjamin@neiu.edu  
(773) 442-4776

Major in Global Studies (<http://catalog.neiu.edu/arts-sciences/global-studies/global-studies/>)

Minor in Global Studies (<http://catalog.neiu.edu/arts-sciences/global-studies/minor-global-studies/>)

Scott Hegerty, Ph.D., Associate Professor of Economics, Chair

## Global Studies Faculty:

Russell Benjamin, Ph.D., Professor, Political Science (Coordinator of Global Studies)

Denise Cloonan Cortez de Andersen, Ph.D., Professor, Spanish

Maria De La Torre, Ph.D., Associate Professor, Justice Studies

Mateo Mohammad Farzaneh, Ph.D., Professor, History

Scott W. Hegerty, Ph.D., Associate Professor, Economics

Tracy Luedke, Ph.D., Professor, Anthropology

Seung-Hwan Mun, Ph.D., Associate Professor, Communication, Media & Theatre

Ryan Poll, Ph.D., Associate Professor, English

Christopher Schroeder, Ph.D., Professor, English

Isidore Udoh, Ph.D., Associate Professor, Health Sciences and Physical Education

## GS-201. Thinking Globally: Global Perspectives On The Contemporary World. 3 Hours.

This course introduces students to the multiple dimensions and impact of globalization as it is reflected across disciplines. Accordingly, we explore globalization through specific themes and approaches, including those of: 1) Culture, Society, and Identity; 2) Language, Knowledge, and Representation; 3) Power, Movements, and Political Economy; 4) Nature, Technology, and the Body; 5) Violence, Resistance, and Resolution. In this way, the course generates a comparative understanding of the significant implications arising in the wake of an increasingly globalized world.

## GS-205. Writing Intensive Program: Interdisciplinary Research And Writing. 3 Hours.

Interdisciplinary Research and Writing provides students with practical training in conducting research and writing effectively in an interdisciplinary field. Students will learn about the advantages and challenges of interdisciplinary scholarship through a series of stepped research and writing assignments, including literature searches and reviews, hands-on experimentation with field methods, and multiple formal and informal writing activities that guide students in creating rough drafts, conducting revisions, and producing polished work. The course serves students in all interdisciplinary fields.

**Prerequisite:** ENGL-101 with a minimum grade of C.

## GS-303. Writing Intensive Program: The Power Of Writing: Interdisciplinarity As Critical Practice. 3 Hours.

This course provides students with experience and training in interdisciplinary writing by focusing on three critical genres: writing for change through carefully crafted letters and social media posts, reflexive writing in the form of autobiographical essays, and academic writing based on empirical research. Students will learn about advantages and challenges of interdisciplinary writing through multiple formal and informal writing activities. The course encourages students to embrace writing critically and creatively in order to express themselves effectively in a broad range of contexts. The course, and the interdisciplinary writing skills on which it focuses, are relevant to students from many academic fields.

**Prerequisite:** ENGL-101 with a minimum grade of C.

## GS-3901. Independent Study In Global Studies. 1 Hour.

The Independent Study in Global Studies provides an opportunity for a student to propose and conduct a scholarly project that is not otherwise possible within existing courses. A Global Studies major or minor interested in doing an independent study must contact a Global Studies faculty member to propose their project and to confirm the faculty member's ability to support the student as mentor and instructor for the duration of the course. The student and mentoring faculty member must submit the necessary proposal and paperwork the semester before the independent study is to take place. Contact the program coordinator for details.

**GS-3902. Independent Study In Global Studies. 2 Hours.**

The Independent Study in Global Studies provides an opportunity for a student to propose and conduct a scholarly project that is not otherwise possible within existing courses. A Global Studies major or minor interested in doing an independent study must contact a Global Studies faculty member to propose their project and to confirm the faculty member's ability to support the student as mentor and instructor for the duration of the course. The student and mentoring faculty member must submit the necessary proposal and paperwork the semester before the independent study is to take place. Contact the program coordinator for details.

**GS-3903. Independent Study In Global Studies. 3 Hours.**

The Independent Study in Global Studies provides an opportunity for a student to propose and conduct a scholarly project that is not otherwise possible within existing courses. A Global Studies major or minor interested in doing an independent study must contact a Global Studies faculty member to propose their project and to confirm the faculty member's ability to support the student as mentor and instructor for the duration of the course. The student and mentoring faculty member must submit the necessary proposal and paperwork the semester before the independent study is to take place. Contact the program coordinator for details.

**GS-397. Capstone Portfolio Global Studies. 1 Hour.**

In this one credit hour course, students will compile the written work they have accomplished across their Global Studies coursework and synthesize it through a carefully edited portfolio that includes an integrating essay. The course provides an opportunity for students to reflect on their work across the GS major and gather the strands together toward a comprehensive whole that highlights the synergies and dominant themes that have emerged from their body of work as Global Studies majors.

**Prerequisite:** GS-201 with a minimum grade of C and GS-303 with a minimum grade of C.

**GS-399. Capstone Global Studies. 4 Hours.**

In this course students will examine and conduct research on global phenomena. We will read and debate a range of approaches to the study of the global, addressing both methodological and theoretical issues. Students will conduct individual research projects, working through all the stages from proposal to completed paper. As the capstone course for the Global Studies Program, the primary course goal is to provide students with practical experience in linking reading and discussion of published sources in Global Studies to the tasks of researching, analyzing, and writing about their own areas of interest in the field.

**Prerequisite:** GS-201 with a minimum grade of C and GS-202 with a minimum grade of C.

# Major in Global Studies

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People, places, and things across the world are more interconnected than ever. To study global phenomena, we need an interdisciplinary approach that allows us to study these complex interconnections from multiple angles. Global Studies is an interdisciplinary undergraduate program that offers a major leading to the B.A. in Global Studies as well as a minor. Centered on the study of globalization in all its manifestations, the program encourages students to investigate and analyze life in a globalized world from multiple cultural, economic, political, and other perspectives and provides students with the critical analytical skills needed to assess the world around them and their place within it. The program's curriculum is organized around five thematic tracks, designed to build both breadth and depth into students' coursework. These tracks are: 1) Culture, Society, and Identity; 2) Language, Knowledge, and Representation; 3) Nature, Technology, and the Body; 4) Power, Movements, and Political Economy; and 5) Violence, Resistance, and Resolution. The tracks transcend traditional disciplinary, topical, and theoretical boundaries, providing opportunities for creative thinking, critical debate, and novel scholarship. The field of Global Studies is especially well suited to NEIU, providing our diverse student body with an opportunity to reflect on and respond to complex world issues that instantiate in their own lives.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.



\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major in Global Studies

Code	Title	Hours
<b>Major Required courses:</b>		
GS-201	Thinking Globally: Global Perspectives On The Contemporary World	3
GS-303	Writing Intensive Program: The Power Of Writing: Interdisciplinarity As Critical Practice	3
6 or 7 Global Studies electives <sup>1</sup>		18-21
2 semester sequence in foreign language (any two-course sequence in a foreign language)		6
GS-399 or GS-397	Capstone Global Studies <sup>2</sup> Capstone Portfolio Global Studies	4
<b>Total Hours</b>		<b>34-37</b>

<sup>1</sup> Minimum of 3 courses in one track and minimum of 1 course in each of two other tracks.

<sup>2</sup> GS 399 plus six GS electives OR GS 397 plus seven GS electives

The following courses may be counted toward a Global Studies major or minor. The number(s) after each course indicate track(s) to which the course corresponds. Additional courses may be considered for inclusion as electives in consultation with the coordinator.

### Tracks:

1. *Culture, Society, and Identity*
2. *Language, Knowledge, and Representation*
3. *Nature, Technology, and the Body*
4. *Power, Movements, and Political Economy*
5. *Violence, Resistance, and Resolution*

Code	Title	Hours
Electives		
African & African American Studies		
AFAM-302	Foundations Of Africans In The Diaspora <sup>1</sup>	3
Anthropology		
ANTH-347	Archaeology Of Colonialism <sup>4</sup>	3
ANTH-356	Human Diversity And The Question Of Race <sup>3</sup>	3
ANTH-360	Scientific Racism: Eugenics Then And Again <sup>3 &amp; 5</sup>	3
ANTH-363	Anthropology Of Tourism <sup>1 &amp; 4</sup>	3
ANTH-365	Anthropology Of Islam <sup>1</sup>	3
ANTH-373	Urban Anthropology <sup>1</sup>	3
ANTH-375	Anthropology Of Globalization <sup>1</sup>	3
ANTH-377A	Anthropology Of Television <sup>2 &amp; 3</sup>	3
ANTH-379A	Pan-African Association Internship <sup>1,4 &amp; 5</sup>	3
Bilingual/Bicultural Education		
BLBC-338	Bilingualism And Education <sup>2</sup>	3
BLBC-339	Culturally Responsive Teaching in Diverse Classrooms <sup>1</sup>	3
Communication, Media and Theatre		
CMTC-317	Intercultural Communication <sup>2</sup>	3
CMTT-333	Contemporary Theatre <sup>2</sup>	3
CMTT-337	Women In Playwriting <sup>2</sup>	3
CMTM-365	Contemporary Issues in Mass Media <sup>2 &amp; 3</sup>	3

CMTM-373	World Cinema <sup>2</sup>	3
CMTM-375	Contemporary Hispanic Cinema <sup>2</sup>	3
CMTM-376	Television History <sup>2 &amp; 3</sup>	3
CMTM-377	Gender And Media <sup>2 &amp; 3</sup>	3
CMTM-378	New Media Technologies <sup>2 &amp; 3</sup>	3
Computer Science		
CS-323	Cyberlaw <sup>3</sup>	3
CS-348	Computer Ethics And Public Policy <sup>3</sup>	3
Economics		
ECON-308	Comparative Economic Systems <sup>4</sup>	3
ECON-313	Economic History Of Europe <sup>4</sup>	3
ECON-321	International Monetary Theory & Relations <sup>4</sup>	3
ECON-322	International Economics <sup>4</sup>	3
ECON-323	Writing Intensive Program: Economic Development <sup>4</sup>	3
Educational Foundations		
EDFN-314B	Race, Identity, & Cultures In Education <sup>1</sup>	3
EDFN-314K	Social Justice And The Politics Of Education <sup>1 &amp; 4</sup>	3
English		
ENGL-311	Introduction To Popular Culture Studies <sup>1 &amp; 2</sup>	3
ENGL-320	Globalizing Literacies <sup>2</sup>	3
ENGL-343	Global Ecologies: U.S. Literature In The Age Of Environmentalism <sup>3</sup>	3
ENGL-364	Reading Film <sup>2</sup>	3
ENGL-369	U.S. Latino/a Literature And Culture <sup>1 &amp; 2</sup>	3
ENGL-383	Postcolonial African Literature <sup>1 &amp; 2</sup>	3
Geography and Environmental Studies		
GES 302 Topics- students can choose from 14 different courses <sup>1</sup>		
GES-311	Social Dimensions Of Water Resources Management <sup>3 &amp; 4</sup>	3
GES-314	Political Geography <sup>4</sup>	3
GES-338	Sustainable Development <sup>4</sup>	3
GES-345	Medical Geography <sup>1 &amp; 3</sup>	3
GES-346	Geography Of Metropolitan Chicago <sup>1</sup>	3
GES-348	Latino Metropolis <sup>1</sup>	3
GES-349	Environment And Urbanization <sup>3 &amp; 4</sup>	3
ENGL-349G	Gloria Anzaldúa: A Deep Dive <sup>2</sup>	3
ENGL-365	Caribbean Literature <sup>1 &amp; 2</sup>	3
GES-350	Climate Change: International Policy And Politics <sup>3 &amp; 4</sup>	3
GES-360	Environmental Justice And Activism <sup>3 &amp; 4</sup>	3
GES-362	Population Geography <sup>1</sup>	3
GES-367	Geography Of Tourism <sup>1</sup>	3
GES-368	Climate Change: Changing Climate, Changing Chicago <sup>3</sup>	3
GES-370	Regional Economic And Social Development Policies <sup>4</sup>	3
History		
HIST-308	Human Rights In History, Literature, And Law <sup>4 &amp; 5</sup>	3
HIST-309	The History Of Disability <sup>1 &amp; 3</sup>	3
HIST-332A	The U.S. In The World, 1776-1914 <sup>1 &amp; 4</sup>	3
HIST-332B	United States Foreign Relations 1914 - Present <sup>4</sup>	3
HIST-333	International Migration In U.S. History <sup>4</sup>	3
HIST-336	Work, Money, And Shopping: The History Of Capitalism <sup>1 &amp; 4</sup>	3
HIST-342	The City In American History <sup>4</sup>	3
HIST-344	The History Of Islamic Spain: 711-1492 <sup>1 &amp; 4</sup>	3
HIST-346	Environmental History <sup>3</sup>	3
HIST-355	History Of Food And Drink <sup>1 &amp; 3</sup>	3

HIST-366	War And Revolution In The Middle East Since 1900 <sup>5</sup>	3
HIST-382	The World In The Twentieth Century <sup>4</sup>	3
Health Sciences		
HSCI-312	Global And Environmental Health <sup>3</sup>	3
HSCI-316	Health Disparities: Individual, Communities, And Systems <sup>3</sup>	3
HSCI-317	Age, Death, And Dying <sup>3</sup>	3
HSCI-320	Cancer Health Policy <sup>3</sup>	3
Inner City Studies		
ICSE-329G	Comparative Inner City Communities <sup>1 &amp; 4</sup>	3
Justice Studies		
JUST-332	Race & Ethnic Relations <sup>1</sup>	3
JUST-338	Introduction To Human Rights <sup>1 &amp; 4</sup>	3
JUST-347	Restorative Justice Theories And Practices <sup>5</sup>	3
JUST-361	Five-Hundreds Years Of Resistance <sup>4 &amp; 5</sup>	3
JUST-363	Globalization And The Pursuit Of Justice <sup>4</sup>	3
JUST-364	Terrorism In Media & Law <sup>4</sup>	3
JUST-370	Immigration In Global Perspective <sup>1 &amp; 4</sup>	3
JUST-371	U.S. Immigration Policy & Human Rights In The Americas <sup>4 &amp; 5</sup>	3
JUST-390	Social Justice And The Environment <sup>3 &amp; 4</sup>	3
Linguistics		
LING-316	Languages And Cultures: Middle East And North Africa <sup>1 &amp; 2</sup>	3
LING-326	Narratives Of The Jewish Experience <sup>1 &amp; 2</sup>	3
LING-347	The Origin Of Language <sup>2</sup>	3
LING-361	Introduction To World Englishes <sup>2</sup>	3
Latino/a/x and Latin American Studies		
LLAS-340	Latina/x Feminisms & Social Media <sup>1 &amp; 3</sup>	3
LLAS-345	Race, Class, Gender & Latinos <sup>1</sup>	3
LLAS-347	The U.S.-Mexican Border <sup>1 &amp; 4</sup>	3
LLAS-348	Mestiza/o Ways Of Knowing <sup>1 &amp; 2</sup>	3
LLAS-349	Gloria Anzaldúa: A Deep Dive <sup>2</sup>	3
LLAS-350	Latinos In A Transnational Perspective <sup>1</sup>	3
LLAS-351	Latinos And Immigration <sup>1 &amp; 4</sup>	3
LLAS-353	Latino Diversities <sup>1</sup>	3
Philosophy		
PHIL-305	Comparative Religion <sup>1 &amp; 2</sup>	3
PHIL-348	Computer Ethics And Public Policy <sup>3</sup>	3
PHIL-365	Environmental Ethics <sup>3</sup>	3
PHIL-367	Postcolonialism <sup>4</sup>	3
PHIL-370	Re-Thinking Race And Gender <sup>1</sup>	3
Political Science		
PSCI-318	Pop Culture And Politics <sup>2 &amp; 4</sup>	3
PSCI-333	Immigration, Ethnicity, And Citizenship <sup>1 &amp; 4</sup>	3
PSCI-350	International Relations In Asia <sup>4</sup>	3
PSCI-357	Politics Of The European Union <sup>4</sup>	3
PSCI-369	Russia In International Politics <sup>4</sup>	3
PSCI-375	Contemporary International Relations <sup>4</sup>	3
PSCI-376	Writing Intensive Program: Principles Of International Relations <sup>4</sup>	3
PSCI-377	International Organization: Theory And Practice <sup>4</sup>	3
PSCI-378	International Political Economy <sup>4</sup>	3
PSCI-379	War And Peace <sup>5</sup>	3
PSCI-380	International Law <sup>4</sup>	3
PSCI-381	International Terrorism <sup>5</sup>	3

PSCI-384	United States And The World Economy <sup>4</sup>	3
PSCI-386	Globalization & Politics <sup>4</sup>	3
Sociology		
SOC-302	Sociology Of Aging <sup>1</sup>	3
SOC-306	Women, Gender And The "F Word" <sup>1 &amp; 2</sup>	3
SOC-307	Men & Masculinities <sup>1</sup>	3
SOC-310	Social Movements <sup>4 &amp; 5</sup>	3
SOC-312	Sociology Of Health And Illness <sup>3</sup>	3
SOC-314	Urban Sociology <sup>1</sup>	3
SOC-316	Race And Ethnic Relations <sup>1</sup>	3
SOC-324	Power, Politics & Society <sup>4</sup>	3
SOC-329	Sociology Of Violence <sup>5</sup>	3
SOC-331	Militarization, Power, And Inequality <sup>4 &amp; 5</sup>	3
SOC-338	Environmental Sociology <sup>3</sup>	3
SOC-340	Sociology Of Sexualities <sup>1</sup>	3
SOC-347	Sociology Of Media <sup>2 &amp; 3</sup>	3
SOC-352	Sociology Of HIV/AIDS <sup>3</sup>	3
SOC-362	Identity And Social Policy <sup>1</sup>	3
SOC-365	Sociology Of Globalization <sup>1</sup>	3
Social Work		
SWK-203	Analysis Of Cross Culture Interaction <sup>1</sup>	3
SWK-308	Social Work Practice With Immigrants & Refugees I <sup>1</sup>	3
Teaching English to Speakers of Other Languages		
TESL-330	Language, Society, And Education <sup>2</sup>	3
Urban Community Studies		
UCS-201	Power And Oppression In The Urban Community <sup>4</sup>	3
UCS-304	Contemporary Issues In Urban Community Studies <sup>1</sup>	3
UCS-327	Media And Popular Culture In Urban Communities <sup>1 &amp; 2</sup>	3
UCS-328	Trauma, Resilience, And Resistance In Urban Communities <sup>5</sup>	3
UCS-329	Structural Violence In The Urban Community <sup>5</sup>	3
UCS-342	A Critical Analysis Of Hip Hop Culture <sup>1 &amp; 2</sup>	3
Women's and Gender Studies		
WGS-312	Women & Global Human Rights <sup>4 &amp; 5</sup>	3
WGS-349	Gloria Anzaldúa: A Deep Dive	3
World Languages and Cultures		
WLC-302	Introduction To Teaching World Languages <sup>2</sup>	3
WLC-340	Latina/x Feminisms & Social Media <sup>1 &amp; 2</sup>	3
WLC-333	Writing Intensive Program: Cross-Cultural Communication <sup>2</sup>	3

# Minor in Global Studies

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People, places, and things across the world are more interconnected than ever. To study global phenomena, we need an interdisciplinary approach that allows us to study these complex interconnections from multiple angles. Global Studies is an interdisciplinary undergraduate program that offers a major leading to the B.A. in Global Studies as well as a minor. Centered on the study of globalization in all its manifestations, the program encourages students to investigate and analyze life in a globalized world from multiple cultural, economic, political, and other perspectives and provides students with the critical analytical skills needed to assess the world around them and their place within it. The program's curriculum is organized around five thematic tracks, designed to build both breadth and depth into students' coursework. These tracks are: 1) Culture, Society, and Identity; 2) Language, Knowledge, and Representation; 3) Nature, Technology, and the Body; 4) Power, Movements, and Political Economy; and 5) Violence, Resistance, and Resolution. The tracks transcend traditional disciplinary, topical, and theoretical boundaries, providing opportunities for creative thinking, critical debate, and novel scholarship. The field of Global Studies is especially well suited to NEIU, providing our diverse student body with an opportunity to reflect on and respond to complex world issues that instantiate in their own lives.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Global Studies

Code	Title	Hours
<b>Minor required courses:</b>		
GS-201	Introduction To Global Studies I	3
5 Global Studies electives (any tracks)		15
<b>Total Hours</b>		<b>18</b>

The following courses may be counted toward a Global Studies major or minor. The number(s) after each course indicate track(s) to which the course corresponds. Additional courses may be considered for inclusion as electives in consultation with the coordinator.

### Tracks:

1. *Culture, Society, and Identity*
2. *Language, Knowledge, and Representation*
3. *Nature, Technology, and the Body*
4. *Power, Movements, and Political Economy*
5. *Violence, Resistance, and Resolution*

Code	Title	Hours
<b>Electives</b>		
<b>African &amp; African American Studies</b>		
AFAM-302	Foundations Of Africans In The Diaspora <sup>1</sup>	3
<b>Anthropology</b>		
ANTH-365	Anthropology Of Islam <sup>1</sup>	3
ANTH-375	Anthropology Of Globalization <sup>1</sup>	3
ANTH-377A	Anthropology Of Television <sup>2 &amp; 3</sup>	3
ANTH-379A	Pan-African Association Internship <sup>1,4 &amp; 5</sup>	3
<b>Communication, Media and Theatre</b>		
CMTC-317	Intercultural Communication <sup>2</sup>	3
CMTM-373	World Cinema <sup>2</sup>	3
CMTM-378	New Media Technologies <sup>2 &amp; 3</sup>	3
<b>Economics</b>		
ECON-308	Comparative Economic Systems <sup>4</sup>	3
ECON-313	Economic History Of Europe <sup>4</sup>	3
ECON-321	International Monetary Theory & Relations <sup>4</sup>	3
ECON-322	International Economics <sup>4</sup>	3
ECON-323	Writing Intensive Program: Economic Development <sup>4</sup>	3
<b>English</b>		
ENGL-320	Globalizing Literacies <sup>2</sup>	3
<b>Geography and Environmental Studies</b>		
GES 302 Topics - students can choose from 14 different courses <sup>1</sup>		
GES-314	Political Geography <sup>4</sup>	3
GES-338	Sustainable Development <sup>4</sup>	3
GES-345	Medical Geography <sup>1 &amp; 3</sup>	3
GES-346	Geography Of Metropolitan Chicago <sup>1</sup>	3
GES-348	Latino Metropolis <sup>1</sup>	3
GES-349	Environment And Urbanization <sup>3 &amp; 4</sup>	3

GES-360	Environmental Justice And Activism <sup>3 &amp; 4</sup>	3
GES-362	Population Geography <sup>1</sup>	3
GES-367	Geography Of Tourism <sup>1</sup>	3
GES-368	Climate Change: Changing Climate, Changing Chicago <sup>3</sup>	3
<b>History</b>		
HIST-332B	United States Foreign Relations 1914 - Present <sup>4</sup>	3
HIST-333	American Ethnic History <sup>4</sup>	3
HIST-342	The City In American History <sup>4</sup>	3
HIST-382	The World In The Twentieth Century <sup>4</sup>	3
<b>Justice Studies</b>		
JUST-338	Introduction To Human Rights <sup>1 &amp; 4</sup>	3
JUST-361	Five-Hundreds Years Of Resistance <sup>4 &amp; 5</sup>	3
JUST-363	Globalization And The Pursuit Of Justice <sup>4</sup>	3
JUST-364	Terrorism In Media & Law <sup>4</sup>	3
JUST-370	Immigration In Global Perspective <sup>1 &amp; 4</sup>	3
JUST-371	U.S. Immigration Policy & Human Rights In The Americas <sup>4 &amp; 5</sup>	3
<b>Linguistics</b>		
LING-316	Languages And Cultures: Middle East <sup>1 &amp; 2</sup>	3
LING-326	Narratives Of The Jewish Experience <sup>1 &amp; 2</sup>	3
LING-347	The Origin Of Language <sup>2</sup>	3
LING-361	Introduction To World Englishes <sup>2</sup>	3
<b>Philosophy</b>		
PHIL-365	Environmental Ethics <sup>3</sup>	3
PHIL-367	Postcolonialism <sup>4</sup>	3
<b>Political Science</b>		
PSCI-333	Immigration, Ethnicity, And Citizenship <sup>1 &amp; 4</sup>	3
PSCI-350	International Relations In Asia <sup>4</sup>	3
PSCI-357	Politics Of The European Union <sup>4</sup>	3
PSCI-369	Russia In International Politics <sup>4</sup>	3
PSCI-375	Contemporary International Relations <sup>4</sup>	3
PSCI-376	Writing Intensive Program: Principles Of International Relations <sup>4</sup>	3
PSCI-377	International Organization: Theory And Practice <sup>4</sup>	3
PSCI-378	International Political Economy <sup>4</sup>	3
PSCI-379	War And Peace <sup>5</sup>	3
PSCI-380	International Law <sup>4</sup>	3
PSCI-381	International Terrorism <sup>5</sup>	3
PSCI-384	United States And The World Economy <sup>4</sup>	3
PSCI-386	Globalization & Politics <sup>4</sup>	3
<b>Sociology</b>		
SOC-310	Social Movements <sup>4 &amp; 5</sup>	3
SOC-347	Sociology Of Media <sup>2 &amp; 3</sup>	3
SOC-352	Sociology Of HIV/AIDS <sup>3</sup>	3
SOC-362	Identity And Social Policy <sup>1</sup>	3
SOC-365	Sociology Of Globalization <sup>1</sup>	3
<b>Social Work</b>		
SWK-203	Analysis Of Cross Culture Interaction <sup>1</sup>	3
SWK-308	Social Work Practice With Immigrants & Refugees I <sup>1</sup>	3
<b>Teaching English to Speakers of Other Languages</b>		
TESL-330	Language, Society, And Education <sup>2</sup>	3
<b>Women's and Gender Studies</b>		
WGS-312	Women & Global Human Rights <sup>4 &amp; 5</sup>	3
<b>Educational Foundations</b>		

EDFN-314B	Race, Identity, & Cultures In Education <sup>1</sup>	3
EDFN-314K	Social Justice And The Politics Of Education <sup>1 &amp; 4</sup>	3
<b>Inner City Studies</b>		
ICSE-329G	Comparative Inner City Communities <sup>1 &amp; 4</sup>	3
<b>Bilingual/Bicultural Education</b>		
BLBC-338	Bilingualism And Education <sup>2</sup>	3
BLBC-339	Culturally Responsive Teaching in Diverse Classrooms <sup>1</sup>	3
Additional electives:		
ANTH-347	Archaeology Of Colonialism <sup>4</sup>	3
ANTH-363	Anthropology Of Tourism <sup>1 &amp; 4</sup>	3
ANTH-373	Urban Anthropology <sup>1</sup>	3
ANTH-360	Scientific Racism: Eugenics Then And Again <sup>3 &amp; 5</sup>	3
ANTH-356	Human Diversity And The Question Of Race <sup>3</sup>	3
CMTM-365	Contemporary Issues in Mass Media <sup>2 &amp; 3</sup>	3
CMTM-375	Contemporary Hispanic Cinema <sup>2</sup>	3
CMTM-376	Television History <sup>2 &amp; 3</sup>	3
CMTM-377	Gender And Media <sup>2 &amp; 3</sup>	3
CMTT-333	Contemporary Theatre <sup>2</sup>	3
CMTT-337	Women In Playwriting <sup>2</sup>	3
ENGL-311	Introduction To Popular Culture Studies <sup>1 &amp; 2</sup>	3
ENGL-343	Global Ecologies: U.S. Literature In The Age Of Environmentalism <sup>3</sup>	3
ENGL-383	Postcolonial African Literature <sup>1 &amp; 2</sup>	3
ENGL-369	U.S. Latino/a Literature And Culture <sup>1 &amp; 2</sup>	3
ENGL-349G	Gloria Anzaldúa: A Deep Dive <sup>2</sup>	3
ENGL-364	Reading Film <sup>2</sup>	3
ENGL-365	Caribbean Literature <sup>1 &amp; 2</sup>	3
GES-350	Climate Change: International Policy And Politics <sup>3 &amp; 4</sup>	3
GES-370	Regional Economic And Social Development Policies <sup>4</sup>	3
GES-311	Social Dimensions Of Water Resources Management <sup>3 &amp; 4</sup>	3
HIST-332A	The U.S. In The World, 1776-1914 <sup>1 &amp; 4</sup>	3
HIST-336	Work, Money, And Shopping: The History Of Capitalism <sup>1 &amp; 4</sup>	3
HIST-344	The History Of Islamic Spain: 711-1492 <sup>1 &amp; 4</sup>	3
HIST-308	Human Rights In History, Literature, And Law <sup>4 &amp; 5</sup>	3
HIST-355	History Of Food And Drink <sup>1 &amp; 3</sup>	3
HIST-346	Environmental History <sup>3</sup>	3
HIST-309	The History Of Disability <sup>1 &amp; 3</sup>	3
HIST-366	War And Revolution In The Middle East Since 1900 <sup>5</sup>	3
JUST-332	Race & Ethnic Relations <sup>1</sup>	3
JUST-347	Restorative Justice Theories And Practices <sup>5</sup>	3
JUST-390	Social Justice And The Environment <sup>3 &amp; 4</sup>	3
LLAS-340	Latina/x Feminisms & Social Media <sup>1 &amp; 3</sup>	3
LLAS-345	Race, Class, Gender & Latinos <sup>1</sup>	3
LLAS-347	The U.S.-Mexican Border <sup>1 &amp; 4</sup>	3
LLAS-348	Mestiza/o Ways Of Knowing <sup>1 &amp; 2</sup>	3
LLAS-349	Gloria Anzaldúa: A Deep Dive <sup>2</sup>	3
LLAS-350	Latinos In A Transnational Perspective <sup>1</sup>	3
LLAS-351	Latinos And Immigration <sup>1 &amp; 4</sup>	3
LLAS-353	Latino Diversities <sup>1</sup>	3
PHIL-305	Comparative Religion <sup>1 &amp; 2</sup>	3
PHIL-348	Computer Ethics And Public Policy <sup>3</sup>	3
PHIL-370	Re-Thinking Race And Gender <sup>1</sup>	3
PSCI-318	Pop Culture And Politics <sup>2 &amp; 4</sup>	3



SOC-302	Sociology Of Aging <sup>1</sup>	3
SOC-306	Women, Gender And The "F Word" <sup>1 &amp; 2</sup>	3
SOC-307	Men & Masculinities <sup>1</sup>	3
SOC-312	Sociology Of Health And Illness <sup>3</sup>	3
SOC-314	Urban Sociology <sup>1</sup>	3
SOC-316	Race And Ethnic Relations <sup>1</sup>	3
SOC-324	Power, Politics & Society <sup>4</sup>	3
SOC-329	Sociology Of Violence <sup>5</sup>	3
SOC-331	Militarization, Power, And Inequality <sup>4 &amp; 5</sup>	3
SOC-338	Environmental Sociology <sup>3</sup>	3
SOC-340	Sociology Of Sexualities <sup>1</sup>	3
WLC-302	Introduction To Teaching World Languages <sup>2</sup>	3
WLC-333	Writing Intensive Program: Cross-Cultural Communication <sup>2</sup>	3
WLC-340	Latina/x Feminisms & Social Media <sup>1 &amp; 2</sup>	3

# History

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The Department of History trains students to question essential assumptions about human societies and cultures. Students develop a broad and deep body of historical knowledge that gives important context to human action and events. Our students learn to collect, organize, analyze and interpret complex sources. They use these sources to craft clear and well-supported historical arguments, and to present their findings to a variety of audiences.

We apply historical knowledge and historical thinking to contemporary issues, and learn to weigh diverse points of view. The ability of historians to engage both complexity and detail and to develop critical thinking, clear writing, and persuasive speaking skills prepare our students for successful careers in business, law, education, and government.

In addition, the Department offers a Minor and Accelerated Concentrations. The Accelerated Concentrations allow students to start work toward the Master of Arts in Teaching (M.A.T.), the History M.A. or the History M.A. with Licensure degrees while they are still undergraduates. Students seeking admissions into the Accelerated Concentrations should meet with their academic advisor early in their B.A. program regarding these concentrations.

NOTE: Some 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.

- Major in History (<http://catalog.neiu.edu/arts-sciences/history/history/>)
- Minor in History (<http://catalog.neiu.edu/arts-sciences/history/minor-history/>)
- Master of Arts in History (<http://catalog.neiu.edu/arts-sciences/history/master-arts-history/>)

- 
- American Studies Graduate Certificate (<http://catalog.neiu.edu/arts-sciences/history/american-studies-graduate-certificate/>)

Mateo Farzaneh, Ph.D., Professor, Chair

Christina Bueno, Ph.D., Professor

Ashley L. Elrod, Ph.D., Assistant Professor

Francesca Morgan, Ph.D., Professor

Joshua Salzmänn, Ph.D., Professor

Charles R. Steinwedel, Ph.D., Professor

Michael W. Tuck, Ph.D., Associate Professor

## **HIST-109. First Year Experience: History Of Chicago. 3 Hours.**

Chicago is the most "American" of the major cities and has been at the forefront of change. In 50 years Chicago transformed from a fur-trading crossroads to a major industrial center, and that speed made it a city of stark contrasts. Enormous tensions emerged between the entrepreneurial forces that built the city and the countervailing social forces that strived to humanize it. A stream of immigrants played an integral role in shaping the city, contributing to economic and cultural development. Chicagoans faced huge challenges and as a result became pioneers of the economic, social, and political trends that shaped modern America.

## **HIST-110. World History I: From The Origins Of Human Civilizations To 1500. 3 Hours.**

The course examines world history up to roughly 1500. It focuses on how various peoples encountered each other, and how these interactions transformed their communities and cultures. Themes of conquest and imperialism, commerce, faith, and human relationships with the natural environment will be addressed.

## **HIST-111A. World History: The Origins Of The West, To 1500. 3 Hours.**

Survey of the formation of Western Civilization from its ancient Mediterranean origins until the European Renaissance.

## **HIST-111B. World History: The West And The World, 1500-Present. 3 Hours.**

Survey of Western Civilization from the Renaissance to the present age of expanded European influence.

## **HIST-111C. World History: East Asia. 3 Hours.**

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 Hours.**

Survey of the history and culture of Latin America, with emphasis on the last 500 years.

## **HIST-111E. World History: Africa. 3 Hours.**

Survey of the history and culture of Africa with emphasis on the relations between Africa and the wider world.

## **HIST-111F. World History: Islam. 3 Hours.**

Survey of the role of Muslims in World History, with emphasis on the diversity of their religious, social, cultural and economic lives and their change over time.

**HIST-112. World History II: Global Connections And Conflicts Since 1500. 3 Hours.**

The course examines world history since roughly 1500. It focuses on how various peoples encountered each other, and how these interactions transformed their communities and cultures. Themes of conquest and imperialism, commerce, faith, and human relationships with the natural environment will be addressed.

**HIST-114. Rethinking STEM In World History. 3 Hours.**

This course reconsiders the history of modern science in light of new research in social and cultural history, feminist and gender studies, and the history of race and colonialism. Since the 1960s, historians have recognized that a narrowly-focused history of science (usually centered on European "founding fathers" of modern scientific disciplines) fails to capture the diverse population of people who have contributed to the production of scientific knowledge and practices. HIST-114 centers the roles of enslaved Africans, indigenous Americans, colonized peoples, women, and laborers in the production of knowledge about the natural world.

**HIST-214. American History To 1877. 3 Hours.**

This course explores the social, political, intellectual, diplomatic and economic development of the American colonies and the United States from the beginnings through 1877.

**HIST-215. American History Since 1877. 3 Hours.**

This course explores the social, political, intellectual, diplomatic and economic development of the United States from 1877 to present.

**HIST-300A. Ancient Greece. 3 Hours.**

Social, political and intellectual history of Greece, from the age of Homer through the Peloponnesian War. Readings include selections from poetry, drama, history and philosophy of the period. Required: Two courses in history or consent of instructor.

**HIST-300B. Ancient Rome. 3 Hours.**

The history of Rome from prehistoric cultures to the end of the Roman Empire. Required: Two courses in history or consent of instructor.

**HIST-300W. Writing Intensive Program: The Historian's Craft. 3 Hours.**

The purpose of this course is to introduce History majors to the methods and writing skills necessary to succeed in their chosen discipline. The writing assignments in the course are intended to help students develop skills in analyzing sources, evaluating books, and producing historiographical essays that will benefit students in the other courses they take for the major, and beyond. Instructors will choose content on a historical theme that highlights how historians interpret the past from diverse perspectives that change over time.

**Prerequisites:** (HIST-100 - 299 or HIST-100A - 299Z) and ENGL-101.

**HIST-301. Medieval Europe. 3 Hours.**

Major themes of the Middle Ages in Europe with emphasis on Western Europe. Required: Two courses in history or consent of instructor.

**HIST-301C. The Crusades In The Middle Ages. 3 Hours.**

This course takes a multi-disciplinary approach to the study of the crusades in the Middle Ages. Students will examine the theory, context, causes, events, and results of the medieval crusades. This course will also take a critical look at the ways the crusades have been viewed both by scholars and the public in the modern world. The course is open to all majors.

**HIST-302A. Age Of Renaissance. 3 Hours.**

The political and cultural history of Italy and Northern Europe from 1300-1600. Required: Two courses in history or consent of instructor.

**HIST-302B. Religion, Rebellion, & War: The European Reformations, 1500-1700. 3 Hours.**

This course introduces students to the European Reformations from 1500 to 1700. The Roman Catholic Church once symbolized Christianity for much of western Europe, but Christianity is now composed of hundreds of different churches. HIST-302B investigates how the Reformations fractured Christianity into a variety of traditions and thereby transformed the development of the modern world. We will investigate the political, religious, and social causes of the European Reformations and examine a range of actors who shaped these changes, from popes and princes to renegade nuns, rebelling peasants, and Jewish leaders.

**HIST-303. Europe During The Ancien Regime 17th And 18th Centuries. 3 Hours.**

The political, economic, social and intellectual development of Europe in the seventeenth and eighteenth centuries. Required: Two courses in history or consent of instructor.

**HIST-304. Europe In The Age Of Revolution 1789-1871. 3 Hours.**

The historical forces in European society from the French Revolution to the completion of the unification processes. Required: Two courses in history or consent of instructor.

**HIST-305. European Imperialism And World War, 1871-1919. 3 Hours.**

This course addresses European history from the creation of global empires to the trauma of the First World War. Themes include: European efforts to dominate the global south; the interactions of industrialization with class, gender, and race relations; liberal politics and socialism.

**HIST-306. Europe 1919-1948: Fascism, Socialism, And The Second World War. 3 Hours.**

This course addresses European history from the Treaties that ended the First World War in 1919 to the Berlin Crisis and the start of the Cold War. Themes will include the Great Depression and crisis of liberal democracy, the challenges to it posed by Mussolini, Hitler, and Stalin, and the culmination of tensions among these in the Second World War. Particular attention will be paid to genocide and the Nazi attempt to destroy the European Jewish community.

**HIST-307A. The Age Of The Baroque. 3 Hours.**

An examination of the intellectual and cultural history of seventeenth-century Europe, with special emphasis on scientific, philosophical, political and religious thought. Required: Two courses in history or consent of instructor.

**HIST-307B. Freedom, Oppression, & Progress: The Contradictions Of The European Enlightenment. 3 Hours.**

This course introduces students to the European Enlightenment of the 1700s. The Enlightenment has been celebrated as an era of exciting intellectual discovery and unprecedented social progress, when figures like Locke, Kant, and Jefferson laid the foundations of modern human rights, representative government, social equality, and science-based reasoning. However, the eighteenth century was also a time in which European women, Europeans with disabilities or deafness, and Africans demanded access to the so-called universal rights celebrated by European philosophers. This course reexamines the contradictions of the Enlightenment era and challenges students to rethink our common narratives about modern progress.

**HIST-308. Human Rights In History, Literature, And Law. 3 Hours.**

This course examines the development of human rights from the eighteenth century to the Bosnian War of the 1990s. Using a variety of sources and disciplinary perspectives, students will study the origins of discussions of rights in the American and French Revolutions and debates over the nature of rights in the nineteenth century. The laws of war and crimes against humanity in the twentieth century will receive particular attention, along with the causes of the emergence of human rights as a goal of political actors across the globe in the late twentieth century.

**Prerequisite:** and.

**HIST-309. The History Of Disability. 3 Hours.**

This course examines the history of people with disabilities, a minority that makes up a substantial proportion of the U.S.'s and world's populations. The history of disability reveals how societies understand critical issues like civil rights, social identity, gender and sexuality, "normality," or a "healthy" body. Course topics will explore different facets of disability, including medicine, law, culture, and education.

**Prerequisite:** and.

**HIST-311A. History Of England To 1688. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-311B. History Of England 1688-Present. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-312. Tudor England. 3 Hours.**

Major political, social, intellectual and economic trends in sixteenth century England. Required: Two courses in history or consent of instructor.

**HIST-313A. History Of Prussia-Germany 1640-1918. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-313B. Twentieth Century Germany. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-314A. The History Of Russia From Its Origins To The Height Of Empire, 988-1855. 3 Hours.**

This course addresses Russian and Eurasian history from the conversion of Vladimir to Orthodox Christianity to the Death of Nicholas I. Subjects include the reigns of Ivan the Terrible, Peter the Great, and Catherine the Great; the development of the Russian Orthodox tradition; the formation of the Russian Empire and its relations with Islamic and Jewish populations; and the enslavement of Russian peasants.

**HIST-314B. The Russian Empire And Soviet Union, 1855 To The Present. 3 Hours.**

Addresses Russian and Soviet history from the Great Reforms of Alexander II to Vladimir Putin's presidency of the Russian Federation. Central themes include social status and class, ethnic and religious differences, revolutionary movements, Soviet socialism, and the reassertion of authoritarian rule after the collapse of the Soviet Union.

**HIST-315. Women In Medieval Society. 3 Hours.**

Survey of the status of women in medieval Europe beginning with the settlement of the barbarians and ending with the high middle ages. Required: Two courses in history or consent of instructor.

**Prerequisite:** and.

**HIST-317. French Revolution, World Revolutions 1789-Present. 3 Hours.**

Survey of the French Revolution (1789-1795), with the special emphasis on the political and social principles of the Old Regime and the tension between established order and political discontent. Required: Two courses in history or consent of instructor.

**HIST-320. Empires And Indigenous People In Early America. 3 Hours.**

This course examines trade, warfare, and cultural and ecological exchanges between indigenous people, Africans, Creole people, and the British, French, Spanish, and Dutch in North America before the American Revolution.

**HIST-321. The American Revolution 1763-1789. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-324. The Civil War And Reconstruction 1860-1877. 3 Hours.**

The inevitability of the U.S. Civil War (1861-1865); the inevitability of the war's outcome; and the terms on which the Confederacy's eleven states, and what was left of the United States, reunited, will all be explored. The end of slavery, and the Reconstruction-era beginnings of black civil rights, are additional important topics. Required: Two courses in history or consent of instructor.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**HIST-325. Industrial And Progressive America 1877-1929. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-326. The Era Of Franklin D Roosevelt 1929-1945. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-327. The United States In The Age Of Crisis 1945 - Present. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-328. Surveillance And Privacy In The United States, 1898-Present. 3 Hours.**

This course examines the creation of a surveillance infrastructure in the United States and overseas from 1898 to the present, as well as the privacy and civil rights issues that have resulted from surveillance.

**HIST-329A. African American History To 1865. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-329B. African American History And Race Relations Since 1865. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-332A. The U.S. In The World, 1776-1914. 3 Hours.**

This class examines the close relationship between domestic and foreign policy in American statecraft from the American Revolution up to World War I, addressing many of the social, economic, and ideological impulses that shaped the U.S. as nation-state. The course offers a unique vantage point for tracing the evolution of American society from an agrarian society based on republican values and oriented toward territorial expansion, to an industrial capitalist economy competing with the imperialist Great Powers for global trade and investment outlets at the outset of the 20th century.

**HIST-332B. United States Foreign Relations 1914 - Present. 3 Hours.**

The United States as a world power, the aftermath of World War I, new relationships with Latin American, Asia and Europe; the United States and the Long Armistice; American involvement in World War II, and the Cold War. Required: Two courses in history or consent of instructor.

**HIST-332C. America In The Vietnam Conflict. 3 Hours.**

This class focuses on the American involvement in the Vietnam conflict from World War II to the Communist victory in 1975. It will provide a coherent narrative of the conflict from the 1940s when the U.S. began to take an active role in South East Asia. The class will examine the cultural, economic, ideological, political, strategic and military dimensions of the conflict. This broad perspective will explain why the United States eventually embarked on a large scale military campaign in Vietnam by the mid-1960s.

**HIST-333. International Migration In U.S. History. 3 Hours.**

The course addresses the migration of people over land and sea borders of the United States since 1800, with special emphasis on immigration, controversies over assimilation, American hostility to immigration, and emigration from the U.S. to countries of origin. Required: Two courses in history or consent of instructor.

**HIST-334. History Of American Sports. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-335. History Of Crime And Violence In America. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-336. Work, Money, And Shopping: The History Of Capitalism. 3 Hours.**

This course examines the development of capitalism from the eighteenth century until the present. Using sources from history, economics, and political theory, students will explore how capitalist labor, money and finance, and distribution of goods shape our social and political life and intersect with race and gender.

**HIST-337. History Of The South 1877 To The Present. 3 Hours.**

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 consideration. Required: Two courses in history or consent of instructor.

**HIST-338. Women In American History. 3 Hours.**

Survey, from colonial times to the present, of the role of woman in America including women's reform movements. Required: Two courses in history or consent of instructor.

**HIST-339A. Sexuality And Intimacy In America. 3 Hours.**

This course studies the political and social histories of sexuality and private life in American contexts, especially what these histories reveal of the workings of power. Topics will include the history of same-sex love, the sexual revolutions and counterrevolutions of the twentieth century, struggles over reproductive rights, changing perceptions of marriage, and the development of homosexual identity politics.

**Prerequisite:** and.

**HIST-342. The City In American History. 3 Hours.**

General survey of urban America with emphasis on various topics such as the changing function and character of cities, immigration, reform, and urban planning. Required: Two courses in history or consent of instructor.

**HIST-343. Science, Magic, And Religion In History. 3 Hours.**

Where does knowledge come from? What authorities do we trust to provide accurate information about human nature, the natural world, or the mysteries of the universe? This course investigates three ways of knowing (or epistemologies) in European and U.S. history: science, magic, and religion. Science has become an important source of knowledge since the Renaissance, while magic and religion lost much authority they once held. However, the relationship between all three ways of knowing has been complex and interdependent into the present day. This course takes a historical approach combined with religious and gender studies, anthropology, and history of science.

**Prerequisite:** and.

**HIST-344. The History Of Islamic Spain: 711-1492. 3 Hours.**

The course addresses Muslim expansion and rule over Iberians, the development of a hybrid political system, cultural interactions, and causes of the demise of the Moors. This course will evaluate the legacy of Muslim rule in Spanish culture in Europe and in the new world.

**Prerequisite:** and.

**HIST-345. Mexican American History. 3 Hours.**

An introduction to major themes in the history of Mexicans in America from the colonial era to the present, including discussions of the social, political, and economic conditions Mexicans and Mexican Americans have confronted; examinations of how these conditions differ over time and between regions; and explorations of important issues in contemporary Mexican American history. Surveys a variety of primary and secondary sources from different mediums to offer a better understanding of Mexican-origin populations as immigrants to the United States, internal migrants within the U.S., and settled residents and citizens throughout the nation.

**Prerequisite:** HIST-111A with a minimum grade of D and HIST-111B with a minimum grade of D and HIST-214 with a minimum grade of D and HIST-215 with a minimum grade of D.

**HIST-346. Environmental History. 3 Hours.**

This course examines historical relationships between people—and their economic and political institutions—and non-human nature. Through lectures, discussions, and readings of secondary and primary source materials in history, economics, political science, and the natural sciences, students will examine how people of different races and genders have thought about, used, and been shaped by the natural environment over the last three centuries.

**Prerequisite:** and.

**HIST-350. History Of Brazil. 3 Hours.**

Survey of the history of Brazil; pre-Columbian roots in the Western Hemisphere, Western Europe's influence, and the present with emphasis on political and economic developments in the last two centuries. Required: Two courses in history or consent of instructor.

**HIST-351. Central America And The Caribbean. 3 Hours.**

History of Central America and of the major islands of the Caribbean, emphasizing the period since independence and the relation with the United States. Required: Two courses in history or consent of instructor.

**HIST-353. History Of Mexico. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-354. Contemporary Latin America. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-355. History Of Food And Drink. 3 Hours.**

This course explores scholarly approaches to food in a global context. It takes an interdisciplinary approach and draws from fields outside of history to examine the significance of food in a variety of cultural and temporal settings. The last segment of the course focuses on the problems associated with the contemporary industrialized food system.

**Prerequisite:** and.



**HIST-356. History Of Revolutionary Movements In Modern Latin America. 3 Hours.**

An examination of the origins and processes of revolutionary movements in Latin America since WWII, focusing on Guatemala, Cuba, El Salvador, Peru, Nicaragua, Chile, Colombia, and Mexico. The course looks at the domestic and international factors that have led to revolutionary crises in Latin America and addresses the role of U.S. intervention in the region.

**Requirement:** Undergraduate students- two courses in history or consent of instructor; Graduate students- Admission to graduate program and consent of instructor.

**HIST-358. Latin American History Through Film. 3 Hours.**

This course takes a multi-disciplinary approach to the study of how Latin American history has been portrayed in popular cinema. Students will analyze films from Latin America and the United States which grapple with various events in Latin American history as well as issues related to race, ethnicity, gender, and class. We will also draw on film theory to evaluate the intersection between form and content in film. The course is open to all majors.

**HIST-359. Museum Studies. 3 Hours.**

This course takes a multi-disciplinary approach to the study of museums, cultural heritage institutions, and natural history organizations and the contemporary issues and challenges facing them. Students will examine the theory and organization of museums as well as their historical and contemporary role in education, cultural preservation, research, and interpretation. This course will also take a critical look at the role of museums in colonialist endeavors, and how they address social hierarchies, race, gender, and ethnicity. Students will enrich their classroom learning with working visits to a diversity of institutions in the Chicago area. Course is open to all majors.

**HIST-360. History Of Pre-Modern China. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-361. Modern Chinese History. 3 Hours.**

Modern Chinese history; institutional and intellectual changes and developments brought about in China by modernization, rebellion, revolution and war. Required: Two courses in history or consent of instructor.

**HIST-362. History Of Japan To 1850. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-363. History Of Japan Since 1850. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-365. The History Of Women And Gender In Muslim Societies. 3 Hours.**

The course addresses the situation of women in Islamic societies, and the challenges and obstacles to female inclusion in civil society. The economic and social impact of gendering will be considered, and how regional variations inform gender expression. The nature and influence of native and western-inspired feminist movements will be assessed.

**HIST-366. War And Revolution In The Middle East Since 1900. 3 Hours.**

The course will examine sources of instability and tension in the Middle East, and how they produced revolution and war. Starting with rebellions against the Ottoman Empire in the early twentieth century, the course will conclude with study of the Arab Spring in the early twenty-first century.

**HIST-370. Precolonial Sub-Saharan Africa. 3 Hours.**

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.

Required: Two courses in history or consent of instructor.

**HIST-371. Nineteenth And Twentieth Century Africa. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-372. History Of Southern Africa, 1800-Present. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-373. Women & Gender In African History. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-379. History Of The Byzantine Empire. 3 Hours.**

This course offers an overview of the political, religious, cultural, social, and economic history of the Byzantine Empire (also known as the Eastern Roman Empire) from the time of Constantine until the conquest of Constantinople in 1453. The course takes an interdisciplinary and intersectional approach to the primary and secondary sources of Byzantine history. The class also provides an introduction to the many perspectives from which scholars study the past.

**HIST-380. History Of Christianity. 3 Hours.**

Analytical survey of the institutional, social and cultural origins of Christianity and the development of that religion from the ancient world to the present with attention to the dynamics of the relationships between Christianity and the various cultures in which it has been housed. Required: Two courses in history or consent of instructor.

**HIST-381. History Of The Second World War. 3 Hours.**

Intensive study of the Second World War, in its global aspects and implication, including post-war developments and the cold war. Required: Two courses in history or consent of instructor.

**HIST-382. The World In The Twentieth Century. 3 Hours.**

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 break up of the colonial empires, etc. Required: Two courses in history or consent of instructor.

**HIST-385. Presenting Public Controversies In History. 1 Hour.**

The course explores a particular contemporary public controversy in history. Students identify multiple viewpoints on the controversy and compile materials that illuminate that controversy. Students work with the instructor to present this controversy to a broad public at the university and beyond. The course culminates in a public panel discussion on the controversy.

**HIST-391. Contemporary Historical Problems. 3 Hours.**

Exploration and analysis of important current political, economic, social and cultural issues. Consult the schedule of Classes for specific topics. Required: Two courses in history or consent of instructor.

**HIST-392. Problems In History. 3 Hours.**

Exploration and analysis of topics in history; relevant sources and scholarly research. Consult the Schedule of Classes for specific topics. Required: Two courses in history or consent of instructor.

**HIST-393. Capstone Seminar In History. 3 Hours.**

The objective of the capstone seminar is for History majors to use the skills they have acquired in History 275 and in their 300-level history courses to write a substantial research paper. Students in the capstone seminar will identify primary and secondary sources and use them to write a research paper that engages an important issue of historical interpretation. Course instructors will choose the course content on a specific historical theme.

**HIST-394. Historical Tour. 6 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-395A. Independent Study In History. 3 Hours.**

Intensive study in selected subject and periods of history. Independent Studies require the approval of the instructor, department chair and the College Dean. Required: Two courses in history or consent of instructor.

**HIST-395B. Independent Study In History. 2 Hours.**

(See HIST-395A for description.) Independent Studies require the approval of the instructor, department chair and the College Dean. Required: Two courses in history or consent of instructor.

**HIST-395C. Independent Study In History. 1 Hour.**

(See HIST-395A for description.) Independent Studies require the approval of the instructor, department chair and the College Dean. Required: Two courses in history or consent of instructor.

**HIST-396. Internship I. 3 Hours.**

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 College Dean.

**HIST-401. Historiography And Historical Method. 3 Hours.**

Historical understanding; philosophies of history and methods of historical research.

**HIST-407B. Freedom, Oppression, & Progress: The Contradictions Of The European Enlightenment. 3 Hours.**

This course introduces students to the European Enlightenment of the 1700s. The Enlightenment has been celebrated as an era of exciting intellectual discovery and unprecedented social progress, when figures like Locke, Kant, and Jefferson laid the foundations of modern human rights, representative government, social equality, and science-based reasoning. However, the eighteenth century was also a time in which European women, Europeans with disabilities or deafness, and Africans demanded access to the so-called universal rights celebrated by European philosophers. This course reexamines the contradictions of the Enlightenment era and challenges students to rethink our common narratives about modern progress.



**HIST-409. The History Of Disability. 3 Hours.**

This course examines the history of people with disabilities, a minority that makes up a substantial proportion of the U.S.'s and world's populations. The history of disability reveals how societies understand critical issues like civil rights, social identity, gender and sexuality, "normality," or a "healthy" body. Course topics will explore different facets of disability, including medicine, law, culture, and education.

**HIST-410. Readings In Medieval History. 3 Hours.**

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.

**HIST-411. Readings In Early Modern Europe. 3 Hours.**

Intensive readings and discussions of aspects of European history during the early modern period.

**HIST-412. Readings In English History To 1688. 3 Hours.**

Topics in British history until the Glorious Revolution. Consult the Schedule of Classes for specific hours.

**HIST-414. Readings In Modern English History. 3 Hours.**

Intensive readings and discussion on aspects of the history of Modern England. Consult the Schedule of Classes for specific topics.

**HIST-414A. The History Of Russia From Its Origins To The Height Of Empire, 988-1855. 3 Hours.**

This course addresses Russian and Eurasian history from the conversion of Vladimir to Orthodox Christianity to the Death of Nicholas I. Subjects include the reigns of Ivan the Terrible, Peter the Great, and Catherine the Great; the development of the Russian Orthodox tradition; the formation of the Russian Empire and its relations with Islamic and Jewish populations; and the enslavement of Russian peasants.

**HIST-414B. The Russian Empire And Soviet Union, 1855 To The Present. 3 Hours.**

Addresses Russian and Soviet history from the Great Reforms of Alexander II to Vladimir Putin's presidency of the Russian Federation. Central themes after the collapse of the Soviet Union.

**HIST-415. Readings In 19th Century Europe. 3 Hours.**

Intensive readings and discussion on aspects on nineteenth century European history. Consult the Schedule of Classes for specific topics.

**HIST-416. Readings In 20th Century Europe. 3 Hours.**

Intensive readings and discussion on aspects of twentieth century European history. Consult the Schedule of Classes for specific topics.

**HIST-417. Readings In The History Of Weimar And Nazi Germany. 3 Hours.**

Intensive readings and discussion on aspects of Weimar and Nazi Germany.

**HIST-420. Seminar In Early Modern Europe. 3 Hours.**

Research on various topics in the history of early Modern Europe. A paper based on primary sources is required.

**HIST-421. Seminar In English History. 3 Hours.**

Research on various topics in English history. A paper based on primary sources is required.

**HIST-423. Seminar In Modern European Society. 3 Hours.**

Research on various topics in the modern history of Europe. A paper based on primary sources is required.

**Prerequisite:** HIST-401 with a minimum grade of C.

**HIST-424. Seminar In Impact Of War/Revolution In Europe. 3 Hours.**

Research on various topics related to war, revolution and their consequences for European history. A paper based on primary sources is required.

**HIST-430. Readings In Colonial America. 3 Hours.**

Intensive readings and discussion on aspects of Colonial American history.

**HIST-431. Readings In The American Revolution. 3 Hours.**

Intensive readings and discussion on aspects of the American Revolution.

**HIST-432. Readings In Early National America. 3 Hours.**

Intensive readings and discussion on aspects of the Early National Period.

**HIST-433. Readings In 19th Century America. 3 Hours.**

Intensive readings and discussion on aspects of nineteenth century American history.

**HIST-434. Readings In 20th Century America. 3 Hours.**

Intensive readings and discussion on aspects of twentieth century America. Consult the Schedule of Classes for specific topics.

**HIST-435. Readings In Cultural And Intellectual U.S. History. 3 Hours.**

Intensive readings and discussion on aspects of American cultural and intellectual history. Consult the Schedule of Classes for specific topics.

**HIST-436. Readings In Women's History Of The United States. 3 Hours.**

Intensive readings and discussions of American Women's history. Consult the Schedule of Classes for specific topics.

**HIST-437. Readings In Afro-American History. 3 Hours.**

Intensive readings and discussion on aspects of Afro-American history. Consult the Schedule of Classes for specific topics.

**HIST-439. Readings In American Social History. 3 Hours.**

Intensive readings and discussion on aspects of American social history. Consult the Schedule of Classes for specific topics.

**HIST-439A. Sexuality And Intimacy In America. 3 Hours.**

This course studies the political and social histories of sexuality and private life in American contexts, especially what they reveal about the workings of power.

**HIST-440. Seminar In Colonial America. 3 Hours.**

Research on various topics in Colonial American history. A paper based on primary sources is required.

**HIST-441. Seminar In The American Revolution. 3 Hours.**

Research on various topics in the American Revolution. A paper based on primary sources is required.

**HIST-442. Seminar In Early National America. 3 Hours.**

Research on various topics in the Early National Period. A paper based on primary sources is required.

**Prerequisite:** HIST-401 with a minimum grade of C.

**HIST-443. Seminar In 19th Century America. 3 Hours.**

Research on various topics in nineteenth century America. A paper based on primary sources is required.

**HIST-444. Seminar In 20th Century America. 3 Hours.**

Research on various topics in twentieth century America. A paper based on primary sources is required.

**Prerequisite:** HIST-401 with a minimum grade of C.

**HIST-445. Seminar In Cultural And Intellectual U.S. History. 3 Hours.**

Research on various topics in American cultural and intellectual history. A paper based on primary sources is required.

**HIST-446. Seminar In Women's History Of The U.S.. 3 Hours.**

Research on various topics in the history of American women. A paper based on primary sources is required.

**HIST-447. Seminar In Afro-American History. 3 Hours.**

Research on various in Afro-American history. A paper based on primary sources is required.

**HIST-449. Seminar In American Social History. 3 Hours.**

Research on various topics in American social history. A paper based on primary sources is required.

**HIST-450. Readings In Colonial Latin America. 3 Hours.**

Intensive readings and discussion on aspects of colonial Latin America to 1825.

**HIST-451. The Cold War In Latin America. 3 Hours.**

This course examines scholarly approaches to the Cold War era in Latin America. The conflict between the Soviet Union and the United States brought devastating violence to the region; it led to mass exiles, revolutionary upheaval, and authoritarian regimes that terrorized and murdered citizens. The course will examine Latin America in general and pay special attention to Guatemala, Cuba, and the Southern Cone as well as the role of the United States in the region's turmoil.

**HIST-452. Seminar In Latin American History. 3 Hours.**

Research on various topics in the history of Latin America. A paper based on primary sources is required.

**HIST-453. Seminar In The History Of Mexico. 3 Hours.**

Research on various topics in the history of Mexico. A paper based on primary sources is required.

**HIST-454. Commodities In Latin American History. 3 Hours.**

For the last five hundred years, Latin America has been a producer of commodities or raw materials, a persistent feature that has profoundly shaped the economies, societies, and politics of the region as well as its connections to the wider world. This course will examine this history through a variety of approaches, including ethnohistory and environmental, cultural, social, and labor history. It will also introduce students to some of the major issues, theoretical approaches, and thematic concerns in the study of Latin American history.

**HIST-455. History Of Mexico. 3 Hours.**

This course surveys the history of Mexico from the colonial period to the present. The course will focus especially on authoritarian regimes: the dictatorship of Porfirio Díaz in the late nineteenth century and the regime of the PRI which cast a long shadow over the state and society throughout much of Mexico's twentieth century. While the class will examine how the rich and powerful profited from these systems of domination, it will also study how ordinary Mexicans have endured and challenged them.

**HIST-460. Readings In Modern Japanese History. 3 Hours.**

Intensive readings and discussion on the development of the modern Japanese state and society since the nineteenth century.

**HIST-461. Readings In Classical Chinese History. 3 Hours.**

Intensive readings and discussion Chinese history from the Archaic Shang period (c. 1200 B.C.) through the seventeenth century.

**HIST-463. Readings In Modern Chinese Social History. 3 Hours.**

Intensive readings and discussion on various aspects of modern Chinese history from the nineteenth century to the present.

**HIST-470. Graduate Readings In African History. 3 Hours.**

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.

**HIST-471. Seminar In African History. 3 Hours.**

**Prerequisite:** HIST-401 with a minimum grade of C and HIST-470 with a minimum grade of C.

**HIST-479. History Of The Byzantine Empire. 3 Hours.**

This course offers an overview of the political, religious, cultural, social, and economic history of the Byzantine Empire (also known as the Eastern Roman Empire) from the time of Constantine until the conquest of Constantinople in 1453. The course takes an interdisciplinary and intersectional approach to the primary and secondary sources of Byzantine history. The class also provides an introduction to the many perspectives from which scholars study the past.

**HIST-480. Readings In History. 3 Hours.**

Exploration and analysis of topics in history. Consult the Schedule of Classes for specific topics.

**HIST-480A. Readings In History: Race, Ethnicity & Nationalism. 3 Hours.**

Exploration and analysis of topics in history. Consult the Schedule of Classes for specific topics.

**HIST-490. Independent Graduate Study In History. 3 Hours.**

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.

**HIST-496. Internship. 3 Hours.**

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 appropriate College Dean.

**HIST-5901. Thesis Hours. 1 Hour.**

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.

**HIST-5902. Thesis Hours. 2 Hours.**

See course description for HIST-5901.

**HIST-5903. Thesis Hours. 3 Hours.**

See course description for HIST-5901.

# Major in History

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## The History Major

The History Major consists of thirteen courses in World History and U.S. History at the 100 and 300 levels. These include a methods course, Hist 300W: The Historian's Craft, and a capstone experience or internship, Hist 393 or Hist 396.

## Accelerated Concentrations

Students pursuing the History major who plan to continue on to our Master of Arts in Teaching program, History M.A. program with Teaching Licensure program, or the History M.A. program may enroll in Accelerated Concentrations for those programs. These concentrations provide pathways for students to move seamlessly into these programs while sharing 12 credits between the B.A. and the M.A.T. program or History M.A. with Teaching Licensure, and into the History M.A. program while sharing 9 credits between the two.

For the major in History, there are no existing admission requirements.

Admission to Accelerated Concentrations:

To apply for the program leading to the M.A.T degree, students must have a cumulative grade point average of 3.00 and have earned at least 60 credits toward their bachelor's degree; at least 12 of those credits must have been earned at NEIU. In addition, students must receive approval from their undergraduate advisor in History, complete the online application for the M.A.T. program, and meet all admission requirements for that program. Accepted students may begin the graduate-level shared coursework once they have earned a minimum of 72 undergraduate credits, at least 12 of which were at NEIU.

To apply for the Accelerated Concentration leading to the M.A. in History with Teaching Licensure or M.A. in History program degree, students must have a cumulative grade point average of 3.00 and a 3.25 grade point average in history courses. They must have earned at least 60 credits toward their bachelor's degree; at least 12 of those credits must have been earned at NEIU. In addition, students must receive approval from their undergraduate advisor in History, complete the online application for the programs, and meet all admission requirements for that program. Accepted students may begin the graduate-level shared coursework once they have earned a minimum of 72 undergraduate credits, at least 12 of which were at NEIU.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

## Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

**Discipline Specific (ELE-DS)**

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Major in History for the Bachelor of Arts Degree**

Code	Title	Hours
<b>Three Courses from the following:</b>		<b>9</b>
HIST-110	World History I: From The Origins Of Human Civilizations To 1500	
HIST-112	World History II: Global Connections And Conflicts Since 1500	
HIST-111D	World History: Latin America	
HIST-111E	World History: Africa	
HIST-114	Rethinking STEM In World History	
Required Courses:		
HIST-214	United States History 1607-1877	3
HIST-215	United States History 1877-Present	3
HIST-275	Writing Intensive Program: Writing And Methods For Majors	3
or HIST-300W	Writing Intensive Program: The Historian's Craft	
Six courses chosen from 300-level electives in history with the approval of an advisor. One of these must be in non-European, non-United States History.		18
HIST-393	Capstone Seminar In History	3
or HIST-396	Internship I	
<b>Total Hours</b>		<b>39</b>

<sup>1</sup> This course must be taken as soon as possible after the declaration of the History major.

Code	Title	Hours
<b>Accelerated courses for MAT in Secondary Education track:</b>		
EDFN-415	Educational Thought And Secondary Schooling	3
SCED-415	Introduction To Secondary School Curriculum	3
SCED-402H	Methods Of Teaching History And Social Sciences In Secondary Schools	3
LTCY-502	Disciplinary Literacy Instruction In Secondary Grades	3
<b>Accelerated courses for MA w/ Teaching Licensure</b>		
EDFN-415	Educational Thought And Secondary Schooling	3
SCED-415	Introduction To Secondary School Curriculum	3
Two graduate courses in History, selected in consultation with a History advisor		6
<b>Accelerated courses for MA in History</b>		

Three graduate courses in History, selected in consultation with a History advisor. Students should also be aware of the University requirements for the Bachelor's degree. 9

Students wishing to be licensed for teaching history in secondary schools should consult the Secondary Education section of this catalog and the Secondary Education advisor in the Goodwin College of Education.

All history majors who do not take HIST 393 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).

As of Fall 2022, assessment is incorporated into HIST 393 for those who take it. Students are still encouraged to keep copies of their History papers, but do not need to submit a portfolio.

Students in the Accelerated Concentrations must maintain a 3.0 cumulative undergraduate GPA and earn at least a "B" in all graduate-level courses taken for shared credit. The undergraduate degree must be completed within four (4) semesters of the start of the shared graduate-level courses.

\*Please consult your History Department advisor or the Department Chair before registering for HIST 396.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

#### First Year

Term 1	Hours
ENGL-101	3
HIST-111A or HIST-214	3
General Education - Fine Arts	3
General Education - Humanities	3
MATH Course	3
<b>Term Hours</b>	<b>15</b>

Term 2	Hours
HIST-111B or HIST-215	3
General Education-Humanities	3
General Education-Science	3
Elective/Minor	3
ENGL-102	3
<b>Term Hours</b>	<b>15</b>

#### Second Year

Term 1	Hours
HIST 111A or HIST-214	3
HIST Writing Intensive Course	3
General Education - Science	3
General Education - Fine Arts	3
Elective/Minor	3
<b>Term Hours</b>	<b>15</b>

Term 2	Hours
HIST-111B or HIST-215	3
HIST-111C/D/E/F	3
General Education-Science Lab	3
General Education-Social Behavioral	3
Elective/Minor	3
<b>Term Hours</b>	<b>15</b>

#### Third Year

Term 1	Hours
300-Level HIST Elective	3
General Education-Humanities	3
General Education-Social Behavioral	3
Elective/Minor	3
Upper Level Elective	3
<b>Term Hours</b>	<b>15</b>

4 Major in History

<b>Term 2</b>	
300-Level HIST Elective	3
General Education-Humanities	3
Elective/Minor	3
Elective/Minor	3
Upper Level Elective	3
<hr/>	
<b>Term Hours</b>	
<b>15</b>	
<b>Fourth Year</b>	
<b>Term 1</b>	
300-Level HIST Elective or HIST 393: Capstone In History	3
300-Level non-Western Course	3
Upper Level Elective	3
Upper Level Elective	3
Upper Level Elective	3
<hr/>	
<b>Term Hours</b>	
<b>15</b>	
<b>Term 2</b>	
300-Level HIST Elective or HIST 393: Capstone In History	3
300-Level HIST Elective	3
Upper Level Elective	3
Upper Level Elective	3
Upper Level Elective	3
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<b>Term Hours</b>	
<b>15</b>	
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<b>Total Hours:</b>	
<b>120</b>	

# Master of Arts in History

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## 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 15 credit hours in undergraduate history, including 9 credits in upper-level history courses. (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

Code	Title	Hours
<b>Required Courses</b>		
HIST-401	Historiography And Historical Method	3
Select six graduate-level history electives (2 may be in related fields) chosen in consultation with the Graduate Advisor		18
Select two graduate research seminars		6
Thesis Hours - a total of six hours from 5901, 5902, 5903		6
<b>Total Hours</b>		<b>33</b>

NOTE: Students must pass an oral examination on their thesis.

### Non-Thesis Option

Code	Title	Hours
HIST-401	Historiography And Historical Method	3
Select six graduate-level history electives chosen in consultation with the graduate advisor		18
Select two electives in history or another relevant field chosen in consultation with the graduate advisor		6
Select two graduate research seminars		6
<b>Total Hours</b>		<b>33</b>



# American Studies Graduate Certificate

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Northeastern Illinois University's Graduate Certificate in American Studies provides those working in the humanities and social sciences an opportunity to broaden and deepen their understandings of the American experience in all its complexity. The program is extremely flexible, requiring students to take eighteen credits in the social sciences and the humanities, with no more than two courses per program. The certificate program fully embraces the idea of America and its diversity, not limited to the borders of the United States but including all areas now commonly referred to as North, Central and South America and the Caribbean. The certificate will enable students to employ multiple disciplines to enrich their own teaching or professional life.

A B.A. or B.S. degree in a field related to one of the participating programs.

## American Studies Graduate Certificate

Code	Title	Hours
Requirements:		
Six courses from the list of American Studies courses, with no more than 2 courses (six credits) in any one discipline (ANTH, CMT, ENGL, GES, HIST, JUST, LING, LLAS, PSCI, SOC, SPAN, TESOL, WLC).		18

- Completion of Capstone Symposium
- Exit interview

# Minor in History

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

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Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in History (18 credit hours)

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.

# Justice Studies

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In Justice Studies, we seek to discover the social and historical roots of justice and injustice and examine how popular understandings of these shape public policies, including those of the criminal justice system. We study systematic explanations for the failure (or triumph) of justice in society and explore the potential for transformative justice. Through critical inquiry, social science investigation, and experiential learning, students develop an understanding of social and economic justice issues and critical criminology. We study the structural roots of crime and take up the legal and social concerns of socially disenfranchised communities whose members are often clients of the criminal justice system, including the poor, people of color, women, LGBTQ persons, prisoners, immigrants, and refugees.

The program makes a special effort to involve and serve community groups. Field experience, focusing on advocacy for community justice and the ethics that inform those practices, complements the academic program.

The Justice Studies major prepares students for human and social service work, research or advocacy positions, law school or graduate school. Criminal justice practitioners who wish to develop a comprehensive understanding of social justice and social policy will find the program well-suited to their needs.

- Major in Justice Studies (<http://catalog.neiu.edu/arts-sciences/justice-studies/justice-studies/>)
- Minor in Social Justice (<http://catalog.neiu.edu/arts-sciences/justice-studies/minor-social-justice/>)
- Minor in Criminology (<http://catalog.neiu.edu/arts-sciences/justice-studies/minor-criminology/>)
- Minor in Child Advocacy Studies (<http://catalog.neiu.edu/arts-sciences/child-advocacy-studies/>)

Adam Messinger, Ph.D., Professor, Chair  
 Rachel Birmingham, Ph.D., Associate Professor  
 J. Adrian Castrejon, Ph.D., Assistant Professor  
 Maria E. De La Torre, Ph.D., Associate Professor

## **JUST-101. Introduction To Social Justice. 3 Hours.**

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-109. First Year Experience: Justice In Chicago. 3 Hours.**

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

## **JUST-201. Introduction To The Criminal Justice System. 3 Hours.**

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. Writing Intensive Program: Justice And Inequality. 3 Hours.**

This course focuses on the unfair and unequal treatment occurring in contemporary U.S. society based on people's race, gender, sexual orientation, and class. The course analyzes the ways in which race, class, gender, and sexual orientation work as interlocking systems of privilege and disadvantage affecting all of us. The course also focuses on biases and discrimination in the criminal justice system and in the delivery of justice. Discussions will also identify strategies for reducing injustice. This course fulfills the Writing Intensive Program (WIP) graduation requirement for Justice Studies majors.

**Prerequisite:** JUST-101 with a minimum grade of C and ENGL-101 with a minimum grade of C.

## **JUST-301. Theories Of Justice And Social Change. 3 Hours.**

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.

**Prerequisite:** JUST-101 with a minimum grade of C and JUST-202 with a minimum grade of C.

## **JUST-305. The Carceral State: A Contemporary System Of Punishment And Control. 3 Hours.**

This course extends students' understanding of mass incarceration and the current state of the criminal legal system by introducing a theoretical understanding of the Carceral State as a system of control and punishment. This course examines the Carceral State through an intersectional framework that considers the relationship between punishment and criminalized identities, such as race, ethnicity, nationality, gender, sexuality, class, and ability. The course focuses on prison abolition work as a response to dismantling the Carceral State.

**Prerequisite:** JUST-313 with a minimum grade of C.

## **JUST-307. Prisoner Reentry Systems. 3 Hours.**

This course examines how the prison reentry system works, the causes of recidivism, and how recidivism rates could be lowered. Students will gain applied knowledge of how the criminal justice system works and of patterns of incarceration and release, as well as trends in prisoner reintegration.

**Prerequisite:** JUST-313 with a minimum grade of C.

**JUST-309. Portrayal Of Crime In Media. 3 Hours.**

Analysis of the media's presentation of crime with attention to the historical development of the portrayal of crime and its effect on current 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 Hours.**

This course explores the position of women in society; theories of female criminality; crimes committed by and against women, such as prostitution, rape, physical and psychological abuse, and forced sterilization; the treatment of women by various social and criminal justice agencies.

**JUST-312. Theories Of Criminal Behavior. 3 Hours.**

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.

**Prerequisite:** JUST-101 with a minimum grade of C or JUST-201 with a minimum grade of C.

**JUST-313. Prisons And Jails. 3 Hours.**

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 Hours.**

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 Hours.**

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 & Elite Deviance. 3 Hours.**

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 Hours.**

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 & The Criminal Justice System. 3 Hours.**

Examines the relationship between Latinos/as and the criminal justice system. Issues addressed are what distinguishes Latinos/as from other racial and ethnic groups in the criminal justice system? What sociological and criminological theories can explain these differences. Key variables that are discussed are historical context, race and ethnic relations, current criminal justice policies.

**JUST-321. Violence Against Women. 3 Hours.**

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 response to violence, including the anti-rape and battered women's movements.

**JUST-322. Women, Justice And The Law. 3 Hours.**

A discussion of justice and its intersection with gender. The course focuses on federal statutes and their interpretation, on sexual harassment and employment and state statutes focusing on family law and criminal law.

**JUST-323. Introduction To Child Advocacy Studies. 3 Hours.**

This course provides a survey of the emerging field of Child Advocacy Studies, which researches and seeks remedies for the maltreatment of children and youth, including specific acts of violence and neglect, in the context of the pernicious effects of racism, poverty, sexism, and heterosexism, including the unique problems faced by immigrant and displaced children. The course examines the various economic, political, social and cultural circumstances that may contribute to the abuse and maltreatment of children and youth. It also teaches students about the strategies and tactics used by various local governmental and nongovernmental agencies, courts and medical establishments to address these problems.

**JUST-324. Women As Political Prisoners. 3 Hours.**

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 Hours.**

Theories of justice informing revolutionary practice with attention to the role played by women in revolution, especially in liberation struggles in Central America.

**JUST-326. Juvenile Justice System. 3 Hours.**

Socio-economic analysis of the history of the juvenile justice system in an effort to understand how the system functions and whom it serves.

**JUST-328. Social Justice & LGBTQ Issues. 3 Hours.**

This course explores lesbian, gay, bisexual, transgender and queer social justice issues. Students will study LGBTQ issues and theories in the context of both historic and contemporary social justice practices. This will include an examination of race, class, gender, and ethnicity in LGBTQ communities, along with a discussion of legal, social, and political steps taken and contemplated to end the oppression of LGBTQ people.

**JUST-329. Politics Of Punishment. 3 Hours.**

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 Hours.**

Study of basic reference and source materials. Visits to law libraries are required. Presentation of a written and oral argument.

**Prerequisite:** JUST-201 with a minimum grade of C and JUST-202 with a minimum grade of C and ENGL-101 with a minimum grade of C.

**JUST-331. Law And Racism In America. 3 Hours.**

The nature of racism, its essential features and their relationship to the legal, social and economic practices in the United States.

**JUST-332. Race & Ethnic Relations. 3 Hours.**

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.

**Prerequisite:** JUST-101 with a minimum grade of C and JUST-202 with a minimum grade of C.

**JUST-333. Community Law. 3 Hours.**

General introduction to the impact of law on the public: consumer law, family law and individual rights.

**JUST-334. Criminal Law And Procedure. 3 Hours.**

The basic principles of American criminal law, current issues and controversies surrounding the criminal justice process, and the constitutional rights of the accused.

**JUST-335. Legal Process I. 3 Hours.**

Analysis of common law and the role of precedent with emphasis on appellate courts, particularly the U.S. Supreme Court.

**JUST-336. Postmodern Law & Criminology. 3 Hours.**

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 Clinic. 3 Hours.**

The Workers' Rights Clinic will critically examine theoretical, legal and practical aspects of workers' rights and acknowledges the dynamics of the employer-employee power relationship. Readings and classroom activity will ground students in doctrinal aspects of workers rights and the laws governing employment relationships. Students will attend and observe court and administrative and worker related legal cases such as employment termination, discrimination and wage litigation pending in state and federal courts and/or federal, state and municipal administrative agencies. Students will observe courtroom proceedings, examine court papers, and engage with lawyers, judges, court personnel, workers and clients.

**JUST-338. Introduction To Human Rights. 3 Hours.**

This course provides an introductory overview to human rights. Human rights are examined from several different points of view: as a legal and moral discourse in which justice claims are expressed; as an international regime consisting of many different treaties, legal bodies, United Nations agencies and non-profit organizations which seek to prevent, investigate, and punish human rights violations; as a global social movement that promotes minimum universal standards of human dignity and respect; as a contested philosophical concept that is compared and contrasted with other types of moral claims; and as an increasingly important strategy being used by various communities in the United States to overcome many different types of social injustice. The main human rights organizations and their methods of working will be explained. Each student will also get an opportunity to research one human rights issue in depth.

**JUST-339. Tenant's Rights Clinic. 3 Hours.**

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 Hours.**

This course concerns the development of law in society. We cover: historical development of law; functions of law; the connection between political economy and law; various perspectives in studying law; classical thinkers; current and emerging thought; the emergence of lawyers and their language and form of reasoning; the emergence of legal rights and the legal subject; substantive biases of law (gender, race, class, intersectional); how "realities" are constructed in the courtroom; and freedom and coercion in law.

**JUST-343. Conflict Transformation. 3 Hours.**

Conflict is part of human daily experience. When properly managed, it can lead to awareness, growth, and better human relationships. However, when misdiagnosed and mismanaged, it can sour things and destroy relationships. It also leads to intra and interpersonal, intra- and inter-group/organizational violence, as well as large scale intra-state and international violence. This course explores the connection between justice, peace, and conflict by seeking to understand social conflict and the mechanisms used in its transformation. We begin by examining the theories of conflict analysis and resolution and conclude by exploring methods and best practices.

**JUST-345. Practicum In Justice Studies. 3 Hours.**

Specific skills necessary for entry level agency/community work.

**Prerequisite:** JUST-202 with a minimum grade of C and JUST-101 with a minimum grade of C and JUST-241 with a minimum grade of C and JUST-301 with a minimum grade of C.

**JUST-346. Introduction To Oral History For Communities. 3 Hours.**

This course introduces students to oral history, a practice that has expanded to many disciplines for its ability to providing information on aspects of life missing from documentary sources and offering different perspectives on historical events and processes. Notably, oral history is used in recovering the experiences of ordinary people. Students will gain knowledge and skills for engaging people in communities in telling their own stories. Students will learn the principles of oral history methodology by analyzing theoretical, ethical, and practical challenges interviewers and researchers face. Students will also learn basic skills on interviewing, transcribing, and abstracting oral histories.

**Prerequisite:** JUST-241 with a minimum grade of C or LLAS-290 with a minimum grade of C.

**JUST-347. Restorative Justice Theories And Practices. 3 Hours.**

Restorative Justice (RJ) is one of several umbrella concepts gaining in prominence in the Justice Studies arena. It refers to philosophical strategies and diverse practices to resolve conflicts in a way that is less litigious than traditional, adversarial legal proceedings. This course will introduce students to the origins, theories, controversies and practices of restorative justice—both past and present—as an alternative response to harm. It will also interrogate such questions as: When is it appropriate to forgive rather than to punish? What is entailed in coming to forgiveness, both for the perpetrator and the victim? Students will come to understand the meaning of restorative processes by examining the ways in which they are practiced around the world.

**JUST-348. Research Methods In Justice Studies. 3 Hours.**

This course introduces majors to quantitative and qualitative research methods used in the social sciences with a focus on Justice Studies issues. Students develop analytical skills through learning how researchers construct and use data to answer questions about human behavior, beliefs, and institutions.

**Prerequisite:** (JUST-101 with a minimum grade of C or JUST-201 with a minimum grade of C) and MATH-090 with a minimum grade of C.

**JUST-350. Field Work Seminar. 6 Hours.**

Application of the specific skills learned in the practicum, as well as other classroom theories and concepts, in an agency/ community setting. 180 volunteer hours at work in the field and a 1 1/2 hour weekly seminar.

**Prerequisite:** JUST-345 with a minimum grade of D.

**JUST-351. Advocating For Social Justice In Illinois. 3 Hours.**

This course provides students with a practical introduction to advocating for social justice in Illinois. It is taught from the perspective of marginalized communities that historically have been significantly less able to influence elected officials by donating large sums of money. However, these communities have been able to impact public education, legislation and policy formation/implementation through strategic injections of expertise, organizing, smart coalition building, access to media, litigation, direct action and other techniques. The course will include analyses of such issues as: the legislative process at the local and state levels, an introduction to the players; how to follow the money; the types of power such communities are up against in Chicago and suburbia; strategies to access media and produce a coherent message; the necessity of and methods to reframe and label issues; and the use of organizing, coalition-building, direct action, the courts, initiatives and referendum.

**Prerequisite:** JUST-101 with a minimum grade of C and JUST-202 with a minimum grade of C.

**JUST-352. Economic Justice. 3 Hours.**

In this course students will analyze economic issues and related inequalities in the context of theories of social justice. Students will learn causes of such injustices and practical strategies to reduce them.

**JUST-355. LGBTQ Communities & Crime. 3 Hours.**

Research indicates that lesbian, gay, bisexual, trans, and queer (LGBTQ) identities are stigmatized and even criminalized in many nations, LGBTQ individuals are at a heightened risk of crime victimization and face barriers to receiving help, and heterosexism and transphobia play integral roles in the perpetration of crime by LGBTQ individuals as well as in how criminal justice systems respond to them. By applying social justice and criminological lenses, students in this course will explore the nature of and potential resolutions to crime related to LGBTQ people, both in the United States and globally.

**JUST-357. Social Justice, Mental Health, And The Law. 3 Hours.**

Though one of six Americans suffers from some form of mental illness, there has been little progress in the last fifty years in our protection and treatment of patients who suffer from mental illness. In this course, students will learn about the laws, rights, and treatment of mental illness. They will explore the definitions of mental illness and the stigma and discrimination which ensues for those who are labeled. Students will also examine the arbitrariness of labels and diagnosis in the mental health system, and the devastating impact that this labeling can have on patients and their families.

**JUST-361. Five-Hundreds Years Of Resistance. 3 Hours.**

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.

**Prerequisite:** JUST-202 with a minimum grade of C.



**JUST-362. Justice Issues In Africa. 3 Hours.**

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.

**Prerequisite:** JUST-101 with a minimum grade of C.

**JUST-363. Globalization And The Pursuit Of Justice. 3 Hours.**

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 everyday 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.

**Prerequisite:** JUST-101 with a minimum grade of C.

**JUST-364. Terrorism In Media & Law. 3 Hours.**

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 US 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.

**Prerequisite:** JUST-101 with a minimum grade of C and JUST-202 with a minimum grade of C.

**JUST-370. Immigration In Global Perspective. 3 Hours.**

This course looks at contemporary international population movements and state policies in highly developed countries through the prism of social justice. The course provides an overview of the major theories explaining the nature, causes and consequences of migration including key dimensions such as control policies, integration, security, and citizenship. The course also analyzes current public conversations debating unauthorized immigration, assimilation, and membership and belonging. Through readings, lectures, videos and newspaper articles the course offers students tools for a critical understanding of migration by addressing questions of justice such as the rights of people to mobility, to work, to equality and to inclusion.

**JUST-371. U.S. Immigration Policy & Human Rights In The Americas. 3 Hours.**

Historical overview of United States' relations with the Americas as these structure economic and security interests in the region and influence regime change, human rights violations, and immigrant and refugee flows. Analysis of contrasting U.S. immigration and refugee policies.

**JUST-382. Social Justice & Literature. 3 Hours.**

Writers and artists often reflect and inspire major social realignments and radical shifts in the social structure. They have a unique lens with which to focus on society and institutions of power. This course explores the work of several writers and filmmakers to understand how their works mirrored and ignited aspects of social justice. It analyzes how artistic works serve as social critique to enable or inspire social protest and change. The course traces the author's/filmmaker's point of view in each work studied, and examines how they developed their central themes through plot and character.

**JUST-383. Social Justice And The Visual Arts. 3 Hours.**

Visual artists are important critics of institutions of power and social inequality. Through an exploration of visual media, students will gain insights into issues of power and social inequality based on gender, class, race and sexual orientation. Students will analyze visual media and images utilizing social justice theories, and compare and contrast different visual media to consider their relevance to social change.

**Prerequisite:** JUST-101 with a minimum grade of C.

**JUST-390. Social Justice And The Environment. 3 Hours.**

This course is a comprehensive overview of the connections between environmental justice, social justice, and animal ethics. The topics will be viewed from the following perspectives: 1) Justice and Sustainability; 2) Poverty, Economic Development and Environmental Justice; 3) Eco-Feminist Perspectives on Environmental Justice; 4) Native American Perspectives 5) Animal Ethics and the Relationship to Environmental Justice; and 6) Environmental Law.

**JUST-391. Independent Study In Social Justice. 1 Hour.**

This course provides a student with the opportunity to undertake an individualized investigation into a topic of the student's choice, under the personalized supervision of a Justice Studies faculty member. The student must fill out the Justice Studies' department's Independent Study form and get the project approved two weeks before the semester begins. Justice Studies major with GPA of 3.0 or above. Approval of instructor, Chair and College Dean required.

**Prerequisite:** JUST-241 with a minimum grade of C.

**JUST-392. Independent Study In Social Justice. 2 Hours.**

This course provides a student with the opportunity to undertake an individualized investigation into a topic of the student's choice, under the personalized supervision of a Justice Studies faculty member. The topic cannot duplicate what is taught in a regularly offered course. The student must fill out the Justice Studies' department's Independent Study form and get the project approved two weeks before the semester begins. Justice Studies major with GPA of 3.0 or above. Approval of instructor, Chair and College Dean required.

**Prerequisite:** JUST-241 with a minimum grade of C.



**JUST-393. Independent Study In Social Justice. 3 Hours.**

This course provides a student with the opportunity to undertake an individualized investigation into a topic of the student's choice, under the personalized supervision of a Justice Studies faculty member. The topic cannot duplicate what is taught in a regularly offered course. The student must fill out the Justice Studies' department's Independent Study form and get the project approved two weeks before the semester begins. Justice Studies major with GPA of 3.0 or above. Approval of instructor, Chair and College Dean required.

**Prerequisite:** JUST-241 with a minimum grade of C.

**JUST-395. Hunger & Homelessness. 3 Hours.**

This class uses an intersectional approach to analyze challenges faced by people who are underfed, unhoused, and in precarious housing conditions, including LGBTQI youth in foster care, unhoused female veterans, and mothers and children living in poverty. It explores the paths to poverty and the experience of poverty in America, emphasizing structural barriers related to race, class, gender, sexuality, and other inequalities. Through lectures, readings, service learning, and guest speakers, students gain a deep understanding of poverty as a lived experience. They will also explore advocacy strategies for society's most vulnerable populations - women and children.

# Major in Justice Studies

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## 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.

Code	Title	Hours
<b>Required Courses</b>		
JUST-101	Introduction To Social Justice	3
JUST-202	Writing Intensive Program:Justice And Inequality	3
JUST-301	Theories Of Justice And Social Change	3
JUST-348	Research Methods In Justice Studies	3
Electives (six additional courses in Justice Studies)		18
JUST-345	Practicum In Justice Studies	3
JUST-350	Field Work Seminar	6
<b>Total Hours</b>		<b>39</b>

NOTE: A maximum of nine (9) transfer credit hours in Justice Studies-, Criminal Justice-, or Criminology-oriented courses can be transferred in from other colleges and/or universities toward the major, subject to the approval of a faculty advisor. These courses will usually be counted as electives. All electives in Justice Studies should be selected in consultation with a faculty advisor and chosen in an area of concentration related to the student's academic and career interests.

JUST-339 Tenant's Rights Clinic, JUST-395 Hunger & Homelessness, and JUST-337 Workers' Rights & Human Rights, meet the University Core Curriculum requirements for Boundary Crossing Experiential Learning Experience (ELE-X) classes, and can be taken by all NEIU students, including Justice Studies majors. JUST-350 Field Work Seminar is an ELE class offered only to Justice Studies majors.

These are new courses that meet the requirement for the **Experiential Learning Experience Boundary Crossing** courses (ELE-X):

- JUST 321 Violence against Women
- JUST 347 Restorative Justice
- JUST 355 LGBTQ Communities & Crime

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

#### First Year

Term 1		Hours
JUST-109	First Year Experience: Justice In Chicago	3
ENGL-101	Writing I	3
MATH Requirement Course		3
General Education-Social Science		3
General Education-Humanities		3
<b>Term Hours</b>		<b>15</b>
Term 2		Hours
JUST-101	Introduction To Social Justice	3
JUST Elective		3
General Education-Natural Science		3
General Education-Social Science		3
General Education-Fine Arts		3
<b>Term Hours</b>		<b>15</b>
Second Year		Hours
Term 1		Hours
JUST-202	Writing Intensive Program:Justice And Inequality	3
JUST Elective		3
General Education-Humanities		3
General Education-Natural Science		3
General Education-Fine Arts		3
<b>Term Hours</b>		<b>15</b>
Term 2		Hours
JUST-348	Research Methods In Justice Studies	3
JUST Elective		3
General Education-Natural Science		3

General Education-Humanities		3
Minor		3
	<b>Term Hours</b>	<b>15</b>
<b>Third Year</b>		
<b>Term 1</b>		
JUST-301	Theories Of Justice And Social Change	3
JUST Elective		3
Minor Course		3
General Education Course		3
Elective		3
	<b>Term Hours</b>	<b>15</b>
<b>Term 2</b>		
JUST Elective		3
JUST Elective		3
Minor		3
Elective		3
Elective		3
	<b>Term Hours</b>	<b>15</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
JUST-345	Practicum In Justice Studies	3
Minor		3
Elective		3
Elective		3
Elective		3
	<b>Term Hours</b>	<b>15</b>
<b>Term 2</b>		
JUST-350	Field Work Seminar	6
Minor		3
Elective		3
Elective		3
	<b>Term Hours</b>	<b>15</b>
	<b>Total Hours:</b>	<b>120</b>

# Minor in Criminology

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Criminology (18 credit hours)**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Required Courses</b>		
JUST-201	Introduction To The Criminal Justice System	3
JUST-202	Writing Intensive Program:Justice And Inequality	3
JUST-312	Theories Of Criminal Behavior	3
JUST-348	Research Methods In Justice Studies	3
Select two electives in Justice Studies		6
<b>Total Hours</b>		<b>18</b>

**Note:** Two electives are required for this minor with a maximum of three (3) transfer credit hours in Criminal Justice-, Criminology-, or Justice-Studies-oriented courses from other colleges and/or universities toward the minor, subject to approval of the Chair or faculty advisor.

# Minor in Social Justice

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Social Justice (18 credit hours)**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Required Courses</b>		
JUST-101	Introduction To Social Justice	3
JUST-202	Writing Intensive Program:Justice And Inequality	3
JUST-301	Theories Of Justice And Social Change	3
JUST-348	Research Methods In Justice Studies	3
Select two electives in Justice Studies		6
<b>Total Hours</b>		<b>18</b>

**Note:** Two electives are required for this minor with a maximum of three (3) transfer credit hours in Justice Studies-, Criminal Justice-, or Criminology-oriented courses from other colleges and/or universities toward the minor, subject to the approval of the Chair or faculty adviser.



# Latina/o/x and Latin American Studies

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The Latina/o/x and Latin American Studies (LLAS) Program of Northeastern Illinois University provides academic and experiential opportunities to foster a comprehensive understanding of Latino, Latin American and Caribbean peoples and their relationship to each other, the United States, and the world. The program builds on the University's commitment to diversity and community partnerships as it promotes pride in the values of diverse ethnic heritages. Through the coordination of diverse offerings of various departments, the program fosters an interdisciplinary approach to provide students with concepts and skills to interact effectively and constructively in a multicultural context.

- Major in Latina/o/x & Latin American Studies (<http://catalog.neiu.edu/arts-sciences/latino-latin-american-studies/latino-latin-american-studies/>)
- Minor in Latina/o/x & Latin American Studies (<http://catalog.neiu.edu/arts-sciences/latino-latin-american-studies/minor-latino-latin-american-studies/>)

Adam M. Messinger, Ph.D., Professor of Justice Studies, Chair

J. Adrián Castrejón, Ph.D., Assistant Professor, Justice Studies, Program Co-coordinator

Isaura Pulido, Ph.D., Professor, Educational Inquiry and Curriculum Studies, Program Co-coordinator

## Core Faculty

Brandon Bisbey, Ph.D., Professor, World Languages and Cultures

Christina Bueno, Ph.D., Professor, History

Gabriel Cortez, Ph.D., Professor, Literacy, Leadership and Development

E. Mar Garcia, Ph.D., Associate Professor, English

Jon B. Hageman, Ph.D., Professor, Anthropology

Timothy Libretti, Ph.D., Professor, English

Juan R. Martínez, Ph.D., Associate Professor, Sociology

Ana Nieves, Ph.D., Professor, Art + Design

Patricio Rizzo-Vast, Ph.D., Senior Instructor, World Languages and Cultures

Brett C. Stockdill, Ph.D., Professor, Sociology

## LLAS-101. Introduction To Latino & Latin American Studies. 3 Hours.

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-109. FYE:Art, Thought, And Revolution In Chicago. 3 Hours.

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. This 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.

## LLAS-201. Writing Intensive Program: Culture & History Of Latinos. 3 Hours.

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 its largest ethnic minority group.

**Prerequisite:** ENGL-101 with a minimum grade of C.

## LLAS-224. The Chicano Movement. 3 Hours.

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 & The Caribbean. 3 Hours.

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-285. Mexican Chicago. 3 Hours.

This course aims to examine the meaning, conditions, and prospective future of the extensive and long-established Mexican presence in the Chicago region. Beginning with a comparison of Mexican populations in major US urban centers, the course proceeds to urban and suburban dimensions in the Midwest. It examines the complexity of the Mexican population in terms of regional, generational and phenotypical characteristics, as well as in relation to other minority populations in the region. The course highlights specific profiles of members of Mexican communities in the region and incorporates field experiences and online tours of cultural sites and manifestations.

**LLAS-290. Research Methods In Latino And Latin American Studies. 3 Hours.**

The course provides an introduction to the theories and processes of critical inquiry in the social sciences and humanities. Each student conducts a focused review of the literature in response to a specific, identified issue and is introduced to the elements of scholarly writing. The course creates a learning community of scholars working to explore meaningful solutions to identified research questions in Latino and Latin American Studies humanities and social sciences area.

**Prerequisite:** LLAS-101 with a minimum grade of D and LLAS-201 with a minimum grade of D.

**LLAS-301. Field Seminar In Latino & Latin American Studies. 3 Hours.**

The course aims towards the formulation of a sophisticated understanding of social and political life of Latinos in the current context. It combines theoretical insights and documentary information to examine the assets and current challenges of these communities. This course serves as the capstone course for LLAS minors.

**Prerequisite:** LLAS-101 with a minimum grade of C or MCS-101 with a minimum grade of C and LLAS-201 with a minimum grade of C or MCS-201 with a minimum grade of C.

**LLAS-312. Introduction To The Barrio. 3 Hours.**

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-340. Latina/x Feminisms & Social Media. 3 Hours.**

This course has two goals: first, students will become familiarized with a panorama of texts exemplifying the historical trajectory of Latina/x intersectional feminist thought in the United States. During the second half of the course, students will research social media activism and contextualize popular Latina/x social media activists and representation, with special emphasis on the disputes and ongoing developments in group identities and senses of self, as well as broad social and political questions relevant to Latina/o/xs, with an eye towards citizenship, consumerism, and immigration issues.

**LLAS-345. Race, Class, Gender & Latinos. 3 Hours.**

This course is an analytical overview of the complexity of Latino community/ies. The course aims towards the formulation of a sophisticated understanding of social and political life of Latinos in the current context. It combines theoretical insights and documentary information to examine the assets and current challenges of these communities.

**LLAS-346. Introduction To Oral History For Communities. 3 Hours.**

This course introduces students to oral history, a practice that has expanded to many disciplines for its ability to providing information on aspects of life missing from documentary sources and offering different perspectives on historical events and processes. Notably, oral history is used in recovering the experiences of ordinary people. Students will gain knowledge and skills for engaging people in communities in telling their own stories. Students will learn the principles of oral history methodology by analyzing theoretical, ethical, and practical challenges interviewers and researchers face. Students will also learn basic skills on interviewing, transcribing, and abstracting oral histories.

**Prerequisite:** LLAS-290 with a minimum grade of C or JUST-241 with a minimum grade of C.

**LLAS-347. The U.S.-Mexican Border. 3 Hours.**

This course examines the instrumental role that the international boundary plays in the regional and international contacts between Mexico and the United States. It examines origins and transformation of the current border demarcation and underscores the strategic role it plays in social and economic respects for both countries regarding trade, industrial production, and migration. Particular attention is placed on the contrasting impacts of this strategic role on the lives of the residents of this binational setting in terms of social, economic, environmental, and political characteristics. Symbolic aspects of the region in both countries will also be explored.

**LLAS-348. Mestiza/o Ways Of Knowing. 3 Hours.**

This course focuses on the hybrid character of Latino and Latin American identities. It focuses on the notion of Mestizaje, a central concept to refer to the blending of indigenous and other cultural roots in Latin America. It emphasizes the multi-racial and multi-cultural character of Latino and Latin American populations. Yet, the manifestation of these blendings varies--countries like Argentina and Chile, for example, manifest clearer European influences while Colombia, Dominican Republic, Haiti, and others, present more evident African influences. The course examines recent academic claims that hybridity influences the senses of the world.

**LLAS-349. Gloria Anzaldúa: A Deep Dive. 3 Hours.**

This course is a "deep dive" into the particular social, political and economic factors contributing to the work of a single author over the long arc of her career, along with her particular contributions to literary culture in her time. Extensive reading involving a representative array of the author's work and a wide variety of critical essays on that work will provide students excellent bases for their research, writing and class discussion, culminating in an essay or creative project suitable for public presentation or publication. This section of the course focuses on the work of Gloria Anzaldúa, as well as her collaborators and literary intellectual/artistic successors.

**LLAS-350. Latinos In A Transnational Perspective. 3 Hours.**

This course focuses on transnational contacts between Latinos and their communities of origin in Latin America. Latino immigrants, and often their U.S. born offspring, create and maintain support networks with family and other members left in their sending communities. Transnational networks involve individuals as well as groups. "Remittances," the money transferred through these networks from the U.S. to Latin American, have become the main source of foreign currency to Latin American Countries and are seen as a key promoter of development throughout Latin America. The course examines competing theoretical approaches to these networks and effects.

**LLAS-351. Latinos And Immigration. 3 Hours.**

The course examines social and cultural dimensions of the arrival and incorporation of Latin American immigrants to the United States. It reviews migratory flows across time and regions of the country. Through a discussion-based class, students explore immigration through diverse readings from a wide variety of fields (i.e. history, political science, sociology). The readings provide a comparative range of immigrant experiences from different Latin American countries and different time periods. This comparison will provide a broad exposure of the topic from which students will select a specific topic pertinent to personal and professional interest for their individual assignments.

**LLAS-353. Latino Diversities. 3 Hours.**

Latinos, the largest ethnic minority of the country, are far from comprising a homogeneous or cohesive group. This course examines various ways in which members of this umbrella group differ in their respective histories in this country, their integration processes, and potential outlooks. The examination goes beyond the distinction related to migratory or ancestral ties to Latin American countries to ascertain contrasts within and among groups. Thus, beyond contrast among Mexicans and Salvadorans, for example, students will explore differences within each of these two groups. Topics such as social mobility, educational attainments, labor force participation, and political involvement are some of many options students will be able to select for their research projects.

**LLAS-361. Queer Latin American Narrative And Film. 3 Hours.**

This course explores the representation of sexual diversity and gender nonconformity in Latin American cultural production (narrative and film) from a perspective informed by feminist theory, LGBT studies and queer theory. Students critically engage these theoretical paradigms while developing research skills and proficiency in oral and written expression through class assignments, including a final research paper.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**LLAS-381. Independent Study In Latina/o And Latin American Studies. 1 Hour.**

An intensive investigation of an area of Latina/o and Latin American studies.

**LLAS-382. Independent Study In Latina/o And Latin American Studies. 2 Hours.**

An intensive investigation of an area of Latina/o and Latin American Studies.

**LLAS-383. Independent Study In Latina/o And Latin American Studies. 3 Hours.**

An intensive investigation of an area of Latina/o and Latin American Studies.

**LLAS-383S. Special Topics In Latina/o And Latin American Literary And Cultural Studies. 3 Hours.**

Varying topics in the field of Latinx and Latin American literary and cultural studies.

**LLAS-384. Drugs, Intoxication And Addiction In The Americas. 3 Hours.**

This course is an interdisciplinary approach to drugs, intoxication and addiction in the Americas. Students will challenge received knowledge on these topics by analyzing cultural products that portray drug trafficking, consumption and addiction and by engaging with critical theory that problematizes the role of drugs in our society and the social harms caused by prohibition. Special emphasis will be given to the ways that various systems of oppression, such as capitalism, racism, (neo)colonialism and patriarchy, intersect in the economy of drugs and how peripheral perspectives from the Global South can indicate more liberating perspectives on the relationship between humans and intoxicants.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**LLAS-391. Internship In Latina/o & Latin American Studies. 3 Hours.**

This capstone course is an opportunity for students to culminate their Latino studies concentration with an internship tailored to enhance their understanding of social and political life of Latinos. The internship will be an intense course that will give students the opportunity to apply the knowledge and skills developed over the course of their undergraduate career to an actual work setting. Students should expect to work closely with site supervisor, others at internship site, seminar classmates, and Professor.

**Prerequisite:** LLAS-101 with a minimum grade of C and LLAS-201 with a minimum grade of C and LLAS-290 with a minimum grade of C.

**LLAS-392. Internship In Latin American Studies. 3 Hours.**

This capstone course is an opportunity for students to culminate their Latin American studies concentration with an internship tailored to enhance their understanding of social and political life of Latin Americans. The internship will be an intense course that will give students the opportunity to apply the knowledge and skills developed over the course of their undergraduate career to an actual work setting. Students should expect to work closely with site supervisor, others at internship site, seminar classmates, and Professor.

**Prerequisite:** LLAS-101 with a minimum grade of C and LLAS-201 with a minimum grade of C and LLAS-290 with a minimum grade of C.

**LLAS-393. Independent Studies In Latino & Latin American Studies. 3 Hours.**

Academic credit for special research project student conducts with individual guidance from a faculty member. Projects that could be completed in an established course are not appropriate for Independent Study. Student must submit project proposal to the faculty member in the semester prior to the one in which the project is to be conducted. Independent Study requires approval of instructor, coordinator of program, department chair and college dean.

**Prerequisite:** LLAS-101 with a minimum grade of C and LLAS-201 with a minimum grade of C and LLAS-290 with a minimum grade of C.

# Major in Latina/o/x & Latin American Studies

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

Major in Latina/o/x & Latin American Studies (LLAS) for the Bachelor of Arts Degree

Code	Title	Hours
LLAS-101	Introduction To Latino & Latin American Studies	3
LLAS-201	Writing Intensive Program: Culture & History Of Latinos	3

Latin American Language: Select two courses taught in Spanish, Portuguese, French or an indigenous language from Latin America.

Electives. Select eight electives from the list below. Two of the eight electives must be LLAS courses. Six of the electives must be 300-level.

Code	Title	Hours
<b>ELECTIVES</b>		
<b>Anthropology</b>		
ANTH-221	Peoples Of South America	3
ANTH-225	Peoples Of Mexico/Central America/Caribbean	3
ANTH-250	Latin American Archaeology	3
ANTH-373	Urban Anthropology <sup>1</sup>	3
ANTH-374	The Maya	3
ANTH-380	Archaeological Field School	6
<b>Art</b>		
Consult the department for applicable courses.		
<b>Educational Foundations</b>		
EDFN-314L	Gender, Race, And Class Issues In Education	3
<b>English</b>		
ENGL-349G	Gloria Anzaldúa: A Deep Dive	3
ENGL-365	Caribbean Literature	3
ENGL-369	U.S. Latino/a Literature And Culture	3
ENGL-382	Chicana/o/x Literature	3
<b>Geography and Environmental Studies</b>		
GES-302G	Regional Geography: Caribbean	3
GES-302X	Regional Geography: Latin America	3
GES-347	Gentrification And Urban Redevelopment <sup>1</sup>	3
GES-348	Latino Metropolis	3
<b>History</b>		
HIST-111D	World History: Latin America	3
HIST-332B	United States Foreign Relations 1914 - Present	3
HIST-333	International Migration In U.S. History	3
HIST-350	History Of Brazil	3
HIST-351	Central America And The Caribbean	3
HIST-353	History Of Mexico	3
HIST-354	Contemporary Latin America	3
HIST-392	Problems In History <sup>1</sup>	3
<b>Justice Studies</b>		
JUST-319	Latinos/as & The Criminal Justice System	3
JUST-346	Introduction To Oral History For Communities	3
JUST-370	Immigration In Global Perspective	3
JUST-371	U.S. Immigration Policy & Human Rights In The Americas	3
<b>Latina/o and Latin American Studies</b>		
LLAS-224	The Chicano Movement	3
LLAS-225	Puerto Ricans & The Caribbean	3
LLAS-301	Field Seminar In Latino & Latin American Studies	3
LLAS-312	Introduction To The Barrio	3
LLAS-345	Race, Class, Gender & Latinos	3
LLAS-351	Latinos And Immigration	3
LLAS-353	Latino Diversities	3
LLAS-361	Queer Latin American Narrative And Film	3
LLAS-393	Independent Studies In Latino & Latin American Studies	3

**Philosophy**

PHIL-364	Critical Race Theory	3
PHIL-367	Postcolonialism	3

**Political Science**

PSCI-329	Minority Politics In The United States	3
PSCI-331	Latinos & Public Policy	3
PSCI-332	Latinos & The Law	3
PSCI-333	Immigration, Ethnicity, And Citizenship	3
PSCI-365	Politics And Government Of Mexico, Central America And The Caribbean	3
PSCI-366	Politics And Governments Of South America	3
PSCI-386	Globalization & Politics	3

**Psychology**

PSYC-317	Latino Psychology: Mental Health & The Latino Experience In The USA	3
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**Social Work**

SWK-203	Analysis Of Cross Culture Interaction <sup>1</sup>	3
SWK-308	Social Work Practice With Immigrants & Refugees I	3
SWK-324	Social Work With Latino Communities	3

**Sociology**

SOC-270	Sociology Of Latinas	3
SOC-314	Urban Sociology <sup>1</sup>	3
SOC-316	Race And Ethnic Relations	3

**Spanish**

SPAN-314	Latin American Culture	3
SPAN-321	Latin American Literature I	3
SPAN-323	Latin American Literature II	3
SPAN-352	Puerto Rican Literature	3
SPAN-356	Realism And Naturalism In Spanish American Literature	3
SPAN-358	El Modernismo	3
SPAN-364	Chicago's Latin@ Literature & Culture	3
SPAN-368	Latin American Cinema	3
SPAN-371	Seminar: José Martí	3
SPAN-372	Alejo Carpentier	3
SPAN-374	Isabel Allende	3
SPAN-376	Gabriel García Márquez	3
SPAN-377	Caribbean Literature	3
SPAN-378	Mexican Literature	3
SPAN-379	Latin American Theater	3
SPAN-381	Contemporary Latin American Narrative	3

**Teacher Education**

BLBC-338	Bilingualism And Education	3
BLBC-342	Assessment In The Bilingual Classroom	3
SCED-303F	Teaching Modern Foreign Languages In The Secondary School	3

**Teaching English as a Second Language**

TESL-320K	Language & Culture: Latin America	3
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**World Languages & Cultures**

WLC-200L	Introduction To Latin American Cultures	3
WLC-340	Latina/x Feminisms & Social Media	3

<sup>1</sup> Requires LLAS Advisor approval to count as a LLAS Major/Minor elective.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

**First Year**

<b>Term 1</b>		<b>Hours</b>
ENGL-101	Writing I	3
General Education-Social/Behavioral		3
General Education-Natural Science		3
General Education-Humanities		3
General Education-Fine Arts		3

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<b>Term Hours</b>	<b>15</b>
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<b>Term 2</b>		
LLAS-101	Introduction To Latino Latin American Studies	3
General Education-Social/Behavioral		3
General Education-Humanities		3
General Education-Quantitative Math		3
Elective		3

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<b>Term Hours</b>	<b>15</b>
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**Second Year**

<b>Term 1</b>		
LLAS-201	Writing Intensive Program: Culture History Of Latinos	3
LLAS Elective		3
General Education-Social/Behavioral		3
General Education-Natural Science		3
General Education-Fine Arts		3

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<b>Term Hours</b>	<b>15</b>
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<b>Term 2</b>		
LLAS Elective		3
Language Course		3
General Education-Social/Behavioral		3
General Education-Natural Science		3
General Education-Fine Arts		3

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<b>Term Hours</b>	<b>15</b>
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**Third Year**

<b>Term 1</b>		
LLAS Elective		3
Language Course		3
Elective/Minor		3
Elective		3
Elective		3

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<b>Term Hours</b>	<b>15</b>
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<b>Term 2</b>		
LLAS Elective		3
Language Course		3
Elective		3
Elective/Minor		3
Elective/Minor		3

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<b>Term Hours</b>	<b>15</b>
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**Fourth Year**

<b>Term 1</b>		
LLAS-290	Research Methods In Latino And Latin American Studies	3
LLAS Elective		3
Elective/Minor		3
Elective		3
Elective		3

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<b>Term Hours</b>	<b>15</b>
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<b>Term 2</b>		
LLAS Capstone 391/392		3
Elective/Minor		3
Elective/Minor		3

Elective		3
Elective		3
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	<b>Term Hours</b>	<b>15</b>
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	<b>Total Hours:</b>	<b>120</b>



# Minor in Latina/o/x & Latin American Studies

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Latina/o/x & Latin American Studies (18 credit hours)**

Code	Title	Hours
<b>Required Courses</b>		
LLAS-101	Introduction To Latino & Latin American Studies	3
LLAS-201	Writing Intensive Program: Culture & History Of Latinos	3
Electives: Select four electives from the list below. One elective must be a LLAS course.		12
<b>Total Hours</b>		<b>18</b>

Code	Title	Hours
<b>ELECTIVES</b>		
<b>Anthropology</b>		
ANTH-221	Peoples Of South America	3
ANTH-225	Peoples Of Mexico/Central America/Caribbean	3
ANTH-250	Latin American Archaeology	3
ANTH-373	Urban Anthropology <sup>1</sup>	3
ANTH-374	The Maya	3
ANTH-380	Archaeological Field School	6
<b>Art</b>		
ARTH-305	Ancient Mesoamerican Art & Architecture	3
ARTH-306	Ancient South American Art & Architecture	3
ARTH-307	Art Of Latin America (1810-Present)	3
<b>Educational Foundations</b>		
EDFN-314L	Gender, Race, And Class Issues In Education	3
<b>English</b>		
ENGL-365	Caribbean Literature	3
ENGL-369	U.S. Latino/a Literature And Culture	3
ENGL-382	Chicana/o/x Literature	3
<b>Geography and Environmental Studies</b>		
GES-302G	Regional Geography: Caribbean	3
GES-302X	Regional Geography: Latin America	3
GES-347	Gentrification And Urban Redevelopment <sup>1</sup>	3
GES-348	Latino Metropolis	3
<b>History</b>		
HIST-111D	World History: Latin America	3
HIST-332B	United States Foreign Relations 1914 - Present	3
HIST-333	International Migration In U.S. History	3
HIST-350	History Of Brazil	3
HIST-351	Central America And The Caribbean	3
HIST-353	History Of Mexico	3
HIST-354	Contemporary Latin America	3
HIST-392	Problems In History <sup>1</sup>	3
<b>Justice Studies</b>		
JUST-319	Latinos/as & The Criminal Justice System	3
JUST-346	Introduction To Oral History For Communities	3
JUST-370	Immigration In Global Perspective	3
JUST-371	U.S. Immigration Policy & Human Rights In The Americas	3
<b>Latina/o and Latin American Studies</b>		
LLAS-224	The Chicano Movement	3
LLAS-225	Puerto Ricans & The Caribbean	3
LLAS-290	Research Methods In Latino And Latin American Studies	3
LLAS-301	Field Seminar In Latino & Latin American Studies	3
LLAS-312	Introduction To The Barrio	3

LLAS-345	Race, Class, Gender & Latinos	3
LLAS-351	Latinos And Immigration	3
LLAS-353	Latino Diversities	3
LLAS-361	Queer Latin American Narrative And Film	3
LLAS-391	Internship In Latina/o & Latin American Studies	3
LLAS-393	Independent Studies In Latino & Latin American Studies	3
<b>Philosophy</b>		
PHIL-364	Critical Race Theory	3
PHIL-367	Postcolonialism	3
<b>Political Science</b>		
PSCI-329	Minority Politics In The United States	3
PSCI-331	Latinos & Public Policy	3
PSCI-332	Latinos & The Law	3
PSCI-333	Immigration, Ethnicity, And Citizenship	3
PSCI-365	Politics And Government Of Mexico, Central America And The Caribbean	3
PSCI-366	Politics And Governments Of South America	3
PSCI-386	Globalization & Politics	3
<b>Psychology</b>		
PSYC-317	Latino Psychology: Mental Health & The Latino Experience In The USA	3
<b>Social Work</b>		
SWK-203	Analysis Of Cross Culture Interaction <sup>1</sup>	3
SWK-308	Social Work Practice With Immigrants & Refugees I	3
SWK-324	Social Work With Latino Communities	3
<b>Sociology</b>		
SOC-270	Sociology Of Latinas	3
SOC-314	Urban Sociology <sup>1</sup>	3
SOC-316	Race And Ethnic Relations	3
<b>Spanish</b>		
SPAN-314	Latin American Culture	3
SPAN-321	Latin American Literature I	3
SPAN-323	Latin American Literature II	3
SPAN-352	Puerto Rican Literature	3
SPAN-356	Realism And Naturalism In Spanish American Literature	3
SPAN-358	El Modernismo	3
SPAN-364	Chicago's Latin@ Literature & Culture	3
SPAN-368	Latin American Cinema	3
SPAN-371	Seminar: José Martí	3
SPAN-372	Alejo Carpentier	3
SPAN-374	Isabel Allende	3
SPAN-376	Gabriel García Márquez	3
SPAN-377	Caribbean Literature	3
SPAN-378	Mexican Literature	3
SPAN-379	Latin American Theater	3
SPAN-381	Contemporary Latin American Narrative	3
<b>Teacher Education</b>		
BLBC-338	Bilingualism And Education	3
BLBC-342	Assessment In The Bilingual Classroom	3
SCED-303F	Teaching Modern Foreign Languages In The Secondary School	3
<b>Teaching English as a Second Language</b>		
TESL-320K	Language & Culture: Latin America	3
<b>World Languages &amp; Cultures</b>		
WLC-200L	Introduction To Latin American Cultures	3

4 Minor in Latina/o/x & Latin American Studies

<sup>1</sup> Requires LLAS Advisor approval to count as a LLAS Major/Minor elective.

# Linguistics

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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. 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/academics/college-of-arts-and-sciences/departments/linguistics> (<http://www.neiu.edu/academics/college-of-arts-and-sciences/departments/linguistics/>).

- Minor in Linguistics (<http://catalog.neiu.edu/arts-sciences/linguistics/minor-inguistics/>)

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.

## Elementary and Early Childhood Minors

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

- Master of Arts in Linguistics (<http://catalog.neiu.edu/arts-sciences/linguistics/master-arts-linguistics/>)

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## Master of Arts in Teaching in elementary education (formerly M.A.T.: Language arts)

MA Linguistics courses are open to students seeking an M.A. in Teaching in Elementary Education. 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.

Bradley Greenburg, Ph.D., Professor of English, Chair

## LINGUISTIC FACULTY

Richard W. Hallett, Ph.D., Professor, Program Coordinator

Lewis Gebhardt, Ph.D., Associate Professor, Graduate Advisor

## Affiliated Faculty

Denise Cloonan Cortez, Ph.D., Professor, Chair of World Languages & Culture Department

Lisa Hollis-Sawyer, Ph.D., Associate Professor, Gerontology Program Coordinator of Psychology Department

Francisco Iacobelli, Ph.D., Associate Professor, Computer Science Department

Christopher L Schroeder, Ph.D., Professor, English Department

### LING-109. First Year Experience: Language And Diversity In Chicago. 3 Hours.

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 Hours.

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 Hours.**

Introduction to basic principles of psycholinguistics and sociolinguistics. Subjects covered may include dialect variation, language and the brain, child language acquisition, language and gender, conversational analysis, non-verbal behavioral, pidgins and creoles, and sign language. The course is designed for students having no background in linguistics. This course meets one of the Humanities requirements of the General Education Program as well as the Improving Human Relations requirement.

**LING-201. Introduction To General Linguistics. 3 Hours.**

Nature and structure of languages and American English in particular. An overview of the description of language systems in terms of phonology (sound systems), morphology (word formation) and syntax (sentence organization). May also include an introduction to the areas of semantics (word meaning), pragmatics (the rules of the use of language in social contexts and conversation), and dialectology (cultural and geographical varieties of language use), and a look at the history of English and its relationship to other languages.

**LING-300. English Grammar In The Classroom. 3 Hours.**

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 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.

**Prerequisite:** LING-120 with a minimum grade of C or LING-201 with a minimum grade of C.

**LING-301. History Of The English Language. 3 Hours.**

Historical descriptive linguistic survey of English from its origins to modern English.

**Prerequisite:** LING-201 with a minimum grade of C.

**LING-302. Theory Of Grammar. 3 Hours.****LING-303. Grammars Of English. 3 Hours.**

A descriptive and historical analysis of English grammar.

**Prerequisite:** LING-201 with a minimum grade of C.

**LING-304. Introduction To Phonetics & Phonology. 3 Hours.**

This class provides a foundation in the acoustic and articulatory properties of the sounds used in human languages and introduces theories about the systematic variation of sounds in ordinary speech. Through reading, problem solving and class discussion, students become familiar with basic phonetics, the analysis of sounds into features, both rule-based and constraint-based theories of sound variation, and the structure of sound at the segment, syllable and phrase levels. Prereq: or consent of instructor.

**Prerequisite:** LING-201 with a minimum grade of C.

**LING-310. Historical/Comparative Linguistics. 3 Hours.**

**Prerequisite:** LING-201 with a minimum grade of C.

**LING-316. Languages And Cultures: Middle East And North Africa. 3 Hours.**

This course introduces students to the languages, cultures, values, preconceptions, and misconceptions associated with the region known as the Middle East and North Africa (MENA). A variety of sources, including academic texts, articles, fiction, poetry, film, and the visual arts, may be presented to illustrate the complex of languages and cultures of the MENA region.

**Prerequisite:** LING-201 with a minimum grade of C or LING-322 with a minimum grade of C or ANTH-212 with a minimum grade of C or HIST-111F with a minimum grade of C or HIST-391 with a minimum grade of C.

**LING-320G. Language And Culture: Aboriginal Australia. 3 Hours.**

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.

**Prerequisite:** LING-201 with a minimum grade of C.

**LING-320N. Language And Culture: Native American. 3 Hours.**

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.

**Prerequisite:** LING-201 with a minimum grade of C.

**LING-322. Introduction To Sociolinguistics. 3 Hours.**

A look at language variation based on social contexts. Includes ethnic, regional and social dialects, language and gender, and pidgin and creole language systems.

**LING-323. First & Second Language Acquisition. 3 Hours.**

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.

**Prerequisite:** LING-201 with a minimum grade of C.

**LING-325. Language And Disability: Comparative Language Development. 3 Hours.**

This course introduces students to normative and non-normative modes of language development and use. We look at language through a critical disability lens to show how language differences create marginalization. We start by studying language development in the first years of life to understand how our environment influences our brain and language development. We then explore individual differences in language development, the pathology of language-related disorders, as well as non-normative ways of "doing" language to identify and challenge ableist beliefs about language. Topics covered include language acquisition, language modalities, sign language, language disorders, bilingualism, racialized language, language ideologies.

**LING-326. Narratives Of The Jewish Experience. 3 Hours.**

This course focuses on stories told in contemporary Jewish communities as illustrative of the Jewish experience. Narrative is both representative and constructive of life experience, memory, and identity. We will listen to and analyze stories collected by others and available to wide audiences, and to stories we collect through interactions and interviews. Analyses will be conducted within a narratological framework that blends discursive and psycho-analytic theory and practice. Students will gather oral narratives from family members, community members, political and religious leaders, and educators with the goal of analyzing how stories both reveal and construct personal and social identities.

**LING-330. Language, Gender, And Sexuality. 3 Hours.**

This course introduces students to gender and sexual identity as they connect to language, meaning, and interaction. We first consider how language mediates, and is mediated by, social constructions of sex, gender, and sexuality. We then explore how language is used to perform gender and sexual identity, and how gender and sexual identity are perceived through linguistic expression. Students will gain an understanding of how language creates, maintains, challenges, and reconfigures social hierarchies and structures. Areas investigated include language variation and gender stereotypes; expression and perception of sexual identity through language; power and women's status; male vs. female communicative styles.

**LING-335. Language And Discrimination. 3 Hours.**

This course examines the ways our beliefs about language lead to social discrimination in various public and private contexts. Language use is a powerful tool of social identity construction, and often an unrecognized way in which speakers are categorized into social groupings. We will explore issues concerning language-based discrimination in public institutions and private contexts, how children are taught to discriminate, how language discrimination affects us as adults, regional and ethnically linked dialects, ideologies about language and language variation, hate speech and political correctness, linguistic diversity and language policy, and language endangerment.

**LING-337. Ethnography Of Communication. 3 Hours.**

This course adopts ethnographic methodology to explore the acquisition and performance of communicative competence in a variety of professional settings. The concept of communicative competence has its origins in the field of sociolinguistics - the branch of linguistics that studies the relationship between language and culture or, as sometimes defined, language in society. Key to one segment of sociolinguistic research and practice is the field of ethnography of communication, initiated by anthropological linguist Dell Hymes and John Gumperz. Ethnography of communication focuses on identifying and analyzing "the situations and uses, the patterns and functions of speaking as an activity in its own right" (Hymes 1974). In so doing, the theory and application of this field focuses on identifying the norms of appropriate language use in interaction in given social domains.

**Prerequisite:** LING-322 with a minimum grade of B.

**LING-338. Introduction To Syntactic Theory. 3 Hours.**

Following the ground work established over the past 15 years, this course will introduce students to modern syntactic theory as practiced within the Minimalist Program. An emphasis will be placed on the methodological and theoretical achievements of this area of research as developed in the past decade. Students will further examine the notions of functional and lexical projections, empty categories, feature checking operations, various kinds of movement and merge operations, and locality constraints.

**Prerequisite:** LING-201 with a minimum grade of B and LING-303 with a minimum grade of B.

**LING-344. Linguistics And Reading. 3 Hours.**

Relationship between language and structure and the reading process with emphasis on the practical problems such as the variety of dialectically different sound-symbol-correspondences in English, the perception of speech sounds, the reader's interpretation of syntactic and semantic structures, various alphabetic systems for teaching beginning reading, and an analysis of linguistic texts for teaching reading. Designed to be useful to the in-service classroom teacher as well as to undergraduates.

**LING-347. The Origin Of Language. 3 Hours.**

Organized as a seminar, this course discusses recent theories concerned with how, when and why language appeared in the human lineage. Students are introduced to scholarship from a range of fields including linguistics, cognitive science, philosophy, anthropology, primatology and evolutionary biology to address questions including: What is language? What cognitive and social preconditions underlie it? What are the similarities and differences between human language and other animals' communication systems? What language-specific biological wiring may exist at the core of the human language faculty? How was language adaptive for those humans? Did language emerge relatively recently and suddenly, or gradually over millions of years? Permission of instructor required.

**Prerequisite:** LING-201 with a minimum grade of C or BIO-201 with a minimum grade of C or ANTH-212 with a minimum grade of C or ANTH-215 with a minimum grade of C.



**LING-352. Introduction To Psycholinguistics. 3 Hours.**

This course introduces and explores the links between the physiological, cognitive, structural and sociolinguistic aspects of language. Students receive a comprehensive overview of the mechanisms involved in the production and comprehension of language and the development of language, memory and learning, from childhood and throughout adulthood. Various models of language production and comprehension are considered as we look at the interface between current linguistic principles and the brain.

**Prerequisite:** LING 201 with a minimum grade of D.

**LING-361. Introduction To World Englishes. 3 Hours.**

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.

**Prerequisite:** LING-201 with a minimum grade of C.

**LING-362. Linguistics And Literature. 3 Hours.**

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. By permission of instructor.

**Prerequisite:** LING-201 with a minimum grade of C.

**LING-363. Graphic Narratives: Linguistic And Visual Semiotic Approaches. 3 Hours.**

This course situates the graphic narrative as a complex, cultural form that deserves academic attention. Together, we will analyze how images and words interact in graphic narratives to create new identity formations, new cultural meanings, new knowledge webs, new histories, and new narratives.

**Prerequisite:** LING-120 with a minimum grade of C or LING-201 with a minimum grade of C.

**LING-366. Language And The Beatles. 3 Hours.**

This course introduces the music of the Beatles by focusing on the language they used, particularly in their song lyrics. Students will learn how the tools and theories of sociolinguistics, phonetics, phonology, and music can be applied in order to further appreciate and analyze the words of this culturally significant band. Music recordings, lyrics books, and academic writings in both linguistics and related fields will be used by the students to form their own conclusions and present them.

**Prerequisite:** LING-201 with a minimum grade of C.

**LING-380. Introduction To Corpus Linguistics. 3 Hours.**

This course aims to introduce students to theories and methods of corpus-based linguistic research. We will work with available tools and machine-readable corpora (large collections of texts) as a basis for linguistic description and language learning. Topics covered include language description and comparison, language change and current trends, genre and discourse analysis, first and second language acquisition, corpora in classroom instruction, etc. Students will learn how to analyze, visualize, and present data extracted from a corpus, as well as formulate and test hypotheses against evidence provided by a corpus. A basic understanding of language and grammatical categories is required.

**LING-391F. Advanced Grammatical Analysis: Mandan. 3 Hours.**

This is a course in advanced linguistic analysis. It focuses on the extremely endangered Siouan language, Mandan. Students will learn how to do linguistic research through a critical analysis of existent Mandan texts and explore various aspects of Mandan grammar. Topics may include any aspect of morphology, syntax, or narrative discourse structure.

**Prerequisite:** LING-201 with a minimum grade of B and LING-303 with a minimum grade of B and LING-322 with a minimum grade of B.

**LING-391N. Advanced Grammatical Analysis: Biloxi. 3 Hours.**

This is a course in advanced linguistic analysis. It focuses on the extinct Siouan language, Biloxi. Students will learn how to do linguistic research through a critical analysis of existent Biloxi texts and explore various aspects of Biloxi grammar. Topics may include any aspect of morphology, syntax, or narrative discourse structure.

**Prerequisite:** LING-201 with a minimum grade of B and LING-303 with a minimum grade of B and LING-322 with a minimum grade of B.

**LING-391O. Advanced Grammatical Analysis: Crow. 3 Hours.**

This is a course in advanced linguistic analysis. It focuses on the endangered Siouan language, Crow. Students will learn how to do linguistic research through a critical analysis of existent Crow texts and explore various aspects of Crow grammar. Topics may include any aspect of morphology, syntax, or narrative discourse structure.

**Prerequisite:** LING-201 with a minimum grade of B and LING-303 with a minimum grade of B and LING-322 with a minimum grade of B.

**LING-400. English Pedagogical Grammar. 3 Hours.**

This course introduces the basics of sentence structure in English with the purpose of enabling future teachers to teach English grammar successfully in multicultural classrooms. 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 different varieties and registers of spoken and written English and to the relationship between grammar and language arts instruction.



**LING-401. Fundamentals Of Modern Linguistics. 3 Hours.**

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. By permission of instructor.

**LING-405. Typology. 3 Hours.**

Typology studies the similarities and differences among human languages. We observe which categories (such as noun, verb, past) and which structures (such as questions, passive, causative) are universal, common or rare among the world's languages and how they are crosslinguistically similar and different. We then ask why languages seem to prefer some categories and constructions over others and what that might say about the human capacity for language. Through reading, problem solving and fieldwork, students learn about these language structures and discuss proposed explanations for why languages are the way they are.

**LING-416. Languages & Cultures Of The Middle East And North Africa. 3 Hours.**

This course provides an overview of languages and cultures associated with the region known as the Middle East and North Africa. This course will examine the structure of one or more language(s) spoken in this region, focusing on the phonology, morphology, and syntax of the language(s). The focus of the class may be on the culture(s) of one specific country or territory or from a larger sub-area of the Middle East. No prior knowledge of a Semitic, Turkic, or Indo-European language (other than English) is necessary.

**Prerequisite:** LING-401 with a minimum grade of C.

**LING-422. Phonetics & Phonology. 3 Hours.**

This class provides a foundation in the acoustic and articulatory properties of the sounds used in human languages and introduces theories about the systematic variation of sounds in ordinary speech. Through reading, problem solving and class discussion, students become familiar with basic phonetics, the analysis of sounds into features, both rule-based and constraint-based theories of sound variation, and the structure of sound at the segment, syllable and phrase levels. By consent of instructor.

**Prerequisite:** LING-401 with a minimum grade of C.

**LING-423. Advanced Phonetics And Phonology. 3 Hours.**

A sequel to LING-422 Phonetics and Phonology, this course advances students' understanding of principles and their ability to critically analyze problems concerning the acoustic and articulatory nature of sounds in human language. Topics include articulatory and acoustic phonetics, rule-based and constraint-based theories, segments and phonological features, syllables and moras, stress, tone and intonation and prosody. This course requires research in sound documentation using current recording technology. Students must evaluate various phonological theories and present findings orally and in written formats, to present data clearly and develop linguistics-oriented argumentation style, readying them for academic participation in scholarly journals, at conferences.

**Prerequisite:** LING-422 with a minimum grade of B.

**LING-427. Morphology. 3 Hours.**

The goal of morphology is to understand word structure and speakers' implicit knowledge of the components of words and their properties. By looking at data from many languages, students will become familiar with morphological processes such as derivation, inflection, compounding, incorporation and cliticization and with various proposals to account for word structure in languages. By consent of instructor.

**Prerequisite:** LING-401 with a minimum grade of C.

**LING-430C. Structure Of Language: Lakhota. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C and LING-422 with a minimum grade of C and LING-437 with a minimum grade of C.

**LING-433. Lexicography. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C.

**LING-435. Semantics. 3 Hours.**

What is meaning? How does word meaning contribute to sentence meaning? How are sentences semantically related to each other? How do words and sentences connect to the world and our thoughts about it? This course introduces the basic principles of semantics and how they are applied to a scientific analysis of meaning in language. Topics covered include the components of word meaning, the composition of words into sentence meaning, logic and truth conditions, lexical semantics, formal semantics and the pragmatic effects of context on meaning.

**Prerequisite:** LING-401 with a minimum grade of C and LING-437 with a minimum grade of C.

**LING-436. Advanced Semantics And Pragmatics. 3 Hours.**

Building on the introductory LING-435 Semantics course, this course pursues more substantive analyses of fundamental issues in semantics and pragmatics. Through readings of primary sources and analysis of original data, students deepen their understanding of concepts and problems in the field. Among the semantics issues examined are lexical semantics, reference, definiteness and specificity, quantification, and various formal methods for relating expressions to meaning and relating semantics to syntax. The semantic-syntax-pragmatics interface is also explored, with a more detailed study of Gricean implicature as well as recent analyses in neo-Gricean theory and relevance theory.

**Prerequisite:** LING-435 with a minimum grade of B.

**LING-437. Introduction To Generative Grammar. 3 Hours.**

This course introduces the study of sentence structure in natural language, with a goal of characterizing the unconscious knowledge that speakers have for recognizing, producing and interpreting any sentence in their language. Working within a Chomskyan generative approach, students analyze data in English and other languages to become familiar with issues such as constituent structure, argument structure and theta roles, case, movement and empty categories. Emphasis is placed on theory building and generalizing particular solutions to what might be universals about sentence grammar.

**Prerequisite:** LING-401 with a minimum grade of C.

**LING-438. Syntax. 3 Hours.**

This advanced course builds on Ling 437, reviewing basic principles of syntax and investigating them in greater detail. Students are introduced to recent literature on syntax, mostly within a generative perspective, but the strategy of the class is also to have students explore issues, analyze data and come up with their own proposals to various problems under Minimalist assumptions. The class also emphasizes theory building and justifying many assumptions that underlie syntactic theory. Topics include clause structure, noun phrase structure and the interface between syntax and semantics.

**Prerequisite:** LING-401 with a minimum grade of C and LING-437 with a minimum grade of C.

**LING-439. Research Methods And Statistics For Linguists. 3 Hours.**

LING-439 introduces statistics and research design for linguists, focusing on statistical methods most often used in the fields of language variation and change, meaning and grammaticality judgments, language production and perception, acquisition, etc. Topics include probability, statistical inference, sampling, and common tests such as t-test, chi-square, sign, analysis of variance, linear correlation and regression, each directed toward linguistics research.

**Prerequisite:** LING-401 with a minimum grade of C and LING-446 with a minimum grade of C and (LING-405 with a minimum grade of C or LING-437 with a minimum grade of C) and (LING-435 with a minimum grade of C or LING-422 with a minimum grade of C).

**LING-440. Linguistics And Literacy. 3 Hours.**

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 skill; pedagogical implications of linguistic views on literacy.

**Prerequisite:** LING-401 with a minimum grade of C.

**LING-446. Sociolinguistics. 3 Hours.**

Sociolinguistics examines ways in which language practices of individuals and communities vary in relation to social, cultural, and individual factors. This course explores topics such as language and identity, language contact, social and regional dialectology, interactional discourse, ethnography of communication, and language and gender.

**LING-447. The Origin Of Language. 3 Hours.**

The course introduces theorizing about how, when and why language appeared in humans, by considering evidence from linguistics, anthropology, cognitive science, philosophy, primatology and evolutionary biology. The course asks four broad questions: Did language appear gradually or suddenly? Did it appear recently or millions of years ago? How was language adaptive for the individuals who had it? What conditions were necessary for language to appear? Caution: this course is NOT about historical linguistics, the study of language change through time. This course looks at how language evolved in the species.

**Prerequisite:** LING-201 with a minimum grade of C or LING-401 with a minimum grade of C or BIO-201 with a minimum grade of C or ANTH-212 with a minimum grade of C or ANTH-215 with a minimum grade of C.

**LING-448. Discourse Analysis. 3 Hours.**

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. Theory and research focus on gathering and analyzing naturally-occurring texts to gain understanding of the patterns of social action they respond to and initiate. 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.

**Prerequisite:** LING-401 with a minimum grade of C and LING-437 with a minimum grade of C and LING-446 with a minimum grade of C.

**LING-449. Anthropological Linguistics. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C and LING-437 with a minimum grade of C and LING-446 with a minimum grade of C.

**LING-450. First Language Acquisition. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C.

**LING-452. Psycholinguistics. 3 Hours.**

Theoretical studies in the area of linguistics and psychology; possible implications of the form of grammar for the language learning process; survey of relevant research.

**Prerequisite:** LING-401 with a minimum grade of C.

**LING-453. Language Contact And Multilingualism. 3 Hours.**

This course examines language contact as a sociolinguistic phenomenon 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.

**Prerequisite:** LING-401 with a minimum grade of C and LING-437 with a minimum grade of C and LING-446 with a minimum grade of C.

**LING-454. Language and Identity. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C or LING-446 with a minimum grade of C.

**LING-461. Issues In Multiple Language Acquisition. 3 Hours.**

This course examines how speakers of one dialect/language learn other dialects/languages. Going beyond the traditional research on second language acquisition, this course emphasizes the theoretical issues of the acquisition of phonology, morphology, syntax, semantics, and pragmatics in a third language. Also emphasized are the differences and similarities in learning a second dialect, which may be more difficult than second language acquisition for learners.

**Prerequisite:** LING-401 with a minimum grade of C and LING-422 with a minimum grade of C and LING-437 with a minimum grade of C.

**LING-462. Lexical Acquisition. 3 Hours.**

This course examines how language learners acquire/learn vocabulary. Going beyond the traditional research on second language acquisition, this course focuses solely on the theoretical issues of lexical acquisition. Though the primary emphasis is on the acquisition of vocabulary in a second or third language, first language vocabulary acquisition will also be discussed.

**Prerequisite:** LING-401 with a minimum grade of C and (LING-427 with a minimum grade of C or LING-435 with a minimum grade of C).

**LING-471. World Englishes. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C and LING-446 with a minimum grade of C.

**LING-472. American English - History And Growth. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C.

**LING-473. The English Language - History And Development. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C.

**LING-475. Historical & Comparative Linguistics. 3 Hours.**

This course introduces students to the systematic comparison of languages to understand how languages change through time, and how they are thought to be related to one another and to their common ancestors. Students bring together the standard aspects of linguistics – the lexicon, morphology, phonology, syntax, and semantics – and see how these components of grammar changes over time. The course covers the history of the comparative method from the birth of modern linguistics and integrates modern theories about dialectology and sociolinguistics, and how language variation is related to language change. By consent of instructor.

**Prerequisite:** LING-401 with a minimum grade of C and LING-405 with a minimum grade of C and (LING-422 with a minimum grade of C or LING-427 with a minimum grade of C or LING-437 with a minimum grade of C).

**LING-480. Corpus Linguistics. 3 Hours.**

This course aims to introduce students to theories and methods of corpus-based linguistic research. We will work with available tools and machine-readable corpora (large collections of texts) as a basis for linguistic description and language learning. Topics covered include language description and comparison, language change and current trends, genre and discourse analysis, first and second language acquisition, corpora in classroom instruction, etc. Students will learn how to analyze, visualize, and present data extracted from a corpus, as well as formulate and test hypotheses against evidence provided by a corpus. A basic understanding of language and grammatical categories is required.

**LING-481. Language & Tourism. 3 Hours.**

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.

**Prerequisite:** LING-446 with a minimum grade of C and LING-401 with a minimum grade of C.

**LING-482. Stylistics. 3 Hours.**

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. By consent of instructor.

**Prerequisite:** LING-401 with a minimum grade of C and LING-448 with a minimum grade of C.

**LING-483. Field Methods In Linguistics. 3 Hours.**

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 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C and LING-405 with a minimum grade of C and LING-422 with a minimum grade of C and LING-437 with a minimum grade of C.

**LING-488. Languages & Cultures Of Iran. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C and LING-405 with a minimum grade of C and LING-437 with a minimum grade of C and LING-446 with a minimum grade of C.

**LING-489. Linguistics In The Professions. 3 Hours.**

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 Hours.**

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).

**Prerequisite:** LING-401 with a minimum grade of C and LING-405 with a minimum grade of C and LING-422 with a minimum grade of C and LING-437 with a minimum grade of C.

**LING-491F. Translation: Mandan. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C and LING-405 with a minimum grade of C and LING-422 with a minimum grade of C and LING-437 with a minimum grade of C.

**LING-491N. Translation: Biloxi. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C and LING-405 with a minimum grade of C and LING-422 with a minimum grade of C and LING-437 with a minimum grade of C.

**LING-5901. Thesis Hours. 1 Hour.**

Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Arts degree in Linguistics. This course requires approval of the instructor, Department Chair and the appropriate College Dean(s). Students will have completed the required courses with a B average or higher, and have obtained the approval of their graduate advisor before registering for the thesis hours.

**LING-5902. Thesis Hours. 2 Hours.**

See course description for LING-5901.

**LING-5903. Thesis Hours. 3 Hours.**

See course description for LING-5901.

# Master of Arts in Linguistics

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## 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 and bilingualism, World Englishes, native and endangered languages, discourse analysis, and identity studies.

### Requirements for Admission to the Program

Students must fulfill the requirements for admission to the College of Graduate Studies & Research of Northeastern Illinois University and apply to the Linguistics Department (GC11) for admission to the degree program. A student-at-large may transfer no more than 9 credit hours of graduate coursework into the graduate Linguistics program.

The applicant must possess:

- a bachelor's degree from an accredited college or university
- an undergraduate academic record with a grade point average of 2.75 or better (4-point scale). No GRE is required.
- nine hours or the equivalent of college-level foreign language study.

When students do not meet the language requirement, they may be given provisional admission and may complete their required foreign language course work while enrolled in the MA program. The language requirement must be fulfilled before applying for graduation. International students must achieve a minimum TOEFL score of 550 (79 on the Internet-based test or 213 on the computer-based exam); or a minimum score of 6.5 on the IELTS. In some instances, a Test of Written English (TWE) score may also be required. 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.

Code	Title	Hours
<b>Required Courses</b>		
LING-401	Fundamentals Of Modern Linguistics	3
LING-405	Typology	3
LING-422	Phonetics & Phonology	3
LING-427	Morphology	3
or LING-435	Semantics	
LING-437	Introduction To Generative Grammar	3
LING-446	Sociolinguistics	3
LING-450	First Language Acquisition	3
<b>Electives-</b>		<b>15</b>
With advisor consent, choose 5 courses; or 3 courses and LING-590-1, -2, and -3. Total 15 hours of electives.		
LING-430C	Structure Of Language: Lakhota	
LING-433	Lexicography	
LING-438	Syntax	
LING-440	Linguistics And Literacy	
LING-447	The Origin Of Language	
LING-448	Discourse Analysis	
LING-449	Anthropological Linguistics	
LING-452	Psycholinguistics	
LING-453	Language Contact And Multilingualism	
LING-454	Language and Identity	
LING-461	Issues In Multiple Language Acquisition	
LING-462	Lexical Acquisition	
LING-471	World Englishes	
LING-472	American English - History And Growth	

LING-473	The English Language - History And Development
LING-475	Historical & Comparative Linguistics
LING-481	Language & Tourism
LING-482	Stylistics
LING-483	Field Methods In Linguistics
LING-484	Language Endangerment And Documentation
LING-489	Linguistics In The Professions
LING-488	Languages & Cultures Of Iran
LING-491E	Translation And Linguistic Analysis: Aleut
LING-491F	Translation: Mandan
LING-491N	Translation: Biloxi
A total of 6 credits of Thesis Hours required (from the LING 590 series)	

**Total Hours****36**

## Completion of the M.A. in Linguistics

Students may choose to complete their MA degree through either a Capstone Experience or the Thesis Seminar. Both options engage students in an assessment component that authentically addresses and evaluates their knowledge and skills in linguistics and applied linguistics. Students will have completed the required courses with a B average or higher, and have obtained the approval of their graduate advisor before registering for a capstone course or thesis.

### The Capstone

The Linguistics MA capstone has two components. The first is completion of a capstone course (see list of Capstone Courses). The second component is a 20-minute presentation based on the capstone paper at the NEIU Student Symposium or at a Linguistics Department Student Colloquium.

The capstone offers students a unique opportunity to integrate their MA linguistics education and demonstrate comprehensive knowledge of linguistics. Students complete their capstone research by demonstrating how their understanding of a number of the linguistic sub-areas covered in the required courses are relevant to the content of their capstone course and paper. The product of this capstone experience will be a research paper that is appropriate for conference presentation and/or publication.

### Thesis Option

Students will work with a committee of three Linguistics faculty to conduct original research and to write a thesis. Students will have completed the required courses with a B average or higher, and have obtained the approval of their graduate advisor before registering for the thesis hours.



# Minor in Linguistics

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)



**Minor in Linguistics (18 credit hours)**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Required Courses</b>		
LING-201	Introduction To General Linguistics	3
LING-300	English Grammar In The Classroom	3
LING-322	Introduction To Sociolinguistics	3
<b>Electives</b>		
<b>9</b>		
Select 9 credit hours from the following courses - 3 credit hours at the 300 level; 6 credits of linguistics courses at any level, chosen in consultation with the undergraduate advisor.		
LING-110	Lexicology: The Study Of Words	
LING-120	Language And Human Behavior	
LING-301	History Of The English Language	
LING-302	Theory Of Grammar	
LING-303	Grammars Of English	
LING-304	Introduction To Phonetics & Phonology	
LING-310	Historical/Comparative Linguistics	
LING-316	Languages And Cultures: Middle East	
LING-320G	Language And Culture: Aboriginal Australia	
LING-320N	Language And Culture: Native American	
LING-323	First & Second Language Acquisition	
LING-326	Narratives Of The Jewish Experience	
LING-337	Ethnography Of Communication	
LING-338	Introduction To Syntactic Theory	
LING-344	Linguistics And Reading	
LING-347	The Origin Of Language	
LING-361	Introduction To World Englishes	
LING-362	Linguistics And Literature	
LING-363	Graphic Narratives: Linguistic And Visual Semiotic Approaches	
LING-391F	Advanced Grammatical Analysis: Mandan	
LING-391N	Advanced Grammatical Analysis: Biloxi	
LING-391O	Advanced Grammatical Analysis: Crow	

# Mathematics

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The undergraduate program in Mathematics leads to a Bachelor of Arts degree in Mathematics and has been designed to provide the students with options suitable for various career plans. The choice of concentration determines the set of mathematics courses required, as well as those that can be taken as electives. Mathematics Majors at Northeastern Illinois University can choose any of the two concentrations: Concentration in Applied Mathematics and Concentration in Secondary Mathematics.

All students enrolled in Mathematics Major Program have to complete the entire set of required core courses, all of the courses required for a given concentration, as well as some elective courses, for the total of at least 46 credit hours. While each mathematics course has prerequisites, there are no prerequisites for entering the program.

## Undergraduate Programs

- Major in Mathematics (<http://catalog.neiu.edu/arts-sciences/mathematics/mathematics/>) (Applied and Secondary Education-Mathematics Tracks. Note: The BA in Math (Secondary Education) is used to prepare students for getting a future degree in Secondary Education.)
- Elementary Education and Humanities Mathematics Minor (<http://catalog.neiu.edu/arts-sciences/mathematics/elementary-education-humanities-mathematics-minor/>)
- Minor in Applied Mathematics (<http://catalog.neiu.edu/arts-sciences/mathematics/minor-applied-mathematics/>)
- Minor in M ([http://catalog.neiu.edu/arts-sciences/mathematics/minor-applied-mathematics/](http://catalog.neiu.edu/arts-sciences/mathematics/minor-applied-mathematics/athematical%20&%20Statistical%20Modeling%20of%20Complex%20Systems))athematical & Statistical Modeling of Complex Systems (<http://catalog.neiu.edu/arts-sciences/mathematics/mathematical-statistical-modeling-minor/>)
- Master of Science in Mathematics (<http://catalog.neiu.edu/arts-sciences/mathematics/master-science-mathematics/>) (Applied and Secondary Education-Mathematics)
- Master of Arts in Pedagogical Content Knowledge for Teaching Elementary and Middle School Mathematics (<http://catalog.neiu.edu/arts-sciences/mathematics/master-arts-pedagogical-content-knowledge-teaching-elementary-middle-school-mathematics/>) --- (*currently not accepting applications*)

Lidia Z. Filus, Ph.D., Professor, Chair

Katherine Bird, Ph.D., Associate Professor

Sarah Cordell, D.A., Professor

Matthew Graham, Ph.D., Associate Professor

Joseph E. Hibdon, Jr., Ph.D., Associate Professor

Nabil Kahouadji, Ph.D., Associate Professor

Anna Mitina, Ph.D., Professor

Marina Polyashuk, Ph.D., Professor

Nancy Wrinkle, Ph.D., Professor

### **MATH-011A. Developmental Stretch I: Statistics In Daily Life. 2 Hours.**

Math 011A must be taken concurrently with Math 111A. These two courses comprise the first semester in a two semester sequence. Students completing each of Math 011A, 011B, 111A, and 111B with a C or better will have satisfied the Math 112 requirement and earned a total of 4 college credits. These courses comprise an elementary introduction to statistics. Students will learn: to process and classify observational, experimental, and sampling data; to make decisions using descriptive statistics; to use inferential statistics to test hypotheses and draw conclusions about a population; and to use spreadsheets to perform these tasks.

**Corequisite:** MATH-111A.

### **MATH-011B. Developmental Stretch II: Statistics In Daily Life. 2 Hours.**

Math 011B must be taken concurrently with Math 111B. These two courses comprise the second semester in a two semester sequence. Students completing each of Math 011A, 011B, 111A, and 111B with a C or better will have satisfied the Math 112 requirement and earned a total of 4 college credits. These courses comprise an elementary introduction to statistics. Students will learn: to process and classify observational, experimental, and sampling data; to make decisions using descriptive statistics; to use inferential statistics to test hypotheses and draw conclusions about a population; and to use spreadsheets to perform these tasks.

**Prerequisite:** MATH-011A with a minimum grade of C.

**Corequisite:** MATH-111B.

### **MATH-048A. Developmental Stretch I: Math For Elementary Teachers I. 3 Hours.**

Math 048A must be taken concurrently with Math 148A. These two courses comprise the first semester in a two semester sequence. Students completing each of Math 048A, 048B, 148A, and 148B with a C or better will have satisfied the Math 149 requirement and earned a total of 4 college credits. These courses comprise a mathematical introduction for elementary and middle school teachers. Topics include place value, models for and the development of arithmetic, mental math, estimation, word problems, algorithms, factors, primes, proofs, prealgebra, fractions, ratios, rates, and percentages. The development of elementary mathematics from an advanced standpoint is emphasized.

**Corequisite:** MATH-148A.

**MATH-048B. Developmental Stretch II: Math For Elementary Teachers I. 3 Hours.**

Math 048B must be taken concurrently with Math 148B. These two courses comprise the second semester in a two semester sequence. Students completing each of Math 048A, 048B, 148A, and 148B with a C or better will have satisfied the Math 149 requirement and earned a total of 4 college credits. These courses comprise a mathematical introduction for elementary and middle school teachers. Topics include place value, models for and the development of arithmetic, mental math, estimation, word problems, algorithms, factors, primes, proofs, prealgebra, fractions, ratios, rates, and percentages. The development of elementary mathematics from an advanced standpoint is emphasized.

**Prerequisite:** MATH-048A with a minimum grade of C.

**Corequisite:** MATH-148B.

**MATH-090. Elementary Algebra. 3 Hours.**

This course develops the foundations of algebra, beginning with the real number system and its operations. Topics include: variable expressions, linear equations, exponents and polynomials, applications of proportion, percent, and the use of formulas to develop problem solving skills. Freshman students are initially placed into mathematics courses by their MATH ACT scores, their NEIU Mathematics Placement Test scores, or by an appropriate score on the Advanced Placement Test in Calculus. (This course does not count toward graduation or GPA.)

**Prerequisite:** NEIU Math Placement Result 00 - 40 (or ACT Math 01 - 36 or Accuplacer Elementary Algebra 020 - 040 or SAT Math 200 - 800 or Accuplacer QR, Algebra, & Stat 200 - 300).

**MATH-0901. Math Enrichment Workshop For Math 090. 1 Hour.**

Mathematics enrichment workshop for students currently enrolled in MATH-090. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard Math 090 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester.

**Corequisite:** MATH-090.

**MATH-091. Intermediate Algebra I. 3 Hours.**

This course develops the foundations of algebra, beginning with the real number system and its operations. Topics include: variable expressions, linear equations and systems of equations, exponents, polynomials, factoring trinomials, and solving equations by factoring. Freshman students are initially placed into mathematics courses by their MATH ACT scores, their NEIU Mathematics Placement Test scores, or by an appropriate score on the Advanced Placement Test in Calculus. (This course does not count toward graduation of GPA.)

**Prerequisite:** (MATH-090 or NEIU Math Placement Result 01 - 45 or ACT Math 17 - 18 or Accuplacer Elementary Algebra 041 - 059 or Accuplacer QR, Algebra, & Stat 237 - 249 or SAT Math 460 - 490).

**MATH-0911. Math Enrichment Workshop For Math 091. 1 Hour.**

Mathematics enrichment workshop for students currently enrolled in MATH-091. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard Math 091 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester.

**Corequisite:** MATH-091.

**MATH-092. Intermediate Algebra II. 3 Hours.**

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, graphing and applications of quadratic functions, and properties of logarithms. Freshman students are initially placed into mathematics courses by MATH ACT scores, NEIU Mathematics Placement Test scores, or by an appropriate score on the Advanced Placement Test in Calculus. (This course does not count toward graduation or GPA.)

**Prerequisite:** (MATH-091 - 499 or MATH-091A - 499Z or NEIU Math Placement Result 02 - 45 or ACT Math 19 - 36 or Accuplacer Elementary Algebra 060 - 084 or Accuplacer College Level Math 020 - 120 or Accuplacer Adv. Algebra & Func 200 - 300 or SAT Math 500 - 800).

**MATH-0921. Math Enrichment Workshop For Math 092. 1 Hour.**

Mathematics enrichment workshop for students currently enrolled in MATH-092. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard Math 092 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester.

**Corequisite:** MATH-092.

**MATH-092C. College Algebra Express I. 3 Hours.**

MATH-092C College Algebra Express I must be taken concurrently with Math 173C College Algebra Express II. Math 092C and Math 173C are collectively a 6-credit co-requisite course that provides students a path to finish developmental coursework and college algebra in ONE semester. Background topics which are necessary for a student to successfully complete Math 173C will be covered in Math 092C. Such topics include fractions, factoring polynomials, functions, exponents, and operating with radical and rational expressions. Students who complete MATH-173C with a minimum grade of C will have satisfied the college algebra requirement.

**Prerequisite:** Accuplacer Elementary Algebra with a score of 60 or ACT Math with a score of 19 or SAT Mathematics with a score of 500.

**Corequisite:** MATH-173C.

**MATH-097. Mathematical Literacy. 4 Hours.**

Mathematical Literacy for College Students is a one semester course for non-math and non-science majors integrating numeracy, proportional reasoning, algebraic reasoning, and functions. Students will develop conceptual and procedural tools that support the use of key mathematical concepts in a variety of contexts. Throughout the course, college success content will be integrated with mathematical topics. Upon passing this course, one can enroll in Math 112 (Statistics) or Math 113 (Mathematical Reasoning). (This course is in place of the Math 091/092 sequence and has no college credit. This course does not count toward graduation or GPA).

**Prerequisite:** (MATH-090 - 499 or MATH-090A - 499Z or Accuplacer Elementary Algebra 041 - 120 or ACT Math 17 - 36 or Accuplacer QR, Algebra, & Stat 237 - 300 or SAT Math 460 - 800).

**MATH-101A. Basic Mathematical Reasoning 1. 2 Hours.**

This first part of a two-semester stretch course (equivalent to Math 113) 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 variety of fields, such as psychology, economics, finance, sociology and political science. The course is taught in a computer laboratory environment, where students are introduced to tools for data analysis and presentation. Active learning and reasoning are emphasized. By completing Math 101A and 101B, students needing one credit math course will have completed their math requirement.

**Prerequisite:** (Accuplacer Elementary Algebra 041 - 120 (or (ACT Math 17 - 36) or (Accuplacer QR, Algebra, & Stat 237 - 300 or (SAT Math 460 - 800).

**MATH-101B. Basic Mathematical Reasoning 2. 2 Hours.**

This second part of a two-semester stretch course (equivalent to Math 113) 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 variety of fields, such as psychology, economics, finance, sociology and political science. The course is taught in a computer laboratory environment, where students are introduced to tools for data analysis and presentation. Active learning and reasoning are emphasized. By completing Math 101A and 101B, students needing one credit math course will have completed their math requirement.

**Prerequisite:** MATH-101A with a minimum grade of C.

**MATH-111A. Stretch I: Statistics In Daily Life. 2 Hours.**

Math 111A must be taken concurrently with Math 011A. These two courses comprise the first semester in a two semester sequence. Students completing each of Math 011A, 011B, 111A, and 111B with a C or better will have satisfied the Math 112 requirement and earned a total of 4 college credits. These courses comprise an elementary introduction to statistics. Students will learn: to process and classify observational, experimental, and sampling data; to make decisions using descriptive statistics; to use inferential statistics to test hypotheses and draw conclusions about a population; and to use spreadsheets to perform these tasks.

**Prerequisite:** Accuplacer Elementary Algebra 020 - 040 (or Accuplacer QR, Algebra, & Stat 200 - 236).

**Corequisite:** MATH-011A.

**MATH-111B. Stretch II: Statistics In Daily Life. 2 Hours.**

Math 111B must be taken concurrently with Math 011B. These two courses comprise the second semester in a two semester sequence. Students completing each of Math 011A, 011B, 111A, and 111B with a C or better will have satisfied the Math 112 requirement and earned a total of 4 college credits. These courses comprise an elementary introduction to statistics. Students will learn: to process and classify observational, experimental, and sampling data; to make decisions using descriptive statistics; to use inferential statistics to test hypotheses and draw conclusions about a population; and to use spreadsheets to perform these tasks.

**Prerequisite:** MATH-111A with a minimum grade of C.

**Corequisite:** MATH-011B.

**MATH-112. Statistics In Daily Life. 3 Hours.**

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 make plus a graphic calculator (TI-83 or equivalent) is required.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-113. Quantitative Reasoning. 3 Hours.**

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 analysis.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-141. College Mathematics I. 3 Hours.**

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 and (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.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-143. College Mathematics II. 3 Hours.**

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.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-145. Algebra Concepts For Educators. 4 Hours.**

This course focuses on algebra concepts. Course design incorporates the Illinois Learning Standards for Mathematics K-12, the National Council of Teachers of Mathematics Teaching Principles, Standards, and Expectations, and a focus on preparing future educators in the implementation of interdisciplinary math and science curricula. Students will engage in learning algebraic processes (creating and solving equations and inequalities, graphing, and transformations) as well as developing algebraic habits of mind (seeing structure in expressions and equations, generalizing from repeated reasoning, and modeling with mathematics). Concepts covered include linear, quadratic, and exponential functions, systems of equations, absolute value and inequalities, and basic probability. Problem solving and generalizing patterns with and without technology will be emphasized. Written assignments and reflections on the learning process will be introduced as appropriate. This course is paired and integrated with Bios 110, and it is strongly suggested that they are taken together.

**Prerequisite:** MATH-150 with a minimum grade of C or MATH-151 with a minimum grade of C.

**MATH-147. Statistical Concepts For Educators. 4 Hours.**

This course has been designed keeping in mind the NCTM teacher standards, Common Core Mathematical Practices, Content and ELA Standards in Mathematics and the ISBE mathematics teacher standards and the content within the paired interdisciplinary science course. There will be three principle 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. 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.

**Prerequisite:** MATH-141 with a minimum grade of C or MATH-108 with a minimum grade of C or NEIU Math Placement Result with a score of 30 or ACT Math with a score of 22 or ACT Math with a score of 23 or ACT Math with a score of 24 or Accuplacer College Level Math with a score of 020 or Accuplacer College Level Math with a score of 021 or Accuplacer College Level Math with a score of 022 or Accuplacer College Level Math with a score of 023 or Accuplacer College Level Math with a score of 024 or Accuplacer College Level Math with a score of 025 or Accuplacer College Level Math with a score of 026 or Accuplacer College Level Math with a score of 027 or Accuplacer College Level Math with a score of 028 or Accuplacer College Level Math with a score of 029 or Accuplacer College Level Math with a score of 030.

**Corequisites:** BIO-104, BIO-105.

**MATH-148A. Stretch I: Math For Elementary Teachers I. 2 Hours.**

Math 148A must be taken concurrently with Math 048A. These two courses comprise the first semester in a two semester sequence. Students completing each of Math 048A, 048B, 148A, and 148B with a C or better will have satisfied the Math 149 requirement and earned a total of 4 college credits. These courses comprise a mathematical introduction for elementary and middle school teachers. Topics include place value, models for and the development of arithmetic, mental math, estimation, word problems, algorithms, factors, primes, proofs, prealgebra, fractions, ratios, rates, and percentages. The development of elementary mathematics from an advanced standpoint is emphasized.

**Prerequisite:** Accuplacer Elementary Algebra with a score of 20.

**Corequisite:** MATH-048A.

**MATH-148B. Stretch II: Math For Elementary Teachers I. 2 Hours.**

Math 148B must be taken concurrently with Math 048B. These two courses comprise the second semester in a two semester sequence. Students completing each of Math 048A, 048B, 148A, and 148B with a C or better will have satisfied the Math 149 requirement and earned a total of 4 college credits. These courses comprise a mathematical introduction for elementary and middle school teachers. Topics include place value, models for and the development of arithmetic, mental math, estimation, word problems, algorithms, factors, primes, proofs, prealgebra, fractions, ratios, rates, and percentages. The development of elementary mathematics from an advanced standpoint is emphasized.

**Prerequisite:** MATH-148A with a minimum grade of C.

**Corequisite:** MATH-048B.

**MATH-149. Math For Elementary Teachers I. 4 Hours.**

This is a foundational class in mathematics for those interested in becoming elementary or middle grades teachers. Topics include place value, models for and the development of arithmetic, mental math, estimation, word problems, algorithms, factors, primes, proofs, prealgebra, fractions, ratios, rates, and percentages. Emphasis on the development of elementary mathematics from an advanced standpoint.

**Prerequisite:** MATH-092 with a minimum grade of C.

**MATH-150. Math For Elementary Teachers II With Problem Solving. 5 Hours.**

This is a foundational class in mathematics for those interested in becoming elementary or middle grades teachers. Topics include measurement, geometric reasoning, similarity and congruence, applications of geometry, geometric proofs, area, volume, surface area, and probability and statistics. Problem solving and mathematical thinking activities covering both number and operations and geometry content will be integrated. Emphasis is on the development of elementary mathematics from an advanced standpoint.

**Prerequisite:** MATH-149 with a minimum grade of C.



**MATH-151. Bridge Course In Mathematics For Elementary Teachers. 3 Hours.**

MATH-151 is a course designed for students who have completed two college-level courses in math for elementary teaching at a community college. The transferred courses should focus on numbers and operations and geometry and measurement, respectively. NEIU's College of Education requires that Elementary Education majors complete at least 9 semester hours in mathematics for teachers that meet a set of common outcomes adopted by the college. This course focuses on concepts addressed by the outcomes that are not typically covered in depth by most 2-course sequences in mathematics for teaching: algebra, data analysis, statistics, probability, problem-solving and mathematical thinking. Prerequisite: MATH-151 is restricted to students majoring in Early Childhood Education, Elementary Education, Bilingual/Bicultural Education, and TCP. Enrollment by permit only.

**MATH-163. Mathematical Modeling With Elementary Functions For Business. 3 Hours.**

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.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-164. Modeling With Elementary Functions For Business Seminar. 1 Hour.**

Enrichment Seminar accompanying MATH-163. Students engage in problem solving in collaborative learning groups on material derived from and complementing Mathematical Modeling with elementary functions in Business to gain a deeper understanding of concepts and application.

**Corequisite:** MATH-163.

**MATH-165. Finite Mathematics For Business And The Social Sciences. 3 Hours.**

Introduction to matrices, linear programming and probability with emphasis on mathematical models in the social, managerial and behavioral sciences and mathematics of finance.

**Prerequisite:** (MATH-163 - 499 or MATH-163A - 499Z or NEIU Math Placement Result 35 - 40 or ACT Math 25 - 36 or Accuplacer College Level Math 031 - 120 or SAT Math 580 - 800 or Accuplacer Adv. Algebra & Func 250 - 300).

**MATH-167. Business Calculus I. 4 Hours.**

Elements of analytic geometry, differential and integral calculus with application to business, economic and finance.

**Prerequisite:** (MATH-163 - 499 or MATH-163A - 499Z or NEIU Math Placement Result 35 - 40 or ACT Math 25 - 36 or Accuplacer College Level Math 031 - 120 or SAT Math 580 - 800 or Accuplacer Adv. Algebra & Func 250 - 300).

**MATH-173. College Algebra. 4 Hours.**

This course emphasizes the concept of a function as a unifying approach to the topics of college algebra. Families of functions studied in the course include: polynomial, rational, exponential and logarithmic functions. Other topics include conic sections, and sequences and series. Applications and problem solving skills are emphasized throughout the course.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-173C. College Algebra Express II. 4 Hours.**

MATH-173C College Algebra Express II must be taken concurrently with Math 092C College Algebra Express I. Math 092C and Math 173C are collectively a 7-credit co-requisite course that provides students a path to finish developmental coursework and college algebra in one semester. This course emphasizes the study of functions and their graphs, inequalities, and linear, quadratic, piece-wise defined, rational, polynomial, exponential, and logarithmic functions. Student will learn how to apply various technologies to these topics. Students who complete the co-requisite courses Math 092C and Math 173C with a minimum grade of C will have satisfied the college algebra requirement.

**Prerequisite:** Accuplacer Elementary Algebra with a score of 60 or ACT Math with a score of 19 or SAT Mathematics with a score of 500.

**Corequisite:** MATH-092C.

**MATH-173W. College Algebra & Math Enrichment Workshop. 4 Hours.**

This course emphasizes the concept of a function as a unifying approach to the topics of college algebra. Topics include: polynomial, rational, exponential and logarithmic functions, conic sections, sequences, and series. Each week students will participate in an enrichment workshop where they will collaboratively solve college algebra problems within peer groups while receiving guidance from a Peer Leader. The workshop draws on the Peer Led Team Learning and Emerging Scholars Program models, which have been nationally identified for increasing students' probability of earning higher grades in their mathematics courses. Students will pay a \$25 fee to support the workshop.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-174. Math Enrichment Workshop For College Algebra. 1 Hour.**

Mathematics enrichment workshop for students currently enrolled in MATH-173. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard MATH-173 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester.

**Corequisite:** MATH-173.

**MATH-175. Trigonometry. 3 Hours.**

For students who intend to continue with Calculus I, this course uses the concept of a function as a unifying approach to the topics of trigonometry. The course studies trigonometric functions, trigonometric identities and equations, and inverse trigonometric functions. Other topics include: solving triangles, polar coordinates, complex numbers and DeMoivre's theorem; parametric equations, and vectors. Applications and problem solving skills are emphasized throughout the course.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-175W. Trigonometry & Math Enrichment Workshop. 3 Hours.**

This course uses the concept of a function as a unifying approach to the topics of trigonometry. Topics include: trigonometric functions, identities, and equations, inverse trigonometric functions, solving triangles, and polar coordinates. Each week students will participate in an enrichment workshop where they will collaboratively solve trigonometry problems within peer groups while receiving guidance from a Peer Leader. The workshop draws on the Peer Led Team Learning and Emerging Scholars Program models, which have been nationally identified for increasing students' probability of earning higher grades in their mathematics courses. Students will pay a \$25 fee to support the workshop.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-176. Mathematics Enrichment Workshop For Trigonometry. 1 Hour.**

Mathematics enrichment workshop for students currently enrolled in MATH-175. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard MATH-175 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester.

**Corequisite:** MATH-175.

**MATH-177. Elementary Functions In The Sciences/Math. 3 Hours.**

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. A graphing calculator is required.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-178. Elementary Functions In The Sciences/Math Seminar. 1 Hour.**

Enrichment Seminar accompanying MATH-177. Students do 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.

**Corequisite:** MATH-177.

**MATH-185. Precalculus. 4 Hours.**

A functional approach to College Algebra and Trigonometry, for students who intend to continue with Calculus I.

**Prerequisite:** (MATH-173 - 499 or MATH-173A - 499Z or NEIU Math Placement Result 35 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 031 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 250 - 300).

**MATH-185W. Precalculus & Math Enrichment Workshop. 4 Hours.**

This course offers a functional approach to college algebra and trigonometry, for students who intend to continue with Calculus I. Each week students will participate in an enrichment workshop where they will collaboratively solve precalculus problems within peer groups while receiving guidance from a Peer Leader. The workshop draws on the Peer Led Team Learning and Emerging Scholars Program models, which have been nationally identified for increasing students' probability of earning higher grades in their mathematics courses. Students will pay a \$25 fee to support the workshop.

**Prerequisite:** (MATH-173 - 499 or MATH-173A - 499Z or NEIU Math Placement Result 35 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 031 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 250 - 300).

**MATH-186. Mathematics Enrichment Workshop For Precalculus. 1 Hour.**

Enrichment workshop accompanying MATH-185. Students do problem solving in collaborative learning groups on material derived from and supplementing Precalculus to gain a deeper understanding of concepts and applications. Prereq.: Restricted to students taking MATH-185 concurrently.

**Corequisite:** MATH-185.

**MATH-187. Calculus I. 4 Hours.**

Introduction to analytic geometry, limits and derivatives, applications, integration, fundamental theorem of calculus.

**Prerequisites:** (MATH-185 - 499 or MATH-185A - 499Z or NEIU Math Placement Result 40 - 45 or ACT Math 28 - 36 or Accuplacer College Level Math 061 - 120 or (MATH-173 and MATH-175) or SAT Math 640 - 800 or Accuplacer Adv. Algebra & Func 276 - 300).

**MATH-187W. Calculus I & Math Enrichment Workshop. 4 Hours.**

This course provides an introduction to analytic geometry, limits and derivatives, integration, and the fundamental theorem of calculus. Each week students will participate in an enrichment workshop where they will collaboratively solve calculus I problems within peer groups while receiving guidance from a Peer Leader. The workshop draws on the Peer Led Team Learning and Emerging Scholars Program models, which have been nationally identified for increasing students' probability of earning higher grades in their mathematics courses. Students will pay a \$25 fee to support the workshop.

**Prerequisites:** (MATH-185 - 499 or MATH-185A - 499Z or NEIU Math Placement Result 40 - 45 or ACT Math 28 - 36 or Accuplacer College Level Math 061 - 120 or (MATH-173 and MATH-175) or SAT Math 640 - 800 or Accuplacer Adv. Algebra & Func 276 - 300).

**MATH-188. Mathematics Enrichment Workshop for Calculus I. 1 Hour.**

Enrichment Seminar accompanying MATH-107. Students do problem solving in collaborative learning groups on material derived from and supplementing Calculus I to gain a deeper understanding of concept and applications.

**Corequisite:** MATH-187.

**MATH-199S. Topics In Probability And Statistics For Middle School Teaching. 4 Hours.****MATH-202. Calculus II. 4 Hours.**

Integration techniques, applications, differential equations and series.

**Prerequisite:** (MATH-187 or MATH-107 or NEIU Math Placement Result 40 - 45 or Accuplacer College Level Math 061 - 120 or Accuplacer Adv. Algebra & Func 276 - 300).

**MATH-202W. Calculus II & Math Enrichment Workshop. 4 Hours.**

This course provides an introduction to analytic geometry, limits and derivatives, integration, and the fundamental theorem of calculus. Each week students will participate in an enrichment workshop where they will collaboratively solve calculus II problems within peer groups while receiving guidance from a Peer Leader. The workshop draws on the Peer Led Team Learning and Emerging Scholars Program models, which have been nationally identified for increasing students' probability of earning higher grades in their mathematics courses. Students will pay a \$25 fee to support the workshop.

**Prerequisite:** MATH-187 with a minimum grade of C or MATH-107 with a minimum grade of C.

**MATH-203. Calculus III. 4 Hours.**

3-D analytic geometry, partial derivatives, multiple integrals and vector fields.

**Prerequisite:** MATH-202 with a minimum grade of C.

**MATH-203W. Calculus III & Math Enrichment Workshop. 4 Hours.**

This course focuses on three-dimensional analytic geometry, partial derivatives and multiple integrals. Each week students will participate in an enrichment workshop where they will collaboratively solve calculus III problems within peer groups while receiving guidance from a Peer Leader. The workshop draws on the Peer Led Team Learning and Emerging Scholars Program models, which have been nationally identified for increasing students' probability of earning higher grades in their mathematics courses. Students will pay a \$25 fee to support the workshop.

**Prerequisite:** MATH-202 with a minimum grade of C.

**MATH-204. Math Enrichment Workshop For Math 203. 1 Hour.**

Mathematics enrichment workshop for students currently enrolled in MATH-203. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard Math 203 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester.

**Corequisite:** MATH-203.

**MATH-251W. Introduction To Advanced Mathematics & Math Enrichment Workshop. 5 Hours.**

Math 251 is a bridge course between calculus and advanced mathematics. Students study the tools and proof techniques that serve as the basis for theoretical mathematics. Each week students will participate in an enrichment workshop where they will collaboratively solve Math 251 problems within peer groups while receiving guidance from a Peer Leader. The workshop draws on the Peer Led Team Learning and Emerging Scholars Program models, which have been nationally identified for increasing students' probability of earning higher grades in their mathematics courses. Students will pay a \$25 fee to support the workshop.

**Prerequisite:** MATH-187 with a minimum grade of C or (NEIU Math Placement Result with a score of 40 and ENGL-101 with a minimum grade of C).

**MATH-252. Math Enrichment Workshop For Math 251. 1 Hour.**

Mathematics enrichment workshop for students currently enrolled in MATH-251. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard Math 251 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester.

**Corequisite:** MATH-251.

**MATH-253. Linear Algebra I. 3 Hours.**

This course covers matrix theory and linear algebra. Linear algebra is the branch of mathematics that studies systems of linear equations and the properties of matrices, which includes among other topics: vector spaces; linear transformations and the matrices that represent them; determinants and inner product spaces; and properties of vectors in n-dimensional space and their applications. Linear algebra has a broad range of applications and is critical to many disciplines such as physics, the social and natural sciences, engineering, and economics.

**Prerequisite:** MATH-187 with a minimum grade of C or MATH-107 with a minimum grade of C.



**MATH-262. Mathematics Enrichment Workshop For Calculus II. 1 Hour.**

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.

**Corequisite:** MATH-202.

**MATH-273. Statistics With Applications. 4 Hours.**

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-275. Applied And Computational Statistics. 4 Hours.**

This course introduces students to the basic concepts, logic, and issues involved in statistical reasoning with wide variety of applications. It is designed to familiarize students with statistical vocabulary and concepts. Major topics include exploratory data analysis, an introduction to research methods, probability, statistical inference, and regression-based analysis of well-defined examples from biology, ecology, environmental sciences, finance, medicine, public health, psychology, and sociology. Computing will be carried out using R or any appropriate statistical software in the course.

**MATH-280. Geometry Concepts For Educators And Art. 4 Hours.**

This course focuses on the concepts of plane and solid geometry and trigonometry. Course design incorporates the Illinois Learning Standards for Mathematics K-12, the National Council of Teachers of Mathematics Teaching Principles, Standards, and Expectations, and a focus on preparing future educators in the implementation of interdisciplinary math and science curricula. 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 trigonometry. Problem solving using a calculator and computer programs is emphasized throughout. Writing assignments, coding in geometric constructions, and art are also part of the course. This course is paired and integrated with PHYS-108, and it is strongly suggested that they are taken together.

**Prerequisite:** MATH-150 with a minimum grade of C or MATH-151 with a minimum grade of C.

**MATH-281. Number Concepts For Educators. 4 Hours.**

This course contains a wide range of topics across number theory and measurement and is intended to give students a grasp of the depth and breadth of mathematics outside of the traditional course structure. Course design incorporates the Illinois Learning Standards for Mathematics K-12, the National Council of Teachers of Mathematics Teaching Principles, Standards, and Expectations, and a focus on preparing future educators in the implementation of interdisciplinary math and science curricula. Problem solving, estimation, measurements, and construction of simple theories of numbers will be treated with and without the use of technology. Writing assignments, as appropriate to the discipline, are part of the course. This course is paired and integrated with CHEM-108, and it is strongly suggested that they are taken together.

**Prerequisite:** MATH-150 with a minimum grade of C or MATH-151 with a minimum grade of C or MATH-141 with a minimum grade of C.

**MATH-300. Interdisciplinary Seminar In STEM. 2 Hours.**

This course uses a hands-on approach to modern inquiry-based research problems and techniques in the physical and computational sciences. The course is structured around a series of modular problem-based exercises, covering topics from the fields of Chemistry, Computer Science, Earth Science, Mathematics and Physics and is designed to provide the content and pedagogical background for students to be successful peer leaders. The cross-disciplinary modules will draw connections between scientific disciplines, and showcase common research tools and techniques used in the sciences. The workshop will also incorporate discussions on a range of topics, from scientific ethics, scientific methodology and error analysis.

**Prerequisite:** MATH-185 with a minimum grade of C.

**MATH-301. Ordinary Differential Equations I. 4 Hours.**

This course focuses on the techniques and applications of solving ordinary differential equations, with a focus on first and second order differential equations. Topics include: constant coefficients, nonlinear, numerical methods, Laplace transform, series solutions, and geometric techniques.

**Prerequisite:** MATH-203 with a minimum grade of C.

**MATH-302. Ordinary Differential Equations II. 3 Hours.**

Linear and nonlinear systems, matrix methods and applications to problems in the sciences. Existence and stability theory. Boundary value problems and Fourier series.

**Prerequisite:** MATH-301 with a minimum grade of C.

**MATH-303. Partial Differential Equations. 3 Hours.**

This course covers linear partial differential equations that model physical problems and arise in a variety of contexts. Topics include the study of explicit formulas for solutions (when feasible) and study of the behavior of solutions. Equations covered include: wave equations, diffusion equations, and Laplace's equation on different domains. Other topics discussed are Fourier series, separation of variables, harmonic functions, and Green's functions.

**Prerequisite:** MATH-301 with a minimum grade of C.

**MATH-304. Introduction To Numerical Analysis. 3 Hours.**

Solutions of equations of one variable, interpolation and polynomial approximation, numerical integration and methods of solutions of linear systems.

**Prerequisite:** MATH-203 with a minimum grade of C and MATH-253 with a minimum grade of C and MATH-340 with a minimum grade of C.

**MATH-305. Probability And Statistics. 4 Hours.**

This course is an introduction to the probability and statistics. Topics include fundamental rules of probability, discrete and continuous distributions of random variables, central limit theorem, descriptive statistics, confidence intervals and hypothesis tests. Students will build on their basic knowledge of probabilities and distributions; illustrate statistical inference by constructing confidence intervals and hypothesis tests; and calculate basic statistical analysis manually and by computer software. Applications of probability and connections between probability and statistics are emphasized.

**Prerequisite:** MATH-202 with a minimum grade of C.

**MATH-306. Linear Programming And Extensions. 3 Hours.**

Linear Programming is the methodology that can be applied to optimize a linear function of several variables subject to linear constraints. This course focuses on geometric and algebraic foundations of Linear Programming and studies the Simplex Method and its variations, duality, Dual Simplex Method, sensitivity analysis, and methods of Integer Programming.

**Prerequisite:** MATH-203 with a minimum grade of C and MATH-253 with a minimum grade of C.

**MATH-307. Introduction To Stochastic Processes. 3 Hours.**

This course focuses on basic mathematical aspects of stochastic models with the emphasis on problem solving. Topics include Markov processes, Markov chains, and Queuing Theory.

**Prerequisite:** MATH-305 with a minimum grade of C or MATH-334 with a minimum grade of C.

**MATH-309. Numerical Analysis II. 3 Hours.**

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.

**Prerequisite:** MATH-304 with a minimum grade of C.

**MATH-311. Writing Intensive Program: Introduction To Advanced Mathematics. 5 Hours.**

A bridge course between calculus and advanced mathematics. Students study the tools and proof techniques that serve as the basis for theoretical mathematics. Mathematical structure and the development of proficiency in reading, analyzing and constructing mathematical proofs are emphasized. Topics include logic, set theory, methods of proof, combinatorics, relations, functions and cardinality.

**Prerequisite:** (MATH-187 with a minimum grade of C or MATH-107 with a minimum grade of C or NEIU Math Placement Result with a score of 40) and ENGL-101 with a minimum grade of C.

**MATH-312. Foundations Of Geometry. 3 Hours.**

This course is a rigorous study of Euclidean and non-Euclidean geometries. Topics include transformational and projective geometry, axiomatic systems, and models.

**Prerequisite:** MATH-253 with a minimum grade of C and (MATH-251 with a minimum grade of C or MATH-311 with a minimum grade of C).

**MATH-315. Introduction To Applied And Computational Topology. 3 Hours.**

This course is an introduction to the mathematical field of topology, with a focus on applications and computational techniques. Examples of topology topics covered may include but are not limited to manifolds, complexes, sequences, homology and persistent homology, homotopy, the Euler characteristic, Morse theory. Examples of applications topics covered may include but are not limited to robotics, phylogenetic trees, topological data analysis (TDA,) and graph theory. Students will complete a project exploring a specific application of topology to a problem of their choice.

**Prerequisite:** MATH-311 with a minimum grade of C or MATH-251 with a minimum grade of C.

**MATH-321. History Of Mathematics. 3 Hours.**

History of Mathematics is a chronological survey of the historical growth of mathematical ideas from its non-Western origins to the modern day. This includes famous mathematicians and their contributions to the development of modern mathematics. Specific themes may be chosen to align with faculty and/or student interest.

**Prerequisite:** MATH-187 with a minimum grade of C and (MATH-251 with a minimum grade of C or MATH-311 with a minimum grade of C).

**MATH-322. Number Theory. 3 Hours.**

This course focuses on integers and their fundamental properties, congruences, quadratic residues, Diophantine equations, primitive roots and discrete logarithms, and cryptography.

**Prerequisite:** MATH-251 with a minimum grade of C and MATH-253 with a minimum grade of C.

**MATH-324. Independent Study In Mathematics. 3 Hours.**

This course offers students an opportunity to conduct an individualized investigation into a mathematical topic with a mathematics department faculty. The mathematical topic is a topic that would not normally be discussed in the current courses being offered by the math department. The course requires the approval of the instructor, department chair, and the Dean.

**MATH-326. Real Analysis. 3 Hours.**

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.

**Prerequisite:** MATH-338 with a minimum grade of C.

**MATH-328. Complex Variables. 3 Hours.**

This course is an introduction to the functions of a complex variable. Topics include elementary functions of a complex variable, Cauchy-Riemann Equations, Cauchy integral theorems, Taylor and Laurent series expansions, contour integrals, and residue calculus.

**Prerequisite:** MATH-203 with a minimum grade of B or MATH-338 with a minimum grade of C.

**MATH-331. Abstract Algebra I. 3 Hours.**

This course is an introduction to the mathematical theory of groups. Topics include: properties of groups, homomorphisms, isomorphisms, Lagrange's Theorem and factor groups. Students will build on their basic knowledge of number systems, linear algebra, set theory, functions and mathematical proofs in order to understand, construct and apply algebraic proofs; illustrate algebraic concepts or disprove false statements by providing examples; and calculate with algebraic objects. Applications of algebra and connections between algebra and other fields of mathematical study are emphasized.

**Prerequisite:** MATH-253 with a minimum grade of C and (MATH-251 with a minimum grade of C or MATH-311 with a minimum grade of C).

**MATH-332. Abstract Algebra II. 3 Hours.**

This course is a continuation of Math 331 with a focus on the mathematical theory of rings and fields. Topics include: ideals, factor rings, finite fields, field extensions, and selected applications. Students will build on their prior knowledge of algebraic systems and algebraic proofs in order to understand, construct, and apply proofs about rings and fields; illustrate ring- and field- theoretic concepts or disprove false statements by providing examples; and calculate with algebraic objects. Applications of algebra and connections between algebra and other fields of mathematical study are emphasized.

**Prerequisite:** MATH-331 with a minimum grade of C.

**MATH-334. Mathematical Statistics I. 3 Hours.**

This course is an introduction to probability and mathematical statistics. Topics include fundamental rules of probability, expectations, moment generating functions, common distributions and central limit theorem. The mathematical theories to develop probability and statistical methods are emphasized in this course.

**Prerequisite:** MATH-203 with a minimum grade of C.

**MATH-336. Statistical Inference. 4 Hours.**

Statistical inference is the process of drawing conclusions about populations or scientific truths from data. This course presents the fundamentals of inference in a practical approach for statistical analysis procedures, such as interval estimation, tests of hypothesis, general procedures for developing tests, analyzing different types of data, and linear regression. After taking this course, students will understand the broad directions of statistical inference and use this information for making informed choices in analyzing data using computer software.

**Prerequisite:** MATH-334 with a minimum grade of C or MATH-305 with a minimum grade of C.

**MATH-337. Theory Of Equations. 3 Hours.**

This course is an advanced study of algebraic equations. Topics include the existence and properties of solutions, and algebraic, numerical, and algorithmic methods of solving equations.

**Prerequisite:** MATH-253 with a minimum grade of C and (MATH-251 with a minimum grade of C or MATH-311 with a minimum grade of C).

**MATH-338. Introduction To Real Analysis. 3 Hours.**

This course is an introductory course in the theory of functions of a real variable. It develops the properties of the real numbers as a complete ordered field and introduces the topological concepts of neighborhoods, open sets, closed sets, and compact sets. Based on this, the course provides a rigorous treatment of: a) sequences of real numbers (convergence, boundedness, upper and lower limits); b) real functions of a single variable including continuity, uniform continuity (optional), differentiability, integrability, and related properties; c) series of real numbers (convergence and absolute convergence); d) introduction to function series (power series).

**Prerequisite:** MATH-203 with a minimum grade of C and MATH-251 with a minimum grade of C.

**MATH-339. Vector Calculus. 4 Hours.**

This course is a natural extension of differential and integral calculus, where the variables and values of functions are vectors instead of numbers. Such concepts as limits and continuity, derivatives and integrals, extrema and approximation are generalized for multi-dimensional Euclidean spaces. The course also introduces vector fields, line and surface integrals as well as fundamental theorems based on these concepts.

**Prerequisite:** MATH-203 with a minimum grade of C and MATH-253 with a minimum grade of C.

**MATH-340. Computing For Mathematicians. 4 Hours.**

Fundamentals of computer programming, experimentation, and simulation in mathematics with Maple and Fortran programming language. Introduction to documentation, electronic communication and problem solving in mathematical sciences. No prior computer skills required.

**Prerequisite:** MATH-202 with a minimum grade of C.

**MATH-343. Linear Algebra II. 3 Hours.**

Linear Algebra arose from studying systems of linear equations and their geometric applications. Linear Algebra is the study of vector spaces and the linear maps between them. This second course in Linear Algebra will emphasize theoretical implications and will focus on "why" and "how" questions, such as how can we use eigenvectors and eigenvalues of a linear operator to study the operator itself and the vector space that it acts on. Particular topics that will be covered are: abstract vector spaces; invariant subspaces; Spectral Theorem; LU, QR, and SVD factorizations; Jordan Form; and various computational methods.

**Prerequisite:** MATH-203 with a minimum grade of C and MATH-253 with a minimum grade of C.

**MATH-347. Probability For Actuaries With Actuarial Exam Preparation. 4 Hours.**

This course is a probability class tailored for students/professionals pursuing a career in the actuarial profession (such as, but not limited to, insurance, finance, banking, and industries) and/or are preparing for the actuarial exams. The course provides knowledge of the fundamental probability tools for quantitatively assessing risk and the application of these tools to problems encountered in actuarial science is emphasized. Topics include general probability theory, counting techniques, combinatorial probabilities, random variables with univariate and/or multivariate probability distributions, and The Central Limit Theorem.

**Prerequisite:** MATH-203 with a minimum grade of C.

**MATH-357. Financial Mathematics For Actuaries With Actuarial Exam Preparation. 4 Hours.**

This course is a financial mathematics class tailored for students/professionals pursuing a career in the actuarial profession (such as, but not limited to, insurance, finance, banking, and industries) and/or are preparing for the actuarial exams. The course provides an understanding of the fundamental concepts of financial mathematics, and how those concepts are applied in calculating present and accumulated values for various streams of cash flows such as, loans, annuities, rate of return of an investment, bonds, stocks, and financial derivatives.

**Prerequisite:** MATH-347 with a minimum grade of C or MATH-305 with a minimum grade of C or MATH-334 with a minimum grade of C.

**MATH-361. Set Theory. 3 Hours.**

Set theory is one language/structure that mathematics is constructed within. In this course a brief, but rigorous, history of set theory will be given that pays particular attention to the necessary modifications that have been made throughout the twentieth century. Particular attention will be paid to understanding the Axiom of Choice, Zorn's Lemma, and the Well Ordering Principle. Additional topics might include gentle introductions to Category Theory, Topos Theory, Axiomatic Set Theory, or Gödel's Incompleteness theorem.

**Prerequisite:** MATH-311 with a minimum grade of C.

**MATH-362. Metric Spaces And Topology. 3 Hours.**

This course is an introduction to topological spaces with an emphasis on metric spaces. The covered topics include open neighborhoods, limits, closure/interior/boundary of topological/metric spaces; functions, continuity, homeomorphism between topological/metric spaces; and product of topological/metric spaces. The concepts of connectedness, compactness, and completeness will be studied along with fundamental results and examples. This course forms a foundation for all advanced courses in analysis and geometry.

**Prerequisite:** MATH-311 with a minimum grade of C.

**MATH-365. Statistical Computer And Data Analysis Packages. 3 Hours.**

This course introduces statistical programming packages R and SPSS. Students will use the statistical software to: study basic functions and graphs; give descriptive analysis; implement testing; and study various modeling techniques.

**Prerequisite:** MATH-305 with a minimum grade of C or MATH-334 with a minimum grade of C.

**MATH-370. Mathematical Modeling In The Natural Sciences. 4 Hours.**

This course focuses on the formulation, analysis, and interpretation of mathematical models describing certain phenomena in the natural sciences. Topics include: difference equations, systems of difference equations, nonlinear difference equations, continuous models, phase planes – stability analysis, and limit cycles.

**Prerequisite:** MATH-202 with a minimum grade of C.

**MATH-371. Mathematical Modeling For Cancer Risk Assessment. 4 Hours.**

The Cancer Modeling Seminar is an essential educational component for students from the Complex Systems minor, Physics, Chemistry and Biomathematics. The course consists of lectures, research projects, interdisciplinary collaborations, presentations and/or posters and conference trips. Students will experience first-hand the research process, employ data analysis tools, contribute, discuss and present their projects under the guidance of the course instructor and experts in cancer research. Students will also learn advanced, high-quality typesetting systems designed for technical and scientific documentation and presentation.

**Prerequisite:** MATH-187 with a minimum grade of C and (MATH-275 with a minimum grade of C or MATH-305 with a minimum grade of C).

**MATH-374. Modeling And Simulations Of Complex Systems Networks. 4 Hours.**

This course covers basic mathematical and statistical methods for analyzing computational spatial models in various applications, focusing on individual attributes (social influence or contagion) and network structure of groups. The course will incorporate simple graph theoretical approaches as well as construction and analysis of network-based models (NBM) and agent-based models (ABM) with complex systems applications from epidemiology, finance/business, medicine, psychology, and social sciences. The NBM involves the characterization of the structures of social networks or subsets of these networks to understand their influence on behaviors and outcomes. The ABM involves the use of stochastic analysis and simulations of individuals, in space, over time to understand how macro-level distribution patterns of outcomes may emerge from explicitly modeled, micro-level behaviors, social interactions, and movement of these individuals in their environments. Students will interpret published research and produce a research proposal by the end of the semester.

**Prerequisite:** (MATH-173 - 499 or MATH-173A - 499Z or NEIU Math Placement Result 35 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 031 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 250 - 300).

**MATH-376. Introduction To Risk Analysis. 3 Hours.**

The Introduction to Risk Analysis course is an applied method course focusing on the application of statistical analysis methods on economics using Risk Analysis approaches. Topics include but are not limited to basic concepts of risk analysis, probability theory, probabilistic modeling and application to research projects.

**Prerequisite:** MATH-187 with a minimum grade of C.

**MATH-380. Calculus Concepts For Educators. 3 Hours.**

This course provides a foundational experience in calculus through an emphasis on topics related to middle school teaching. Course design incorporates the Illinois Learning Standards for Mathematics K-12, the National Council of Teachers of Mathematics Teaching Principles, Standards, and Expectations, and a focus on preparing future educators in the implementation of interdisciplinary math and science curricula. Topics include: functions, deriving formulas for patterns, direct and recursive sequence formulas, arithmetic and geometric sequence formulas, limits of sequences, convergence/divergence of sequences, series, derivatives, integration, the fundamental theorem of calculus, and differential equations. Course integrates conceptual, content specific, and pedagogical knowledge. Course includes applications to ecology, finance, middle school teaching, and technology. This course is paired and integrated with BIOS-310, and it is strongly suggested that they are taken together.

**Prerequisite:** MATH-150 with a minimum grade of C or MATH-151 with a minimum grade of C.

**MATH-381. Concepts In Discrete Mathematics For Educators. 3 Hours.**

This course provides a foundational experience in discrete mathematics through an emphasis on topics in graph theory. Course design incorporates the Illinois Learning Standards for Mathematics K-12, the National Council of Teachers of Mathematics Teaching Principles, Standards, and Expectations, and a focus on preparing future educators in the implementation of interdisciplinary math and science curricula. Students will learn about mathematics as an active process of making conjectures, testing ideas, and proving conclusions. Special emphasis is given to mathematical communication, problem-solving, and applications to the sciences. Possible 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. Course integrates conceptual, content specific, and pedagogical knowledge.

**Prerequisite:** MATH-150 with a minimum grade of C or MATH-151 with a minimum grade of C.

**MATH-390. Capstone Seminar In Mathematics. 3 Hours.**

This course is one of the capstone experience options in the Mathematics Major program. Students will choose a topic in Mathematics or a Mathematics related field and study various approaches to solving the selected problem. At the end of the term students are expected to produce a paper with: description of the problem and its connections to students' professional and/or personal interests; survey of literature with formulations of competing mathematical methods for solving the problem; analysis of the efficiency of the surveyed methods. The course also includes discussions of students' professional development.

**MATH-406. Linear Programming: Theory And Practice. 3 Hours.**

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.

**MATH-408. Mathematics Structures For Elementary School Teachers I. 3 Hours.**

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.

**MATH-409. Mathematical Functions For Elementary School Teachers I. 3 Hours.**

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.

**Prerequisite:** MATH-408 with a minimum grade of C.

**MATH-410. Modern Analysis For The Elementary School Teacher. 3 Hours.**

Limits and continuity, derivatives, applications, integral calculus, applications.

**Prerequisite:** MATH-435 with a minimum grade of C.

**MATH-421. Modern Geometry. 3 Hours.**

Classification of geometrical systems; introduction to Euclidean and non-Euclidean geometries, projective geometry; finite geometries.

**Prerequisite:** MATH-312 with a minimum grade of C.

**MATH-430. Discrete Mathematical Structures. 3 Hours.**

Provides a working knowledge of mathematical logic, sets, relations, functions, graphs, and counting techniques.

**MATH-432. Applied Combinatorics. 3 Hours.**

The course offers broad exposure to combinatorial mathematics using applications to emphasize fundamental concepts and techniques, including graph theory, inclusion/exclusion principle, graph algorithms, and network flows.

**Requirement:** Admission to MS in Mathematics program or approval of the instructor or graduate advisor in the math department.

**MATH-435. Mathematics Structure II. 3 Hours.**

The real number system, mathematical systems, inductive and deductive methods, permutations and combinations.

**Prerequisite:** MATH-408 with a minimum grade of C.

**MATH-436. Modern Algebra. 3 Hours.**

**Prerequisite:** MATH-331 with a minimum grade of C.

**MATH-439. Computers In Education. 3 Hours.**

Investigation into the use of computers for CAI, statistical packages and solutions of mathematical problems. Students learn to write programs in Basic.

**Prerequisite:** MATH-438 with a minimum grade of C.

**MATH-441. Multivariate Statistical Analysis. 3 Hours.**

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 application and real data analysis.

**Prerequisite:** MATH-336 with a minimum grade of C.

**MATH-442. Applied Regression Analysis. 3 Hours.**

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 variable and forecasting; with applications and real data analysis.

**Prerequisite:** MATH-336 with a minimum grade of C.



**MATH-443. Experimental Design. 3 Hours.**

One-way and two-way analysis of variance, fixed and random effects models, multiple comparisons, completely randomized and randomized block designs.

**Prerequisite:** MATH-336 with a minimum grade of C.

**MATH-444. Problem Solving, Modeling, And Project In Mathematics With Technology. 3 Hours.**

This course is problem-solving and project-oriented and provides students with the background in computers and technology needed to effectively teach mathematics in middle or secondary schools. The course will introduce geometric visualization technology (e.g., Geometer's Sketchpad), statistical packages (e.g., Minitab, R), and other technologies (e.g., excel software) as problem-solving tools in mathematical modeling in geometry and statistics. Additionally, this course will provide an introduction to research methods and equity-based grading practices in the mathematical sciences.

**MATH-457. Recent Trends In Mathematics. 3 Hours.**

Extended applications of mathematical thinking, operations research, mathematical models, information theory, theory of games, and linear programming.

**Prerequisite:** MATH-435 with a minimum grade of C.

**MATH-465. Advanced Topics In Numerical Analysis. 3 Hours.**

This course aims to teach participants advanced theories, algorithms and computational techniques of numerical analysis. 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. Participants will become familiar with the process of solving scientific and engineering problems by applying/modifying numerical algorithms that are implemented in standard software packages, designing new algorithms, conducting analysis on accuracy, efficiency and stability, as well as interpreting computational results through graphics and simulations.

**Prerequisite:** MATH-304 with a minimum grade of C.

**MATH-466. Galois Theory: Historical And Modern. 3 Hours.**

Classical and modern Galois theory. Cardano's formulas, symmetric polynomials, permutation groups, field extensions, field automorphisms, the fundamental theorem of Galois theory.

**Prerequisite:** MATH-331 with a minimum grade of C.

**MATH-471. Introduction To Stochastic Models. 3 Hours.**

Markov Chains: the Poisson process; continuous time Markov processes; Renewal Theory; Queuing Theory.

**Prerequisite:** MATH-305 with a minimum grade of C.

**MATH-472. Simulation Modeling And Analysis. 3 Hours.**

Design and analysis of computer simulations of complex systems. Network, discrete event and continuous models are treated in a unifying setting. Computer model of a variety of systems are implemented and analyzed using a general purpose simulation language.

**Prerequisite:** MATH-334 with a minimum grade of C.

**MATH-473D. Advanced Topics In Operations Research: Decision Theory. 3 Hours.****MATH-474. Mathematical Modeling. 3 Hours.**

Formulation, analysis and interpretation of mathematical models describing phenomena from the natural and social sciences. Topics may include: model construction, explicative versus predictive models, model fitting, optimization, empirical models, simulation models, dynamical models, dimensional analysis and other related topics. A term project (team or individual) will be required.

**MATH-475. Advanced Topics In Operations Research: Mathematical Programming. 3 Hours.**

This course offers an overview of deterministic optimization models and methods including linear programming methods, multi-objective optimization, methods of discrete optimization, and nonlinear programming methods.

**Prerequisite:** MATH-253 with a minimum grade of C and MATH-339 with a minimum grade of C.

**MATH-477. Risk Analysis. 3 Hours.**

This course introduces students to the application of statistical analysis in economics using risk analysis. Students will use probability theory, probabilistic modeling, and statistical tools to analyze case studies and current research in risk analysis.

**MATH-491. Independent Study In Mathematics. 1 Hour.**

Individual investigation into a topic of interest of the student's choice.

**MATH-492. Independent Study In Mathematics. 2 Hours.**

(See MATH-491 for descriptions.)

**MATH-493. Independent Study In Mathematics. 3 Hours.**

(See MATH-491 for descriptions.)

**MATH-495. Project In Mathematics. 3 Hours.**

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.

**MATH-5901. Thesis Hours. 1 Hour.**

Guidance of students conducting research and writing a thesis to fulfill requirements for the Master of Science degree in Mathematics is conducted in this course. Students may register for 1-4 credits per term with 6 credits required for the thesis option of the Master of Science in Mathematics. All MATH-590 credits must be earned within the equivalent of 2 academic years.

**MATH-5902. Thesis Hours. 2 Hours.**

See course description for MATH-5901.

**MATH-5903. Thesis Hours. 3 Hours.**

See course description for MATH-5901.

# Elementary Education and Humanities Mathematics Minor

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)



## Elementary Education and Humanities Mathematics Minor

Code	Title	Hours
<b>Required Courses:</b>		
MATH-187	Calculus I	4
MATH-202	Calculus II	4
MATH-253	Linear Algebra I	3
MATH-305	Probability And Statistics	4
MATH-311	Writing Intensive Program: Introduction To Advanced Mathematics	5
Select two Elective courses from the approved list of courses/check with advisor		6
<b>Total Hours</b>		<b>26</b>

Code	Title	Hours
<b>Elective Courses</b>		
MATH-312	Foundations Of Geometry	3
MATH-321	History Of Mathematics	3
MATH-322	Number Theory	3
MATH-337	Theory Of Equations	3

At least three classes in the minor must be taken at NEIU. For a complete description of the degree program in Elementary Education, see the Elementary Education section of this catalog.

# Major in Mathematics

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## Accelerated Concentrations:

Students pursuing the Mathematics major who plan to continue on to the MAT in Secondary Education program in the Goodwin College of Education may enroll in Accelerated Concentrations for those programs. This concentration provides pathways for qualified undergraduates to move seamlessly into the MAT in Secondary Education while sharing up to 12 credits between their undergraduate and graduate work, thus saving tuition cost and time to degree. These 12 graduate credits count will towards the 120 credit hours required for the bachelor's degree, outside of the coursework required for the major in Mathematics.

## Admission to Accelerated Concentrations:

To apply for any Accelerated Concentration in Mathematics leading to a graduate degree, students must have a cumulative grade point average of 3.0 and have earned at least 60 credits toward their bachelor's degree; at least 12 of those credits must have been earned at NEIU. In addition, students must receive approval from their undergraduate advisor in Mathematics, complete the online application for the relevant graduate program and meet all admission requirements for that program. Accepted students may begin the graduate-level shared coursework once they have earned a minimum of 72 undergraduate credits, at least 12 of which were at NEIU.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

## Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

- \* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.
- \*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

Major in Mathematics for the Bachelor of Arts Degree

Code	Title	Hours
<b>Required Core Courses</b>		
MATH-187	Calculus I	4
MATH-202	Calculus II	4
MATH-203	Calculus III	4
MATH-253	Linear Algebra I	3
MATH-305	Probability And Statistics	4
MATH-311	Writing Intensive Program: Introduction To Advanced Mathematics	5
MATH-340	Computing For Mathematicians	4
Additional courses in mathematics concentrations (Applied & Secondary Mathematics) chosen in consultation with the appropriate departmental advisor		21

**Total Hours** **49**

Code	Title	Hours
<b>Additional Required Courses for Concentration in Applied Mathematics</b>		
MATH-301	Ordinary Differential Equations I	4
MATH-339	Vector Calculus (Additional Required Courses for Concentration in Applied Mathematics)	4

**Total Hours** **8**

Code	Title	Hours
<b>Additional Required Courses for Concentration in Secondary Mathematics</b>		
MATH-312	Foundations Of Geometry	3
MATH-321	History Of Mathematics	3
MATH-331	Abstract Algebra I	3
MATH-338	Introduction To Real Analysis	3

**Total Hours** **12**

Students in the Accelerated Program must maintain a 3.0 cumulative undergraduate GPA and earn at least a "B" in all graduate-level courses taken for shared credit. The undergraduate degree must be completed within four (4) semesters of the start of the shared graduate-level courses. However, the Mathematics Department may grant an exception to this requirement under certain circumstances, and such exceptions will be considered on a case-by-case basis in consultation with the Secondary MAT program.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

Applied Mathematics major

**First Year**

Term 1	Hours
MATH-173	College Algebra 4
General Education/Elective	3
General Education/Elective	3
General Education/Elective	3

General Education/Elective		3
	<b>Term Hours</b>	<b>16</b>
<b>Term 2</b>		
MATH-175	Trigonometry	3
General Education/Elective		3
General Education/Elective		3
General Education/Elective		3
General Education/Elective		3
	<b>Term Hours</b>	<b>15</b>
<b>Second Year</b>		
<b>Term 1</b>		
MATH-187	Calculus I	4
ENGL-101	Writing I	3
General Education/Elective		3
General Education/Elective		3
General Education/Elective		3
	<b>Term Hours</b>	<b>16</b>
<b>Term 2</b>		
MATH-202	Calculus II	4
MATH-311	Writing Intensive Program: Introduction To Advanced Mathematics	5
General Education/Elective		3
General Education/Elective		3
General Education/Elective		3
	<b>Term Hours</b>	<b>18</b>
<b>Third Year</b>		
<b>Term 1</b>		
MATH-203	Calculus III	4
MATH-253	Linear Algebra I	3
General Education/Elective		3
General Education/Elective		3
General Education/Elective		3
	<b>Term Hours</b>	<b>16</b>
<b>Term 2</b>		
MATH-340	Computing For Mathematicians	4
300-Level MATH Course		3
General Education/Elective		3
General Education/Elective		3
General Education/Elective		3
	<b>Term Hours</b>	<b>16</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
MATH-334	Mathematical Statistics I	3
MATH-339	Vector Calculus	4
300-Level MATH Elective		3
General Education/Elective		3
General Education/Elective		3
	<b>Term Hours</b>	<b>16</b>
<b>Term 2</b>		
MATH-336	Statistical Inference	4
300-Level MATH Elective		3
300-Level MATH Elective		3
General Education/Elective		3
General Education/Elective		3
	<b>Term Hours</b>	<b>16</b>
	<b>Total Hours:</b>	<b>129</b>

# Master of Arts in Pedagogical Content Knowledge for Teaching Elementary and Middle School Mathematics

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***THIS PROGRAM IS NOT CURRENTLY ACCEPTING APPLICATIONS. PLEASE CONTACT DEPARTMENT FOR MORE INFORMATION.***

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

The MA program is mathematics-content oriented with a focus on content-specific pedagogy, mathematics teaching in diverse settings, and current Illinois educator and student standards. Students study elementary and middle school mathematics content from an advanced perspective, exploring the underlying concepts with the goal of improving their teaching of elementary and middle school mathematics. Successful completion of the program leads to a middle school mathematics endorsement. To complete the degree, students must complete 30 hours of coursework at the 400-level, a portfolio and exit exam. Students may complete the program in two years by enrolling in two courses during each of the Fall and Spring semesters and two courses in the intervening Summer. Admission preference will be given to applicants with teaching experience. Students interested in 9-12 mathematics endorsement should contact the program advisor for more information.

## Requirements for Admission to the MA Program are:

1. Students must fulfill the requirements for admission to the College of Graduate Studies & Research.
2. Students must hold a current Illinois teaching license for teaching elementary or middle school.
3. Students must have successfully completed 6 or more credit hours of college mathematics content courses.
4. Application must include an essay (not to exceed 1000 words) describing a successful or unsuccessful elementary or middle grades mathematics lesson taught by the applicant. Essays must address mathematics content, teaching and learning.

## Exit Requirements:

1. One semester prior to their anticipated graduation date, candidates should make an exit evaluation meeting with their program advisor to discuss upcoming exit requirement deadlines.
2. Upon completing MTHE-496, candidates should submit their portfolios for evaluation.
3. One semester prior to their anticipated graduation date, candidates should submit a copy of their results on either the Praxis® Middle School Mathematics Exam (5169) or the Illinois Subject Matter Test in Mathematics.

***THIS PROGRAM IS NOT CURRENTLY ACCEPTING APPLICATIONS. PLEASE CONTACT DEPARTMENT FOR MORE INFORMATION.***

## Requirements for the Degree:

All courses are required. Note: the MATH prefix has changed to **MTHE** to avoid confusion with courses in the MS in Mathematics program. Students must have completed at least 24 program hours by the time they complete MTHE-496. Course sequence must be chosen in consultation with the MA advisor. All courses are 3 credit hours.

Code	Title	Hours
<b>Required Courses</b>		
MTHE-401	Number And Operations For Elementary And Middle School Teachers	3
MTHE-402	Patterns, Functions, And Algebra For Elementary And Middle School Teachers	3
MTHE-403	Geometry And Measurement For Elementary And Middle School Teachers	3
MTHE-404	History Of Mathematics For Elementary And Middle School Teachers	3
MTHE-438	Data Analysis, Probability, And Statistics For Elementary And Middle School Teachers	3
MTHE-439	Technology For K-8 Math Teachers	3
MTHE-450	Equitable Mathematics Teaching For Elementary And Middle School Teachers	3
MTHE-451	Research Trends In Elementary And Middle School Mathematics Education	3
MTHE-496	Graduate Seminar For Elementary & Middle School Mathematics Teachers	3



# Master of Science in Mathematics

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The M.S. program in Mathematics is designed to provide the mathematical background needed to pursue careers in applied mathematics, statistics, industry, and teaching. Students in the program have the option to concentrate in Applied Mathematics or Secondary Education. Applicants for the program must choose their concentration area when they submit their application for admission to the College of Graduate Studies and Research.

Each concentration includes the completion of 30 credit hours of approved coursework for the degree program and passing the M.S. Qualifying Examination.

## M.S. Mathematics: Secondary Education Concentration.

### Overview

The Master of Science in Mathematics (Secondary Education Concentration) prepares students to successfully teach mathematics at High School level. It is designed for teachers who wish to improve their level of competence in mathematics or wish to serve as High School Mathematics Specialists, or wish to teach mathematics at the High School level.

The program is for people who (1) are currently teaching mathematics in the High schools, or (2) plan to teach mathematics in the High schools, or (3) wish to switch careers and would like to obtain the M.S Degree in mathematics and also earn credits toward fulfilling the requirements for a High School Teaching Licensure.

### M.S. MATHEMATICS: APPLIED MATHEMATICS CONCENTRATION.

### OVERVIEW

The Master of Science in Mathematics (Applied Mathematics Concentration) is designed for those with a strong undergraduate background in mathematics who wish to better prepare themselves for careers that include statistics, applied mathematics, or who intend to pursue a Ph.D. degree at another institute. The program is designed so that the student can concentrate in an area of Applied Mathematics, Statistics, or Operation Research.

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## ADMISSIONS REQUIREMENTS

### Admission to the M.S in Mathematics (Secondary Education Concentration)

1. Applicants must fulfill the requirements for admission to the College of Graduate Studies and Research. (i.e., have a B.A. / B.S. degree).
2. Applicants must have successfully completed 18 or more credit hours of College level Mathematics content courses that include Multivariable Calculus, Linear Algebra, and Discrete mathematics. Equivalent courses completed in other subject areas such as physics, engineering, business, computer sciences etc. may apply.

**GRE: Not required**

### Admission to the M.S in Mathematics (Applied Mathematics Concentration)

1. Applicants must fulfill the requirements for admission to the College of Graduate Studies and Research. (i.e., have a B.A. / B.S. degree).
2. Applicants must have successfully completed at least six courses (i.e., 18 or more credit hours of College level Mathematics content courses) above Multivariable Calculus preferably including two of the following or their equivalent: Ordinary Differential Equations, Introduction to Numerical Analysis, Probability and Statistics, and Advanced Calculus.
3. Applicants are expected to be familiar with at least one mathematical or statistical computer package such as R, Maple, Minitab, Matlab, Mathematica, SPSS, SAS, etc.

**GRE: Not required**

## M.S. Mathematics: Secondary Education Concentration.

### Program of Study

The program consists of 10 courses (30 credit hours) to be chosen in consultation with the advisor. At least seven of the courses must be at the 400 level. With the approval of the Department of Mathematics, the program accepts transfer credits in accordance with university-wide graduate policy. The National Council of Teachers of Mathematics (NCTM) and the Mathematical Association of America (MAA) recommend that teachers of secondary school mathematics be knowledgeable in the contents of Probability and Statistics, Geometry, History of Mathematics and Foundations of Algebra.

### Graduate Program Policies

The policies for the College of Graduate Studies and Research are found here (<http://catalog.neiu.edu/graduate-studies-research/graduate-policies/>).

Code	Title	Hours
<b>Core Courses</b>		
Five courses from the following list		15
MATH-430	Discrete Mathematical Structures	
MATH-421	Modern Geometry	
MATH-444	Problem Solving, Modeling, And Project In Mathematics With Technology	
SCED-403M	New Directions In Teaching Mathematics In Secondary Schools	
MATH-474	Mathematical Modeling	
MATH-495	Project In Mathematics	
Electives - choose one of two options		15
Option 1 - (five courses from the following list)		
MATH-472	Simulation Modeling And Analysis	
MATH-466	Galois Theory: Historical And Modern	
MATH-305	Probability And Statistics	
MATH-312	Foundations Of Geometry	
MATH-331	Abstract Algebra I	
MATH-321	History Of Mathematics	
MATH-322	Number Theory	
MATH-328	Complex Variables	
MATH-332	Abstract Algebra II	
MATH-337	Theory Of Equations	
MATH-338	Introduction To Real Analysis	
MATH-343	Linear Algebra II	
SCED-409	Teaching Mathematical Problem Solving In The Secondary Schools	
SCED-410	Computers In The Teaching Of Secondary School Mathematics	
SCED-408	The Nature Of Mathematical Abilities In School Children	
Option 2 - Up to 6 credit hours of courses from the following list and up to 9 credit hours of 400 level courses taken for teacher licensure		
MATH-472	Simulation Modeling And Analysis	
MATH-466	Galois Theory: Historical And Modern	
MATH-305	Probability And Statistics	
MATH-312	Foundations Of Geometry	
MATH-331	Abstract Algebra I	
MATH-321	History Of Mathematics	
MATH-322	Number Theory	
MATH-328	Complex Variables	
MATH-332	Abstract Algebra II	
MATH-337	Theory Of Equations	
MATH-338	Introduction To Real Analysis	
MATH-343	Linear Algebra II	
MATH-444	Problem Solving, Modeling, And Project In Mathematics With Technology	
SCED-409	Teaching Mathematical Problem Solving In The Secondary Schools	
SCED-410	Computers In The Teaching Of Secondary School Mathematics	
SCED-408	The Nature Of Mathematical Abilities In School Children	

**Total Hours****30****Culminating/Capstone Experience Assessment**

Students fulfill their culminating experience requirement for the program through demonstration of their abilities in solving problems (i.e., passing the Qualifying examination) and completing a project.

Students must complete:

**1. Qualifying Examination for the M.S in Mathematics**

Pass a written comprehensive examination that covers topics in the areas of Linear Algebra, Probability and Statistics, Elementary Analysis, and Mathematics Structures.

**2. Project for the M.S in Mathematics (Secondary Education Concentration)**



Complete a written project under the supervision of a faculty member while enrolled in Mathematics 495 [Project in Mathematics], or complete a 400 level Mathematics course with a project component, approved by the advisor. The students who enroll in Mathematics 495 must present an oral report to a committee consisting of at least three faculty members.

## M.S. Mathematics: Applied Mathematics Concentration.

### Program of Study

The program consists of 10 courses (30 credit hours) to be chosen in consultation with the advisor. At least seven of the courses must be at the 400 level. With the approval of the Department of Mathematics, the program accepts transfer credits in accordance with university-wide graduate policy.

### Graduate Program Policies

The policies for the College of Graduate Studies and Research are found here (<http://catalog.neiu.edu/graduate-studies-research/graduate-policies/>).

Code	Title	Hours
<b>Core Courses (choose one of two options):</b>		
Project Option		6
MATH-430	Discrete Mathematical Structures	
MATH-495	Project In Mathematics	
Thesis Option		9
MATH-430	Discrete Mathematical Structures	
MATH 590 - Thesis		
Electives - (21 cr if doing a thesis)		24
MATH-406	Linear Programming: Theory And Practice	
MATH-421	Modern Geometry	
MATH-441	Multivariate Statistical Analysis	
MATH-442	Applied Regression Analysis	
MATH-443	Experimental Design	
MATH-466	Galois Theory: Historical And Modern	
MATH-471	Introduction To Stochastic Models	
MATH-472	Simulation Modeling And Analysis	
MATH-473D	Advanced Topics In Operations Research: Decision Theory	
MATH-474	Mathematical Modeling	
MATH-475	Advanced Topics In Operations Research: Mathematical Programming	
MATH-302	Ordinary Differential Equations II	
MATH-303	Partial Differential Equations	
MATH-309	Numerical Analysis II	
MATH-328	Complex Variables	
MATH-334	Mathematical Statistics I	
MATH-336	Statistical Inference	
MATH-338	Introduction To Real Analysis	
MATH-343	Linear Algebra II	
MATH-365	Statistical Computer And Data Analysis Packages	
Total hours		30

### Culminating/Capstone Experience Assessment

Students fulfill their culminating experience requirement for the program through demonstration of their abilities in solving problems (i.e., passing the Qualifying examination) and completing a project or thesis.

#### 1. Qualifying Examination for the M.S in Mathematics

All students must pass a written comprehensive examination that covers topics in the areas of Linear Algebra, Probability and Statistics, Elementary Analysis, and Mathematics Structures. If a student has passed the first three actuary exams for the SOA or CAS, then they must show proof to the advisor and will be exempted from the Qualifying examination.

#### 2. Project/Thesis for the M.S in Mathematics (Applied Mathematics Concentration)

Complete a written project or thesis under the supervision of a faculty member while enrolled in Mathematics 495 [Project in Mathematics] or MATH 590 [Thesis]. The student must present an oral report to a committee consisting of at least three faculty members.

In order to register for the project course MATH 495 or the thesis course MATH 590, students must submit a signed topic approval form with an abstract of the proposed research project. Students may register for 1-4 credits per term with 6 credits required for the thesis and 3 credits required for the project. All MATH 590 credits must be earned within the equivalent of 2 academic years.

# Minor in Applied Mathematics

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Applied Mathematics (26 cr. hrs.)**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Required Courses</b>		
MATH-187	Calculus I	4
MATH-202	Calculus II	4
MATH-203	Calculus III	4
MATH-253	Linear Algebra I	3
MATH-311	Writing Intensive Program: Introduction To Advanced Mathematics	5
Select two Elective courses from the approved list of courses/check with advisor		6
<b>Total Hours</b>		<b>26</b>

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Elective courses:</b>		
MATH-301	Ordinary Differential Equations I	4
MATH-302	Ordinary Differential Equations II	3
MATH-303	Partial Differential Equations	3
MATH-304	Introduction To Numerical Analysis	3
MATH-305	Probability And Statistics	4
MATH-306	Linear Programming And Extensions	3
MATH-307	Introduction To Stochastic Processes	3
MATH-334	Mathematical Statistics I	3
MATH-336	Statistical Inference	4
MATH-338	Introduction To Real Analysis	3
MATH-339	Vector Calculus	4
MATH-340	Computing For Mathematicians	4
MATH-343	Linear Algebra II	3
MATH-365	Statistical Computer And Data Analysis Packages	3

At least three classes in the minor must be taken at NEIU. Handbooks on all math minor programs are available from the Department of Mathematics.

# Mathematical & Statistical Modeling of Complex Systems Minor

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## Mathematical and Statistical Modeling of Complex Systems Minor

This minor focuses on training students in current quantitative modeling techniques for understanding complex systems. Complex Systems is a field at the intersection of social, behavioral, and biomedical sciences studying how different parts of a system and its environment interact and give rise to the collective dynamics of the system. This minor program is designed to prepare students for careers, which apply quantitative methodology to government organization, industries and research involving complex behavior and biomedical fields. The courses required in the minor are interdisciplinary crossing mathematics with public health, biology, chemistry, psychology and sociology.

### University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

#### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

#### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Mathematical and Statistical Modeling of Complex Systems Minor

The program requires students to take 6 courses totaling 22-24 credit hours.

Code	Title	Hours
<b>Required core courses</b>		
MATH-187	Calculus I	4
MATH-202	Calculus II	4
MATH-275 or MATH-334	Applied And Computational Statistics (minor advisor consultation required, MATH-334 is 3 crs.) Mathematical Statistics I	4
MATH-370	Mathematical Modeling In The Natural Sciences	4
MATH-374	Modeling And Simulations Of Complex Systems Networks (or other modeling course recommended by the advisor)	4

Code	Title	Hours
<b>Electives: At least one course from the following list:</b>		
MATH-302	Ordinary Differential Equations II	
MATH-303	Partial Differential Equations	
MATH-304	Introduction To Numerical Analysis	
MATH-307	Introduction To Stochastic Processes	
MATH-324	Independent Study In Mathematics (minor advisor consultation required)	
MATH-336	Statistical Inference (only if not taken under Group A)	
MATH-340	Computing For Mathematicians (or other 300-level course approved by the advisor)	

Total Hours: 22-24

# Mathematics Development

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Freshman students are initially placed into mathematics courses by their MATH ACT scores, or the results of the NEIU Mathematics Placement Test, or by an appropriate score on the Advanced Placement Test in Calculus. Course work indicated by these standards is required.

Transfer students with a grade of "C" or higher from another college or university in a developmental course in "Intermediate Algebra" should contact the Mathematics Department as to whether this course would be recognized as a prerequisite for a college mathematics course at Northeastern.

Matthew Graham, Ph.D., Coordinator

Lidia Filus, Ph.D., Professor, Chair

## **MATH-011A. Developmental Stretch I: Statistics In Daily Life. 2 Hours.**

Math 011A must be taken concurrently with Math 111A. These two courses comprise the first semester in a two semester sequence. Students completing each of Math 011A, 011B, 111A, and 111B with a C or better will have satisfied the Math 112 requirement and earned a total of 4 college credits. These courses comprise an elementary introduction to statistics. Students will learn: to process and classify observational, experimental, and sampling data; to make decisions using descriptive statistics; to use inferential statistics to test hypotheses and draw conclusions about a population; and to use spreadsheets to perform these tasks.

**Corequisite:** MATH-111A.

## **MATH-011B. Developmental Stretch II: Statistics In Daily Life. 2 Hours.**

Math 011B must be taken concurrently with Math 111B. These two courses comprise the second semester in a two semester sequence. Students completing each of Math 011A, 011B, 111A, and 111B with a C or better will have satisfied the Math 112 requirement and earned a total of 4 college credits. These courses comprise an elementary introduction to statistics. Students will learn: to process and classify observational, experimental, and sampling data; to make decisions using descriptive statistics; to use inferential statistics to test hypotheses and draw conclusions about a population; and to use spreadsheets to perform these tasks.

**Prerequisite:** MATH-011A with a minimum grade of C.

**Corequisite:** MATH-111B.

## **MATH-048A. Developmental Stretch I: Math For Elementary Teachers I. 3 Hours.**

Math 048A must be taken concurrently with Math 148A. These two courses comprise the first semester in a two semester sequence. Students completing each of Math 048A, 048B, 148A, and 148B with a C or better will have satisfied the Math 149 requirement and earned a total of 4 college credits. These courses comprise a mathematical introduction for elementary and middle school teachers. Topics include place value, models for and the development of arithmetic, mental math, estimation, word problems, algorithms, factors, primes, proofs, prealgebra, fractions, ratios, rates, and percentages. The development of elementary mathematics from an advanced standpoint is emphasized.

**Corequisite:** MATH-148A.

## **MATH-048B. Developmental Stretch II: Math For Elementary Teachers I. 3 Hours.**

Math 048B must be taken concurrently with Math 148B. These two courses comprise the second semester in a two semester sequence. Students completing each of Math 048A, 048B, 148A, and 148B with a C or better will have satisfied the Math 149 requirement and earned a total of 4 college credits. These courses comprise a mathematical introduction for elementary and middle school teachers. Topics include place value, models for and the development of arithmetic, mental math, estimation, word problems, algorithms, factors, primes, proofs, prealgebra, fractions, ratios, rates, and percentages. The development of elementary mathematics from an advanced standpoint is emphasized.

**Prerequisite:** MATH-048A with a minimum grade of C.

**Corequisite:** MATH-148B.

## **MATH-090. Elementary Algebra. 3 Hours.**

This course develops the foundations of algebra, beginning with the real number system and its operations. Topics include: variable expressions, linear equations, exponents and polynomials, applications of proportion, percent, and the use of formulas to develop problem solving skills. Freshman students are initially placed into mathematics courses by their MATH ACT scores, their NEIU Mathematics Placement Test scores, or by an appropriate score on the Advanced Placement Test in Calculus. (This course does not count toward graduation or GPA.)

**Prerequisite:** NEIU Math Placement Result 00 - 40 (or ACT Math 01 - 36 or Accuplacer Elementary Algebra 020 - 040 or SAT Math 200 - 800 or Accuplacer QR, Algebra, & Stat 200 - 300).

## **MATH-0901. Math Enrichment Workshop For Math 090. 1 Hour.**

Mathematics enrichment workshop for students currently enrolled in MATH-090. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard Math 090 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester.

**Corequisite:** MATH-090.

**MATH-091. Intermediate Algebra I. 3 Hours.**

This course develops the foundations of algebra, beginning with the real number system and its operations. Topics include: variable expressions, linear equations and systems of equations, exponents, polynomials, factoring trinomials, and solving equations by factoring. Freshman students are initially placed into mathematics courses by their MATH ACT scores, their NEIU Mathematics Placement Test scores, or by an appropriate score on the Advanced Placement Test in Calculus. (This course does not count toward graduation of GPA.)

**Prerequisite:** (MATH-090 or NEIU Math Placement Result 01 - 45 or ACT Math 17 - 18 or Accuplacer Elementary Algebra 041 - 059 or Accuplacer QR, Algebra, & Stat 237 - 249 or SAT Math 460 - 490).

**MATH-0911. Math Enrichment Workshop For Math 091. 1 Hour.**

Mathematics enrichment workshop for students currently enrolled in MATH-091. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard Math 091 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester.

**Corequisite:** MATH-091.

**MATH-092. Intermediate Algebra II. 3 Hours.**

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, graphing and applications of quadratic functions, and properties of logarithms. Freshman students are initially placed into mathematics courses by MATH ACT scores, NEIU Mathematics Placement Test scores, or by an appropriate score on the Advanced Placement Test in Calculus. (This course does not count toward graduation or GPA.)

**Prerequisite:** (MATH-091 - 499 or MATH-091A - 499Z or NEIU Math Placement Result 02 - 45 or ACT Math 19 - 36 or Accuplacer Elementary Algebra 060 - 084 or Accuplacer College Level Math 020 - 120 or Accuplacer Adv. Algebra & Func 200 - 300 or SAT Math 500 - 800).

**MATH-0921. Math Enrichment Workshop For Math 092. 1 Hour.**

Mathematics enrichment workshop for students currently enrolled in MATH-092. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard Math 092 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester.

**Corequisite:** MATH-092.

**MATH-092C. College Algebra Express I. 3 Hours.**

MATH-092C College Algebra Express I must be taken concurrently with Math 173C College Algebra Express II. Math 092C and Math 173C are collectively a 6-credit co-requisite course that provides students a path to finish developmental coursework and college algebra in ONE semester. Background topics which are necessary for a student to successfully complete Math 173C will be covered in Math 092C. Such topics include fractions, factoring polynomials, functions, exponents, and operating with radical and rational expressions. Students who complete MATH-173C with a minimum grade of C will have satisfied the college algebra requirement.

**Prerequisite:** Accuplacer Elementary Algebra with a score of 60 or ACT Math with a score of 19 or SAT Mathematics with a score of 500.

**Corequisite:** MATH-173C.

**MATH-097. Mathematical Literacy. 4 Hours.**

Mathematical Literacy for College Students is a one semester course for non-math and non-science majors integrating numeracy, proportional reasoning, algebraic reasoning, and functions. Students will develop conceptual and procedural tools that support the use of key mathematical concepts in a variety of contexts. Throughout the course, college success content will be integrated with mathematical topics. Upon passing this course, one can enroll in Math 112 (Statistics) or Math 113 (Mathematical Reasoning). (This course is in place of the Math 091/092 sequence and has no college credit. This course does not count toward graduation or GPA).

**Prerequisite:** (MATH-090 - 499 or MATH-090A - 499Z or Accuplacer Elementary Algebra 041 - 120 or ACT Math 17 - 36 or Accuplacer QR, Algebra, & Stat 237 - 300 or SAT Math 460 - 800).



# Music

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The Department of Music at Northeastern Illinois University is committed to providing students with a solid foundation in Music and Dance that fosters equity, diversity, inclusion, quality, creativity, and access to opportunity. Our guiding principles are 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 Bachelor of Arts, Bachelor of Music, Master of Arts, and to Teacher Licensure.

## Undergraduate programs are available in:

- Bachelor of Music in Performance
- Bachelor of Music in K-12 Music Education: Vocal or Instrumental
- Bachelor of Arts in Music

## Graduate program:

- Master of Arts in Applied Music Pedagogy

## Minors are available in:

- Individualized Music Minor
- Music Education for Elementary Education Majors
- Individualized Dance Minor

## Teacher Licensure Program

(See College of Education)

## Undergraduate Admission

The Music Major curriculum is designed to begin the first term of the freshman year. Students intending to major in Music should contact the department to arrange an interview/audition for admission to the program. Email [music@neiu.edu](mailto:music@neiu.edu) for more information. 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 intending to major in Music should contact the department to arrange an interview/audition for admission to the program. Email [music@neiu.edu](mailto:music@neiu.edu) for more information. Transfer students should request a departmental evaluation of transferred credits for acceptance toward the major or minor requirements during their first term of enrollment.

## Teacher Licensure Program (TLP) for Post-Baccalaureate Students

This program is designed for returning students **with a degree in Music** who wish to obtain K-12 Music teaching licensure. The program is administered through the College of Education (See Special Licensure Programs in the Teacher Education section of this catalog). Once accepted into the program, students meet with the appropriate music advisor to determine required Music coursework to obtain state licensure. Students must pass an audition to enroll. Email [music@neiu.edu](mailto:music@neiu.edu) for more information.

## Program Advisors

Each Music Major, Minor, and Teacher Licensure Program student is assigned a faculty advisor who guides the student in selecting courses and in fulfilling academic and departmental requirements for graduation. Majors should obtain their advisor's approval for each semester prior to registration. Students must also be aware of the General Education requirements for the Bachelor's degree. All students must complete a minimum of 40 semester hours at the 300 level to graduate. Students must also complete 3 ELE courses.

## Departmental Requirements

In addition to completing course requirements, Music Majors and Minors must fulfill departmental requirements for graduation.

**Ensemble Requirement:** Music Majors, Teacher Licensure Program, and Graduate students are required to participate in a large ensemble. Music Minors are encouraged to participate in large ensembles. 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;
- Voice students enroll in University Chorus, Chamber Singers, Opera Workshop, or Musical Theater (see Vocal Performance and Music Education programs for specific requirements).

Graduate and Teacher Licensure Program students must complete three semesters of a large ensemble. Undergraduates must participate in a large ensemble every semester they are enrolled in courses at NEIU except while student teaching. All scholarship students must participate in 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. Transfer students must attend the equivalent of 10 music department concerts per semester they are enrolled. Five concerts from off-campus venues will be accepted with advisor approval. Please consult with your advisor to determine the correct number of recitals required. It is the student's responsibility to submit and track their attendance validation records. Concerts in which the student participates/performs may be counted towards the attendance total; it is expected that these students attend the entire concert.

**Convocation:** Music Majors are required to attend Department of Music Special Convocations, which are scheduled during activity hour (Tuesday / Thursday 3:05 - 4:05 p.m.). Convocations are usually held 4 times a year (twice a semester). Students receive 2 Concert Attendance credits for attending the Convocations.

**Applied Music:** Students taking Applied Lessons must be Music Majors or Minors. Non-Major students registered in an ensemble may be considered for applied lessons. Music Education and Performance Majors are expected to audition for 300-level Applied Music upon achieving junior standing (60-89 hrs.). Music Education or Performance 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.

## AWARDS

Scholarships are available to outstanding students in Music and Dance. Undergraduate Talent Scholarships (tuition waivers) in Music and in Dance are awarded through audition. Qualified students must not hold a bachelor's degree. Graduate Scholarships are also available through audition. Complete information is available from the Department.

## 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
- Chicago Chamber Music Festival
- American Spanish Dance Festival
- Faculty Artist 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; placement is done through an audition and a commitment to artistic performance is expected. Students may enroll for credit in a maximum of three ensembles per term.

## LARGE ENSEMBLES INCLUDE:

- Band
- University Chorus
- Chamber Singers

- Opera Workshop
- Guitar Ensemble
- Orchestra
- Music Theater
- Piano Accompanying

### **SMALL ENSEMBLES INCLUDE:**

- Jazz Band
- Brass Ensemble
- String Ensemble
- Guitar Ensemble
- Chamber Ensemble
- Jazz Combo
- Woodwind Ensemble
- Percussion Ensemble
- Piano Four Hands

### **DANCE ENSEMBLE:**

- Repertory 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 thousands of recordings and scores. The Multimedia Learning Resource Center is located on the third floor of the Ronald Williams Library.

### **NAFME**

The NEIU Collegiate Chapter of the Music Educators National Conference provides opportunities for professional orientation and development, and opportunities to attend Music Education festivals, conventions and meetings.

### **NEIU BRASS CLUB**

The NEIU Brass Club is open to all instrumentalists and exists to promote communication among brass players and to improve the artistic level of performance, teaching, and literature associated with brass players. The Brass Club supports departmental programs and sponsors activities that renew the fervor and importance of music in our lives.

- Major in Music (<http://catalog.neiu.edu/arts-sciences/music/music/>) (Bachelor of Music in Music Education or Performance)
- Major in Music (<http://catalog.neiu.edu/arts-sciences/music/major-music/>) (Bachelor of Arts)
- Minor in Music (<http://catalog.neiu.edu/arts-sciences/music/minor-music/>)
- Minor in Dance (<http://catalog.neiu.edu/arts-sciences/music/minor-dance/>)
- Master of Arts in Applied Music (<http://catalog.neiu.edu/arts-sciences/music/master-arts-music/>)

Christopher Owen, D.M.A., Associate Professor, Chair

Peter Chang, Ph.D., Professor

R. Shayne Cofer, Ph.D., Professor

Travis Heath, D.M.A., Professor

Nelson Mandrell, D.M.A., Associate Professor

Katherine Petersen, D.M.A., Associate Professor

Rose Sperrazza, D.M.A., Professor

Susan Tang, D.M.A., Professor

Dance

### **DANC-101. The Dance Experience: Introduction To The Art Of Dance. 3 Hours.**

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-109. First Year Experience: Steppin' Out: Dance In Chicago. 3 Hours.**

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

**DANC-131. Introduction To Spanish Dance. 3 Hours.**

This course is an introduction to the three styles of Spanish dance: Classical, Regional and Flamenco with emphasis on basic technique, and on Spain's varied music from the 13th through 21st centuries.

**DANC-161. Spanish Dance I. 2 Hours.**

This course is open to beginning students as a continuation of DANC-131 with an emphasis on the mastery of four important repertory styles and their dances: Classical, Regional, Flamenco, and Escuela Bolera. The course is repeatable up to 3 times for credit towards graduation.

**Prerequisite:** DANC-131 with a minimum grade of C.

**DANC-203U. Field Experiences:Dance In Chicago I. 3 Hours.**

Field experience in studios or schools. Detailed information is available in the departmental office.

**DANC-203V. Field Experiences:Dance In Chicago II. 3 Hours.**

Advanced field experience in studios or schools. Detailed information is available in the departmental office.

**DANC-203W. Field Experiences:Hispanic Dance I. 3 Hours.**

Hispanic dance field experience in studios or schools. Detailed information is available in the departmental office.

**DANC-204. Dance Performance Ensemble. 2 Hours.**

This course is open to enrolled students with beginning to intermediate skills in dance technique (ballet, modern, jazz or combination). The course is repeatable up to 3 times for credit towards graduation.

**DANC-251. Modern Dance I. 2 Hours.**

This course is open to beginning students as an introduction to the fundamental theories and techniques of modern dance. It is an exploration of movement as an art form, emphasizing body alignment, strength, flexibility and musicality. The course is repeatable up to 3 times for credit towards graduation.

**DANC-254. Modern Dance II. 2 Hours.**

This course is open to intermediate students as a continuation of concepts explored in DANC-251. The course emphasizes coordination, balance, locomotor phrases, and improvisation. The course is repeatable up to 3 times for credit towards graduation.

**Prerequisite:** DANC-251 with a minimum grade of C.

**DANC-255. Jazz Dance I. 2 Hours.**

This course is open to beginning students as an introduction to fundamental techniques of jazz dance. The course emphasizes musicality, posture and coordination through theatrical and classical styles. The course is repeatable up to 3 times for credit towards graduation.

**DANC-256. Ballet I. 2 Hours.**

This course is open to beginning students as an introduction to fundamental ballet concepts, movement vocabulary and basic terminology. The course emphasizes body alignment, coordination, strength and flexibility. The course is repeatable up to 3 times for credit towards graduation.

**DANC-261. Spanish Dance II. 2 Hours.**

This course is open to intermediate students as a continuation of concepts explored in DANC-161. Students will further explore the Classical, Regional, Flamenco, and Escuela Bolera styles with an emphasis on mastery of technique, music, and theatrical history. The course is repeatable up to 3 times for credit towards graduation.

**Prerequisite:** DANC-161 with a minimum grade of C.

**DANC-351. Modern Dance III. 3 Hours.**

This course is open to advanced students as a continuation of concepts explored in DANC-254 utilizing elements of Graham, Limon and Cunningham Techniques. The course emphasizes movement quality, efficiency, power, and performance skills through varied styles of progressions and center work. The course is repeatable up to 3 times for credit towards graduation.

**Prerequisite:** DANC-254 with a minimum grade of C.

**DANC-355. Jazz Dance II. 2 Hours.**

This course is open to intermediate students as a continuation of jazz dance techniques explored in DANC-255. Students will gain a greater understanding and expression of more refined classical, theatrical, and street techniques with increasing agility, coordination, flexibility, and stylized combinations. The course is repeatable up to 3 times for credit towards graduation.

**Prerequisite:** DANC-255 with a minimum grade of C.

**DANC-356. Ballet II. 2 Hours.**

This course is open to intermediate students as a continuation of ballet techniques, movement vocabulary and terminology explored in DANC-256. The course emphasizes control, speed, coordination, balance, and ballet combinations through adagio, allegro, and center work. The course is repeatable up to 3 times for credit towards graduation.

**Prerequisite:** DANC-256 with a minimum grade of C.

**DANC-357. Ballet III. 2 Hours.**

This course is open to advanced students as a continuation of the ballet techniques, movement vocabulary and terminology explored in DANC-356. Students will learn greater development of speed, coordination, balance, movement quality and performance skills through adagio, allegro, and center work. The course is repeatable up to 3 times for credit towards graduation.

**Prerequisite:** DANC-356 with a minimum grade of C.

**DANC-360. Dance Composition. 3 Hours.**

This course addresses practical aspects of dance creation and design as well as theoretical aspects of dance as an art and form of communication. The creation of choreographic studies is required. The course is repeatable up to 2 times for credit towards graduation.

**Prerequisite:** DANC-204 with a minimum grade of C or DANC-261 with a minimum grade of C or DANC-390B with a minimum grade of C or DANC-390D with a minimum grade of C or DANC-390E with a minimum grade of C.

**DANC-365. Dance Production. 3 Hours.**

This course covers the practical aspects of production principles including budgets, timelines, marketing, costuming, make-up and lighting for dance.

**DANC-370. Musical Resources For Dance. 3 Hours.**

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.

**DANC-371. Theory And Philosophy Of Dance And The Related Arts. 3 Hours.**

The nature of dance and its historical interrelatedness with other art forms: poetry, drama (opera), painting and music; the role of the critic.

**DANC-380. Contemporary Dance Education. 3 Hours.**

This courses addresses the practical aspects of the theory and application of educational methods to the field of dance in various settings, such as conservatory, community and age-specific interest groups.

**DANC-382. Dance Management And Grantsmanship. 3 Hours.****DANC-390B. Seminar In Dance Performance: Jazz Dance. 3 Hours.**

This course is open to advanced students as a continuation of jazz techniques and styles explored in DANC-355. This course provides students with practical experience in the area of Jazz dance technique, movement development and expressive movement performance while integrating and maintaining correction. The course is repeatable up to 3 times for credit towards graduation.

**Prerequisite:** DANC-355 with a minimum grade of C.

**DANC-390D. Seminar In Dance Performance: Spanish Dance. 3 Hours.**

This course is open to advanced students as a continuation of DANC-261. This course provides students with practical experience via the study and rehearsal of Spanish dance technique, styles, choreographic works and history. Students will focus on the professional expectations of the field through regular class instruction, performance, lectures and films. The course is repeatable up to 3 times for credit towards graduation.

**Prerequisite:** DANC-261 with a minimum grade of C.

**DANC-390E. Seminar In Dance Performance: Styles. 3 Hours.**

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 with the opportunity to improve their ability to integrate and maintain correction in the areas of technique and movement development. Course is repeatable up to 3 times for credit towards graduation.

**Prerequisite:** DANC-204 with a minimum grade of C or DANC-254 with a minimum grade of C or DANC-261 with a minimum grade of C or DANC-355 with a minimum grade of C or DANC-356 with a minimum grade of C or DANC-357 with a minimum grade of C.

**DANC-391. Internship In Dance. 3 Hours.**

Practicum in art agencies, dance companies, community organizations or arts-related industries designed by the student, a dance faculty advisor and generally an off-campus agent.

## Music

**MUS-101. The Musical Experience. 3 Hours.**

A non-technical course designed to increase the listener's understanding and enjoyment of music. Not applicable towards music major or minor requirements.

**MUS-103. Basic Materials In Sight Reading. 1 Hour.**

This course is designed to develop the foundations of sight reading and increase the first year music student's awareness, understanding and enjoyment of sight reading through practical application exercises and lectures. Students will learn the basics of reading and writing music, sight reading and beginning music theory. Practice and application of sight reading techniques, ear training procedures and related aural and oral skills will be emphasized. This course is designed for students at the beginning level, as determined by a placement exam administered to all music major students at the beginning of the semester.

**MUS-104. Music Concepts: An Introduction. 3 Hours.**

Elements of music, forms and styles; lectures, discussions, readings, recordings and attendance at musical performances. Open to all students; recommended for prospective majors and required for Elementary Education majors.

**MUS-105. Basic Materials In Music Theory. 3 Hours.**

MUS-105 Basic Materials in Music Theory, 3 cr. Introduction to notation and perception of pitch and rhythm, including: intervals, triads, scales, meter, and key signatures, time signatures, and basic concepts of sight singing and ear training. Recommended as a remedial course for prospective majors whose music theory skills need enhancement in order to qualify for enrollment in MUS-121, Music Theory 1.

**MUS-106. Orientation To Music Education. 1 Hour.**

A broad view of Music Education in Public School K-12 is required of all Music Education majors. Included are visits to all levels of music instruction in local schools. 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-109. First Year Experience:Chi-Tunes: Music In Chicago. 3 Hours.**

In this course, the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-discovery and Transitions) are interwoven with the field specific concepts and terminology of music. 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.

**MUS-110. Class Voice I. 2 Hours.**

For beginning students in voice; fundamentals of vocal technique.

**MUS-111. Class Voice II. 2 Hours.**

Continuation of MUS-110.

**Prerequisite:** MUS-110 with a minimum grade of C.

**MUS-112. Class Piano I. 1 Hour.**

Open to all students. Class Piano I is an introduction to keyboard techniques and concepts essential to the development of proficiency at the piano and other keyboard instruments. Topics include: Keyboard topography, foundations of technique, playing "by ear," improvisation, major scales & arpeggios, note and rhythm reading notation on the grand staff, primary chords, harmonization, transposition, solo and ensemble playing, and practice strategies. Requires outside-of-class practice at a piano or electronic keyboard instrument.

**MUS-113. Class Piano II. 1 Hour.**

This course is a continuation of MUS-112. Students will learn expanded theoretical concepts and keyboard techniques. Topics will include minor scales and arpeggios, harmonization and transposition using secondary chords. This course requires outside-of-class practice at a piano or electronic keyboard instrument.

**Requirement:** or a passing the Level 1 piano proficiency assessment

**Prerequisite:** MUS-112 with a minimum grade of C.

**MUS-114. Class Piano III. 1 Hour.**

This course is a continuation of MUS-113. Topics will include choral and instrumental score reading, intermediate level solo and ensemble repertoire, harmonization, using seventh chords and secondary dominants and performing from lead sheets. This course requires outside-of-class practice at a piano or electronic keyboard instrument.

**Requirement:** or passing the Level 1 piano proficiency assessment

**Prerequisite:** MUS-113 with a minimum grade of C.

**MUS-115. Instrumental Music Studies Brass Instruments. 1 Hour.**

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.

**Prerequisite:** MUS-121 with a minimum grade of C.

**MUS-116. Instrumental Music Studies Percussion Instruments. 1 Hour.**

Introduction to the techniques and skills of playing percussion instruments. The use of percussion instruments in various types of instrumental ensembles.

**Prerequisite:** MUS-121 with a minimum grade of C.

**MUS-117. Instrumental Music Studies String Instruments. 1 Hour.**

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.

**Prerequisite:** MUS-121 with a minimum grade of C.

**MUS-118. Instrumental Music Studies Woodwind Instruments I. 1 Hour.**

Introduction to the techniques and skills of playing flute and clarinet. Care and maintenance of the instruments as well as study and evaluation of the music literature available for the instruments.

**Prerequisite:** MUS-121 with a minimum grade of C.

**MUS-119. Instrumental Music Studies: Woodwind Instruments II. 1 Hour.**

Introduction to the techniques and skills of playing oboe, bassoon, and saxophone. Care and maintenance of the instruments as well as study and evaluation of the music literature available for the instruments.

**Prerequisite:** MUS-121 with a minimum grade of C.



**MUS-120. Class Guitar I. 2 Hours.**

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 Hours.**

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. Placement testing or consent of instructor.

**MUS-122. Music Theory II. 3 Hours.**

Continuation of MUS-121. Advancing written and aural skills. Phrase structure, cadences, harmonic progression, harmonization techniques, nonharmonic tones.

**Prerequisite:** MUS-121 with a minimum grade of C.

**MUS-123. Class Guitar II. 2 Hours.**

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.

**Prerequisite:** MUS-120 with a minimum grade of C.

**MUS-124. Sight Singing And Ear Training I. 1 Hour.**

Practice and application of sight-singing techniques, ear training procedures and related aural/oral skills.

**Prerequisite:** MUS-121 with a minimum grade of C and MUS-122 with a minimum grade of C.

**MUS-125. Sight Singing And Ear Training II. 1 Hour.**

Continuation of MUS-124.

**Prerequisite:** MUS-124 with a minimum grade of C.

**MUS-150A. Applied Music: Flute. 1 Hour.**

Individual study in voice or instrument for the development of performing skills and musical understanding; knowledge of the repertoire at an appropriate level of performing ability. Students will participate in small ensembles as part of the applied lesson studio class. Students taking applied lessons at this level must be music majors, minors, or registered in an ensemble. Consent of instructor and department chairperson.

**MUS-150B. Applied Music: Oboe. 1 Hour.**

Individual study in voice or instrument for the development of performing skills and musical understanding; knowledge of the repertoire at an appropriate level of performing ability. Students will participate in small ensembles as part of the applied lesson studio class. Students taking applied lessons at this level must be music majors, minors, or registered in an ensemble. Consent of instructor and department chairperson.

**MUS-150C. Applied Music: Clarinet. 1 Hour.**

Individual study in voice or instrument for the development of performing skills and musical understanding; knowledge of the repertoire at an appropriate level of performing ability. Students will participate in small ensembles as part of the applied lesson studio class. Students taking applied lessons at this level must be music majors, minors, or registered in an ensemble. Consent of instructor and department chairperson.

**MUS-150D. Applied Music: Saxophone. 1 Hour.**

Individual study in voice or instrument for the development of performing skills and musical understanding; knowledge of the repertoire at an appropriate level of performing ability. Students will participate in small ensembles as part of the applied lesson studio class. Students taking applied lessons at this level must be music majors, minors, or registered in an ensemble. Consent of instructor and department chairperson.

**MUS-150E. Applied Music: Bassoon. 1 Hour.**

Individual study in voice or instrument for the development of performing skills and musical understanding; knowledge of the repertoire at an appropriate level of performing ability. Students will participate in small ensembles as part of the applied lesson studio class. Students taking applied lessons at this level must be music majors, minors, or registered in an ensemble. Consent of instructor and department chairperson.

**MUS-150F. Applied Music: French Horn. 1 Hour.**

Individual study in voice or instrument for the development of performing skills and musical understanding; knowledge of the repertoire at an appropriate level of performing ability. Students will participate in small ensembles as part of the applied lesson studio class. Students taking applied lessons at this level must be music majors, minors, or registered in an ensemble. Consent of instructor and department chairperson.

**MUS-150G. Applied Music: Trumpet. 1 Hour.**

Individual study in voice or instrument for the development of performing skills and musical understanding; knowledge of the repertoire at an appropriate level of performing ability. Students will participate in small ensembles as part of the applied lesson studio class. Students taking applied lessons at this level must be music majors, minors, or registered in an ensemble. Consent of instructor and department chairperson.

**MUS-150H. Applied Music: Euphonium. 1 Hour.**

Individual study in voice or instrument for the development of performing skills and musical understanding; knowledge of the repertoire at an appropriate level of performing ability. Students will participate in small ensembles as part of the applied lesson studio class. Students taking applied lessons at this level must be music majors, minors, or registered in an ensemble. Consent of instructor and department chairperson.

**MUS-150J. Applied Music: Trombone. 1 Hour.**

Individual study in voice or instrument for the development of performing skills and musical understanding; knowledge of the repertoire at an appropriate level of performing ability. Students will participate in small ensembles as part of the applied lesson studio class. Students taking applied lessons at this level must be music majors, minors, or registered in an ensemble. Consent of instructor and department chairperson.













**MUS-201. Music Theory III. 3 Hours.**

Study of seventh chords, secondary dominants, altered nonharmonic tones, modulation, borrowed chords, augmented sixth chords. Advancing analytical and written skills.

**Prerequisite:** MUS-122 with a minimum grade of C.

**MUS-202. Music Theory IV. 3 Hours.**

Writing and analysis. Study of Neapolitan sixth; diminished sevenths; altered dominants; chromatic mediant; modulation to foreign keys; ninth, eleventh and thirteenth chords.

**Prerequisite:** MUS-201 with a minimum grade of C.

**MUS-210. Diction For Singers I. 2 Hours.**

Introduction to proper pronunciation of English and Italian texts in classical vocal music. Use of the International Phonetic Alphabet symbols applied to the singing of songs and arias.

**Prerequisite:** MUS-122 with a minimum grade of C.

**MUS-211. Diction For Singers II. 2 Hours.**

Introduction to proper pronunciation of German and French texts in classical vocal music. Use of the International Phonetic Alphabet symbols applied to the singing of songs and arias.

**Prerequisite:** MUS-122 with a minimum grade of C.

**MUS-221. Concert Choir. 1 Hour.**

Vocal ensemble open to enrolled students. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-221A. University Chorus. 1 Hour.**

Vocal ensemble open to enrolled students. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-222A. Vocal Ensemble: Chamber Singers. 1 Hour.**

Vocal ensemble open to enrolled students. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-222C. Vocal Ensemble: Opera Workshop. 1 Hour.**

A practical workshop in learning and performing opera repertoire. Explore the art of singing and acting through research, preparation and performance of opera scenes or a complete opera production. Open to enrolled students. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-222D. Vocal Ensemble: Music Theater. 1 Hour.**

A practical workshop in learning and performing musical theater repertoire. Explore the art of singing and acting through research, preparation and performance of a complete musical theater production. Open to enrolled students. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-222E. Vocal Ensemble: Music Production. 1 Hour.**

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-226. Orchestra. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-231. Band. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-231A. Wind Band. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-234A. Instrumental Ensemble: Brass. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-234B. Instrumental Ensemble: Percussion. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-234C. Instrumental Ensemble: Strings. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-234D. Instrumental Ensemble: Woodwinds. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-234E. Instrumental Ensemble: Accompanying. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-234F. Instrumental Ensemble: Piano Music For Four Hands. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-234M. Instrumental Ensemble: Guitar. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.



**MUS-235A. Instrumental Ensemble:Jazz Band. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-235B. Instrumental Ensemble:Jazz Combo. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-301. Counterpoint I. 3 Hours.**

Writing in two parts in various styles and modes, study of species and modal procedures. .

**Prerequisite:** MUS-201 with a minimum grade of C.

**MUS-302. Counterpoint II. 3 Hours.**

Writing in two parts in various styles and modes, study of species and modal procedures.

**Prerequisite:** MUS-301 with a minimum grade of C.

**MUS-305. Form And Analysis I. 3 Hours.**

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.

**Prerequisite:** MUS-202 with a minimum grade of C.

**MUS-306. Form And Analysis II. 3 Hours.**

Structural and stylistic features in their musical context, early to contemporary polyphonic forms, multi-movement forms. electronic music, aleatoric music. Consideration of several approaches to structural analysis.

**Prerequisite:** MUS-305 with a minimum grade of C.

**MUS-307. Class Composition. 3 Hours.**

Composition and performance of students' original works.

**MUS-308. Orchestration. 3 Hours.**

Intrumental timbres and the capabilities of instruments; scoring for instruments in a variety of combinations, including the orchestra and instrumental vocal combinations.

**Prerequisite:** MUS-202 with a minimum grade of C.

**MUS-312. Writing Intensive Program: Beethoven. 3 Hours.**

This seminar explores major issues in Beethoven study through the most relevant literature concerning Beethoven's life, musical style, aesthetics, influence on the next generation of composers, and the socio-cultural forces responsible for shaping his ideas and music. Students will carry out individualized research projects culminating in a research paper, as well as completing reading reports, keeping a listening journal, and analyzing the music studied in class.

**Prerequisite:** MUS-122 with a minimum grade of C and ENGL-101 with a minimum grade of C and MUS-203 with a minimum grade of C and (MUS-204 with a minimum grade of C or MUS-205 with a minimum grade of C).

**MUS-317. Music Of The Romantic Era. 3 Hours.**

Consideration from a historical point of view of structural, stylistic and formal aspects of the musical art of the Romantic era.

**Prerequisite:** MUS-122 with a minimum grade of C and MUS-203 with a minimum grade of C and (MUS-204 with a minimum grade of C or MUS-205 with a minimum grade of C).

**MUS-318. Music Of The Twentieth Century. 3 Hours.**

Consideration from a historical point of view of structural, stylistic and formal aspects of the musical art of the twentieth century.

**Prerequisite:** MUS-122 with a minimum grade of C and MUS-203 with a minimum grade of C and MUS-204 with a minimum grade of C and MUS-205 with a minimum grade of C.

**MUS-320. Independent Study In Music. 1 Hour.**

Consent of instructor, department Chair and College Dean.

**MUS-321D. Writing Intensive Program: Seminar In Music History:Stravinsky. 3 Hours.**

This seminar explores major issues in Stravinsky study through the most relevant literature concerning Stravinsky's life, musical style, aesthetics, impact on the development of twentieth-century music, and the socio-cultural forces responsible for shaping his ideas and music. Students will carry out individualized research projects culminating in a research paper, as well as completing reading reports, keeping a listening journal, and analyzing the music studied in class.

**Prerequisite:** MUS-202 with a minimum grade of C and MUS-203 with a minimum grade of C and MUS-204 with a minimum grade of C and MUS-205 with a minimum grade of C and ENGL-101 with a minimum grade of C.

**MUS-321F. Seminar In Music History: Jazz. 3 Hours.**

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.

**MUS-322. Independent Study In Music. 3 Hours.**

Consent of instructor, department Chair and College Dean.

**MUS-323. Music Of The Renaissance Era. 3 Hours.**

Consideration from a historical point of view of structural, stylistic and formal aspects of the musical art of the Renaissance Era.

**Prerequisite:** MUS-122 with a minimum grade of C and MUS-203 with a minimum grade of C and MUS-204 with a minimum grade of C or MUS-205 with a minimum grade of C.

**MUS-324. Independent Study In Music. 2 Hours.**

Consent of instructor, department Chair and College Dean.

**MUS-325A. Performance Seminar: Brass. 2 Hours.**

Performance and critical analysis of performances based upon stylistic, structural, and technical factors. Enrollment in applied lessons and consent of instructor.

**MUS-325B. Performance Seminar: Piano. 2 Hours.**

Performance and critical analysis of performances based upon stylistic, structural, and technical factors. Enrollment in applied lessons and consent of instructor.

**MUS-325C. Performance Seminar: Strings. 2 Hours.**

Performance and critical analysis of performances based upon stylistic, structural, and technical factors. Enrollment in applied lessons and consent of instructor.

**MUS-325D. Performance Seminar: Wind Instruments. 2 Hours.**

Performance and critical analysis of performances based upon stylistic, structural, and technical factors. Enrollment in applied lessons and consent of instructor.

**MUS-325E. Performance Seminar: Voice. 2 Hours.**

Performance and critical analysis of performances based upon stylistic, structural, and technical factors. Enrollment in applied lessons and consent of instructor.

**MUS-326. Songwriting. 3 Hours.**

Techniques of songwriting; consideration and analysis of classical and folk song models; emphasis on writing lyrics, melody and accompaniment.

**MUS-327A. Repertoire Seminar: Piano. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-327B. Repertoire Seminar: Strings. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-327C. Repertoire Seminar: Winds. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-327D. Repertoire Seminar: Voice. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-327E. Repertoire Seminar: Choral. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-327F. Repertoire Seminar: Brass. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-327G. Repertoire Seminar: Percussion. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-328A. Repertoire Seminar: Piano. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-328B. Repertoire Seminar: Strings. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-328C. Repertoire Seminar: Winds. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-328D. Repertoire Seminar Varies: Voice. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-328E. Repertoire Seminar: Choral. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-328F. Repertoire Seminar: Brass. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-328G. Repertoire Seminar: Percussion. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-329. Advanced Conducting. 2 Hours.**

**Prerequisite:** MUS-223 with a minimum grade of D or MUS-224 with a minimum grade of D.

**MUS-330. Music Technology Seminar: Current Topics. 3 Hours.**

A survey of the latest developments in music technology designed to keep today's musician up-to-date with current trends and applications, new gear and instruments, software upgrades and other current topics. Includes demonstrations and hands-on experience in the Computer/Electronic Music Lab.

**MUS-331A. Applied Music Pedagogy I: Piano. 3 Hours.**

Methods of teaching applied music for prospective and experienced teachers. 300 level in applied lessons and consent of instructor.

**MUS-331B. Applied Music Pedagogy I: Strings. 3 Hours.**

Methods of teaching applied music for prospective and experienced teachers. 300 level in applied lessons and consent of instructor.

**MUS-331C. Applied Music Pedagogy I: Brass. 3 Hours.**

Methods of teaching applied music for prospective and experienced teachers. 300 level in applied lessons and consent of instructor.

**MUS-331D. Applied Music Pedagogy I: Woodwinds. 3 Hours.**

Methods of teaching applied music for prospective and experienced teachers. 300 level in applied lessons and consent of instructor.

**MUS-331E. Applied Music Pedagogy I: Voice. 3 Hours.**

Methods of teaching applied music for prospective and experienced teachers. 300 level in applied lessons and consent of instructor.

**MUS-331F. Applied Music Pedagogy I: Percussion. 3 Hours.**

Methods of teaching applied music for prospective and experienced teachers. 300 level in applied lessons and consent of instructor.

**MUS-332A. Applied Music Pedagogy II: Piano. 2 Hours.**

A practicum for implementing the methods of teaching applied music learned in MUS-331.

**Prerequisite:** MUS-331 with a minimum grade of C.

**MUS-332B. Applied Music Pedagogy II: Strings. 2 Hours.**

A practicum for implementing the methods of teaching applied music learned in MUS-331.

**Prerequisite:** MUS-331 with a minimum grade of C.

**MUS-332C. Applied Music Pedagogy II: Brass. 2 Hours.**

A practicum for implementing the methods of teaching applied music learned in MUS-331.

**Prerequisite:** MUS-331 with a minimum grade of C.

**MUS-332D. Applied Music Pedagogy II: Woodwinds. 2 Hours.**

A practicum for implementing the methods of teaching applied music learned in MUS-331.

**Prerequisite:** MUS-331 with a minimum grade of C.

**MUS-332E. Applied Music Pedagogy II: Voice. 2 Hours.**

A practicum for implementing the methods of teaching applied music learned in MUS-331.

**Prerequisite:** MUS-331 with a minimum grade of C.

**MUS-332F. Applied Music Pedagogy II: Percussion. 2 Hours.**

A practicum for implementing the methods of teaching applied music learned in MUS-331.

**Prerequisite:** MUS-331 with a minimum grade of C.

**MUS-333. Internship In Music. 3 Hours.**

Field experience in schools, community organizations or industry. Detailed information is available in the departmental office. Departmental approval required.

**MUS-334. Basic Conducting. 2 Hours.**

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.

**Prerequisite:** MUS-122 with a minimum grade of C.



**MUS-335. Choral Conducting. 2 Hours.**

Choral conducting techniques; ability to read and analyze choral scores; choral repertoire.

**Prerequisite:** MUS-122 with a minimum grade of D.

**MUS-336. Instrumental Conducting. 2 Hours.**

Techniques of conducting and score reading; rehearsal techniques and interpretation.

**Prerequisite:** MUS-122 with a minimum grade of D.

**MUS-339. Senior Project. 1 Hour.**

A culminating Project presented after the Bachelor of Arts in Music Major reaches their senior year. The Project topic must be approved by the Applied Instructor and Advisor as appropriate to the culminating genre of the student's focus. Format style may include, but is not limited to: Research Paper, Lecture Demonstration, Composition(s) (submitted and/or performed), or Recital. Students that choose to give a formal Recital performance must be at the 300-level in Applied Lessons. Students select a committee of three faculty members, in conjunction with, their applied instructor. The student must pass a hearing before a public presentation is given.

**Requirement:** a minimum of 4 semesters of Applied Lessons (MUS150 or MUS350).

**MUS-340. Junior Recital. 1 Hour.**

A formal 1/2 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-341. Senior Recital. 1 Hour.**

A formal recital of 50 minutes of music 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-342. World Music. 2 Hours.**

A study of world music and various cultures for use by music education students in the classroom. Students experience world music through performance on ethnic instruments, listening to recordings of authentic music, as well as map study, and attendance at live performances. Students develop and implement lesson plans at various levels of music instruction.

**Prerequisite:** MUS-202 with a minimum grade of C.

**MUS-343. Music Before 1600. 3 Hours.**

Survey of musical styles, types and forms from Gregorian Chant through the Renaissance.

**Prerequisite:** MUS-121 with a minimum grade of C.

**MUS-344. Music From 1600 Through Beethoven. 3 Hours.**

Survey of musical styles, types and forms in representative composers of the Baroque and Classical Periods.

**Prerequisite:** MUS-121 with a minimum grade of C.

**MUS-345. Music After Beethoven. 3 Hours.**

Survey of musical styles, types and forms in representative composers of the Romantic Period, the Twentieth Century, and Global Music. By consent of instructor.

**Prerequisite:** MUS-121 with a minimum grade of C.

**MUS-350A. Applied Music: Flute. 1 Hour.**

Individual study in voice or instrument for the development of performing skills and musical understanding; knowledge of the repertoire at an appropriate level of performing ability. Students will participate in small ensembles as part of the applied lesson studio class. Students taking applied lessons at this level must be music majors, minors, or registered in an ensemble. Consent of instructor and department chairperson.

**MUS-350B. Applied Music: Oboe. 1 Hour.**

Individual study in voice or instrument for the development of performing skills and musical understanding; knowledge of the repertoire at an appropriate level of performing ability. Students will participate in small ensembles as part of the applied lesson studio class. Students taking applied lessons at this level must be music majors, minors, or registered in an ensemble. Consent of instructor and department chairperson.

**MUS-350C. Applied Music: Clarinet. 1 Hour.**

Individual study in voice or instrument for the development of performing skills and musical understanding; knowledge of the repertoire at an appropriate level of performing ability. Students will participate in small ensembles as part of the applied lesson studio class. Students taking applied lessons at this level must be music majors, minors, or registered in an ensemble. Consent of instructor and department chairperson.

**MUS-350D. Applied Music: Saxophone. 1 Hour.**

Individual study in voice or instrument for the development of performing skills and musical understanding; knowledge of the repertoire at an appropriate level of performing ability. Students will participate in small ensembles as part of the applied lesson studio class. Students taking applied lessons at this level must be music majors, minors, or registered in an ensemble. Consent of instructor and department chairperson.













**MUS-352Y. Applied Music: Jazz Guitar. 2 Hours.**

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. Consent of instructor or department chairperson required.

**MUS-352Z. Applied Music: Vocal Coaching. 2 Hours.**

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. Consent of instructor or department chairperson required.

**MUS-360. Burn This Script: Censorship And The Stage. 3 Hours.**

Students will explore instances of censorship as occurring within a specific cultural context in an exploration of censorship in the world of live dramatic musical performance. Using both historical examples from centuries past and current developments in the 21st century, students will learn to identify what social, political, and economic environments can lead to dramatic musical pieces being censored. In addition to explicit censorship by governments and individuals, the course will also explore how structural biases and practices lead to de facto censorship of ideas and artistic output.

**MUS-391. Contemporary Music Education - Grades K-6. 3 Hours.**

This course is designed for music education students and includes 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 skill, ethnic music, music in Special Education, and assessment correlated with State and National Standards for Arts Education.

**Prerequisite:** MUS-202 with a minimum grade of C.

**MUS-393L. Clinical Field Experience. 2 Hours.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement with the instructional process. Requires 100 hours experience with a broad range of students. Taken with TED SCED-303I and 303V. Completion of all education courses required.

**Prerequisite:** MUS-391 with a minimum grade of C.

**MUS-396A. Practicum In Music: Chamber Music. 1 Hour.**

The purpose of this course is to give the student an opportunity to explore and perform this selected topic in music. Consent of instructor required.

**MUS-396B. Practicum In Music: Computer Music. 1 Hour.**

The purpose of this course is to give the student an opportunity to explore and perform this selected topic in music. Consent of instructor required.

**MUS-396D. Practicum In Music: Choral Music. 1 Hour.**

The purpose of this course is to give the student an opportunity to explore and perform this selected topic in music. Consent of instructor required.

**MUS-396K. Practicum In Music: Orchestra. 1 Hour.**

The purpose of this course is to give the student an opportunity to explore and perform this selected topic in music. Consent of instructor required.

**MUS-397A. Practicum In Music: Chamber Music. 2 Hours.**

The purpose of this course is to give the student an opportunity to explore and perform this selected topic in music. Consent of instructor required.

**MUS-397B. Practicum In Music: Computer Music. 2 Hours.**

The purpose of this course is to give the student an opportunity to explore and perform this selected topic in music. Consent of instructor required.

**MUS-397C. Practicum In Music: Computerized Notation. 2 Hours.**

The purpose of this course is to give the student an opportunity to explore and perform this selected topic in music. Consent of instructor required.

**MUS-397K. Practicum In Music: Orchestra. 2 Hours.**

The purpose of this course is to give the student an opportunity to explore and perform this selected topic in music. Consent of instructor required.

**MUS-398A. Practicum In Music: Chamber Music. 3 Hours.**

The purpose of this course is to give the student an opportunity to explore and perform this selected topic in music. Consent of instructor required.

**MUS-398B. Practicum In Music: Computer Music Studio. 3 Hours.**

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 the arts combine.

**MUS-398K. Practicum In Music: Orchestra. 3 Hours.**

The purpose of this course is to give the student an opportunity to explore and perform this selected topic in music. Consent of instructor required.

**MUS-405. Form and Analysis. 3 Hours.**

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 Hour.**

The University Chorus is a large choral ensemble which explores the great choral literature from the Middle-Ages and Renaissance periods to the present day in preparation for public and school performances. Emphasis is on choral rehearsal techniques, appropriate vocal technique, historical performance practice for the works being prepared and research on composers and compositions being studied.

**MUS-412. Chamber Singers. 1 Hour.**

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, as well as research about the composers and the compositions being prepared.

**MUS-413. Opera Workshop. 1 Hour.**

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.

**MUS-414. Musical Theater. 1 Hour.**

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 Hour.**

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-416. Seminar In Music History: Beethoven. 3 Hours.**

This seminar explores major issues in Beethoven study through the most relevant literature concerning Beethoven's life, musical style, aesthetics, influence on the next generation of composers, and the socio-cultural forces responsible for shaping his ideas and music. Students will carry out individualized research projects culminating in a research paper, as well as completing reading reports, keeping a listening journal, and analyzing the music studied in class.

**MUS-417. Seminar In Music History: Stravinsky. 3 Hours.**

This seminar explores major issues in Stravinsky study through the most relevant literature concerning Stravinsky's life, musical style, aesthetics, influence on the next generation of composers, and the socio-cultural forces responsible for shaping his ideas and music. Students will carry out individualized research projects culminating in a research paper, as well as completing reading reports, keeping a listening journal, and analyzing the music studied in class.

**MUS-420. Independent Study In Music. 1 Hour.**

Individual investigation into a topic of the student's choice. Consent of instructor, department Chair and College Dean.

**MUS-421. Independent Study In Music. 2 Hours.**

(See MUS-420 for description.)

**MUS-421A. Independent Study In Music. 2 Hours.**

(See MUS-420 for description.)

**MUS-421B. Independent Study In Music. 2 Hours.**

(See MUS-420 for description.)

**MUS-422. Independent Study In Music. 3 Hours.**

(See MUS-420 for description.)

**MUS-422A. Independent Study In Music. 3 Hours.**

(See MUS-420 for description.)

**MUS-423. Band. 1 Hour.**

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 Hours.**

Study of basic reference and research materials in music and introduction to methods of research appropriate to music.

**MUS-425A. Music Performance Seminar: Brass. 2 Hours.**

This seminar is an extension and compliment to the applied lesson and focuses on the art of performance. Enrollment in applied lessons and consent of instructor.

**MUS-425B. Music Performance Seminar: Piano. 2 Hours.**

This seminar is an extension and compliment to the applied lesson and focuses on the art of performance. Enrollment in applied lessons and consent of instructor.

**MUS-425C. Music Performance Seminar: Strings. 2 Hours.**

This seminar is an extension and compliment to the applied lesson and focuses on the art of performance. Enrollment in applied lessons and consent of instructor.



**MUS-425D. Music Performance Seminar: Woodwind. 2 Hours.**

This seminar is an extension and compliment to the applied lesson and focuses on the art of performance. Enrollment in applied lessons and consent of instructor.

**MUS-425E. Music Performance Seminar: Voice. 2 Hours.**

This seminar is an extension and compliment to the applied lesson and focuses on the art of performance. Enrollment in applied lessons and consent of instructor.

**MUS-425F. Music Performance Seminar: Percussion. 2 Hours.**

This seminar is an extension and compliment to the applied lesson and focuses on the art of performance. Enrollment in applied lessons and consent of instructor.

**MUS-426. Orchestra. 1 Hour.**

Open to all students with instrumental experience by audition. Opportunities for school and public performance.

**MUS-427. Repertoire Seminar. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-427A. Repertoire Seminar: Piano. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-427B. Repertoire Seminar: Strings. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-427C. Repertoire Seminar: Woodwinds. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-427D. Repertoire Seminar: Voice. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-427F. Repertoire Seminar: Brass. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-427G. Repertoire Seminar: Percussion. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-428A. Music Repertoire Seminar: Piano. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-428B. Music Repertoire Seminar: Strings. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-428C. Music Repertoire Seminar: Woodwinds. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-428D. Music Repertoire Seminar: Voice. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-428F. Music Repertoire Seminar: Brass. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-428G. Music Repertoire Seminar: Percussion. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-431A. Advanced Applied Music Pedagogy I: Piano. 3 Hours.**

At an advanced level, this course explores various aspects of the field of teaching applied music. The course will explore available methods and materials and techniques of teaching students at various ages and levels of advancement. It will also focus on various approaches to teaching technique, placing them in a historical context and learning how to apply them to students at various levels of advancement.

**MUS-431B. Advanced Applied Music Pedagogy I: Strings. 3 Hours.**

At an advanced level, this course explores various aspects of the field of teaching applied music. The course will explore available methods and materials and techniques of teaching students at various ages and levels of advancement. It will also focus on various approaches to teaching technique, placing them in a historical context and learning how to apply them to students at various levels of advancement.

**MUS-431C. Advanced Applied Music Pedagogy I: Brass. 3 Hours.**

At an advanced level, this course explores various aspects of the field of teaching applied music. The course will explore available methods and materials and techniques of teaching students at various ages and levels of advancement. It will also focus on various approaches to teaching technique, placing them in a historical context and learning how to apply them to students at various levels of advancement.

**MUS-431D. Advanced Applied Music Pedagogy I: Woodwinds. 3 Hours.**

At an advanced level, this course explores various aspects of the field of teaching applied music. The course will explore available methods and materials and techniques of teaching students at various ages and levels of advancement. It will also focus on various approaches to teaching technique, placing them in a historical context and learning how to apply them to students at various levels of advancement.

**MUS-431E. Advanced Applied Music Pedagogy: Voice. 3 Hours.**

At an advanced level, this course explores various aspects of the field of teaching applied music. The course will explore available methods and materials and techniques of teaching students at various ages and levels of advancement. It will also focus on various approaches to teaching technique, placing them in a historical context and learning how to apply them to students at various levels of advancement.

**MUS-431F. Advanced Applied Music Pedagogy I: Percussion. 3 Hours.**

At an advanced level, this course explores various aspects of the field of teaching applied music. The course will explore available methods and materials and techniques of teaching students at various ages and levels of advancement. It will also focus on various approaches to teaching technique, placing them in a historical context and learning how to apply them to students at various levels of advancement.

**MUS-432A. Advanced Applied Music Pedagogy II: Piano. 2 Hours.**

This course builds upon the knowledge gained in Pedagogy I and continues its exploration of advanced topics in applied music pedagogy. These include music learning theories and their application to the teaching of applied music, analysis from a pedagogical point of view of teaching repertoire, and further exploration of technique in relation to teaching students of various levels of advancement. Special emphasis will be placed on the difficult problem of choosing appropriate repertoire for students which challenges the student in terms of his/her musical, technical, and psychological development.

**Prerequisite:** MUS-431A with a minimum grade of B.

**MUS-432B. Advanced Applied Music Pedagogy II: Strings. 2 Hours.**

This course builds upon the knowledge gained in Pedagogy I and continues its exploration of advanced topics in applied music pedagogy. These include music learning theories and their application to the teaching of applied music, analysis from a pedagogical point of view of teaching repertoire, and further exploration of technique in relation to teaching students of various levels of advancement. Special emphasis will be placed on the difficult problem of choosing appropriate repertoire for students which challenges the student in terms of his/her musical, technical, and psychological development.

**Prerequisite:** MUS-431B with a minimum grade of B.

**MUS-432C. Advanced Applied Music Pedagogy II: Brass. 2 Hours.**

This course builds upon the knowledge gained in Pedagogy I and continues its exploration of advanced topics in applied music pedagogy. These include music learning theories and their application to the teaching of applied music, analysis from a pedagogical point of view of teaching repertoire, and further exploration of technique in relation to teaching students of various levels of advancement. Special emphasis will be placed on the difficult problem of choosing appropriate repertoire for students which challenges the student in terms of his/her musical, technical, and psychological development.

**Prerequisite:** MUS-431C with a minimum grade of B.

**MUS-432D. Advanced Applied Music Pedagogy II: Woodwind. 2 Hours.**

This course builds upon the knowledge gained in Pedagogy I and continues its exploration of advanced topics in applied music pedagogy. These include music learning theories and their application to the teaching of applied music, analysis from a pedagogical point of view of teaching repertoire, and further exploration of technique in relation to teaching students of various levels of advancement. Special emphasis will be placed on the difficult problem of choosing appropriate repertoire for students which challenges the student in terms of his/her musical, technical, and psychological development.

**Prerequisite:** MUS-431D with a minimum grade of B.

**MUS-432E. Advanced Applied Music Pedagogy II: Voice. 2 Hours.**

This course builds upon the knowledge gained in Pedagogy I and continues its exploration of advanced topics in applied music pedagogy. These include music learning theories and their application to the teaching of applied music, analysis from a pedagogical point of view of teaching repertoire, and further exploration of technique in relation to teaching students of various levels of advancement. Special emphasis will be placed on the difficult problem of choosing appropriate repertoire for students which challenges the student in terms of his/her musical, technical, and psychological development.

**Prerequisite:** MUS-431E with a minimum grade of B.

**MUS-432F. Advanced Applied Music Pedagogy II: Percussion. 2 Hours.**

This course builds upon the knowledge gained in Pedagogy I and continues its exploration of advanced topics in applied music pedagogy. These include music learning theories and their application to the teaching of applied music, analysis from a pedagogical point of view of teaching repertoire, and further exploration of technique in relation to teaching students of various levels of advancement. Special emphasis will be placed on the difficult problem of choosing appropriate repertoire for students which challenges the student in terms of his/her musical, technical, and psychological development.

**Prerequisite:** MUS-431F with a minimum grade of B.

**MUS-434A. Instrumental Ensemble: Brass. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor.

**MUS-434B. Instrumental Ensemble: Percussion. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor.

**MUS-434C. Instrumental Ensemble: Strings. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor.

**MUS-434D. Instrumental Ensemble: Woodwinds. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor.

**MUS-434E. Instrumental Ensemble: Accompanying. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor.

**MUS-434F. Instrumental Ensemble: Piano Ensemble. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor.

**MUS-434M. Instrumental Ensemble: Guitar. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor.

**MUS-442. World Music. 3 Hours.**

A study of world music, cultures and their values, as reflected in the arts; experiencing their music through performance on ethnic instruments, singing and dancing, listening to recordings, map study, with focus on methodology suitable for public school teaching.

**MUS-450A. Applied Music: Flute. 0.5 Hours.**

Individual study in voice or any instrument for continued development of performing skills and musical artistry: knowledge of the repertoire for the specific voice or instrument at an appropriate level of performing ability.

**MUS-450B. Applied Music: Oboe. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450C. Applied Music: Clarinet. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450D. Applied Music: Saxophone. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450E. Applied Music: Bassoon. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450F. Applied Music: French Horn. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450G. Applied Music: Trumpet. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450H. Applied Music: Euphonium. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450J. Applied Music: Trombone. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450K. Applied Music: Tuba. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450M. Applied Music: Percussion. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450O. Applied Music: Jazz Piano. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450P. Applied Music: Violin. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450Q. Applied Music: Viola. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450R. Applied Music: Cello. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450S. Applied Music: String Bass. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450T. Applied Music: Guitar. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450U. Applied Music: Harp. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450V. Applied Music: Voice. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450W. Applied Music: Piano. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450X. Applied Music: Jazz String Bass. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450Y. Applied Music: Jazz Guitar. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450Z. Applied Music: Jazz Voice. 0.5 Hours.**

See course description for MUS-450A.

**MUS-451A. Applied Music: Flute. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451B. Applied Music: Oboe. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451C. Applied Music: Clarinet. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451D. Applied Music: Saxophone. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451E. Applied Music: Bassoon. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451F. Applied Music: French Horn. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451G. Applied Music: Trumpet. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451H. Applied Music: Euphonium. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451J. Applied Music: Trombone. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451K. Applied Music: Tuba. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451O. Applied Music: Jazz Piano. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451P. Applied Music: Violin. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451Q. Applied Music: Viola. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451R. Applied Music: Cello. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451S. Applied Music: String Bass. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451T. Applied Music: Guitar. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451U. Applied Music: Harp. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451V. Applied Music: Voice. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451W. Applied Music: Piano. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451X. Applied Music: Jazz String Bass. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451Y. Applied Music: Electric Bass. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-452A. Applied Music: Flute. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452B. Applied Music: Oboe. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452C. Applied Music: Clarinet. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452D. Applied Music: Saxophone. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452E. Applied Music: Bassoon. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452F. Applied Music: French Horn. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452G. Applied Music: Trumpet. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452H. Applied Music: Euphonium. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452J. Applied Music: Trombone. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452K. Applied Music: Tuba. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452M. Applied Music: Percussion. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452O. Applied Music: Jazz Piano. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452P. Applied Music: Violin. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452Q. Applied Music: Viola. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452R. Applied Music: Cello. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452S. Applied Music: String Bass. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452T. Applied Music: Guitar. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452U. Applied Music: Harp. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452V. Applied Music: Voice. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452W. Applied Music: Piano. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452X. Applied Music: Jazz String Bass. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-463. Women In Music. 3 Hours.**

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 Hours.**

In-depth study of selected topics in the music history and literature of the Baroque. Individual research topics.

**MUS-472. Seminar In Music History:Classic Era. 3 Hours.**

In-depth study of selected topics in the music history and literature of the Classic era. Individual research topics.

**MUS-476A. Theory Seminar: 20th Century Analytical Procedure And Compositional Techniques. 3 Hours.**

The purpose of this course is to give the student an opportunity to explore this selected topic in music. Consent of instructor.

**MUS-5901. Thesis Hours. 1 Hour.**

Guidance of students preparing a thesis, project or recital to fulfill requirements for the Master of Arts in Music.

**MUS-5902. Thesis Hours. 2 Hours.**

See course description for MUS-5901.

**MUS-5903. Thesis Hours. 3 Hours.**

See course description for MUS-5901.



# Major in Music

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)



## Major in Music for the Bachelor of Music Degree

### Emphasis Ia: Vocal Performance

Code	Title	Hours
Required Courses		
MUS-121	Music Theory I <sup>1</sup>	3
MUS-122	Music Theory II <sup>1</sup>	3
MUS-201	Music Theory III <sup>1</sup>	3
MUS-202	Music Theory IV <sup>1</sup>	3
MUS-124	Sight Singing And Ear Training I	1
MUS-125	Sight Singing And Ear Training II	1
MUS-343	Music Before 1600	3
MUS-344	Music From 1600 Through Beethoven	3
MUS-345	Music After Beethoven	3
MUS-334	Basic Conducting	2
Applied Music in the major performance area		16
MUS-335	Choral Conducting	2
Private study in voice:		
MUS-152V	Applied Music: Voice	
MUS-352V	Applied Music: Voice	
Piano <sup>1</sup>		
MUS-112	Class Piano I	1
MUS-113	Class Piano II	1
MUS-114	Class Piano III	1
(Students may fulfill up to 3 required piano hours with music electives after successfully completing a piano skill placement audition)		
MUS-210	Diction For Singers I	2
MUS-211	Diction For Singers II	2
MUS-327D	Repertoire Seminar: Voice	3
MUS-328D	Repertoire Seminar Varies: Voice	3
MUS-331E	Applied Music Pedagogy I: Voice	3
Large Ensemble (minimum) <sup>3</sup>		8
MUS-221A	University Chorus	
MUS-222A	Vocal Ensemble: Chamber Singers	
MUS-222C	Vocal Ensemble: Opera Workshop	
MUS-222D	Vocal Ensemble: Music Theater	
Electives		6
Select one of the following in Music Theory:		
MUS-305	Form And Analysis I	
MUS-307	Class Composition	
MUS-308	Orchestration	
MUS-398B	Practicum In Music: Computer Music Studio	
Select one of the following in Music History:		
MUS-312	Writing Intensive Program: Beethoven (or dept. approved course)	
or MUS-321D	Writing Intensive Program: Seminar In Music History:Stravinsky	
MUS-340	Junior Recital	1
MUS-341	Senior Recital (or MUS 300)	1
<b>Total Hours</b>		<b>75</b>

<sup>1</sup> Music Majors take the following courses concurrently:

- Theory I and II (MUS-121 and MUS-122) are taken concurrently with Class Piano I and II (MUS-112 and MUS-113).
- Students with piano skill may audition for advanced placement.
- Theory III and IV (MUS-201 and MUS-202) are taken concurrently with Sight Singing and Ear Training I and II (MUS-124 and MUS-125).

<sup>2</sup> At least eight credit hours

<sup>3</sup> Students must select at least 4 credits from MUS-221A or MUS-222A and 4 credits from MUS-222C or MUS-222D.

**Vocal performance majors must also take:**

Code	Title	Hours
<b>Required Courses</b>		
	Foreign Language	6
Two courses selected from FREN-101 or ITAL-101 (satisfies two General Education requirements)		
<b>Total Hours</b>		<b>6</b>

**Emphasis Ib: Instrumental Performance**

Code	Title	Hours
<b>Required Courses</b>		
MUS-121	Music Theory I <sup>1</sup>	3
MUS-122	Music Theory II <sup>1</sup>	3
MUS-201	Music Theory III <sup>1</sup>	3
MUS-202	Music Theory IV <sup>1</sup>	3
MUS-124	Sight Singing And Ear Training I	1
MUS-125	Sight Singing And Ear Training II	1
MUS-308	Orchestration	3
<b>Applied Music in the major performance area - Private study in an instrument:</b>		<b>16</b>
MUS 152 (A-Z EXCEPT V)		
MUS 352 (A-Z EXCEPT V)		

**Piano <sup>1</sup>**

MUS-112	Class Piano I	
MUS-113	Class Piano II	
MUS-114	Class Piano III	

Piano majors do not take Class Piano - (Students may fulfill up to 3 required piano hours with music electives after successfully completing a piano skill placement audition).

MUS 327 (A,B,C,F, or G) Repertoire Seminar	3
MUS 328 (A,B,C,F, or G) Repertoire Seminar	3
MUS 331 (A, B, C, D, or F) Applied Music Pedagogy I	3

**Large Ensemble - Select a minimum of 8 hours from the following: 8**

MUS-231	Band	
MUS-226	Orchestra	
MUS-234E	Instrumental Ensemble: Accompanying (piano)	
MUS-234M	Instrumental Ensemble: Guitar	

**Small Ensemble (see selected list in department) 5**

**Electives - Select one from each of the following: 6**

Music Theory:

MUS-305	Form And Analysis I	
MUS-307	Class Composition	
MUS-398B	Practicum In Music: Computer Music Studio	

Music History:

MUS-312	Writing Intensive Program: Beethoven (or dept. approved course)	
or MUS-321D	Writing Intensive Program: Seminar In Music History:Stravinsky	
MUS-343	Music Before 1600	3
MUS-344	Music From 1600 Through Beethoven	3
MUS-345	Music After Beethoven	3
MUS-334	Basic Conducting	2
MUS-336	Instrumental Conducting	2
MUS-340	Junior Recital	1

MUS-341	Senior Recital ( or MUS 300)	1
<b>Total Hours</b>		<b>76</b>

- <sup>1</sup> Music Majors take the following courses concurrently:
- Theory I and II (MUS-121 and MUS-122) are taken concurrently with Class Piano I and II (MUS-112 and MUS-113).
  - Students with piano skill may audition for advanced placement.
  - Theory III and IV (MUS-201 and MUS-202) are taken concurrently with Sight Singing and Ear Training I and II (MUS-124 and MUS-125).
- <sup>2</sup> Piano Majors must replace MUS-112, MUS-113 and MUS-114 with MUS-331A, and a 3 credit Elective

**Junior and Senior Recitals:** Students must select a committee of two music faculty in conjunction with their applied teacher (a total of three members). Students must pass a hearing before the recital is presented, prepare approved program notes, and receive a passing grade by the committee at the conclusion of the recital.

Students must perform a minimum of 30 minutes of music for a junior recital and 50 minutes of music for a senior recital.

## Emphasis II a: K-12 Music Education: Vocal

Code	Title	Hours
<b>Required Courses</b>		
MUS-121	Music Theory I <sup>1</sup>	3
MUS-122	Music Theory II <sup>1</sup>	3
MUS-201	Music Theory III <sup>1</sup>	3
MUS-202	Music Theory IV <sup>1</sup>	3
MUS-124	Sight Singing And Ear Training I	1
MUS-125	Sight Singing And Ear Training II	1
Applied Music in the major performance area		8
MUS-343	Music Before 1600	3
MUS-344	Music From 1600 Through Beethoven	3
MUS-345	Music After Beethoven	3
MUS-334	Basic Conducting	2
MUS-335	Choral Conducting	2
Private study in voice:		
MUS-151V	Applied Music: Voice	
MUS-351V	Applied Music: Voice	
Piano <sup>3</sup>		
MUS-112	Class Piano I	1
MUS-113	Class Piano II	1
MUS-114	Class Piano III	1
MUS-106	Orientation To Music Education	1
MUS-210	Diction For Singers I	2
MUS-211	Diction For Singers II	2
MUS-331E	Applied Music Pedagogy I: Voice	3
MUS-342	World Music	2
MUS-391	Contemporary Music Education - Grades K-6	3
SCED-303I	Methods And Techniques Of Teaching Music In Secondary School:Instrumental (taken concurrently with MUS-393L)	3
SCED-303V	Methods And Techniques Of Teaching Music In Secondary Schools:Vocal (taken concurrently with MUS-393L)	3
MUS-393L	Clinical Field Experience (See piano proficiency requirement below)	2
Large Ensemble (minimum) <sup>4,5</sup>		8
MUS-221A	University Chorus	
MUS-222A	Vocal Ensemble: Chamber Singers	
MUS-222C	Vocal Ensemble: Opera Workshop	

MUS-222D	Vocal Ensemble: Music Theater	
<b>Total Hours</b>		<b>67</b>

- <sup>1</sup> Music Majors take the following courses concurrently:
  - Theory I and II (MUS-121 and MUS-122) are taken concurrently with Class Piano I and II (MUS-112 and MUS-113).
  - Students with piano skill may audition for advanced placement.
  - Theory III and IV (MUS-201 and MUS-202) are taken concurrently with Sight Singing and Ear Training I and II (MUS-124 and MUS-125).
- <sup>2</sup> At least four credit hours
- <sup>3</sup> Voice Students may fulfill up to 6 required piano hours with music electives after successfully completing a piano skill placement audition. Piano majors will replace Class Piano I, II, and III with 4 credits of MUS-151V Applied Vocal Music studies and 2 credits of music electives after passing a proficiency exam in voice.
- <sup>4</sup> Voice students must select 6 credits from MUS-221A or MUS-222A and 2 credits from MUS-222C or MUS-222D.
- <sup>5</sup> Piano majors must select 6 credits from MUS-221A or MUS-222A, 1 credit from MUS-222C or MUS-222D, and 1 credit of MUS-234E.

Code	Title	Hours
SCED-305N	Secondary Student Teaching And Seminar In Music	9

Students should also consult the Secondary Education and General Education section of this catalog.

## Piano Music Education Students:

Piano majors must be proficient in voice to complete the music education program. Students must take applied lessons in voice until they pass the proficiency exam in order to complete the music education degree. The student's program must be approved by the advisor and may extend the time to degree.

**NOTE: K-12 Music Education: Majors must obtain departmental approval for admission to student teaching.**

**Music Education Majors are required to pass the Piano Proficiency Exam prior to enrolling in MUS-393L. The Proficiency Exam is given once each semester. See advisor for schedule.**

**Upon attaining Junior status Music Education majors must apply for a Music Education Junior Interview. This interview serves as a general review of skill and knowledge applicable to the field of Music Education. The student's progress will be assessed and suggestions for improvement will be made. Contact the Music Education faculty for specific requirements and scheduling.**

## Emphasis II b: K-12 Music Education: Instrumental

Code	Title	Hours
<b>Required Courses</b>		
MUS-121	Music Theory I <sup>1</sup>	3
MUS-122	Music Theory II <sup>1</sup>	3
MUS-201	Music Theory III <sup>1</sup>	3
MUS-202	Music Theory IV <sup>1</sup>	3
MUS-124	Sight Singing And Ear Training I	1
MUS-125	Sight Singing And Ear Training II	1
Applied Music in the major performance area		8
MUS-343	Music Before 1600	3
MUS-344	Music From 1600 Through Beethoven	3
MUS-345	Music After Beethoven	3
MUS-334	Basic Conducting	2
MUS-336	Instrumental Conducting	2
Private study on an instrument:		
MUS 151 (A-Z EXCEPT V)		
MUS 351 (A-Z EXCEPT V)		
Piano <sup>3</sup>		
MUS-112	Class Piano I <sup>1</sup>	1
MUS-113	Class Piano II <sup>1</sup>	1
(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
MUS-106	Orientation To Music Education	1
MUS-308	Orchestration	3
MUS-342	World Music	2
MUS-391	Contemporary Music Education - Grades K-6	3
SCED-303I	Methods And Techniques Of Teaching Music In Secondary School:Instrumental (taken concurrently with MUS-393L)	3
SCED-303V	Methods And Techniques Of Teaching Music In Secondary Schools:Vocal (taken concurrently with MUS-393L)	3
MUS-393L	Clinical Field Experience (See piano proficiency requirement below)	2
Large Ensemble		8
Wind, brass, and percussion students		
MUS-231	Band	
String students		
MUS-226	Orchestra	
Piano majors		
MUS-226	Orchestra (Select 6 credits)	
or MUS-231	Band	
MUS-234E	Instrumental Ensemble: Accompanying (Select 2 credits)	
Students must play at the college level and pass an audition to participate in the ensembles listed above.		
MUS-115	Instrumental Music Studies Brass Instruments	1
MUS-116	Instrumental Music Studies Percussion Instruments	1
MUS-117	Instrumental Music Studies String Instruments	1
MUS-118	Instrumental Music Studies Woodwind Instruments I (flute/clarinet)	1
MUS-119	Instrumental Music Studies: Woodwind Instruments II (oboe/bassoon/saxophone)	1
<b>Total Hours</b>		<b>69</b>

<sup>1</sup> Music Majors take the following courses concurrently:

- Theory I and II (MUS-121 and MUS-122) are taken concurrently with Class Piano I and II (MUS-112 and MUS-113).
- Students with piano skill may audition for advanced placement.
- Theory III and IV (MUS-201 and MUS-202) are taken concurrently with Sight Singing and Ear Training I and II (MUS-124 and MUS-125).

<sup>2</sup> At least four credit hours

<sup>3</sup> Piano majors will replace Class Piano I and II with 4 credits of MUS 151 (A-Z except V) Applied Instrumental Music studies and pass a proficiency exam on a wind, brass, percussion or orchestral string instrument.

Code	Title	Hours
SCED-305N	Secondary Student Teaching And Seminar In Music	9

Students should also consult the Secondary Education and General Education section of this catalog.

## Piano Music Education Students:

Piano students must be proficient on a band or orchestral instrument to complete the music education program. Students must take applied lessons in a band or orchestral instrument until they pass the proficiency exam in order to complete the music education degree. The student's program must be approved by the advisor and may extend the time to degree.

**NOTE: K-12 Music Education: Majors must obtain Departmental approval for admission to student teaching. Music Education Majors are required to pass the Piano Proficiency Exam prior to enrolling in MUS-393L. The Proficiency Exam is given once each semester. See advisor for schedule.**

**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.**

This sample curricular map is provided to guide you in the planning of your progression for this particular major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

**First Year**

<b>Term 1</b>		<b>Hours</b>
MUS-106	Orientation To Music Education	1
MUS-112	Class Piano I	1
MUS-121	Music Theory I	3
MUS-151V	Applied Music: Voice	1
100-Level MATH Course		3
ENGL-101	Writing I	3
<b>Term Hours</b>		<b>12</b>

<b>Term 2</b>		
MUS-151V	Applied Music: Voice	1
MUS-113	Class Piano II	1
MUS-122	Music Theory II	3
MUS-343, 344, or 345	Music Before 1600	3
ENGL-102	Writing II	3
General Education Course		3
<b>Term Hours</b>		<b>14</b>

**Second Year**

<b>Term 1</b>		
MUS-124	Sight Singing And Ear Training I	1
MUS-114	Class Piano III	1
MUS-201	Music Theory III	3
MUS-210	Diction For Singers I	2
MUS-221 or MUS-222		1
MUS-151V	Applied Music: Voice	1
MUS-345, 344, or 345	Music After Beethoven	3
<b>Term Hours</b>		<b>12</b>

<b>Term 2</b>		
MUS-125	Sight Singing And Ear Training II	1
MUS-202	Music Theory IV	3
MUS-211	Diction For Singers II	2
MUS-221 or MUS-222		1
MUS-344, 343, or 345	Music From 1600 Through Beethoven	3
General Education Course		3
MUS-151V	Applied Music: Voice	1
<b>Term Hours</b>		<b>14</b>

**Third Year**

<b>Term 1</b>		
MUS-331E	Applied Music Pedagogy I: Voice	3
MUS-334	Basic Conducting	2
MUS-391	Contemporary Music Education - Grades K-6	3
MUS-351V	Applied Music: Voice	1
EDFN-305	Philosophical And Historical Foundations Of Public Education	3
General Education Course		3
MUS-221 or MUS-222		1
<b>Term Hours</b>		<b>16</b>

<b>Term 2</b>		
MUS-342	World Music	2
MUS-335	Choral Conducting	2
MUS-351V	Applied Music: Voice	1
EDFN-306	Education And Individual Differences	3
MUS-221 or MUS-222		1
General Education Course		3

General Education Course		3
	<b>Term Hours</b>	<b>15</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
MUS-351V	Applied Music: Voice	1
MUS-221 or MUS-222		1
CMT-101 or CMT-202		3
EDFN-307	Psychology Of Instruction And Learning	3
HSCI-107	Health For Effective Living	3
General Education Course		3
	<b>Term Hours</b>	<b>14</b>
<b>Term 2</b>		
MUS-351V	Applied Music: Voice	1
SCED-311	Writing Intensive Program: School Curriculum	3
MUS-221 or MUS-222		1
General Education Course		3
General Education Course		3
General Education Course		3
	<b>Term Hours</b>	<b>14</b>
<b>Fifth Year</b>		
<b>Term 1</b>		
SCED-303I	Methods And Techniques Of Teaching Music In Secondary School:Instrumental	3
SCED-303V	Methods And Techniques Of Teaching Music In Secondary Schools:Vocal	3
MUS-393L	Clinical Field Experience	2
MUS-221 or MUS-222		1
General Education Course		3
	<b>Term Hours</b>	<b>12</b>
<b>Term 2</b>		
SCED-305N	Secondary Student Teaching And Seminar In Music	9
	<b>Term Hours</b>	<b>9</b>
	<b>Total Hours:</b>	<b>132</b>

# Major in Music (BA degree)

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The Bachelor of Arts offered through the Department of Music is designed for students who wish to study music in the context of a comprehensive liberal arts experience, immersing themselves in both the practice and theory. The B.A.'s flexibility allows for students to pursue specific music topics to augment their interests, as well as broaden their post-graduate career paths.

Students admitted to this program will be enrolled as Music Majors.

## Admission Requirements:

- Participation in musical ensembles is a requirement of all music students, as well as attendance at live performances each semester. All students seeking admission to the music program must perform a live audition.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

## Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

## Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

## Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

## Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.



\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major in Music for the Bachelor of Arts Degree

Code	Title	Hours
<b>REQUIRED COURSES</b>		
MUS-112	Class Piano I	1
MUS-113	Class Piano II	1
MUS-114	Class Piano III	1
MUS-121	Music Theory I	3
MUS-122	Music Theory II	3
MUS-201	Music Theory III	3
MUS-202	Music Theory IV	3
MUS-124	Sight Singing And Ear Training I	1
MUS-125	Sight Singing And Ear Training II	1
MUS-343	Music Before 1600	3
MUS-344	Music From 1600 Through Beethoven	3
MUS-345	Music After Beethoven	3
MUS-334	Basic Conducting	2
MUS-312	Writing Intensive Program: Beethoven	3
or MUS-321D	Writing Intensive Program: Seminar In Music History:Stravinsky	
<b>APPLIED MUSIC</b>		
MUS 150 or MUS 350		8
A minimum of 8 semesters/8 credit hours at the 100 or 300 level in the primary instrument/voice area. Students need jury approval to register for 300 level applied lessons.		
MUS-339	Senior Project	1
<b>ENSEMBLES</b>		
In consultation with their Adviser, Students choose an appropriate Ensemble for each semester for 8 semesters/8 credits		
<b>MUSIC ELECTIVES</b>		9-10
From the list below: Voice students must select Diction for Singers I and II and 2 other electives. Instrumental students select Performance or Repertoire Seminar for 2 semesters and 2 other electives. Non-voice/instrumental students select 3 electives from the list. (minimum of 9cr)		
MUS-210	Diction For Singers I	
MUS-211	Diction For Singers II	
MUS 325 Performance Seminar or MUS 327 Repertoire Seminar (Brass, Piano, Strings, Wind)		
MUS-307	Class Composition	
or MUS-305	Form And Analysis I	
or MUS-308	Orchestration	
or MUS-398B	Practicum In Music: Computer Music Studio	
Select one of the following in Music History:		
MUS-312	Writing Intensive Program: Beethoven	
or MUS-321D	Writing Intensive Program: Seminar In Music History:Stravinsky	
<b>SUPPORTING MUSIC AND UNIVERSITY ELECTIVES</b>		33
Choose from a list of Supporting Music and University Electives 33cr		
<b>Total Hours</b>		<b>90-91</b>

Voice majors must take one language course either French or Italian from Humanities category.

### More Supporting Music and University Electives

Code	Title	Hours
MUS-306	Form And Analysis II	3
MUS-318	Music Of The Twentieth Century	3

MUS-321F	Seminar In Music History: Jazz	3
MUS-342	World Music	2
MUS-397A	Practicum In Music: Chamber Music	2
ARTH-311	Medieval Art of the West	3
ARTH-316	Seventeenth Century European Art	3
ENGL-201	The World Of Poetry	3
FREN-102	Beginning French II	3
GES-337	Cultural Geography	3
HIST-301	Medieval Europe	3
HIST-307A	The Age Of The Baroque	3
ITAL-101	Italian I	3
PSYC-200	General Psychology	4

#### Additional requirements

- Music Majors must 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).
- Music majors must attend 80 concerts, 70 of which must be Department of Music concerts.
- Music majors are required to attend Department of Music Convocations. Watch departmental bulletin boards for Convocation announcements. A missed Convocation will result in the removal of 2 recital/concert attendance cards from the student file.
- Music majors must earn a C or higher in all music classes.
- Students must complete a minimum of 40 semester hours at the 300 level to graduate.

# Master of Arts in Music

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## MASTER OF ARTS IN MUSIC

The Music Department at NEIU offers a Master of Arts in Music degree in Applied Pedagogy. Pedagogy is defined as the art of teaching. This degree prepares students who already have a Bachelor's degree in music for successful 1) college level teaching, 2) in-service elementary and secondary public or private school teaching, 3) or for continuing into doctoral degree work.

## REQUIREMENTS OF THE PROGRAM

- Completion of a Bachelors Degree in Music with a minimum GPA of 2.75
- Audition and approval for 400-level in major applied instrument/voice
- Letters of Recommendation about your music background
- Completion of Entrance Placement Exams in music history and music theory, to be completed before the first semester of enrollment.

## AUDITION

Approval for the program requires approval by the appropriate applied faculty through an audition in the student's applied area (instrument or voice). 400-level approval is required. If a student is not approved for graduate (400) level, he/she may be asked to enroll at the 300-level as a remedial option and apply for graduate (400) level at the next audition date. This should be done only if the applied faculty believes strongly that the student has potential to attain 400-level in a reasonable amount of time (one or two semesters).

## GRADUATE PLACEMENT EXAMS

The Graduate Placement Exams in Music History and Music Theory are required of all music students entering the graduate program. They are given annually before each semester and must be taken by all incoming students. No student will be accepted into the program until these exams are taken. If deficiencies are noted, the deadline for completing remedial course work or removing deficiencies is one year or 18 credits.

## STUDENT-AT-LARGE STATUS

A student may enroll as a "student-at-large" while awaiting completion of his/her application approval. Up to nine (9) credit hours may be taken and transferred into the program. Note: A student-at-large is not eligible for a Graduate Tuition Scholarship.

## Requirements for the Degree

The following sequences require a total of 34 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.

## GRADUATE VIRTUAL COMMUNITY

Graduate music students must participate in the Music Department Virtual Community, an online forum where students and faculty share experiences, ideas, and knowledge.

## THESIS HOURS (MUS 5901, 5902, 5903 - CREDIT VALUE VARIES)

**Thesis Hours is the culminating course for the M.A. degree. This course is generally taken in the third semester of study after MUS 424 Bibliography has been completed. The student's thesis advisor and faculty thesis committee act as a mentor and guide as the student pursues his/her research. As a culminating demonstration of professional capability in the major field, the student must present a final project, research paper, and/or recital.**

## COMPREHENSIVE EXAM

A comprehensive examination must be taken at the first possible exam date after the thesis paper is submitted and/or the recital is performed. The dates of the exam are concurrent with the Graduate Placement Exams and are offered on the first Friday of the month in August, December, and April. The Comprehensive Exam is a written test that evaluates what the student has learned in his/her area of specialty during graduate study. The test consists of two pedagogical/historical essay questions of which you choose one, and three score identifications. Students are expected to write intelligently about the musical content providing a thorough stylistic analysis and name a composer, probable date of composition, and title of the work. The Comprehensive Exam will be graded on a Pass/Fail basis (the completed test must reflect a working knowledge of pedagogical craft, historical and theoretical perspective, and a graduate level writing ability).

## Applied Music Pedagogy

Code	Title	Hours
MUS-424	Music Bibliography And Research	3
MUS-427	Repertoire Seminar (A-G)	3

MUS 428 (A-G) Music Repertoire Seminar	3
MUS 431 (A-F) Advanced Applied Music Pedagogy I	3
MUS 432 (A-F) Advanced Applied Music Pedagogy II	2
Applied Music (MUS-452)	8
MUS 5901, 5902, 5903 Thesis Seminar (Credit hours vary. Must total 3 credits)	3
Select one of the following in Music History:	3
MUS-416 Seminar In Music History: Beethoven	
MUS-417 Seminar In Music History: Stravinsky	
MUS-471 Seminar In Music History:Baroque	
MUS-472 Seminar In Music History:Classic Era	
Select Music Theory:	3
MUS-405 Form and Analysis	
Select the appropriate large ensemble: <sup>1</sup>	3
MUS-411 Vocal Ensemble: Chorus	
MUS-412 Chamber Singers	
MUS-413 Opera Workshop	
MUS-414 Musical Theater	
MUS-423 Band	
MUS-426 Orchestra	
MUS-434E Instrumental Ensemble: Accompanying	
MUS-434F Instrumental Ensemble: Piano Ensemble	
MUS-434M Instrumental Ensemble: Guitar	
<b>Total Hours</b>	<b>34</b>

<sup>1</sup> Ensemble Participation: Participation in a large ensemble for a minimum of three terms is required (wind and percussion students enroll in Band; guitar students enroll in Guitar Ensemble; string students [violin, viola, cello, and string bass] enroll in Orchestra; voice students enroll in University Chorus, Opera Workshop, Chamber Singers, or Musical Theater; piano students enroll in Piano Ensemble Four Hands, or Accompanying).

# Minor in Dance

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## Minor in Dance (23 credit hours)

The student works collaboratively with the Dance Program Advisor to design an individualized and appropriately balanced course of study to meet their personal needs, interests, abilities and goals. Courses are selected from the departmental curriculum and may not include any level I technique course except DANC-161, Spanish Dance I. Students may declare the minor at any point prior to their junior year, but are strongly encouraged to declare the minor as soon as possible.

Students must demonstrate technical ability, obtain the advisor's approval for their program plan and take a DANC General Education course (see below).

In consultation with the Dance Minor Advisor, the student designs an individualized and appropriately balanced program to meet personal interests and needs.

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### Resources in Dance

The department sponsors The Ruth Page Dance Series, a professional dance series which showcases diverse styles of dance. Students also have the opportunity to apprentice with professional dance companies. Ensemble Español offers qualified dance students opportunities to participate in intensive workshops throughout the year, and performs on campus regularly. The Department also offers the American Spanish Dance Festival each summer. Qualified dance students may enroll for credit.

### Awards

Scholarships are available to outstanding students in Dance. Undergraduate Talent Scholarships (tuition waivers) in Dance are awarded through audition. Qualified students must not hold a bachelor's degree. Complete information is available in the Department.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Dance (23 credit hours)**

Code	Title	Hours
<b>Required coursework:</b>		
DANC-101 or DANC-109 or DANC-131	The Dance Experience: Introduction To The Art Of Dance First Year Experience: Steppin' Out: Dance In Chicago Introduction To Spanish Dance	3
DANC-204	Dance Performance Ensemble (may be repeated)	2
DANC-360	Dance Composition (may be repeated)	3
DANC-390B or DANC-390D or DANC-390E	Seminar In Dance Performance: Jazz Dance (may be repeated) Seminar In Dance Performance: Spanish Dance Seminar In Dance Performance: Styles	3
Electives- Select from the following:		12
DANC-161	Spanish Dance I	
DANC-203U	Field Experiences:Dance In Chicago I	
DANC-203V	Field Experiences:Dance In Chicago II	
DANC-203W	Field Experiences:Hispanic Dance I	
DANC-254	Modern Dance II	
DANC-261	Spanish Dance II	
DANC-351	Modern Dance III	
DANC-355	Jazz Dance II	
DANC-356	Ballet II	
DANC-357	Ballet III	
DANC-365	Dance Production	
DANC-370	Musical Resources For Dance	
DANC-371	Theory And Philosophy Of Dance And The Related Arts	
DANC-380	Contemporary Dance Education	
DANC-382	Dance Management And Grantsmanship	
DANC-391	Internship In Dance	
<b>Total Hours</b>		<b>23</b>

Students in the Early Childhood Education programs who have selected this minor must complete a minimum of 9 hours at the 300-level to meet graduation and licensure requirements. Some dance classes may be taken more than once. Consult with the Dance Program Advisor for more information.

# Minor in Music

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Music (23 credit hours)

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 licensure requirements.

Please see department office to meet with a music minor advisor.



# Philosophy

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Philosophy, broadly defined, is the systematic inquiry into some of the fundamental questions of human existence. In this sense, the study of philosophy has always been an essential ingredient of a liberal education.

Philosophy is inherently interdisciplinary. Its focus on the development of the abilities to reflect, analyze, and think critically enables students to understand and correlate all the insights garnered from other disciplines.

Philosophy emphasizes 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 arts education of university students, to prepare students for advanced study in their chosen field, and to help students in their future professional activities by acquainting them with applied philosophy.

- Major in Philosophy (<http://catalog.neiu.edu/arts-sciences/philosophy/philosophy/>)
- Minor in Philosophy (<http://catalog.neiu.edu/arts-sciences/philosophy/minor-philosophy/>)

Scott W. Hegerty, Associate Professor of Economics, Chair  
 John Casey, Ph.D., Professor, Program Coordinator, Advisor  
 Daniel Milsky, Ph.D., Associate Professor, Advisor  
 Stacey Goguen, Ph.D., Associate Professor, Advisor

## Affiliate Faculty:

Sophia Mihic, Ph.D., Professor of Political Science

### PHIL-101. Argument And Reasoning. 3 Hours.

This course teaches the skills necessary to make and evaluate arguments. We cover how arguments are structured and properly used in reasoning, persuasion, deliberation, and inquiry. Students will learn how to distinguish good arguments from bad, to identify common fallacies of argumentation, and to avoid cognitive biases in reasoning.

### PHIL-102. Introduction To Philosophy. 3 Hours.

Introduction to the main problems of philosophy, i.e. knowledge, reality, morality, religion and art.

### PHIL-201. Logic I. 3 Hours.

Introductory course in symbolic logic, dealing with propositional calculus, quantification theory and the logic of relations and classes.

### PHIL-213. Ethics. 3 Hours.

Introduction to some of the main problems of ethics, including the nature of morality, the meaning of ethical terms, standards for evaluating choices and actions, and the major ideas of important moral philosophers.

### PHIL-215. Business Ethics. 3 Hours.

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-218. Philosophy Of Sex. 3 Hours.

In this course we will look at a wide range of philosophical topics related to human sexuality-perversion, prostitution gender roles, and sex roles. Along the way will examine the role of power and coercion in sex and we will examine some of the psycho-social implications of sexual violence. The course will have a decidedly normative bent insofar as our analysis and discussion will be conducted through the lens of ethics.

### PHIL-250. Ethics In Science And Research. 3 Hours.

In this course, students will investigate how ethical issues and values (such as safety, autonomy, well-being, and justice) play a role in contemporary and historical case studies in the sciences. They will develop a skill set for asking ethical questions in the sciences and evaluating different ethical theories and philosophical concepts, giving them a foundation for thinking about responsibility and objectivity in scientific research and public policy. Topics may include: safety concerns with new technology; privacy, rights, and autonomy in genetic engineering; public policy concerning under-studied health conditions; and which communities of inquiry should be recognized or categorized as science.

### PHIL-251. Philosophy Of Art. 3 Hours.

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-300. History Of Ancient Philosophy. 3 Hours.

This course introduces some of the major thinkers and themes of Ancient Western Philosophy. It will focus in particular on the work of Plato, Aristotle, and the Hellenists.

### PHIL-301. History Of Medieval Philosophy. 3 Hours.

Critical survey of the development of philosophy in the West from the rise of Christendom to the dawn of the Renaissance.

### PHIL-302. History Of Modern Philosophy. 3 Hours.

A critical survey of the development of philosophy in the West in the seventeenth and eighteenth centuries.

**PHIL-303. Logic II. 3 Hours.**

Study of the theory and development of axiomatic systems, including the problems of definability, completeness and consistency.

**Prerequisite:** PHIL-201 with a minimum grade of D.

**PHIL-305. Comparative Religion. 3 Hours.**

A comparative study of the epistemological, metaphysical, and ethical beliefs and practices of a range of world religions including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.

**PHIL-311. Writing Intensive Program: Reasoning In Writing. 3 Hours.**

This is a workshop and discussion-based course that teaches students techniques for reading, writing, and researching philosophy, which form a foundation set of skills for other philosophy courses. Students will learn how to identify an author's philosophical project, how to motivate an introduction, how to assess their own arguments in writing, how to practice philosophical charity, how to further an academic conversation in the service of a real-world issue, and how to engage with multiple sources and authors.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**PHIL-313. Ethical Theory. 3 Hours.**

Study of theories about the meaning and justification of moral judgements: 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.

**PHIL-315. Medical Ethics. 3 Hours.**

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.

**Prerequisite:** PHIL-213 with a minimum grade of C.

**PHIL-316. Ethics Bowl. 1 Hour.**

Ethics Bowl provides students with a unique opportunity to apply moral argumentation to real world cases. The Intercollegiate Ethics Bowl combines the excitement a competitive tournament with a valuable educational experience. Students will examine a series of case studies from a number of practical contexts, including engineering, law, medicine, personal relationships, school, and politics, both nationally and internationally. During the semester students will research and prepare these cases for competition. All students in the course will practice and present on cases, but students may decide if they wish to compete in the actual Ethics Bowl competition in November.

**PHIL-332. Contemporary Philosophy. 3 Hours.**

Critical survey of the salient schools of contemporary philosophy, notably idealism, pragmatism, logical positivism, analytic philosophy, phenomenology and existentialism.

**PHIL-333. American Philosophy. 3 Hours.**

Intensive study of the trends prevalent in the modern American philosophical scene, notably pragmatism, idealism, naturalism, positivism, philosophical analysis and phenomenology.

**PHIL-335. Analytic Philosophy. 3 Hours.**

Critical survey of the development of analytic philosophy in the twentieth century.

**PHIL-337. Existentialism. 3 Hours.**

Intensive study of selected works of existentialist thinkers such as Kierkegaard, Nietzsche, Sartre and Camus.

**PHIL-339. Post Modernism. 3 Hours.**

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.

**PHIL-341. Metaphysics. 3 Hours.**

Systematic analysis of some of the main problems of metaphysics, such as existence, substance and attribute, change and permanence, essence and accident, universals and particulars, mind and body, identity, individuation and causality.

**PHIL-344. Buddhism. 3 Hours.**

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.

**PHIL-345. Social And Political Philosophy. 3 Hours.**

Systematic investigation of some of the salient issues currently discussed by social and political philosophers, such as the nature and origin of the state, political obligation, justice, human rights, authority, liberty and evaluation of social and political institutions.

**PHIL-346. 19th Century Continental Philosophy. 3 Hours.**

This course focuses on the development of German Idealism and its relation to Continental Philosophy. Thematically the class will cover topics such as freedom, epistemology, aesthetics, philosophy of history, and politics in the work of Kant, Fichte, Schelling, Hegel, and Marx.

**PHIL-347. Phenomenology And Hermeneutics. 3 Hours.**

This class introduces students to the basic methods, themes, and critiques advanced in the philosophical movements known as phenomenology and hermeneutics. This class will survey three types of phenomenology: transcendental phenomenology, genetic phenomenology, and hermeneutical phenomenology. We will explore the intersections between these types of phenomenology and the analysis of time, embodiment, culture, art, and politics.

**PHIL-348. Computer Ethics And Public Policy. 3 Hours.**

This course discusses ethical and social issues related to the development and use of computer technology. The course provides students with historical and philosophical context to understand the evolution of ethics and its intersection with the use of technology as well as an examination of major ethical issues currently affecting the use of computer technology. Topics involve ethics, public policy, privacy, responsibility and the law.

**PHIL-349. The Political Thought Of Karl Marx. 3 Hours.**

In this course, we investigate the work of Karl Marx on politics, political economy, and society. Our primary aims will be to read Marx on his own terms, to address impediments to reading his work such as the failures of state socialism and the American reception of Marx during the Cold War, and to consider the effects of his work across academic disciplines. Specific course topics may include Marx on questions of identity and prejudice, the persistence of inequality, and his influence in the humanities and the social sciences.

**PHIL-350. Philosophy Of Art. 3 Hours.**

This course examines philosophical issues that arise concerning the creation, interpretation and viewing of art, primarily though not exclusively in the western art tradition. Topics to be discussed include: what is the "aesthetic," and who is the best judge of it? Is good art beautiful? Should art be viewed dis-interestedly? What is it to get at the meaning of a work of art? How does new technology affect the meaning and experience of art? We will also examine the role of aesthetics in other fields of philosophy, especially in environmental ethics.

**PHIL-353. Feminism And The Philosophy Of Science. 3 Hours.**

Analytic examination of the concept of femininity as found in the biological and social sciences in order to facilitate discussion of the nature of objectivity and scientific investigation.

**PHIL-362. Philosophy Of Law. 3 Hours.**

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.

**PHIL-364. Critical Race Theory. 3 Hours.**

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.

**PHIL-365. Environmental Ethics. 3 Hours.**

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.

**PHIL-366. Feminist Ethics. 3 Hours.**

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.

**PHIL-367. Postcolonialism. 3 Hours.**

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.

**PHIL-370. Re-Thinking Race And Gender. 3 Hours.**

We start with historical narrative, re-thinking how we learn to practice race and gender from within the larger systems of white supremacy and patriarchy. The course explores models for disrupting systemic patterns, and ways to turn rethinking into everyday action. The aim throughout is to interrogate structures and relations of race and gender, and how they get naturalized. Designed and cross-listed for advanced undergraduates, graduates, and teachers. When taught as a Summer Institute, course runs for eight days over three weeks. Required: Junior/Senior or Graduate status, or instructor consent. Prereqs: ENGL-101 with a grade of "C" or above.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**PHIL-371. Theory Of Knowledge. 3 Hours.**

Systematic inquiry into the nature of knowledge, with a consideration of such topics as ways of knowing, perception, memory, personal identity, and other minds.

**PHIL-373. Feminist Philosophy. 3 Hours.**

Analytic investigation of the latest feminist theory in order to study the development of feminism.

**PHIL-374. Philosophy Of Sex. 3 Hours.**

Students will examine philosophical topics related to human sexuality, such as the metaphysics of sex acts; political philosophy of sexual coercion and violence; ethical issues of sex work; and analysis of different types of sexual and romantic relationships, such as monogamy and polyamory.

**Prerequisite:** and.

**PHIL-375. Philosophy Of Science. 3 Hours.**

Examination of some of the main problems currently discussed by philosophers of science, such as the methodology and foundations of empirical science, the meaning and verification of scientific statements, theories, laws, hypotheses and explanations.

**PHIL-376. Philosophy Of Disability: Society And Self. 3 Hours.**

In this course, students will explore philosophical issues regarding society, the self, and the human body (including brain) through the lens of disability. All humans have variance in their bodies, abilities, and thinking, but many social institutions, spaces, and norms do not cater to and value those variances equally (ableism). How does ableism influence ideas about fairness, the good life, and what it means to be human? What insights arise when we consider variance and change core aspects of human life? What tools does disability studies offer everyone, and what new questions, problems, and reflections come to light when we use them?.

**PHIL-380. Happiness. 3 Hours.**

Achieving happiness is one of life's most valuable goals and one of the goals of this class. This class will examine the psychological factors that influence happiness and the diverse philosophical arguments for the value of happiness. Students will engage in projects designed to implement psychological research with the goal of maximizing their happiness.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**PHIL-381. Independent Study In Philosophy. 3 Hours.**

Readings, discussions, and reports on a special topic with faculty supervision. Normally open to majors in their junior or senior year.

**PHIL-384. Philosophy Of Religion. 3 Hours.**

This 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?.

**PHIL-385. Philosophy Of Mind. 3 Hours.**

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.

**PHIL-387. The Political Thought Of Hannah Arendt. 3 Hours.**

This course investigates 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? Specific course topics may include 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 racial prejudice as a political tool.

**PHIL-388. Philosophy Of Language. 3 Hours.**

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 <the idea that words are mere labels for things> 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.

**PHIL-389. Inter-Disciplined Foucault. 3 Hours.**

This course explores Michel Foucault's theories of language, truth, knowledge, and power across academic disciplines. Topics covered will include his work in the philosophy of inquiry, and his studies of prisons, sexuality, the legal order, art, and literary representation.

**PHIL-390. Classical Political Theory. 3 Hours.**

This course studies the political thought of Socrates, Plato and Aristotle in the broad historical and cultural context of the classical era. Readings may include literary works and histories from Greek, Roman, Biblical and Chinese sources. We will attend carefully to the distinctiveness of ancient texts and historical experiences with the goal of considering how classical formulations of enduring concepts and themes inform and contrast with contemporary ethical and political practices.

**PHIL-391. Modern Political Theory. 3 Hours.**

This course studies the development of modern political philosophy and practice. We will address the emergence of modern humanism and republican self-rule, analyze obligation and the rule of law in the contract tradition, and examine ongoing conflicts between authority and freedom and power and equality in the 19th, 20th and 21st centuries. Readings may include works by Hegel, Hobbes, Machiavelli, Marx, J.S. Mill, Nietzsche, Rousseau, Wollstonecraft, and American literary perspectives on the problem of race and racism in democratic politics.

**PHIL-393. Seminar In Ethics. 3 Hours.**

This course involves an intensive study of a topic or philosopher important to the field of ethics. Students should be prepared to engage in critical analysis of current research in the field and be prepared to present a research paper at the end of the course.

**Prerequisite:** (PHIL-100 - 399 or PHIL-100A - 399Z or ZPHI-100 - 399 or ZPHI-100A - 399Z).

**PHIL-394. Seminar In Epistemology. 3 Hours.**

This course involves an intensive study of a topic or philosopher central to the subfield of Epistemology. Students should be prepared to engage in critical analysis of current research in the field and be prepared to present a research paper at the end of the course.

**Prerequisite:** (PHIL-100 - 399 or PHIL-100A - 399Z or ZPHI-100 - 399 or ZPHI-100A - 399Z).

**PHIL-395. Seminar In Metaphysics. 3 Hours.**

This course involves an intensive study of a topic or philosopher central to the subfield of Metaphysics. Students should be prepared to engage in critical analysis of current research in the field and be prepared to present a research paper at the end of the course.

**Prerequisite:** (PHIL-100 - 399 or PHIL-100A - 399Z or ZPHI-100 - 399 or ZPHI-100A - 399Z).

**PHIL-396. Seminar In The History Of Philosophy. 3 Hours.**

This course involves an intensive study of a topic or philosopher central to the field of the History of Philosophy. Students should be prepared to engage in critical analysis of current research in the field and be prepared to present a research paper at the end of the course.

**PHIL-397. Seminar In Social And Political Philosophy. 3 Hours.**

This course is an intensive study of a topic or philosopher central to the field of social and political philosophy. Students should be prepared to engage in critical analysis of primary sources and current research in the field. Students should also be prepared to present a research paper at the end of the course.

**Prerequisite:** (PHIL-100 - 399 or PHIL-100A - 399Z or ZPHI-100 - 399 or ZPHI-100A - 399Z).

# Major in Philosophy

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major in Philosophy for the Bachelor of Arts Degree (33 credit hours)

Major in Philosophy for the Bachelor of Arts Degree (33 credit hours)

Code	Title	Hours
<b>Required Courses</b>		
PHIL-201	Logic I	3
PHIL-311	Writing Intensive Program: Reasoning In Writing	3
PHIL-213	Ethics	3
History of Philosophy - 2 courses <sup>1</sup>		6
Contemporary Philosophy - 1 course <sup>2</sup>		3
PHIL 390's - Seminar in Philosophy - 1 course <sup>3</sup>		3
Additional PHIL electives - 4 courses		12
<b>Total Hours</b>		<b>33</b>

<sup>1</sup> History of Philosophy courses include PHIL 300: History of Ancient Philosophy, PHIL 301: History of Medieval Philosophy, PHIL 302: History of Modern Philosophy, PHIL 390: Classical Political Theory, PHIL 391: Modern Political Theory.

<sup>2</sup> Contemporary Philosophy courses include PHIL 332: Contemporary Philosophy, PHIL 362: Philosophy of Law, PHIL 364: Critical Race Theory, PHIL 365: Environmental Ethics, PHIL 367: Post-Colonialism, PHIL 370: Rethinking Race and Gender, PHIL 373: Feminist Philosophy, PHIL 392: Contemporary Political Theory.

<sup>3</sup> One of the following: PHIL 393: Seminar in Ethics, PHIL 394: Seminar in Epistemology, PHIL 395: Seminar in Metaphysics, PHIL 396: Seminar in the History of Philosophy, PHIL 397: Seminar in Social and Political Philosophy.

This sample curricular map is provided as a suggestion to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

#### First Year

Term 1	Hours
PHIL-213	Ethics 3
General Education/FYE	3
General Education Course	3
General Education Course	3
Elective/Minor	3
<b>Term Hours</b>	
	<b>15</b>

Term 2	Hours
General Education Course	3
General Education Course	3
Elective/Minor	3
History of Philosophy Course	3
PHIL Elective	3
<b>Term Hours</b>	
	<b>15</b>

#### Second Year

Term 1	Hours
PHIL-201	Logic I 3
PHIL-311	Writing Intensive Program: Reasoning In Writing 3
General Education Course	3
General Education Course	3
Elective/Minor	3
<b>Term Hours</b>	
	<b>15</b>

Term 2	Hours
Elective/Minor	3
General Education Course	3
General Education Course	3
PHIL Elective	3
History of Philosophy Course	3
<b>Term Hours</b>	
	<b>15</b>

#### Third Year

Term 1	Hours
PHIL-332	Contemporary Philosophy 3
General Education Course	3
Elective/Minor	3

Elective/Minor	3
300-Level PHIL Elective	3
<b>Term Hours</b>	<b>15</b>
<b>Term 2</b>	
PHIL Seminar Course	3
General Education Course	3
Elective/Minor	3
Elective/Minor	3
Elective/Minor	3
<b>Term Hours</b>	<b>15</b>
<b>Fourth Year</b>	
<b>Term 1</b>	
300-Level PHIL Elective	3
Elective/Minor	3
Elective/Minor	3
Elective/Minor	3
Elective/Minor	3
<b>Term Hours</b>	<b>15</b>
<b>Term 2</b>	
PHIL Seminar Course	3
Elective/Minor	3
Elective/Minor	3
Elective/Minor	3
Elective/Minor	3
<b>Term Hours</b>	<b>15</b>
<b>Total Hours:</b>	<b>120</b>



# Minor in Philosophy

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Philosophy (18 credit hours)**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Required Courses</b>		
PHIL-213	Ethics	3
History of Philosophy (one course) <sup>1</sup>		3
Elective at the 300-level		3
Additional PHIL electives		9
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> History of Philosophy courses include PHIL 300: History of Ancient Philosophy, PHIL 301: History of Medieval Philosophy, PHIL 302: History of Modern Philosophy, PHIL 390: Classical Political Theory, PHIL 391: Modern Political Theory."

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.

# Physics

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The Department of Physics offers a program leading to the Bachelor of Science degree. An undergraduate minor is also available.

The goals of the Physics program are to:

1. provide students with a solid foundation in classical and modern physics;
2. develop skills which enable students to enter careers in business, teaching, research, and technology;
3. prepare students for graduate study in physics.

Courses offered at the 100 level are for non-majors, and can be used to fulfill General Education program requirements, and require minimal math preparation.

Students should also be aware of the University requirements for the Bachelor's degree. All students must complete a minimum of 40 semester hours at the 300 level.

**All 300-level courses in Physics are offered in the evening.**

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. Please 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 or the Physics Department chair before their first registration.

- Major in Physics (<http://catalog.neiu.edu/arts-sciences/physics/physics/>)
- Minor in Physics (<http://catalog.neiu.edu/arts-sciences/physics/minor-physics/>)

Kenneth Nicholson, Ph.D., Associate Professor of Chemistry, Chair

Paulo Acioli, Ph.D., Professor

Greg Anderson, Ph.D., Professor

Orin M. Harris, Ph.D., Associate Professor

Sudha Srinivas, Ph.D., Professor

## **PHYS-103. Introduction To Astronomy. 3 Hours.**

An introduction to the field of Astronomy. Course topics include: the history of astronomy and the philosophy of science; methods of observational astronomy; an overview of the scientific method; gravitation and orbital dynamics; the origin, dynamics, and composition of our solar system; descriptions of asteroids, comets, and planets; the formation, evolution and death of stars; white dwarfs, neutron stars and black holes; novae and supernovae; star clusters, galaxies, and galactic clusters; the Big Bang theory, cosmology, dark energy and dark matter; the possibility of extraterrestrial life.

## **PHYS-104. Energy. 3 Hours.**

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-108. Physics Concepts For Educators. 4 Hours.**

A laboratory-oriented course designed to support future educators in the implementation of interdisciplinary math and science curricula by integrating 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, 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, nanotechnology, quantum computing and other contemporary technologies may be investigated. Discussions include topics and concepts related to robotics, kinematics and dynamics of particles and rigid bodies and electrostatics, electric fields, electric potentials, currents, magnetic fields, and wave motion. Basic concepts of geology, meteorology, oceanography, the solar system, or any other related discipline are threaded throughout. Course content is aligned to the National Science Teachers Association and the Next Generation of Science Standards. This course is paired and integrated with MATH-280 and it is strongly suggested that they are taken together.

**Prerequisite:** MATH-149 with a minimum grade of C.

**PHYS-110. Physics In Everyday Life. 3 Hours.**

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.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**PHYS-180. Fundamentals Of Data Science. 4 Hours.**

Foundations of data science considers data from three perspectives: inferential thinking, computational thinking, and real-world relevance. Given data arising from some real-world phenomenon, how does one analyze that data to understand that phenomenon? The course teaches critical concepts and skills in computation and statistical inference, in conjunction with hands on analysis of real-world datasets, including economic data, document collections, geographical data, and data from social networks. It delves into social, ethical, and legal issues surrounding data analysis, including privacy and data ownership.

**Prerequisite:** MATH-173 with a minimum grade of C or MATH-185 with a minimum grade of C or MATH-187 with a minimum grade of C.

**PHYS-200. Introduction To College Physics. 3 Hours.**

**Prerequisite:** MATH-106 (may be taken concurrently) with a minimum grade of D.

**PHYS-201. College Physics I. 3 Hours.**

This is the first course of a two-term algebra-based lecture sequence intended for non-physics majors: PHYS-201 and PHYS-202. The companion laboratory is PHYS-203. 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. Lecture: 3hrs.

**Prerequisite:** MATH-185 with a minimum grade of C or MATH-106 with a minimum grade of C.

**PHYS-201L. College Physics I With Lab. 5 Hours.**

This is the first course of a two-term algebra-based lecture and laboratory sequence intended for non-physics majors: PHYS-201L and PHYS-202L. 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. Lecture: 4hrs. Lab: 2 hrs.

**Prerequisite:** MATH-185 with a minimum grade of C or (MATH-173 with a minimum grade of C and MATH-175 with a minimum grade of C) or (MATH-173W with a minimum grade of C and MATH-175W with a minimum grade of C) or (MATH-173C with a minimum grade of C and MATH-175 with a minimum grade of C) or MATH-187 with a minimum grade of C.

**PHYS-202. College Physics II. 3 Hours.**

This is the second course of a two-term algebra-based lecture sequence intended for non-physics majors: PHYS-201 and PHYS-202. The companion laboratory is PHYS-204. 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 will be discussed. Time permitting concepts in modern physics such as special relativity, quantum physics and radioactivity will also be discussed. Lecture: 3 hrs.

**Prerequisite:** PHYS-201 with a minimum grade of C or PHYS-201L with a minimum grade of C.

**PHYS-202L. College Physics II With Lab. 5 Hours.**

This is the second course of a two-term algebra based lecture and laboratory sequence intended for non-physics majors, PHYS-201L and PHYS-202L. 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 will be discussed. Time permitting concepts in modern physics such as special relativity, quantum physics and radioactivity will also be discussed. Lecture: 4 hrs. Lab: 2 hrs.

**Prerequisite:** PHYS-201 with a minimum grade of C or PHYS-201L with a minimum grade of C or PHYS-206 with a minimum grade of C or PHYS-206L with a minimum grade of C.

**PHYS-203. Physics I Laboratory. 1 Hour.**

This is a laboratory course covering the subject matter of Physics I, and it is meant to be taken concurrently with either PHYS-201 or PHYS-206.

**Prerequisite:** PHYS-201 with a minimum grade of C or PHYS-206 with a minimum grade of C.

**PHYS-204. Physics II Laboratory. 1 Hour.**

This is a laboratory course covering the subject matter of Physics II, and it is meant to be taken concurrently.

**Prerequisite:** PHYS-202 with a minimum grade of C or PHYS-207 with a minimum grade of C.

**PHYS-206. University Physics I. 3 Hours.**

This is the first term of a two-term calculus-based lecture sequence intended for students majoring in physics, biology, chemistry, earth science or mathematics: PHYS-206 and PHYS-207. The companion laboratory is PHYS-203. 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. Lecture: 3 hrs.

**Prerequisite:** MATH-187 with a minimum grade of C.

**PHYS-206L. University Physics I With Lab. 5 Hours.**

This is the first term of a two-term calculus-based lecture and laboratory sequence intended for students majoring in physics, biology, chemistry, earth science or mathematics: PHYS-206L and PHYS-207L. 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. Lecture: 4 hrs. Lab: 2 hrs.

**Prerequisite:** MATH-187 (may be taken concurrently) with a minimum grade of C.

**PHYS-207. University Physics II. 3 Hours.**

This is the second course of a two-term calculus-based lecture sequence intended for students majoring in physics, biology, chemistry, earth science or mathematics. The companion laboratory is PHYS-204. 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 are discussed. Lecture: 3 hrs.

**Prerequisite:** (PHYS-206 with a minimum grade of C or PHYS-206L with a minimum grade of C or PHYS-201 with a minimum grade of C or PHYS-201L with a minimum grade of C) and MATH-187 with a minimum grade of C.

**PHYS-207L. University Physics II With Lab. 5 Hours.**

This is the second course of a two-term calculus based lecture and laboratory sequence intended for students majoring in physics, biology, chemistry, earth science or mathematics. 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 are discussed. Lecture: 4 hrs. Lab: 2 hrs.

**Prerequisite:** PHYS-201 with a minimum grade of C and MATH-187 with a minimum grade of C or (PHYS-206 with a minimum grade of C or PHYS-206L with a minimum grade of C).

**PHYS-211. Physics I Seminar. 1 Hour.**

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.

**PHYS-212. Physics II Seminar. 1 Hour.**

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.

**PHYS-215. Physics III. 4 Hours.**

Introduction to the physics of the twentieth century, including application 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.

**Prerequisite:** PHYS-202 with a minimum grade of D or PHYS-207 with a minimum grade of D.

**PHYS-300. Interdisciplinary Seminar In STEM. 2 Hours.**

This course uses a hands-on approach to modern inquiry-based research problems and techniques in the physical and computational sciences. The course is structured around a series of modular problem-based exercises, covering topics from the fields of Chemistry, Computer Science, Earth Science, Mathematics and Physics, and is designed to provide the content and pedagogical background for students to be successful peer leaders. The cross-disciplinary modules will draw connections between scientific disciplines, and showcase common research tools and techniques used in the sciences. The workshop will also incorporate discussions on a range of topics, from scientific ethics, scientific methodology and error analysis.

**Prerequisite:** MATH-185 with a minimum grade of C.

**PHYS-301. Independent Study In Physics. 1 Hour.**

Research, laboratory work, study or tutorial in a specific area of physics under faculty supervision.

**PHYS-302. Independent Study In Physics. 2 Hours.**

(See PHYS-301 for description.).

**PHYS-303. Independent Study In Physics. 3 Hours.**

(See PHYS-301 for description.).

**PHYS-304. Physics For Elementary School Teachers I. 3 Hours.****PHYS-305. Modern Physics I. 3 Hours.**

This course covers advances made in physics during the first half of the twentieth century. These advances lead to many of the technologies we have today and they continue to drive innovation. The course content includes an introduction to the theory of relativity, particle-wave duality, elementary quantum theory, and the application of quantum theory to atomic, molecular, and nuclear physics.

**Prerequisite:** (PHYS-207L with a minimum grade of C or PHYS-207 with a minimum grade of C or PHYS-202L with a minimum grade of C or PHYS-202 with a minimum grade of C) and MATH-202 with a minimum grade of C.

**PHYS-306A. Modern Physics II. 3 Hours.**

Modern Physics II is the second part of a two-course sequence covering advances made in physics during the twentieth century. This course introduces students to statistical physics and focuses on applications of statistical physics, relativity, and quantum mechanics. These applications include atomic and molecular physics, condensed matter physics, nuclear physics, particle physics, astrophysics, and cosmology.

**Prerequisite:** PHYS-305 with a minimum grade of C.

**PHYS-307. Writing Intensive Program: Modern Physics Lab. 3 Hours.**

An introduction to intermediate-level 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.

**Prerequisite:** ENGL-101 with a minimum grade of C and PHYS-305 with a minimum grade of C.

**PHYS-308. Introductory Mathematical Physics. 3 Hours.**

This course is an introduction to mathematical methods in physics, which include partial differentiation, multiple integration, vector analysis, complex numbers, complex variables, linear algebra, Fourier series, ordinary differential equations, special functions, and tensor analysis.

**Prerequisite:** MATH-203 with a minimum grade of C and (PHYS-207 with a minimum grade of C or PHYS-207L with a minimum grade of C).

**PHYS-309. Computing For Scientists. 3 Hours.**

Introduction to the use of computers in modeling scientific problems; modern programming languages are introduced and used to model several phenomena in the natural sciences and engineering.

**Prerequisite:** MATH-187 with a minimum grade of C.

**PHYS-311. Mechanics I. 3 Hours.**

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.

**Prerequisite:** (PHYS-201L with a minimum grade of C or PHYS-206L with a minimum grade of C) and MATH-202 with a minimum grade of C.

**PHYS-321. Electricity And Magnetism I. 3 Hours.**

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.

**Prerequisite:** (PHYS-202L with a minimum grade of C or PHYS-207L with a minimum grade of C) and MATH-203 with a minimum grade of C.

**PHYS-324. Advanced Classical Physics. 3 Hours.**

This course is an introduction to advanced topics in classical 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.

**Prerequisite:** PHYS-311 with a minimum grade of C and PHYS-321 with a minimum grade of C.

**PHYS-330. Writing Intensive Program: Experimental Methods. 3 Hours.**

This course is an introduction to scientific measurement procedures, with special attention paid to scientific writing, the examination of error and uncertainty, and to widely used experimental techniques and their applications. Experiments are chosen according to the student's needs and interests. Students will present written results of their investigations in a variety of formats common in the discipline.

**Prerequisite:** (PHYS-202L with a minimum grade of C or PHYS-207L with a minimum grade of C) and ENGL-101 with a minimum grade of C and MATH-187 with a minimum grade of C.

**PHYS-331. Optics. 4 Hours.**

This course covers 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 lecture will be explored in various lab exercises. Lecture 2 hours, Lab 4 hours.

**Prerequisite:** (PHYS-207L with a minimum grade of C or PHYS-207 with a minimum grade of C or PHYS-202L with a minimum grade of C or PHYS-202 with a minimum grade of C) and MATH-202 with a minimum grade of C.

**PHYS-332. Electronics. 4 Hours.**

This course covers, through both lecture and laboratory, 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.

**Prerequisite:** (PHYS-207L with a minimum grade of C or PHYS-207 with a minimum grade of C or PHYS-202L with a minimum grade of C or PHYS-202 with a minimum grade of C) and MATH-202 with a minimum grade of C.

**PHYS-333. Vibration And Sound. 3 Hours.**

**Prerequisite:** (PHYS-201 with a minimum grade of D or PHYS-206 with a minimum grade of D) and PHYS-203 with a minimum grade of D.

**PHYS-335. Thermal Physics. 3 Hours.**

Thermal Physics provides an introduction to thermodynamics and statistical mechanics. Course content includes the relationship between volume, pressure, heat, work, energy, temperature, entropy, free energy, enthalpy, chemical potential, heat capacities, and other quantities. Topics presented in this course include the first, second, and third laws of thermodynamics; heat engines, refrigerators, and heat pumps; mechanical, thermal, and chemical equilibrium, phase diagrams, phase transitions, Boltzmann and Gibbs distributions, partition functions, the equipartition theorem, blackbody radiation, and degenerate fermi gasses.

**Prerequisite:** PHYS-305 with a minimum grade of C.



**PHYS-336. Quantum Mechanics. 3 Hours.**

This course provides an introduction to Quantum Mechanics and is intended for physics majors/minors, and math or chemistry majors. The knowledge base covered is an essential foundation for students seeking to understand physical phenomena at a microscopic level. The Schrodinger equation is introduced and applied to problems in quantum mechanics including square wells, potential barriers, the harmonic oscillator, angular momentum, and the hydrogen atom. Time permitting, spin and many-particle systems will be discussed.

**Prerequisite:** PHYS-305 with a minimum grade of C and MATH-203 with a minimum grade of C.

**PHYS-338. Quantum Mechanics II. 3 Hours.**

This second course in quantum mechanics is intended for Physics majors who seek to build a solid background in the applications of quantum mechanics. It builds on the foundations introduced in Quantum Mechanics and covers applications of exact and approximate methods in quantum mechanics to real physical systems.

**Prerequisite:** PHYS-336 with a minimum grade of C.

**PHYS-340. The Science Of Sustainable Energy. 3 Hours.**

Sustainable energy provides a quantitative understanding of energy use and energy resources on both global scales and local settings. This courses will identify and quantify current energy resources, provide an understanding of energy conservation, efficiency, and the conversion of energy from less useful to more useful forms. PHYS-340 investigates the environmental consequences of our energy use, and emphasizes an interdisciplinary approach required to solving real-world problems. This course focuses on the science which informs development, policy, and management decisions.

**Prerequisite:** (PHYS-207L with a minimum grade of C or PHYS-202L with a minimum grade of C) and MATH-187 with a minimum grade of C.

**PHYS-344. Introduction To Solid State Physics. 3 Hours.**

Crystal structure, crystal bonding, thermal properties of solids, dielectric properties, free electron model of metals, band theory of solids, magnetism, superconductivity, current applications.

**Prerequisite:** PHYS-305 with a minimum grade of C.

**PHYS-350. Field Experiences In Physics. 3 Hours.**

Practical experience in industrial or government physics laboratories under the joint supervision of the department and the laboratory. There are six hours of field experience required per week. This course may be taken up to three times.

**PHYS-361. Materials I: Structural, Mechanical And Thermal Properties. 3 Hours.**

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.

**Prerequisite:** PHYS-305 with a minimum grade of C.

**PHYS-362. Materials II: Electric And Optical Properties. 3 Hours.**

Companion course to Material 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.

**Prerequisite:** PHYS-305 with a minimum grade of C.

**PHYS-366. Communication Electronics. 3 Hours.**

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.

**Prerequisite:** PHYS-332 with a minimum grade of D.

**PHYS-367. Transducer And Special Purpose Electronics. 4 Hours.**

Lecture and laboratory on the characteristics of devices which convert physical quantities such as heat, light, motion and sound into electrical signal. 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.

**PHYS-369. Instrumentation Electronics. 4 Hours.**

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.

**PHYS-391. Astrophysics. 3 Hours.**

Astrophysics applies the laws of physics to celestial objects and phenomena. Course content includes orbital mechanics, the formation and evolution of the solar system, and solar system objects like planets, asteroids, comets, and satellites. This course covers the physics of stars including the birth, evolution, and death of stars, nuclear fusion, stellar atmospheres, solar cycles, HR diagrams, supernovae, white dwarfs, neutron stars and black holes. On larger scales, this course discusses clusters of stars, galaxies, the interstellar medium, and galactic clusters.

**Prerequisite:** PHYS-305 with a minimum grade of C.

**PHYS-392. Cosmology. 3 Hours.**

Cosmology is the study of the history, structure, constituents, and dynamics of the universe. Course content includes primordial nucleosynthesis, cosmological and astronomical observations, the Friedmann equation, dark matter and dark energy, the cosmological constant, cosmic inflation, the accelerating and expanding universe, the cosmic microwave background, inflation, and baryogenesis.

**Prerequisite:** PHYS-305 with a minimum grade of C.

**PHYS-400. Introduction To Quantum Mechanics. 3 Hours.**

**PHYS-401. Advanced Experimental Physics. 3 Hours.**

**PHYS-402. Atomic Physics. 3 Hours.**

**PHYS-403. Solid State Physics. 3 Hours.**

**PHYS-404. Advanced Electronics For Scientists. 3 Hours.**

**Prerequisite:** PHYS-393 with a minimum grade of D.

**PHYS-405. Elementary Particles. 3 Hours.**

**PHYS-406. Statistical Mechanics. 3 Hours.**

**PHYS-407. Relativity And Gravitation. 3 Hours.**

**PHYS-408. Independent Study In Physics. 3 Hours.**

**PHYS-409. Thesis Seminar-Physics. 6 Hours.**

**PHYS-410. Electrodynamics. 3 Hours.**

**Prerequisite:** PHYS-323 with a minimum grade of D.

**PHYS-411. Classical Dynamics. 3 Hours.**

**Prerequisite:** PHYS-312 with a minimum grade of D.



# Major in Physics

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The Bachelor of Science in Physics prepares students to pursue careers in teaching, research and development, or to go on for further graduate study. The broadly applicable problem-solving and technical skills of Physics graduates are in high demand across diverse sectors, from healthcare to Silicon Valley. All instruction is provided by full-time faculty in small classes, affording many opportunities for close personal contact between students and instructors. All advanced undergraduate courses are given in the evening, allowing students to complete studies on either a full-time or part-time basis. Faculty members are actively engaged in research projects which offer exciting opportunities for student participation.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b>	6
2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	
<b>Humanities (HU)*</b>	9
3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	
<b>Behavioral/Social Sciences (SB)*</b>	9
3 courses, 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, Social Work	
<b>Natural Sciences (NS and NSL)**</b>	9
3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major in Physics for the Bachelors of Science Degree

Code	Title	Hours
<b>Required Courses</b>		
PHYS-206L	University Physics I With Lab	5
PHYS-207L	University Physics II With Lab	5
PHYS-305	Modern Physics I	3
PHYS-306A	Modern Physics II	3
PHYS-308	Introductory Mathematical Physics	3
PHYS-311	Mechanics I	3
PHYS-321	Electricity And Magnetism I	3
PHYS-335	Thermal Physics	3
PHYS-336	Quantum Mechanics	3
<b>Electives (300-level, take at least three totaling 9 credit hours or more. At least one must be a WIP)</b>		<b>9</b>
PHYS-307	Writing Intensive Program: Modern Physics Lab	
PHYS-309	Computing For Scientists	
PHYS-324	Advanced Classical Physics	
PHYS-330	Writing Intensive Program: Experimental Methods	
PHYS-331	Optics	
PHYS-332	Electronics	
PHYS-338	Quantum Mechanics II	
PHYS-340	The Science Of Sustainable Energy	
PHYS-344	Introduction To Solid State Physics	
PHYS-361	Materials I: Structural, Mechanical And Thermal Properties	
PHYS-362	Materials II: Electric And Optical Properties	
PHYS-369	Instrumentation Electronics	
PHYS-391	Astrophysics	
PHYS-392	Cosmology	
<b>Total Hours</b>		<b>40</b>
<b>Required Mathematics Courses</b>		
MATH-187	Calculus I	4
MATH-202	Calculus II	4
MATH-203	Calculus III	4
MATH-301	Ordinary Differential Equations I	4
<b>Total Hours</b>		<b>16</b>
<b>Cognate Electives</b>		
Select three of the following: <sup>1</sup>		9-13
CHEM-211	General Chemistry I	
CHEM-212	General Chemistry II	
CS-200	Programming Fundamentals	
CS-207	Object-Oriented Programming And Data Structures	
CS-334	Open Source Systems	
BIO-201	General Biology I	
BIO-202	General Biology II	
BIO-301	Cell Biology	
BIO-311	History of Science	
ENVI-301	Methods In Environmental Science	

ESCI-211	Physical Geology
ESCI-306	Writing Intensive Program: Earth Materials
ESCI-307	Climate Change: Evidence, Causes, Effects
ESCI-312	Historical Geology
ESCI-337	Principles Of Hydrogeology
MATH-253	Linear Algebra I
MATH-302	Ordinary Differential Equations II
MATH-303	Partial Differential Equations
MATH-304	Introduction To Numerical Analysis
MATH-305	Probability And Statistics
MATH-328	Complex Variables
MATH-340	Computing For Mathematicians

**Total Hours****9-13**

<sup>1</sup> These electives must be chosen from at least two different departments.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

**First Year**

<b>Term 1</b>		<b>Hours</b>
MATH-187	Calculus I	4
PHYS-206L	University Physics I With Lab	5
General Education-Humanities		3
General Education-Fine Arts		3
<b>Term Hours</b>		<b>15</b>

<b>Term 2</b>		
MATH-202	Calculus II	4
PHYS-207L	University Physics II With Lab	5
CS-200	Programming Fundamentals	4
General Education-Social/Behavioral		3
<b>Term Hours</b>		<b>16</b>

**Second Year**

<b>Term 1</b>		
MATH-203	Calculus III	4
PHYS-305	Modern Physics I	3
MATH-253	Linear Algebra I	3
General Education-Fine Arts		3
<b>Term Hours</b>		<b>13</b>

<b>Term 2</b>		
PHYS-306A	Modern Physics II	3
PHYS-335	Thermal Physics	3
300-Level PHYS Elective		3
MATH-301	Ordinary Differential Equations I	4
General Education/Elective		3
<b>Term Hours</b>		<b>16</b>

**Third Year**

<b>Term 1</b>		
PHYS-311	Mechanics I	3
PHYS-321	Electricity And Magnetism I	3
General Education-Social/Behavioral		3
300-Level PHYS Elective		3
Elective		3
<b>Term Hours</b>		<b>15</b>

4 Major in Physics

<b>Term 2</b>			
PHYS-308	Introductory Mathematical Physics		3
PHYS-307	Writing Intensive Program: Modern Physics Lab		3
CHEM-211	General Chemistry I		5
General Education-Social/Behavioral			3
300-Level PHYS Elective			3
		<b>Term Hours</b>	<b>17</b>
<b>Fourth Year</b>			
<b>Term 1</b>			
PHYS-336	Quantum Mechanics		3
PHYS-330	Writing Intensive Program: Experimental Methods		3
300-Level PHYS Elective			3
General Education-Humanities			3
Elective			3
		<b>Term Hours</b>	<b>15</b>
<b>Term 2</b>			
300-Level PHYS Electives			3
PHYS-335 <sup>f</sup> not completed in year 2	Thermal Physics		3
General Education-Humanities			3
General Education-Social/Behavioral			3
Elective			3
		<b>Term Hours</b>	<b>15</b>
		<b>Total Hours:</b>	<b>122</b>

# Minor in Physics

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The physics minor can add value and breadth to any major. The additional coursework is minimal for STEM majors including biology, chemistry, computer science, earth science, environmental science and math.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Physics

Code	Title	Hours
<b>Required Courses</b>		
PHYS-206L	University Physics I With Lab	5
PHYS-207L	University Physics II With Lab	5
PHYS-305	Modern Physics I	3
PHYS-306A	Modern Physics II	3
One 300-level physics courses	in consultation with advisor	3
<b>Total Hours</b>		<b>19</b>

# Political Science

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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 or minoring in political science are urged to register 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 or minors. A minor in public administration is also offered. Information is available in the departmental office.

Other students may also be interested in political science courses. The courses, PSCI 210--Introduction to Political Science and PSCI 216--American National Government, can satisfy the Improving Human Relations requirement. These two courses can also be used to fulfill part of the General Education requirement in Social and Behavioral Sciences. PSCI 216 also fulfills the teachers' certification requirement in American government. .

- Major in Political Science (<http://catalog.neiu.edu/arts-sciences/political-science/political-science/>)
- Minor in Political Science (<http://catalog.neiu.edu/arts-sciences/political-science/minor-political-science/>)
- Minor in Public Administration (<http://catalog.neiu.edu/arts-sciences/political-science/minor-public-administration/>)
- Minor in Jewish Studies (<http://catalog.neiu.edu/arts-sciences/political-science/minor-jewish-studies/>)

Master of Arts in Political Science (<http://catalog.neiu.edu/arts-sciences/political-science/master-political-science/>)

Mateo Farzaneh, Ph.D., Professor of History, Chair

William Adler, Ph.D., Associate Professor

Sangmin Bae, Ph.D., Professor

Russell Benjamin, Ph.D., Professor

Ellen Cannon, Ph.D., Professor

Sophia Mihic, Ph.D., Professor

Gregory Neddenriep, Ph.D., Associate Professor

## **PSCI-101. Introduction To Politics. 3 Hours.**

## **PSCI-109. First Year Experience:Civic Engagement, Community And Social Change In Chicago. 3 Hours.**

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 skill (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.

## **PSCI-210. Introduction To Political Science. 3 Hours.**

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 Hours.**

Description and analysis of national political institutions and processes. Current issues and problems of American government.

## **PSCI-251. Writing Intensive Program: Comparative Political Systems. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C.

## **PSCI-275. Introduction To World Politics. 3 Hours.**

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 Hours.**

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 Hours.**

Intensive investigation of a special area of political science or a contemporary political issue.

**PSCI-302. Independent Study In Political Science. 2 Hours.**

( See PSCI-301 for description.).

**PSCI-303. Independent Study In Political Science. 1 Hour.**

( See PSCI-301 for description.).

**PSCI-304. Field Experience. 3 Hours.**

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 skill. Meeting arranged.

**PSCI-305. Internship I. 6 Hours.**

(See description for PSCI-304. Hours in placement increased to 16 hours per week.).

**PSCI-306. Internship II. 6 Hours.**

(See description for PSCI-304. Hours in placement increased to 16 hours per week.).

**PSCI-307O. Topics: Democracy, Responsiveness & Accountability. 3 Hours.**

To whom - what interest, whose demands - do elected politicians respond when making policy? In the last thirty years, the number of countries that select their rulers through competitive elections has increased sharply. This class explores the practical implications of ideals like responsiveness and accountability for elected officials, and how these operate in conjunction with the separation of powers, independent judiciaries, political party discipline, pressure from international actors, as well as more base incentives, such as personal ambition and corruption.

**Prerequisite:** PSCI-210 with a minimum grade of C and (PSCI-251 with a minimum grade of C or PSCI-275 with a minimum grade of C).

**PSCI-308. Research Methods And Techniques In Political Science. 3 Hours.**

This course is designed for upper-division students or those intending to undertake graduate study in the social sciences. Students will learn to think conceptually, evaluate and develop research designs, and become more familiar with how to collect, organize, and analyze data. Students will learn about different methodological approaches and techniques from across the social sciences.

**PSCI-309A. Moot Court And Appellate Advocacy. 3 Hours.**

This course involves a role-playing simulation where students discharge the responsibilities of attorneys arguing a hypothetical case before an appellate-level court. Students will argue the case from the perspective of both the petitioner and respondent, and some students may have an opportunity to play the role of a justice. Although students will be exposed to background readings about courtroom process, procedure, etiquette, and legal doctrine, the simulation itself will be based on a closed universe of legal authorities. The course is designed to prepare students for a formal moot court tournament, and participation in such a competition is expected.

**PSCI-309B. Model United Nations. 1 Hour.**

This course is designed to provide an orientation to the activities of the United Nations, as well as to provide an understanding of the modalities of international diplomacy. This course will include current events, pressing international issues, the basics of international law and some of the protocol and procedures of diplomacy. This course will prepare students to participate as distinguished diplomats at the entirety of the American Model United Nations conference in Chicago.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**PSCI-310. Congress And The Legislative Branch. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-311. The American Judiciary And The Judicial Process In American Government. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-312. American Presidency And The Executive Branch. 3 Hours.**

The role of the President and the executive branch in the American governmental system. Contemporary problems of the Presidency and the bureaucracy.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-313. State Government And Politics. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-315. Electoral Politics. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.



**PSCI-316. Pressure Groups: Power, Participation And Public Policy. 3 Hours.**

Examination of the role of interest groups in political systems, with emphasis on groups in American politics-their membership, organization, activities, goals, and impact on American public policy with special attention on the role of groups as representative agents and their functioning as facilitators or resistors with regard to social change.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-317. Public Opinion, Mass Media And American Politics. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-318. Pop Culture And Politics. 3 Hours.**

This course explores the relationship between popular culture and politics, how celebrities affect political events, the impact of popular culture on politics, and political representations in pop culture especially as they intersect with issues of race, gender, and sexuality. The first half of the course examines the rise of a celebrity-infused political culture and analyzes the changing influence of Hollywood on political campaigns. The remainder of the course considers political representations in TV, film, theater, and music, both in the American context as well as in international relations.

**PSCI-319. The Politics Of Law. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-320. Constitutional Law. 3 Hours.**

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 law 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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-321. American Jewish Politics. 3 Hours.**

This course will cover: Conceptual frameworks of American Jewish political power, institutions and behavior; multiple theories of modern Jewish politics in America; internal and external advocacy institutions from 1820-present; American Jews and the legal process; American Jews and the Labor Movement; American Jews and Feminist politics; Anti-Semitism and the American Jewish response; American Jewish politics and Israel.

**Prerequisite:** PSCI-216 with a minimum grade of C.

**PSCI-322. Women And Political Influence In The 21st Century. 3 Hours.**

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 women's influence more than others? To what extent has capitalism and global entrepreneurship impacted the influence of women? What structural, political, ideological, military, and educational limitations and barriers do women continue to face? How has the meaning of violence against women altered if at all in the 21st century? Do women with political power work to improve the lives of women or do women continue to see the impact of class, race, and gender irrespective of the increase of women's political influence?.

**Prerequisite:** PSCI-216 with a minimum grade of C.

**PSCI-323. American Ideologies. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-325. Public Policy. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-326. Educational Policy In America. 3 Hours.**

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 this struggle with an aim to demonstrate that educational policy is never really about education per se but about politics and struggle over specific interests.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-327. Government And Economy. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-328. Politics Of Poverty. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-329. Minority Politics In The United States. 3 Hours.**

This 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.

**Prerequisite:** PSCI-216 with a minimum grade of C.

**PSCI-330. Writing Intensive Program: African American Politics And Social Change. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C and ENGL-101 with a minimum grade of C.

**PSCI-331. Latinos & Public Policy. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C.

**PSCI-332. Latinos & The Law. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C.

**PSCI-333. Immigration, Ethnicity, And Citizenship. 3 Hours.**

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.

**Prerequisite:** PSCI-210 with a minimum grade of C or PSCI-216 with a minimum grade of C.

**PSCI-334. Intergovernmental Relations. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-335. Urban Politics. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-336. Urban Government Administration. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-338. Chicago Politics. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-339. Laboratory In Urban Politics. 3 Hours.**

First-hand observation of urban governmental organization, political parties, and politically active citizen groups; written and oral reports and class discussion of field observations.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-341. Public Administration. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-344. Writing Intensive Program: Public Organization Theory. 3 Hours.**

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. Writing Intensive course.

**Prerequisite:** (PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C) and ENGL-101 with a minimum grade of C.

**PSCI-345. Government Budgeting. 3 Hours.**

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.

**Prerequisite:** (PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C).

**PSCI-346. Public Personnel Administration. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-347. Disaster Policy & Politics. 3 Hours.**

This course focuses on the evolution of U.S. disaster policy and the practice of emergency management, with particular attention to the roles of local governments, public agencies, and nonprofit agencies in disaster management. The course examines the major policy issues, including the utility of the "all-hazards" model of emergency management; the role of all first responders in disaster operations (police, firefighters, physicians, and medical emergency personnel); military, state and local capacity building; and the design and implementation of hazard mitigation policies and programs. Particular attention will be given to nuclear waste leaks, chemical biological and nuclear attacks, and urban wildfires.

**Prerequisite:** PSCI-216 with a minimum grade of D.

**PSCI-348B. Topics In Public Administration: The Federal Role In American Cities. 3 Hours.**

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-350. International Relations In Asia. 3 Hours.**

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.

**Prerequisite:** PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-351. Government And Politics Of Japan. 3 Hours.**

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.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-353. Government And Politics Of China. 3 Hours.**

The structure and activities of the Chinese Communist party and state communist outlook; ideologies and significant internal and foreign problems.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-354. Islamic Civilization II: Government And Politics. 3 Hours.**

Islam is not only one of the major religions of the world but also a political ideology claiming nearly one billion adherents—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.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-355. The Politics Of Islam. 3 Hours.**

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.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-357. Politics Of The European Union. 3 Hours.**

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.

**Prerequisite:** PSCI-210 with a minimum grade of C or PSCI-251 with a minimum grade of C or PSCI-275 with a minimum grade of C.

**PSCI-358. Modern European Governments. 3 Hours.**

Comparative study of the politics and governments of several major European nations.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-360. Politics Of Sub-Saharan Africa. 3 Hours.**

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.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-363. Politics Of The Middle East. 3 Hours.**

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.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-364. Islamic Civilization I: Political Ideology And Theory. 3 Hours.**

This course will provide an in-depth view of Islamic Civilization, its development, its rich heritage, and its effects on the social and political life of societies in several parts of the world.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-365. Politics And Government Of Mexico, Central America And The Caribbean. 3 Hours.**

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.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-366. Politics And Governments Of South America. 3 Hours.**

Examination of the various political systems on the continent of South America with comparisons of social and political institutions of the various countries.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-367. Government And Politics Of South And North Korea. 3 Hours.**

Based on a comparative perspective, this course will focus on the two Koreas' political, economic, military, social, educational and cultural developments since the end of the Second World War in 1945. The two Koreas 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.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-368. The Politics Of The Soviet And Post-Soviet World. 3 Hours.**

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.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-369. Russia In International Politics. 3 Hours.**

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.

**Prerequisite:** PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-371. Canadian Government & Politics. 3 Hours.**

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.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-372. Democracy, Responsiveness, & Accountability. 3 Hours.**

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.

**Prerequisite:** PSCI-210 with a minimum grade of C or PSCI-251 with a minimum grade of C or PSCI-275 with a minimum grade of C.

**PSCI-373. Gender And Politics. 3 Hours.**

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.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or WSP-101 with a minimum grade of C.

**PSCI-375. Contemporary International Relations. 3 Hours.**

Basic principles and problems; emphasis on contemporary issues in international political life.

**Prerequisite:** PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-376. Writing Intensive Program: Principles Of International Relations. 3 Hours.**

Principles of International Relations is a course that critically evaluates theories and practices of international relations. This course provides undergraduate and graduate students with a thorough understanding of the key paradigms in international relations: Realism, Liberalism, Constructivism, Marxism, and Feminism. Students will not only learn about these paradigms, but also learn how to apply them to real world affairs. Topics discussed in this course include international law, human security, cybersecurity, climate change, nuclear non-proliferation, violence against women, and capital punishment.

**Prerequisite:** PSCI-275 with a minimum grade of C or PSCI-251 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-377. International Organization: Theory And Practice. 3 Hours.**

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.

**Prerequisite:** PSCI-275 with a minimum grade of C or IR-313 with a minimum grade of C or PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-378. International Political Economy. 3 Hours.**

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.

**Prerequisite:** PSCI-210 with a minimum grade of C or PSCI-251 with a minimum grade of C or PSCI-275 with a minimum grade of C.

**PSCI-379. War And Peace. 3 Hours.**

This course is about the pursuit of peace and an understanding of the causes of war. To that end, the course begins with theoretical debates on the causes and consequences of war, violence, and oppression, and moves to address significant international initiatives that alleviate the causes of war. Topics to be covered include interstate war, intrastate conflict such as ethnic conflict and genocide, as well as the roles of conflict-resolution agents: governmental and nongovernmental organizations, norms and ethics, international law, the United Nations, and the International Criminal Court.

**Prerequisite:** PSCI-275 with a minimum grade of C or PSCI-210 with a minimum grade of C or PSCI-251 with a minimum grade of C.

**PSCI-380. International Law. 3 Hours.**

This course discusses the evolution of international law from theological statements to modern jurisprudence and the ramifications of the state as the single most important actor in international relations. Students will learn how to analyze case studies as a method of studying international law. In analyzing the processes for making and upholding international law, this course will introduce cases related to international trade, human rights, the use of force and armed conflict, criminal responsibility and the International Criminal Court, and environmental protection.

**Prerequisite:** PSCI-275 minimum grade of C or IR-201 minimum grade of C or PSCI-251 minimum grade of C or COMP-211 minimum grade of C or PSCI-210 minimum grade of C.

**PSCI-381. International Terrorism. 3 Hours.**

Investigation of terrorism, beginning with the problem of definition. Origins and evolution of terrorism as well as motivation and inspirations of those who have embraced terrorism. A selection of terrorist organizations will be studied.

**Prerequisite:** PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-383. United States Foreign Policy Since Worldwar II. 3 Hours.**

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 State has shouldered as a world power; the political, economic, and social factors that are conditioning and limiting American foreign policy today.

**Prerequisite:** PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-384. United States And The World Economy. 3 Hours.**

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.

**Prerequisite:** PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C or PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C.



**PSCI-386. Globalization & Politics. 3 Hours.**

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.

**Prerequisite:** PSCI-210 with a minimum grade of C or PSCI-251 with a minimum grade of C or PSCI-275 with a minimum grade of C.

**PSCI-388. International Relations In The Middle East. 3 Hours.**

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.

**Prerequisite:** PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-390. Classical Political Theory. 3 Hours.**

Analysis of the concept of a political community in terms of obligations, rights, the public interest, the just state, and the just individual. Selected writing of Plato, Aristotle, Sophocles, Aristophanes, Xenophon, and others.

**PSCI-391. Modern Political Theory. 3 Hours.**

Analysis of the tensions between the individual and society. Concepts of society, natural rights, political obligation, consent, the rule of law, social contract, and revolution examined through selected writings of Machiavelli, Hobbes, Locke, Rousseau, Burke, Mills, Marx and Pateman.

**PSCI-392. Writing Intensive Program: Contemporary Political Philosophy. 3 Hours.**

State and governance are among the most traditional, and one might think settled, themes in modern political thought. But recent 21st century events have given these themes a new significance. Were these events, and related problems, prefigured in earlier crises of political order? How does "globalism" affect theories of state and governance? Are the liberal democratic and republican traditions able to meet the dilemmas of security and freedom presented by an increasing inter-connectedness among nation-states? To investigate these questions, this course will explore classics on state and governance and also read selected contemporary theories, histories and literary perspectives on political order.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**PSCI-393. Contemporary Political Analysis. 3 Hours.**

Analysis of behavioralism, decision-making theories, quantitative approaches to politics, structural-functionalism, systems theory, game theory, political development theory, and interest group theory.

**Prerequisite:** PSCI-291 with a minimum grade of C or THRY-213 with a minimum grade of C.

**PSCI-394A. Selected Political Theorists: Plato. 3 Hours.****PSCI-394B. Selected Political Theorists: Machiavelli. 3 Hours.****PSCI-394C. Selected Political Theorists: Hobbes. 3 Hours.****PSCI-394D. Selected Political Theorists: Locke. 3 Hours.****PSCI-394E. Selected Political Theorists: Rousseau. 3 Hours.****PSCI-394F. Selected Political Theorists: Adam Smith. 3 Hours.****PSCI-394G. Selected Political Theorists: John Stuart Mill. 3 Hours.****PSCI-394H. Selected Political Theorists: Marx. 3 Hours.****PSCI-394I. Selected Political Theorists: John Rawls. 3 Hours.****PSCI-395. Early American Political Thought. 3 Hours.**

Topics including the American revolution, the writing of the constitution, and the crisis of the Republic will be examined through selected writings of the following theorists and activists: Winthrop, Adams, Paine, Jefferson, Hamilton, Madison, Calhoun, Stanton, Thoreau, Douglass, Grimke, and Lincoln.

**PSCI-396. Jewish Political Thought. 3 Hours.**

This course explores the Jewish political tradition, focusing particularly on the concepts of power, sovereignty, and community. Starting from the Biblical text, we will examine how both classical and modern thinkers within the Jewish tradition understood the ways in which power was created, the different meanings of leadership, the idea of national independence, and the ultimate question of belonging within a fragmented political community.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**PSCI-397. African Political Thought. 3 Hours.**

African political thought is examined through selected writings of important African leaders and writers dealing with political developments in the new states of Africa with particular focus on the problems of African identity (African values versus westernization), African socialism, Pan-Africanism, and the one party state.

**PSCI-398. Law And Social Change. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-399H. Proseminar In Political Theory: Political Concepts Through Literature. 3 Hours.****PSCI-401. Classics Of Political Science. 3 Hours.**

An examination of selected classics of the discipline of political science, with a special emphasis on major contributions of the modern era. This course provides students with an opportunity for close analysis of complex works in political science.

**PSCI-402. Research Methods In Political Science. 3 Hours.**

Introduction to the various techniques in political science with emphasis on developing skills necessary for graduate work in the department. Areas of concentration: development of research designs, identification of appropriate data sources, discussion of alternative methodologies, data analysis techniques.

**PSCI-405. Independent Study In Political Science. 3 Hours.**

Research and investigation into selected topics and preparation for a research paper(s) under individual faculty guidance.

**PSCI-405A. Independent Study In Political Science. 3 Hours.**

Research and investigation into selected topics and preparation for a research paper(s) under individual faculty guidance.

**PSCI-406. Independent Study In Political Science. 2 Hours.**

(See PSCI-405 for description.)

**PSCI-407. Independent Study In Political Science. 1 Hour.**

(See PSCI-405 for description.)

**PSCI-408. Graduate Internship. 3 Hours.**

Placement in government agency, voluntary or third-sector organization, advocacy group, political office, or related institution. Opportunity for career-exploration, skill-development, or specialized training. (Hours in placement: 10 per week).

**PSCI-412. American Political Elites. 3 Hours.**

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 interest.

**PSCI-414. Political Parties And Elections In The U.S.. 3 Hours.**

This graduate course examines both the historical development of political parties in the United States as well as contemporary issues in the study of parties and elections. Students will analyze how political parties are created and the functions they perform in our political system. Topics will include American political parties, presidential nominations, partisan polarization, and issues of race and gender in recent elections.

**PSCI-417. Seminar In Political Behavior. 3 Hours.**

Sociological and psychological perspectives in political science; how political attitudes and preferences are formed; comparative political cultures; social and psychological determinants of 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.

**PSCI-420. Religion & Politics In America. 3 Hours.**

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 IV and the First Amendment will be assessed. We will also look at the major Supreme Court decisions on the meaning of the establishment clause and free exercise clauses in the US Constitution. We will examine the role of the courts in refereeing conflicts over religion in America.

**PSCI-421. Congress & The Bureaucracy. 3 Hours.**

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.

**PSCI-424. Law And Equality. 3 Hours.**

The course explores how the United States Supreme Court interprets and applies the Equal Protection Clause of the 14th Amendment in situations where a statute or policy contains a classification based race, gender, or sexual orientation. In conjunction with this emphasis on the Court's jurisprudence, other readings will focus on the philosophical underpinnings of the Court's decisions, disparities in power and privilege contained in the law, and personal accounts that detail how the human experience is affected by these disparities. The final segment of the course considers whether the law can be used as a vehicle for social change, and how courts have approached legislative remedies designed to redress past discrimination.

**PSCI-425. Presidential Power & The Executive Branch. 3 Hours.**

This graduate course explores the power and development of the American presidency and its relationship to other institutions of government. American presidents are at the center of politics, both at home and abroad. But too often our fixation on one individual obscures how other institutions interact with and constrain the presidency. Instead of considering each president as an isolated case, this course analyzes the presidency throughout history, identifying patterns of change as well as continuities in presidential power. We will consider the presidency's design in the Constitution and what has led to departures from that framework.

**PSCI-427. Seminar In American Policy-Making Process. 3 Hours.**

Analysis of legislative, executive, administrative and judicial policy-making processes at the national government level with emphasis on current research, case studies in policy-making and presentation of seminar papers.

**PSCI-437. Seminar In Urban Politics. 3 Hours.**

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.

**PSCI-439. Minority Economic Development. 3 Hours.**

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.

**PSCI-440. Research Methods In Public Administration. 3 Hours.**

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.

**PSCI-441. History And Literature Of Public Administration. 3 Hours.**

A review of major historical periods in public administration theory and practice and consideration of present tendencies and possible future developments. Consideration of standard summaries of the development of the discipline and primary, classical sources as well as key theorists and concepts of the discipline.

**PSCI-442. Public Bureaucracies: Theory And Practice. 3 Hours.**

Review of classic and contemporary literature on bureaucracy; analysis of the concept of bureaucracy; examination of selected public bureaucracies; strengths and limitations of the bureaucratic form of work organization; proposed alternative forms of work organization in the public sector; problems of accountability and public control.

**PSCI-444. Comparative Public Administration. 3 Hours.**

Study of the significance of public administration in a comparative setting with particular emphasis on the Third World; cultural impact on bureaucratic behavior; international and United States technical assistance in public administration; bureaucracy and development; comparative public policy; Third World perspectives and the recent critiques of administratively generated and First World inspired development.

**PSCI-446. Homeland Security: Policies, Politics, And Administration. 3 Hours.**

In the wake of the events of September 11, 2001, America has struggled to both re-write its understanding of "security" within its borders and to reorganize its resources committed to maintaining "security". This course is designed to explore the revamping of the bureaucracy responsible for "homeland security," and the impact on the population of the sense of uncertainty within borders. Students will examine the impact of these developments on state and local resources committed to "security" in communities, evaluating the strengths and weaknesses of the new "homeland security" efforts on the national, state, and city levels.

**PSCI-447. Seminar In Public Policy Analysis. 3 Hours.**

Study of governmental policy and program implementation from the perspective of policy choice, decision-making, and evaluation. Topics include criteria for evaluation of policy, techniques of analysis such as forecasting and scenario development, impact analysis, client satisfaction, and inequalities of result.

**PSCI-460. Comparative Democratic Institutions. 3 Hours.**

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.

**PSCI-465. Seminar In African Politics. 3 Hours.**

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.

**PSCI-469. Democratization & Capitalism In The 21st Century. 3 Hours.**

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?.

**PSCI-475. Seminar In The Behavioral Aspects Of International Relations. 3 Hours.**

Research, seminar papers, and discussion on the socio-psychological approaches to the study of international relations; topics include the role of nationalism in 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.

**PSCI-476. Unified Germany In Changing Europe. 3 Hours.**

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 the attempt to bring all of Europe together.

**Prerequisite:** PSCI-402 with a minimum grade of C or PSCI-421 with a minimum grade of C.



**PSCI-477. Political Integration In Western Europe. 3 Hours.**

Focus on post-World War II political integration in Europe; examination of various European international and supranational organizations, with emphasis on the dynamics of political integration in the European Community.

**PSCI-478. EU - US Transatlantic Relations. 3 Hours.**

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.

**PSCI-479. International Politics Of East Asia. 3 Hours.**

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.

**PSCI-481. International Human Rights. 3 Hours.**

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.

**PSCI-483. International Political Economy. 3 Hours.**

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.

**PSCI-491. Seminar On The Work Of Hannah Arendt. 3 Hours.**

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.

**PSCI-5901. Thesis Hours. 1 Hour.**

This course is designed to provide structure, guidance, and support for graduate students in political science in the research and writing of a Master's thesis. The objective of the course is to deepen the understanding of theories and methods related to research on the specific subfield in political science and to apply them to a chosen topic. Specific focus includes: (a) identifying a significant research problem on a political science issue and specifying a research question to address it; (b) analyzing the scholarly literature in relation to your research; (c) describing research design and evidence; (d) shaping coherent arguments and assessments; (e) developing skills in formal academic writing and oral presentation.

**Requirement:** consent of the thesis advisor, graduate coordinator, department chair and the College Dean.

**PSCI-5902. Thesis Hours. 2 Hours.**

See course description for PSCI-5901.

**PSCI-5903. Thesis Hours. 3 Hours.**

See course description for PSCI-5901.

# Master of Arts in Political Science

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## 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 College of Graduate Studies & Research. (These are set out in the academic catalog in the section "College of Graduate Studies & Research ." Applications may be secured from the office, located in LWH-0006).

## 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 College of Graduate Studies & Research 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:

Code	Title	Hours
<b>Required Courses</b>		
PSCI-401	Classics Of Political Science	3
PSCI-402	Research Methods In Political Science <sup>1</sup>	3
Five course in the area of emphasis, including a 400-level seminar or a thesis seminar.		15
Three courses selected from a second area.		9
Two elective courses from any area of emphasis.		6
<b>Total Hours</b>		<b>36</b>

<sup>1</sup> If possible before graduate seminar courses.

Students should consult with the graduate advisor before taking their courses.

# Major in Political Science

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major in Political Science for the Bachelor of Arts Degree

Students majoring in political science must take at least 36 credit hours in political science.

Code	Title	Hours
<b>Required Courses</b>		
PSCI-210	Introduction To Political Science <sup>1,2</sup>	3
PSCI-308	Research Methods And Techniques In Political Science	3
Along with PSCI 210, students must then select two of the following introductory courses (since all students must take an intensive writing course, we recommend they take PSCI 251. For those who cannot take PSCI 251, other WIP courses are available):		6
PSCI-216	American National Government	
PSCI-251	Writing Intensive Program: Comparative Political Systems	
PSCI-275	Introduction To World Politics	
PSCI-291	Concepts Of Political Science	
Select eight 300-level courses:		24
5 courses in one area of emphasis <sup>3</sup>		
2 courses in a second area		
1 course in a third area		
<b>Total Hours</b>		<b>36</b>

<sup>1</sup> These introductory courses are not open to majors in their senior year.

<sup>2</sup> Must be among the first four political science courses taken.

<sup>3</sup> 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.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

#### First Year

Term	Hours
<b>Term 1</b>	
ENGL-101	Writing I
PSCI-210 or PSCI-216	
General Education Course	
General Education Course	
General Education Course	
<b>Term Hours</b>	
	<b>15</b>
<b>Term 2</b>	
General Education Course	
General Education Course	
General Education Course	
PSCI-210 or PSCI-216	
MATH-112 or MATH-113	
<b>Term Hours</b>	
	<b>15</b>
<b>Second Year</b>	
<b>Term 1</b>	
PSCI-251 or PSCI-275	
General Education Course	
General Education Course	
General Education Course	
Elective/Minor	
<b>Term Hours</b>	
	<b>15</b>
<b>Term 2</b>	
Elective/Minor	
Elective/Minor	
Elective/Minor	
General Education Course	
300-Level PSCI Elective	
<b>Term Hours</b>	
	<b>15</b>
<b>Third Year</b>	
<b>Term 1</b>	
300-Level PSCI Elective	
300-Level PSCI Elective	
Elective/Minor	

Elective/Minor	3
Elective/Minor	3
<b>Term Hours</b>	<b>15</b>
<b>Term 2</b>	
Elective/Minor	3
Elective/Minor	3
Elective/Minor	3
300-Level PSCI Elective	3
300-Level PSCI Elective	3
<b>Term Hours</b>	<b>15</b>
<b>Fourth Year</b>	
<b>Term 1</b>	
Elective/Minor	3
Elective/Minor	3
Elective/Minor	3
300-Level PSCI Elective	3
300-Level PSCI Elective	3
<b>Term Hours</b>	<b>15</b>
<b>Term 2</b>	
300-Level PSCI Elective	3
Elective/Minor	3
Elective/Minor	3
Elective/Minor	3
Elective/Minor	3
<b>Term Hours</b>	<b>15</b>
<b>Total Hours:</b>	<b>120</b>

# Minor in Political Science

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## Minor in Political Science (18 credit hours)

A minor in political science may be structured to complement a student's major in another department or to develop an area of interest. An assigned advisor will counsel a student in choosing six appropriate courses. The University requires everyone to take a Writing Intensive Course (WIP) in their major. The Department regularly offers three WIP courses. These are PSCI-251, PSCI-344 and PSCI-392.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Political Science requirements (18 cr. hrs.)

The following two courses are required:

Code	Title	Hours
PSCI-210	Introduction To Political Science	3
Select one of the following:		
PSCI-275	Introduction To World Politics	
PSCI-291	Concepts Of Political Science	
PSCI-251	Writing Intensive Program: Comparative Political Systems	
PSCI-216	American National Government	

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 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

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## Minor in Public Administration (18 credit hours)

Public Administration is the study of the planning, organizing, implementing, and assessing of government policies. Students who minor in Public Administration are prepared for careers in policy development, implementation, and enforcement, and as specialists managing a policy team in areas such as health care, environment, or urban planning. The minor will be of interest to students in Political Science, History, Economics, Sociology, Justice Studies, and Geography and Environmental Studies, and students with an interest in public policy.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.



Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Public Administration requirements

Code	Title	Hours
<b>Required Courses</b>		
PSCI-210	Introduction To Political Science	3
PSCI-216	American National Government	3
PSCI-341	Public Administration	3
Select three of the following:		9
PSCI-325	Public Policy	
PSCI-327	Government And Economy	
PSCI-328	Politics Of Poverty	
PSCI-331	Latinos & Public Policy	
PSCI-335	Urban Politics	
PSCI-344	Writing Intensive Program: Public Organization Theory	
PSCI-345	Government Budgeting	
PSCI-346	Public Personnel Administration	
PSCI-347	Disaster Policy & Politics	
PSCI-391	Modern Political Theory	
<b>Total Hours</b>		<b>18</b>

# Minor in Jewish Studies

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The minor in Jewish Studies offers an interdisciplinary perspective into the narratives, histories, cultures, literatures, and languages of the international Jewish community and explores the breadth and depth of the Jewish experience globally, historically, and culturally. The program involves faculty from a variety of disciplines to build relationships between the Jewish community and other communities in providing an academic overview of the Jewish experience. Students may choose to participate in engaged learning and take advantage of internship opportunities.

## Admission Requirements

Admission is open to all NEIU undergraduates who have completed 21 General Education hours and English 101 and 102 or equivalent.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

## Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

## Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Jewish Studies

6 courses/18 hours distributed across both required (4) and elective (2) courses.

Code	Title	Hours
<b>Required Courses</b>		
LING-344	Linguistics And Reading	3
HIST-306	Europe 1919-1948: Fascism, Socialism, And The Second World War	3
or JS-306	Europe 1919-1948: Fascism, Socialism, And The Second World War	
PSCI-396	Jewish Political Thought	3
or JS-396	Jewish Political Thought	
ENGL-352	Jewish-American Literature: People Of The Books	3
or JS-352	Jewish-American Literature: People Of The Books	
Elective courses		
LING-316	Languages And Cultures: Middle East	3
HIST-314B	Russian And Soviet History 1855 To Present	3
or JS-314B	Russian And Soviet History 1855 To The Present	
<b>Total Hours</b>		<b>18</b>

### JS-301. Jewish Studies Applied Learning Internship. 3 Hours.

Placement in an internship with a Jewish agency, either in social services, nonprofit, or other areas. Students will meet regularly with their instructor and complete assignments and readings relating to their internship work.

**Prerequisite:** (100 - 399 or 100A - 399Z).

### JS-306. Europe 1919-1948: Fascism, Socialism, And The Second World War. 3 Hours.

This course addresses European history from the treaties that ended the First World War in 1919 to the Berlin Crisis and the start of the Cold War. Themes will include the Great Depression and crisis of liberal democracy, the challenges to it posed by Mussolini, Hitler, and Stalin, and the culmination of tensions among these in the Second World War. Particular attention will be paid to genocide and the Nazi attempt to destroy the European Jewish community.

**Prerequisite:** (100 - 399 or 100A - 399Z).

### JS-314B. Russian And Soviet History 1855 To The Present. 3 Hours.

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. The great diversity of the Russian Empire and Soviet Union's populations will be a particular focus, with emphasis on the Jewish and the Muslim communities.

**Prerequisite:** (100 - 399 or 100A - 399Z).

### JS-316. Languages And Cultures: Middle East. 3 Hours.

This course introduces students to the languages, cultures, values, preconceptions and misconceptions associated with the region known as the Middle East. A variety of sources, including academic texts, articles, fiction, poetry, film and the visual arts are incorporated to better grasp and appreciate the complex of languages and cultures of the region. Check the current schedule for the focus country.

### JS-321. American Jewish Politics. 3 Hours.

This course will cover: Conceptual frameworks of American Jewish political power, institutions and behavior; multiple theories of modern Jewish politics in America; internal and external advocacy institutions from 1820-present; American Jews and the legal process; American Jews and the Labor Movement; American Jews and Feminist politics; Anti-Semitism and the American Jewish response; American Jewish politics and Israel.

**Prerequisite:** (100 - 399 or 100A - 399Z).

### JS-344. Narratives Of The Jewish Experience. 3 Hours.

This course focuses on stories told in contemporary Jewish communities as illustrative of the Jewish experience. Narrative is representative and constructive of life experience, memory, and identity. We will analyze stories collected by others and available to wide audiences, and to stories we collect through interaction and interviews with members of the Jewish community. Analyses will be conducted within a narratological framework that blends discursive theory and practice. Students will gather oral narratives from family members, community members, political and religious leaders, and educators with the goal of analyzing how stories both reveal and construct personal and social identities.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**JS-352. Jewish-American Literature: People Of The Books. 3 Hours.**

This course studies how the United States shapes the meaning of Jewish identity and culture, and conversely, how Jewish literature helps shape the meaning of American identity and culture. Working in a range of cultural forms from comic books to genre fiction, Jewish writers throughout the modern era creatively and critically interrogate and re-imagine what it means to be Jewish-American, and more broadly, investigate and challenge what it means to be American.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**JS-396. Jewish Political Thought. 3 Hours.**

This course explores the Jewish political tradition, focusing particularly on the concepts of power, sovereignty, and community. Starting from the Biblical text, we will examine how both classical and modern thinkers within the Jewish tradition understood the ways in which power was created, the different meanings of leadership, the idea of national independence, and the ultimate question of belonging within a fragmented political community.

**Prerequisite:** (100 - 399 or 100A - 399Z).

# Psychology

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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. Psychology offers students a perspective which is not only a career in itself but also a useful adjunct to any discipline.

The Department of Psychology offers an undergraduate program that leads to a Bachelor of Arts degree in Psychology and a graduate program which leads to a Master of Arts in Gerontology, as well as a certificate option in Gerontology. In these programs, the department prepares students for careers in those areas that make particular use of a knowledge of human behavior and development. These include human resource and personnel positions in industry, direct service work in the social services, and research associate positions in academic and industrial settings. Students are also prepared for pursuing further education in any of the major areas of psychology.

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

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

Students who graduate with a bachelor's degree in psychology from NEIU will develop strong universally applied skills in areas such as statistics, writing and an ability to conduct research. Courses such as PSYC 202 and PSYC 302 Statistics and Research Methods I and II both prepare students to develop skills in these areas through in class assignments as well as required out-of-class meetings with department peer leaders, where students work on projects related to class lectures.

Students have the option of participating in the field experience program. Academic credit may be earned through relevant work at field sites such as human service agencies, community organizations, schools, and business. The experience may include direct work with clients, case management, observation, outreach, tutoring, program evaluation and development, or research. The Field Experience program serves to integrate theoretical concepts with practical experience. Training is jointly supervised by a field supervisor on site and a faculty member on campus. Information about undergraduate field experience may be obtained from the program advisor in the psychology department.

Minors in psychology and in gerontology are also offered.

- Major in Psychology (<http://catalog.neiu.edu/arts-sciences/psychology/psychology/>)
- Minor in Psychology (<http://catalog.neiu.edu/arts-sciences/psychology/minor-psychology/>)
- Minor in Gerontology (<http://catalog.neiu.edu/arts-sciences/psychology/minor-gerontology/>)

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 (22 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 43 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.

- Master of Arts in Human Developmental Science (<http://catalog.neiu.edu/arts-sciences/psychology/master-arts-gerontology/>)
- Gerontology Senior Advocate Certificate (<http://catalog.neiu.edu/arts-sciences/psychology/1-year-gerontology-certificate/>)

Amanda Dykema-Engblade, Ph.D., Professor, Chair  
 Maureen Wang Erber, Ph.D., Professor  
 A. David Farmer, Ph.D., Associate Professor  
 Lisa Hollis-Sawyer, Ph.D., Associate Professor  
 Christopher Merchant, Ph.D., Associate Professor  
 Linda M. Rueckert, Ph.D., Professor  
 Sara Salavati, M.S., Assistant Professor  
 Shannon Saszik, Ph.D., Associate Professor

Masami Takahashi, Ph.D., Professor  
 Andrew Gilbert Young, Ph.D., Assistant Professor

**PSYC-100. Survey Of Psychology. 3 Hours.**

An introduction of the study of psychology as a dynamic and changing system of interrelated and interacting areas.

**PSYC-110. Life Span Development. 3 Hours.**

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 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-102 with a minimum grade of C.

**PSYC-202. Writing Intensive Program: Statistics And Research Methods I. 3 Hours.**

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.

**Prerequisites:** ENGL-101 - 102 and PSYC-200 and (MATH-092 - 499 or MATH-092A - 499Z or MATH-0092 - 4999 or NEIU Math Placement Result 30 - 45 or Accuplacer College Level Math 020 - 120 or Accuplacer Adv. Algebra & Func 237 - 300).

**PSYC-210. Parenting. 3 Hours.**

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 Hours.**

Basic theories, concepts, principles and research data concerning the physical, intellectual, emotional and social aspects of development in children.

**PSYC-300J. Special Topics In Psychology: Human Neuropsychology. 3 Hours.**

**Prerequisite:** PSYC-202 with a minimum grade of C.

**PSYC-300N. Proseminar In Psychology: Psychopathology In Film And Literature. 3 Hours.**

**PSYC-302. Statistics And Research Methods II. 3 Hours.**

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 result and discussion section.

**Prerequisite:** ENGL-102 with a minimum grade of C and PSYC-200 with a minimum grade of C and PSYC-202 with a minimum grade of C.

**PSYC-305. Issues Of Ethics And Diversity In Psychological Research. 1 Hour.**

This class will examine events that have impacted psychological research in regard to the ethical treatment of human and animal subjects. The examination will include a consideration of how the subjects' status as a member of a marginalized or vulnerable population has contributed to their victimization. Additionally, the course will include a review of the impact of marginalized populations in higher education in shaping the conversation.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**PSYC-307. Psychological Tests And Measurements. 3 Hours.**

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.

**Prerequisite:** PSYC-202 with a minimum grade of C and PSYC-200 with a minimum grade of C.

**PSYC-308. Laboratory, Research Methods In Psychology: Tests And Measurements. 5 Hours.**

Development, construction, scoring, standardization, determination of reliability and validity of simple tests in psychology.

**Prerequisite:** PSYC-302 with a minimum grade of C and PSYC-200 with a minimum grade of C.

**PSYC-310. Developmental Psychology. 3 Hours.**

Longitudinal study of the development of behavior throughout the life span, including physiological factors and their bearing on the psychological adjustment of the individual in childhood, adolescence, adulthood, and later maturity.

**Prerequisite:** (PSYC-202 with a minimum grade of C or PSYC-301 with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-311. Psychosexual Development. 3 Hours.**

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.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-312. Psychological Development In Women. 3 Hours.**

Psychological development and identity formation in women with emphasis on personality, psychosexual and cognitive development.

**Prerequisite:** PSYC-200 with a minimum grade of C or PSYC-100 with a minimum grade of C or WSP-101 with a minimum grade of C.

**PSYC-314. Psychology Of The African American Family. 3 Hours.**

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.

**Prerequisite:** AFAM-200 with a minimum grade of C or PSYC-200 with a minimum grade of C.

**PSYC-316. Laboratory, Research Methods In Psychology: Child Development. 5 Hours.**

Examination and application of research techniques and methods used in child and developmental psychology. Students will collect, analyze, interpret and present research data.

**Prerequisite:** PSYC-302 with a minimum grade of C and PSYC-200 with a minimum grade of C and (PSYC-215 with a minimum grade of C or PSYC-310 with a minimum grade of C).

**PSYC-317. Latino Psychology: Mental Health & The Latino Experience In The USA. 3 Hours.**

This course is designed for students to explore and gain an understanding 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.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-318. Psychopathology Of Childhood. 3 Hours.**

Study of the dynamics of pre-adolescent neurotic disturbances.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-320. Adolescent Psychology. 3 Hours.**

Nature of adolescent development and adjustment: physical, intellectual, emotional, and social aspects.

**Prerequisite:** PSYC-200 with a minimum grade of C or PSYC-100 with a minimum grade of C or PSYC-110 with a minimum grade of C.

**PSYC-322. Emotional Disturbances Of Adolescence. 3 Hours.**

Study of the psychological dynamics and of the problems and conflicts which the adolescent may experience during this distinct phase of his/her life.

**Prerequisite:** PSYC-310 with a minimum grade of C or PSYC-200 with a minimum grade of C.

**PSYC-324. Geropsychology. 3 Hours.**

This course will introduce students to the study of aging and the progression 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.

**PSYC-325. Psychosocial Development And Aging. 3 Hours.**

Exploration of behavioral development and of the influence of social and environmental factors on the psychosocial development throughout the life span.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-328. Seminar In Aging. 3 Hours.**

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.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-330. Psychology Of Personality. 3 Hours.**

Contemporary theories of personality development and personality dynamics and definitions of the healthy personality.

**Prerequisite:** (PSYC-202 with a minimum grade of C or PSYC-301 with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-331. Laboratory, Research Methods In Psychology: Personality Development. 5 Hours.**

Research methods used in the study of "personality." Collection, analysis and interpretation of research data, and reporting results.

**Prerequisite:** PSYC-302 with a minimum grade of C and PSYC-200 with a minimum grade of C and (PSYC-330 with a minimum grade of C or PSYC-340 with a minimum grade of C).

**PSYC-340. Abnormal Psychology. 3 Hours.**

Overview of psychopathology; similarities and differences between "normal" and "abnormal" groups.

**Prerequisite:** (PSYC-202 with a minimum grade of C or PSYC-301 with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-341. Laboratory, Research Methods In Psychology: Clinical. 5 Hours.**

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 student actually collect and analyze data. Fulfills department major lab requirement.

**Prerequisite:** PSYC-302 with a minimum grade of C and PSYC-200 with a minimum grade of C and (PSYC-330 with a minimum grade of C or PSYC-340 with a minimum grade of C).

**PSYC-345. Theories And Methods Of Individual Therapy. 3 Hours.**

Overview of various approaches to psychotherapy.

**Prerequisite:** (PSYC-330 with a minimum grade of C or PSYC-340 with a minimum grade of C) and PSYC-200 with a minimum grade of C.



**PSYC-346. Introduction To Group Psychotherapy. 3 Hours.**

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.

**Prerequisite:** (PSYC-330 with a minimum grade of C or PSYC-340 with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-348. Community Psychology. 3 Hours.**

Introduction to the field of community psychology, including its historical context, key theories, research methods, and practical applications. Community psychology extends beyond the traditional individual focus of psychology to examine social, cultural, and environmental influences on both individuals and the larger social systems in which they are embedded. Practical applications of community psychology include a range of prevention and intervention strategies to promote both individual and community-level well-being.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-350. Physiological Psychology. 3 Hours.**

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.

**Prerequisite:** (PSYC-202 with a minimum grade of C or PSYC-301 with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-351. Laboratory, Research Methods In Psychology: Physiological Psychology. 5 Hours.**

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.

**Prerequisite:** PSYC-302 with a minimum grade of C and PSYC-200 with a minimum grade of C and (PSYC-350 with a minimum grade of C or PSYC-370 with a minimum grade of C or PSYC-373 with a minimum grade of C or PSYC-375 with a minimum grade of C).

**PSYC-352. Introduction To Neuropsychopharmacology. 3 Hours.**

Discussion of neuronal synapse and neurotransmitter action, and 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.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-353. Physiological Bases Of Mental Disorders. 3 Hours.**

Physiological and genetic aspects of mental disorders; major theories and current research models with emphasis on current literature and primary sources.

**Prerequisite:** PSYC-202 with a minimum grade of C and PSYC-200 with a minimum grade of C and PSYC-350 with a minimum grade of C.

**PSYC-354. Seminar In Drug Abuse. 3 Hours.**

Lectures, discussions and selected readings concerning the psychological, sociological and physiological aspects of drug abuse.

**Prerequisite:** PSYC-200 with a minimum grade of C or BIO-100 with a minimum grade of C or BIOL-100 with a minimum grade of C.

**PSYC-355. Experimental Psychology Of Zebrafish. 3 Hours.**

The course will provide a survey of different experimental psychology methods that are used in animal models to understand the corresponding human behavior. Topics discussed in class will focus on the use of animals in research as model systems to understand the neural circuits that underlie normal and abnormal behavior. During the course students will replicate previous research studies to develop an understanding of some of the common methodological issues and to better understand and interpret data from different sources.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**PSYC-360. Social Psychology. 3 Hours.**

Basic principles and research techniques in social perception, attitude formation, group dynamics, interpersonal attraction, and social influence.

**Prerequisite:** (PSYC-202 with a minimum grade of C or PSYC-301 with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-361. Laboratory, Research Methods In Psychology: Social Psychology. 5 Hours.**

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.

**Prerequisite:** PSYC-302 with a minimum grade of C and PSYC-200 with a minimum grade of C and PSYC-360 with a minimum grade of C.

**PSYC-364. Theories Of Intimate Relationships. 3 Hours.**

The 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.

**Prerequisite:** PSYC-360 with a minimum grade of C and PSYC-200 with a minimum grade of C.

**PSYC-365. Industrial Psychology. 3 Hours.**

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.

**Prerequisite:** PSYC-200 with a minimum grade of C.



**PSYC-367. Psychology Of Food. 3 Hours.**

Food and eating play an important role in how we define ourselves and how we relate to other people. This course will explore many aspects of food and food consumption, primarily through the lens of a social psychological perspective. Topics will include: emotions and food (i.e., food and mood); food and health (e.g., obesity and disordered eating); cross cultural perspectives on food; and contextual cues that influence our eating choices. In short, the course will explore the psychological aspects of why we eat, what we eat and how much (or little) we eat. Note: If course is taken as capstone, the prerequisites needed will include PSYC-302 and at least one course from two Psychology core areas with a minimum grade of C.

**Prerequisite:** PSYC-200 with a minimum grade of C and PSYC-202 with a minimum grade of C.

**PSYC-368. Consumer Psychology. 3 Hours.**

This course is designed to provide the student with an introduction to the field of consumer psychology. The course will emphasize a social psychological perspective. The class will focus on theoretical and applied applications of consumer behavior and advertising through the lens of the psychology field. Topics such as persuasion, the psychology of decision-making, motivation, and income/social class will be discussed as they relate to consumer behavior.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-369. Conservation Psychology. 3 Hours.**

Students will explore the emerging field of conservation psychology with an emphasis on the psychological characteristics of the relationship between humans and nature, such as environmental values, attitudes, behavior, and decision-making practices. Course topics, including environmental perception, identity, personal morals, ecopsychology, wilderness psychology, domestic nature, managed nature, community dimensions, and environmental education, will be investigated in the context of promoting environmental responsibility.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**PSYC-370. Theories Of Learning. 3 Hours.**

Psychological study of the processes of learning, problem-solving, and memory. Major historical theories of learning; demonstration of some basic research techniques.

**Prerequisite:** (PSYC-202 with a minimum grade of C or PSYC-301 with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-371. Neuropsychology. 3 Hours.**

Neuropsychology is an upper level course that will examine the neural basis of human behavior, and cognition. Students will examine the different methodologies that are used to characterize the underlying neurological function that drives human behavior and cognition under normal conditions. The course will also cover some clinical applications of neuropsychology to explore and understand causes of cognitive dysfunction and pathology. Topics that are discussed will incorporate research from studies using animal models, but always with emphasis on the connection to humans.

**Prerequisite:** PSYC-200 with a minimum grade of C and PSYC-202 with a minimum grade of C.

**PSYC-373. Human Perception. 3 Hours.**

Study of how our perceiving and performing systems convert information from the environment and the self to action in everyday life.

**Prerequisite:** (PSYC-202 with a minimum grade of C or PSYC-301 with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-374. Laboratory, Research Methods In Psychology: Perception. 5 Hours.**

Research techniques and experiments in perception, cognition and learning.

**Prerequisite:** PSYC-302 with a minimum grade of C and PSYC-200 with a minimum grade of C and (PSYC-373 with a minimum grade of C or PSYC-350 with a minimum grade of C or PSYC-370 with a minimum grade of C or PSYC-375 with a minimum grade of C).

**PSYC-375. Cognitive Psychology. 3 Hours.**

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.

**Prerequisite:** PSYC-200 with a minimum grade of C and PSYC-202 with a minimum grade of C.

**PSYC-376. Social Neuroscience. 3 Hours.**

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).

**Prerequisite:** PSYC-202 with a minimum grade of C and PSYC-200 with a minimum grade of C.

**PSYC-377. Visual Neuroscience. 3 Hours.**

Visual Neuroscience is an upper level course that will examine how data based and knowledge based processing determines an individual's visual experience. To better understand the interaction between data and knowledge, students will learn about the different techniques and methodologies that are used to address research questions in visual perception. Students will explore how visual information is encoded at the early synapses in the retina and is processed as neural signals move into cortex. The effect of different conditions on human visual perception will be further examined to understand how data and knowledge interact to determine a single perceptual experience.

**Prerequisite:** PSYC-200 with a minimum grade of C and PSYC-202 with a minimum grade of C.

**PSYC-378. Laboratory, Research Methods In Psychology: Cognitive. 5 Hours.**

Examination and application of research techniques and methods used in cognitive psychology. Students will collect, analyze, interpret, and present research data.

**Prerequisite:** PSYC-302 with a minimum grade of C and (PSYC-350 with a minimum grade of C or PSYC-370 with a minimum grade of C or PSYC-371 with a minimum grade of C or PSYC-373 with a minimum grade of C or PSYC-375 with a minimum grade of C).

**PSYC-380. Happiness. 3 Hours.**

Achieving happiness is one of life's most valuable goals and one of the goals of this class. This class will examine the psychological factors that influence happiness and the diverse philosophical arguments for the value of happiness. Students will engage in projects designed to implement psychological research with the goal of maximizing their happiness.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**PSYC-381. Independent Study In Psychology. 1 Hour.**

Special study projects in psychology specifically and individually contracted with the instructor. Arrangements should be made in the term prior to registration.

**Prerequisite:** (PSYC-202 with a minimum grade of C or PSYC-301 with a minimum grade of C or PSYC-317 with a minimum grade of C or PSYC-317A with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-382. Independent Study In Psychology. 2 Hours.**

(See PSYC-381 for description.).

**Prerequisite:** (PSYC-202 with a minimum grade of C or PSYC-301 with a minimum grade of C or PSYC-317 with a minimum grade of C or PSYC-317A with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-383. Independent Study In Psychology. 3 Hours.**

(See PSYC-381 for description.).

**Prerequisite:** (PSYC-202 with a minimum grade of C or PSYC-301 with a minimum grade of C or PSYC-317 with a minimum grade of C or PSYC-317A with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-385. Capstone Seminar. 2 Hours.**

The capstone seminar is to be taken in conjunction with the completion of the student's capstone project. The aim of the course is to provide capstone students with additional, structured contact hours with their advisor/instructor in order to facilitate efficient and superior work.

**PSYC-391. Field Experiences In Psychology I. 3 Hours.**

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.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-393. Seminar In The Teaching Of Psychology. 3 Hours.**

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.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-395. History Of Psychology. 3 Hours.**

Psychology as a science from Wundt to present day. The course examines systems and describes and evaluates theories.

**Prerequisite:** PSYC-302 with a minimum grade of C and PSYC-200 with a minimum grade of C.

**PSYC-396. Senior Seminar In Psychology. 3 Hours.**

Research and preparation of papers; provides for individual work by the student, and guidance through criticism by fellow students and faculty.

**Prerequisite:** PSYC-302 with a minimum grade of C and PSYC-200 with a minimum grade of C.

**PSYC-397. Capstone: Applied Service Learning Lab. 5 Hours.**

This capstone course meets the needs and interests of students wishing to seek careers in community settings. Students integrate psychology knowledge and apply it to real world situations and problems as they are immersed in hands-on, community-based learning experiences. Course activities include participation in an agency/institutional setting, reflections on these experiences, and interpretation via an academic/scholarly lens. Students work closely with both a peer-team and with members of a community organization. The capstone project requires on-site volunteer hours and the development and execution of a project specific to the site's needs and demands.

**PSYC-401. Gerontology: An Overview. 3 Hours.**

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.

**PSYC-402. Developmental Processes In Later Life. 3 Hours.**

Examines research on how individuals age psychologically throughout adulthood and into advanced old age.

**Prerequisite:** PSYC-401 with a minimum grade of C.

**PSYC-403. Developmental Processes In Aging:Physiological Aspects. 3 Hours.**

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 development changes in all the major biological systems.

**Prerequisite:** PSYC-401 with a minimum grade of C.

**PSYC-406. Aging And The Family. 3 Hours.**

Acquaints students with the research on the inter-generational roles on 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.

**Prerequisite:** PSYC-401 with a minimum grade of C.

**PSYC-408. Research Methods. 3 Hours.**

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.

**Prerequisite:** PSYC-402 with a minimum grade of C.

**PSYC-412. Psychopathology And Aging. 3 Hours.**

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.

**Prerequisite:** PSYC-401 with a minimum grade of C.

**PSYC-414. Psychotherapy Of The Elderly. 3 Hours.**

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.

**Prerequisite:** PSYC-401 with a minimum grade of C.

**PSYC-415. Practicum In Gerontology. 3 Hours.**

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.

**Prerequisite:** PSYC-402 with a minimum grade of C.

**PSYC-416. Internship In Gerontology. 3 Hours.**

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.

**Prerequisite:** PSYC-402 with a minimum grade of C.

**PSYC-418. Public Policy And Aging. 3 Hours.**

This course will examine major health care, social, and economic policies that affect the elderly. Students will learn to assess and understand the differential impact on life style and quality of life experienced in old age by individuals of various socioeconomic classes.

**Prerequisite:** PSYC-401 with a minimum grade of C.

**PSYC-420. Seminar In Proposal Writing. 3 Hours.**

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.

**Prerequisite:** PSYC-408 with a minimum grade of C.

**PSYC-424. Independent Study In Gerontology. 3 Hours.**

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.

**Prerequisite:** PSYC-402 with a minimum grade of C.

**PSYC-426. Values, Decision Making And The Elderly. 3 Hours.**

This course sensitizes students to their own and other's social and personal values pertain 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.

**Prerequisite:** PSYC-401 with a minimum grade of C.

**PSYC-428. Aging And Cultural Diversity In The U.S.. 3 Hours.**

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.

**Prerequisite:** PSYC-401 with a minimum grade of C.

**PSYC-432. Meanings Of Old Age. 3 Hours.**

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.

**Prerequisite:** PSYC-401 with a minimum grade of C.

**PSYC-434. Aging Services Network. 3 Hours.**

This course examines the wide range of services and programs fostered by the Older American Act and referred to as the "aging network." Interviews with service providers and onsite observations give students an awareness of the issues involved in designing and implementing programs for older people.

**Prerequisite:** PSYC-401 with a minimum grade of C.

**PSYC-501. Human Developmental Science Core I. 3 Hours.**

This course is an overview of theories and research related to human development, with a focus on conception to adolescence. Students will examine the development of complex human behavior through interactions of the individual with the environment. Students will learn about procedures and methods that can be used to explain and study human behavior in different populations.

**PSYC-502. Human Developmental Science Core II. 3 Hours.**

This course is an overview of theories and research related to human development, with a focus on emerging adulthood to late adulthood. Students will examine the development of complex human behavior through interactions of the individual with the environment. Students will learn about procedures and methods that can be used to explain and study human behavior in different populations.

**Prerequisite:** PSYC-501 with a minimum grade of C.

**PSYC-509. Special Topics In Human Developmental Science. 3 Hours.**

This course is an advanced examination of contemporary topics in human developmental science. As a seminar class, topics will vary based on the expertise of the faculty teaching the class.

**PSYC-510. Research Design And Statistical Analysis I. 3 Hours.**

This course will provide students with basic principles of research design and statistical analysis in the areas of human development and behavior. Topics will include core experimental, correlational, and developmental research designs and the foundations and applications of regression and ANOVA. Use of computer-based statistical software packages for data analysis and interpretation is stressed.

**PSYC-511. Research Design And Statistical Analysis II. 3 Hours.**

This course will provide students with advanced principles of research design and statistical analysis in the areas of human development and behavior. Topics will cover contemporary research designs, specialized research methods, and advanced regression analysis. Use of computer-based statistical software packages for data analysis and interpretation is stressed.

**Prerequisite:** PSYC-510 with a minimum grade of C.

**PSYC-520. Values, Decision Making For Responsible Conduct In Research. 3 Hours.**

Students will learn about the ethics of research. Topics will include ethics related to both human and animal subjects research and ethics related to scientific misconduct in data management and presentation.

**PSYC-521. Research Colloquium. 1 Hour.**

Students will take two semesters of the research colloquium to actively engage in the research community of the Human Developmental Science program. Students will develop communication skills by presenting research findings that were previously published or reflective of their own body or work.

**Prerequisite:** PSYC-501 with a minimum grade of C or PSYC-502 with a minimum grade of C or PSYC-511 with a minimum grade of C.

**PSYC-5901. Thesis Hours. 1 Hour.**

This course involves guidance of students writing a master's thesis as part of the requirements for the MA. in Gerontology.

**Prerequisite:** PSYC-420 with a minimum grade of C.

**PSYC-5902. Thesis Hours. 2 Hours.**

See course description for PSYC-5901.

**Prerequisite:** PSYC-420 with a minimum grade of C.

**PSYC-5903. Thesis Hours. 3 Hours.**

See course description for PSYC-5901.

**Prerequisite:** PSYC-420 with a minimum grade of C.

# Gerontology Senior Advocate Certificate

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## Gerontology Senior Advocate Certificate

The 21-credit hour Gerontology Senior Advocate Certificate is designed to meet the educational needs of a variety of student groups: those already working with older adults, those contemplating a career change, and those working in other fields who wish to increase their knowledge of aging processes to help advocate for this growing segment of the national and internal population. To address these needs, students complete a set of required courses providing a solid background in the concepts of gerontology. To this aim, the two-year Gerontology Senior Advocate Certificate is for those professionals and/or life-long learners interested in short-term training in the field before potentially pursuing more extensive education in gerontology (e.g., M.A. in Gerontology).

### Core or Required Courses (15 credit hours):

There are two elective "tracks" for certificate students.

"Track" #1: Individualized/Community Outreach (2 Courses - 6 credit hours)

"Track" #2: Public Policy/Administration (2 Courses - 6 credit hours)

### Course Transfer Policy

Students may transfer the full credit hours of the certificate as per university course transfer policy into the M.A. in Gerontology program.

### Gerontology Senior Advocate Certificate

Code	Title	Hours
<b>Core Courses</b>		
PSYC-401	Gerontology: An Overview	3
PSYC-403	Developmental Processes In Aging:Physiological Aspects	3
PSYC-415	Practicum In Gerontology	3
(if PSYC 415 is waived, an approved graduate-level elective course can be substituted)		
PSYC-418	Public Policy And Aging	3
PSYC-426	Values, Decision Making And The Elderly	3
<b>Electives - Select one "Track"</b>		<b>6</b>
<b>Track 1 - Individualized/Community Outreach (Choose Two Courses)</b>		
PSYC-406	Aging And The Family	
PSYC-412	Psychopathology And Aging	
PSYC-414	Psychotherapy Of The Elderly	
PSYC-434	Aging Services Network	
<b>Track 2 - Public Policy/Administration (Choose Two Course)</b>		
PSYC-428	Aging And Cultural Diversity In The U.S.	
PSYC-432	Meanings Of Old Age	
PSYC 455 Topics In Gerontology		

**Total Hours**

**21**

# Major in Psychology

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Northeastern's Department of Psychology offers an undergraduate program that leads to a Bachelor of Arts in Psychology. Our comprehensive Psychology program exposes you to various areas of psychology as well as opportunities for hands-on research and optional field experience.

The department faculty members represent a number of theoretical approaches as well as a wide range of content areas, enhancing your 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, you are urged to form a continuing relationship with a department faculty advisor early in the major.

Psychology students at Northeastern will take part in a structured curriculum where they will take foundational courses early in the major which will serve as preparation for success in higher level psychology classes. Integrated into the curriculum is a concentration on the research process, beginning with General Psychology and continuing into a final Capstone project, which builds critical skills necessary for both graduate school and work-bound graduates.

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 who graduate with a bachelor's degree in psychology from NEIU will develop strong universally applied skills in areas such as statistics, writing, and an ability to conduct research. Courses such as PSYC 202 and PSYC 302 Statistics and Research Methods I and II both prepare students to develop skills in these areas through in-class assignments as well as required out-of-class meetings with department peer leaders, where students work on projects related to class lectures.

## Accelerated Concentration

Students pursuing the Psychology major who plan to continue on to our M.A. program in Human Developmental Science may enroll in the Accelerated Concentration strand of the B.A. in Psychology. The Accelerated Concentration provides a pathway for qualified students to move seamlessly into the M.A., offering the benefit of sharing up to 12 credits between their bachelor's and master's degrees.

## Admission Requirements

There are no requirements for admission to the B.A. in Psychology program other than being a student in good standing.

To apply to the Accelerated Concentration strand of the B.A. in Psychology, students must have a cumulative grade point average of at least 3.0 and have earned at least 60 credits toward their bachelor's degree; at least 12 of those credits must have been earned at NEIU. In addition, students must complete the online application for the M.A. in Human Developmental Science and meet the admission requirements for that program. Accepted students may begin the graduate-level shared coursework once they have earned a minimum of 72 undergraduate credits, at least 12 of which were at NEIU. Students seeking admission into the Accelerated Concentration strand of the B.A. in Psychology should meet with a Psychology advisor **early** in the B.A. program to meet the requirements and maximize the benefits of this concentration.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9



**Natural Sciences (NS and NSL)\*\***

9

3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).

**Engaged Learning Experiences**

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

**Discipline Specific (ELE-DS)**

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

Major in Psychology for the Bachelor of Arts Degree

Code	Title	Hours
<b>Required Courses</b>		
PSYC-200	General Psychology	4
PSYC-202	Writing Intensive Program: Statistics And Research Methods I	3
PSYC-302	Statistics And Research Methods II	3
<b>Two Psychology elective Courses</b> (200 or 300 level)		<b>6</b>
<b>Diverse Experience Course</b> Select one course from the following options:		<b>3</b>
PSYC-311	Psychosexual Development	
PSYC-312	Psychological Development In Women	
PSYC-314	Psychology Of The African American Family	
PSYC-317	Latino Psychology: Mental Health & The Latino Experience In The USA	
PSYC-324	Geropsychology	
PSYC-325	Psychosocial Development And Aging	
PSYC-328	Seminar In Aging	
<b>Select one course from each of the following Five Core Areas:</b>		
<b>1. Cognitive Core:</b>		<b>3</b>
PSYC-370	Theories Of Learning	
or PSYC-375	Cognitive Psychology	
<b>2. Clinical Core:</b>		<b>3</b>
PSYC-330	Psychology Of Personality	

or PSYC-340	Abnormal Psychology	
<b>3. Developmental Core:</b>		<b>3</b>
PSYC-310	Developmental Psychology	
<b>4. Physiological Core:</b>		<b>3</b>
PSYC-350	Physiological Psychology	
or PSYC-371	Neuropsychology	
or PSYC-373	Human Perception	
<b>5. Social Core:</b>		<b>3</b>
PSYC-360	Social Psychology	
<b>Select one Lab course:</b>		<b>5</b>
PSYC-308	Laboratory, Research Methods In Psychology: Tests And Measurements	
or PSYC-316	Laboratory, Research Methods In Psychology: Child Development	
or PSYC-331	Laboratory, Research Methods In Psychology: Personality Development	
or PSYC-341	Laboratory, Research Methods In Psychology: Clinical	
or PSYC-351	Laboratory, Research Methods In Psychology: Physiological Psychology	
or PSYC-361	Laboratory, Research Methods In Psychology: Social Psychology	
or PSYC-374	Laboratory, Research Methods In Psychology: Perception	
or PSYC-378	Laboratory, Research Methods In Psychology: Cognitive	
<b>Select One Senior Capstone Project</b>		<b>5</b>
<b>Capstone Option One: Internship</b>		
PSYC-397	Capstone: Applied Service Learning Lab	
<b>Capstone Option Two: Seminar Course</b> <small>Capstone Seminar Courses must be taken concurrently with PSYC 385 Capstone Seminar</small>		
PSYC-364	Theories Of Intimate Relationships	
or PSYC-367	Psychology Of Food	
or PSYC-376	Social Neuroscience	
or PSYC-377	Visual Neuroscience	
or PSYC-396	Senior Seminar In Psychology	
<b>Capstone Option Three: Independent Research</b>		
PSYC-383	Independent Study In Psychology	
PSYC-382	Independent Study In Psychology	<small>Students must complete both PSYC 382 and 383 as part of their independent research</small>

**Total Hours** **44**

### Accelerated Concentration

Students in the Accelerated Concentration may take up to four graduate courses in Psychology, selected in consultation with a Psychology advisor. Students in the Accelerated Concentration must maintain a 3.0 cumulative undergraduate GPA and earn at least a "B" in all graduate-level courses taken for shared credit. The undergraduate degree must be completed within four (4) semesters of the start of the shared graduate-level courses.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

#### First Year

Term 1		Hours
ENGL-101	Writing I	3
FYE Course		3
General Education-Social/Behavioral (Not PSYC Gen-Ed, only one required)		3
General Education-Humanities		3
General Education-Natural Science		3
<b>Term Hours</b>		<b>15</b>
Term 2		
ENGL-102 (Pre-Requisite for PSYC 200)	Writing II	3
General Education-Natural Science LAB		3
General Education-Fine Arts		3
General Education-Natural Science		3
Elective/Minor		3
<b>Term Hours</b>		<b>15</b>



4 Major in Psychology

**Second Year**

<b>Term 1</b>		
PSYC-200	General Psychology	4
PSYC Diverse Experience Course (PSYC 311, 312, 314, 317, 324, or 328)		3
General Education-Fine Arts		3
General Education-Humanities		3
Elective/Minor		3
<b>Term Hours</b>		<b>16</b>

<b>Term 2</b>		
PSYC-202	Writing Intensive Program: Statistics And Research Methods I	3
PSYC Elective (200 or 300 level)		3
University Core Curriculum ELE-X (Boundary Crossing requirement)		3
General Education-Humanities		3
Elective/Minor		3
<b>Term Hours</b>		<b>15</b>

**Third Year**

<b>Term 1</b>		
PSYC-302	Statistics And Research Methods II	3
PSYC Core		3
PSYC Core		3
PSYC Core		3
Elective/Minor		3
<b>Term Hours</b>		<b>15</b>

<b>Term 2</b>		
PSYC Core		3
PSYC Core		3
PSYC Lab		5
Elective/Minor		3
Elective/Minor		3
<b>Term Hours</b>		<b>17</b>

**Fourth Year**

<b>Term 1</b>		
PSYC Capstone		5
PSYC Elective (200 or 300 level)		3
Elective/Minor		3
Elective/Minor		3
<b>Term Hours</b>		<b>14</b>

<b>Term 2</b>		
Elective/Minor		3
Elective/Minor		3
Elective/Minor		3
Elective/Minor		3
Elective/Minor		3
<b>Term Hours</b>		<b>15</b>
<b>Total Hours:</b>		<b>122</b>

# Master of Arts in Human Developmental Science

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## Master of Arts in Human Developmental Science

The master's degree program in Human Developmental Science is a multidisciplinary degree intended to provide both breadth and depth in the study of human development. The required portion of the 32 credit program consists of two parts: The classroom component and the cumulative thesis project or non-thesis option (applied internship). The classroom component is divided into content courses and research related courses. In the content courses sequence students will take two semesters of a core class in human development sequence, two semesters of a statistics and design sequence, and three special topics courses (21 credits). The research related courses consist of two semesters of the research colloquium and one course in responsible conduct in research (5 credit hours). The cumulative project has a research and non research applied track—an applied internship. Students in the research track do a research thesis project with a faculty mentor (6 credit hours) and students in the non research applied track take an additional class and an internship that is approved by both the advisor and program (6 credit hours).

### Requirements for Admission to the Program:

Students must fulfill the general admission requirements of the Graduate College at Northeastern Illinois University.

In addition, students seeking admission to the M.A. in Human Developmental Science must:

1. Submit three letters of reference, a personal statement describing their research interests and future goals, and an official copy of their undergraduate transcript.
2. Have a minimum undergraduate GPA of 3.0.
3. Applicants are additionally encouraged to have a strong background in math, including some statistics.

### Requirements for the Degree:

Code	Title	Hours
<b>Required Courses</b>		
PSYC-501	Human Developmental Science Core I	3
PSYC-502	Human Developmental Science Core II	3
PSYC-509	Special Topics In Human Developmental Science (must be taken 3 times)	3
PSYC-510	Research Design And Statistical Analysis I	3
PSYC-511	Research Design And Statistical Analysis II	3
PSYC-520	Values, Decision Making For Responsible Conduct In Research	3
PSYC-521	Research Colloquium (must be taken 2 times)	1
<b>Code</b>		
<b>Title</b>		
<b>Hours</b>		
<b>Required Courses</b>		<b>26</b>
<b>Required Thesis Experience</b>		<b>6</b>
Thesis Hours - PSYC 5901, 5902, 5903		
<b>Total Hours</b>		<b>32</b>

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### Non-Thesis Graduation Option

In lieu of completing a full thesis, with faculty approval students may complete (1) an additional 3 credit hour course (e.g., PSYC-509) and (2) a 3 credit hour applied research internship (PSYC-5903). Students will be required to write an executive summary and do an oral presentation of their applied research internship. This non-Thesis option achieves the goals of the program and the field in training knowledgeable and competent researchers and practitioners.

# Minor in Gerontology

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Gerontology (18 credit hours)

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).

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Required Courses</b>		
PSYC-324	Geropsychology	3
PSYC-325	Psychosocial Development And Aging	3
PSYC-328	Seminar In Aging	3
PSYC-391	Field Experiences In Psychology I	3
One course in Research Methods		3
One interdisciplinary elective course from the department's approved list		3
<b>Total Hours</b>		<b>18</b>

# Minor in Psychology

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Psychology (19 credit hours)**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
Required Courses		
PSYC-200	General Psychology	4
PSYC-202	Writing Intensive Program: Statistics And Research Methods I	3
Select one course from each of the following areas:		9
Core A:		
PSYC-350	Physiological Psychology	
or PSYC-370	Theories Of Learning	
or PSYC-373	Human Perception	
or PSYC-375	Cognitive Psychology	
Core B:		
PSYC-330	Psychology Of Personality	
or PSYC-340	Abnormal Psychology	
Core C:		
PSYC-310	Developmental Psychology	
or PSYC-360	Social Psychology	
One elective in psychology (200 or 300 level)		3
<b>Total Hours</b>		<b>19</b>

# Social Work

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The Social Work Program offers a Bachelor of Social Work (BSW) 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.

The Social Work Program also offers a Masters in Social Work degree (MSW). The Masters degree program in social work is designed to prepare advanced social work practitioners who can serve vulnerable populations and contribute to their functioning and well-being. There are two levels of curriculum: the foundation and the advanced. The foundation curriculum consists of 30 credit hours, preparers done for generalist practice with individuals, groups, communities and organizations and is similar to the curriculum for the bachelor's degree in social work. The advanced level curriculum is built upon the foundation curriculum and prepares students for direct and indirect practice categorized as concentrations. The concentration offered is Practice with Vulnerable Populations.

The Social Work Program faculty members represent a number of practice perspectives and theoretical approaches as well as work with a variety of populations in the area of child welfare, family, immigration, mental health, domestic violence, and social justice issues.

- Major in Social Work (<http://catalog.neiu.edu/arts-sciences/social-work/social-work/>)
- Minor in Social Work (<http://catalog.neiu.edu/arts-sciences/social-work/minor-social-work/>)
- Master of Social Work (<http://catalog.neiu.edu/arts-sciences/social-work/master-social-work/>)

Job Ngwe, Ph.D., Professor, Chair

Patricia Aguado, Ph.D., Associate Professor

Jacqueline Anderson, Ph.D., Associate Professor

Andrew Brake, Ph.D., Associate Professor

Cathleen Holtschneider, Ph.D., Associate Professor

Aissetu Ibrahima, Ph.D., Associate Professor

Jin Kim, Ph.D., Associate Professor

Noe Mojica, Ph.D., Associate Professor

Olubunmi B. Oyewuwo-Gassikia, Ph.D., Assistant Professor

Judith Rocha, Ph.D., Associate Professor

Andrya Soprych, Ph.D., Assistant Professor

## **SWK-200. Introduction To Social Work. 3 Hours.**

Overview of the social work profession, its philosophical basis, historical development and future growth; introduction to the concept of generalist practice.

## **SWK-202. Community Analysis. 3 Hours.**

Methods of conducting research on local communities and racial/ethnic backgrounds. Role of culture in human behavior and how one's culture interfaces with other cultures. This is a values and knowledge elective course.

**Prerequisite:** SWK-200 with a minimum grade of C.

## **SWK-203. Analysis Of Cross Culture Interaction. 3 Hours.**

This is a pre-practice elective. Development of sensitivity when interacting with persons of diverse racial- ethnic backgrounds. Role of culutre in human behavior and how one's culture interfaces with other cultures.

## **SWK-207. Social Welfare Policy I. 3 Hours.**

This course covers content on the history of social welfare, characteristics of current social welfare programs, and the social, economic, and political contexts of social welfare policy.

**Prerequisite:** SWK-200 (may be taken concurrently) with a minimum grade of C.

## **SWK-250. Issues In Social Service Delivery. 3 Hours.**

Covers major problems and issues in the field of social work. Topics vary. This is a values and knowledge elective course.

## **SWK-300. Human Sexuality And Social Work. 3 Hours.**

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. This is a values and knowledge elective course.

**SWK-301. Social Work And The Law. 3 Hours.**

This 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. This is a values and knowledge elective course.

**Prerequisite:** SWK-200 with a minimum grade of C.

**SWK-303. Writing Intensive Program: Human Behavior And The Social Environment I. 3 Hours.**

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.

**Prerequisite:** SWK-207 with a minimum grade of C and SWK-200 with a minimum grade of C.

**Corequisites:** SWK-304, SWK-309.

**SWK-304. Social Work Practice I. 3 Hours.**

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.

**Prerequisite:** SWK-200 with a minimum grade of C and SWK-207 with a minimum grade of C.

**Corequisites:** SWK-303, SWK-309.

**SWK-305. Social Work Practice II. 3 Hours.**

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.

**Prerequisite:** SWK-200 with a minimum grade of C and SWK-207 with a minimum grade of C and SWK-303 with a minimum grade of C and SWK-304 with a minimum grade of C and SWK-309 with a minimum grade of C.

**Corequisites:** SWK-306, SWK-357.

**SWK-306. Human Behavior In The Social Environment II. 3 Hours.**

This is the second course in the Human Behavior and Social Environment (HBSE) 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: HBSE I. Each unit integrates the student's knowledge about the generalist model, the concepts and assumptions within, understanding of the concept of self, the value of honoring diversity and the commitment of the social work profession to social and economic justice.

**Prerequisite:** SWK-303 with a minimum grade of C and SWK-304 with a minimum grade of C and SWK-309 with a minimum grade of C.

**Corequisites:** SWK-305, SWK-357.

**SWK-307. Services To Children & Adolescents. 3 Hours.**

This course focuses on culturally competent social work practice with children and adolescents living in diverse family arrangements. The continuum of services and resources available to children and adolescents and the roles and functions of the social worker in these settings are examined. Economic, social, and psychological concerns of vulnerable children are identified, and intervention strategies that will effectively meet these needs are addressed. Students are presented with specialized knowledge and skills essential for working with children and adolescents. Students will be exposed to fundamental training that prepares them for DCFS Licensure. This is a skills elective course.

**SWK-308. Social Work Practice With Immigrants & Refugees I. 3 Hours.**

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. This is a values and knowledge elective course.

**Prerequisite:** SWK-200 with a minimum grade of C and SWK-207 with a minimum grade of C.

**SWK-309. Introduction To Social Work Research. 3 Hours.**

SWK-309 is the first of the three required research courses in the bachelor of social work (BSW) program. This course focuses on the foundation content in research methods and designs that may be utilized by social workers to evaluate practice and programs and to advance practice knowledge. Specifically, this course will (1) introduce students to the contributions of research to the social work profession; (2) enable students to develop and apply the scientific research method; (3) help students acquire a working knowledge of the research methods/research designs; and (4) help students learn how to critically analyze and evaluate social work research.

**Prerequisite:** SWK-200 with a minimum grade of C and SWK-207 with a minimum grade of C.

**Corequisites:** SWK-303, SWK-304.



**SWK-310. Research Seminar I. 3 Hours.**

This course is designed to prepare students to conduct qualitative and quantitative research in their field practicum agency. At the completion of the course each student will complete a detailed proposal for research that will be completed in the subsequent term. The course will cover the various approaches to qualitative and quantitative research methods. Special attention will be given to problem formulation, literature review, and data collection techniques.

**Prerequisite:** SWK-200 with a minimum grade of C and SWK-207 with a minimum grade of C and SWK-309 with a minimum grade of C.

**Corequisites:** SWK-353, SWK-355.

**SWK-311. Research Seminar II. 3 Hours.**

This course is designed to enable students to complete the research study that they proposed in SWK-310 – Research Seminar I. While some conceptual information will be provided, primary focus will be on the use of basic qualitative and statistical methods to complete the tasks of data collection, data analysis, interpretation and discussion of results, and presentation of completed research projects. Attention will be given to ethical considerations and considerations of race, gender, culture, and sexual orientation.

**Prerequisite:** SWK-310 with a minimum grade of C.

**Corequisites:** SWK-354, SWK-356.

**SWK-312. Women And Social Work. 3 Hours.**

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. This is a values and knowledge elective course.

**SWK-313. Child Advocacy Studies: Assessment And Evaluation. 3 Hours.**

This course provides a survey of the emerging field of Child Advocacy Studies, which researches and seeks remedies for the maltreatment of children and youth, including specific acts of violence and neglect, in the context of the pernicious effects of racism, poverty, sexism, and heterosexism, including the unique problems faced by immigrant and displaced children. The course examines the various economic, political, social and cultural circumstances that may contribute to the abuse and maltreatment of children and youth. It also teaches students about the strategies and tactics used by various local governmental and nongovernmental agencies, courts and medical establishments to address these problems. This is an elective class for Social Work majors and minors, and one of the required courses in the sequence for a Child Advocacy Studies minor.

**SWK-314. Social Work Advocacy. 3 Hours.**

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. This is a values and knowledge elective course.

**SWK-315. Recidivism And Reentry From Social Work Perspectives. 3 Hours.**

In this class, students will explore the reasons for mass incarceration and the changing population of incarcerated people from a social work perspective. Recidivism will be defined and explored using social work terminology and concepts. In particular, this class considers how incarcerated people re-enter society: how they obtain housing, find jobs, create community, and navigate legal issues and social services associated with parole and probation. The class will explore the Communities most impacted by mass incarceration, and will analyze the complexity and layers of re-entering society for those who have been confined by the state.

**SWK-320. Domestic Violence Social Work:Theory And Practice. 3 Hours.**

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. This is a skills elective course.

**Prerequisite:** SWK-200 with a minimum grade of C and SWK-207 with a minimum grade of C.

**SWK-321. Social Work Practice In Schools. 3 Hours.**

This elective course will present essential knowledge and skills for engaging in effective generalist social work practice with youth and families in public elementary, middle, and high schools. It will focus on four key domains of social work practice in school settings: 1) culturally competent practice, 2) social emotional learning, 3) positive youth development, and 4) community collaboration. Drawing upon a comprehensive community schools framework, students in this course will be exposed to the current research, critical issues, and essential practice skills relevant to generalist social work practice in schools.

**Prerequisite:** SWK-200 with a minimum grade of C and SWK-207 with a minimum grade of C and SWK-303 with a minimum grade of C and SWK-304 with a minimum grade of C.

**SWK-322. Writing Intensive Program:International Social Work. 3 Hours.**

This 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. This is a skills elective course.

**Prerequisite:** ENGL-101 with a minimum grade of C and SWK-303 with a minimum grade of C and SWK-304 with a minimum grade of C.

**SWK-323. Social Work Practice With Immigrants & Refugees II. 3 Hours.**

This course is designed to help students planning to work with immigrant and refugee populations gain the knowledge and skills necessary to address their needs. This course connects the social work profession's values of diversity, social justice, and social change to social policy and direct practice with the foreign-born. This is a skills elective course.

**Prerequisite:** SWK-200 with a minimum grade of D and SWK-207 with a minimum grade of D.

**SWK-324. Social Work With Latino Communities. 3 Hours.**

This course is designed to help students gain the knowledge and skills necessary to address the needs of the Latino community. This course will use applied learning and participatory action research methods to connect the social work profession's values of diversity, social justice, and social change to positively affect the development of local Latino communities. This is a skills elective course.

**Prerequisite:** SWK-303 with a minimum grade of C and SWK-304 with a minimum grade of C.

**SWK-326. Independent Study In Social Work. 3 Hours.****SWK-327. Social Work Practice With Families. 3 Hours.**

This is a post-practice 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. This is a skills elective course.

**SWK-328. Social Work With Groups. 3 Hours.**

This is a post-practice 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 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. This is a skills elective course.

**Prerequisite:** SWK-304 with a minimum grade of C and SWK-303 with a minimum grade of C and SWK-207 with a minimum grade of C and SWK-200 with a minimum grade of C.

**SWK-329. Administration And Planning In Social Work. 3 Hours.**

This is a post-practice elective course, majors only. It is designed to expose the beginning level practitioner to administrative and planning functions with emphasis on how these impact the direct service practitioner. This is a skills elective course.

**SWK-330. Social Work Practice In Community Settings. 3 Hours.**

This is a post-practice elective course. Structure and functions of communities and models of community organizing; development of community organizing skills. This is a skills elective course.

**SWK-337. Child Welfare II. 3 Hours.**

This is an elective course that focuses on culturally competent social work practice with children and adolescents living in diverse family arrangements. The continuum of services and resources available to children and adolescents and the roles and functions of the social worker in these settings are examined. Economic, social and psychological concerns of vulnerable children are identified. Intervention strategies that will effectively meet these needs are addressed. Students are presented with specialized knowledge and skills essential for working with children and adolescents. Students will be exposed to fundamental training that prepares them for DCFS Licensure. This is a skills elective.

**Prerequisite:** SWK-307 with a minimum grade of C.

**SWK-353. Field Seminar I. 3 Hours.**

Field Seminar I is taken concurrently with the Field Practicum I. The goal of the Field Seminar Courses is to increase students' sense of confidence in practicing as beginning-level practitioners. The seminar classes are designed 1) to integrate theory and knowledge from the classroom with the students' experiences from the field placement, and 2) to reinforce generalist social work values and skills to be used as a beginning level practitioner. The class format will consist of a combination of structured discussion and experiential exercises and role-plays.

**Prerequisite:** SWK-305 with a minimum grade of C and SWK-306 with a minimum grade of C and SWK-357 with a minimum grade of C.

**Corequisites:** SWK-310, SWK-355.

**SWK-354. Field Seminar II. 3 Hours.**

Field Seminar II is taken concurrently with Field Practicum II. The goal of the Field Seminar Courses is to increase students' sense of confidence in practicing as beginning-level practitioners. This goal is achieved by students' awareness of their own strengths and limitations as a worker, along with the integration of knowledge, values, and skills used in the generalist approach to social work practice. The goals of the seminar classes are 1) Integrate theory and knowledge from the classroom with the students' experiences from the field placement, and 2) Reinforce generalist social work values and skills to be used as a beginning-level practitioner.

**Prerequisite:** SWK-305 with a minimum grade of C and SWK-306 with a minimum grade of C and SWK-357 with a minimum grade of C.

**Corequisites:** SWK-311, SWK-356.

**SWK-355. Field Practicum I. 3 Hours.**

SWK-355 provides beginning field experience and is taken concurrently with SWK-353. Students are placed in a social work agency providing the opportunity to develop, test, and reinforce social work knowledge, values, and skills.

**Prerequisite:** SWK-305 with a minimum grade of C and SWK-306 with a minimum grade of C and SWK-357 with a minimum grade of C.

**Corequisites:** SWK-311, SWK-354.

**SWK-356. Field Practicum II. 3 Hours.**

SWK-356 is a continuation of SWK-355 and is taken concurrently with SWK-354. Students work in a social work agency, providing the opportunity to develop, test, and reinforce social work knowledge, values, and skills.

**Prerequisite:** SWK-310 with a minimum grade of C and SWK-353 with a minimum grade of C and SWK-355 with a minimum grade of C.

**Corequisites:** SWK-311, SWK-354.

**SWK-357. Social Welfare Policy II. 3 Hours.**

Covers content on the rationales and goals for government intervention and provides an introduction to the professional practice of policy analysis.

**Prerequisite:** SWK-207 with a minimum grade of C and SWK-303 with a minimum grade of C and SWK-304 with a minimum grade of C and SWK-309 with a minimum grade of C.

**Corequisites:** SWK-305, SWK-306.

**SWK-358. Social Work Advocacy. 3 Hours.****SWK-400. Overview Of The Social Work Profession. 3 Hours.**

Overview of the Social Work Profession is a 3 credit hour course for students who have a bachelor's degree in a major other than social work. This course is designed to provide students with an overview of the profession providing a context of the knowledge, values, and skills in the social work profession. The course covers the history of social work, the values and ethics of the profession, the perspectives of empowerment and social justice, the varied fields of social work practice, and how social workers help individuals, families, groups, and society.

**SWK-401. Oppression, Decolonization And Equity In Social Work. 3 Hours.**

The course provides an overview of the conceptual and theoretical knowledge related to difference, oppression, social justice, and empowerment.

Students explore power issues in race, class, gender, sexuality, and other societal forces that affect individuals. This course provides a forum for students to critically examine their assumptions, beliefs, and behaviors and reflect on how these personal ethics and values enhance or hinder their work with people of diverse backgrounds.

**SWK-402. Human Behavior And The Social Environment I. 3 Hours.**

This is the first half of a two-semester sequence designed to inform students about human development throughout the life course. Students will gain an understanding of the reciprocal interaction between individuals and the ecological context in which they live and grow. This course focuses on theories and research findings related to 1) the Eco-systemic approach to social work practice; 2) the functioning of individuals, families, and communities; and 3) the analysis of human development theories from birth through late-childhood and preadolescence.

**SWK-403. Generalist Practice I. 3 Hours.**

This course introduces students to generalist social work practice and addresses values, knowledge, skills, issues and processes relevant to social work practice regardless of client population, size of client system, or type of agency setting. The course focuses on basic social work practice principles, concepts, goals, and methods. Particular attention is paid to culturally diverse and oppressed populations. This course includes a practice skills laboratory in which students have the opportunity to practice their relationship building, interviewing, and assessment skills. The practice skills laboratory is also designed to give students the opportunity to integrate fieldwork experiences with classroom learning.

**Corequisite:** SWK-402.

**SWK-404. Human Behavior And The Social Environment II. 3 Hours.**

This is the second of a two-semester sequence that examines human development throughout the life cycle and the interaction of individuals with environmental conditions. This course explores traditional and non-traditional paradigms in examining human behavior and the social environment. Students will examine human behavior in the context of the larger macrosystemic environment that includes groups, organizations, communities, and globalization. Students will recognize the range of social systems in which people live and the effects of diversity and oppression on the development and functioning of individuals.

**Prerequisite:** SWK-402 with a minimum grade of B.

**SWK-405. Generalist Practice II. 3 Hours.**

Generalist Practice II is the second part of a two-semester sequence and addresses values, knowledge, skills, issues and processes which are relevant to clinical social work practice regardless of agency setting. This course uses an ecosystems assessment perspective and a problem solving process as the framework for intervention. Particular attention is paid to cultural diversity and the dynamics of oppression in clinical social work practice. This course also includes a concurrent practice skills laboratory in which students have the opportunity to practice their clinical social work practice skills.

**Prerequisite:** SWK-403 with a minimum grade of B.

**Corequisite:** SWK-404.

**SWK-406. Social Welfare Policy. 3 Hours.**

This course is designed to provide students with an overview of the major social welfare policies such as health care, children and families, poverty, mental health, and substance abuse, and provides a conceptual framework in which these policies are analyzed. Students learn the underlying values that are used to formulate such policies as well as debate the direction of policy changes. It examines the government's role in the development of social policies and the social work role in advocating for change. Special emphasis is placed on how these social welfare policies affect diverse population. This course is for graduate social work students.

**Requirements:** Bachelor's Degree and admission to the graduate program in social work.

**SWK-407. Social Work Research. 3 Hours.**

This foundation research course is designed to provide the students with an overview of the scientific research process, to enable students to critique research, and prepares students to develop a research proposal. The course covers the research formulation process, research methodology, and research findings and their implications for further research. Emphasis is placed on critiques of actual research appearing in the social work literature and the development of a research proposal on a topic in social work. It is expected at the completion of this course students will be prepared to engage in a research project in the advanced curriculum.

**SWK-415. Foundation Field Practicum I. 3 Hours.**

This course is the first of a 2-semester sequence and provides students with a generalist practice experience with individuals, families, small groups, and communities. Students spend 240 clock hours in an agency for the 3 credit hours of course work. Students are integrating classroom learning such as communication skills, professional values and ethics, and practice models with multiple system levels. They also are learning to employ a bio-psycho-social assessment model and utilize a strengths perspective with client systems. In addition, students are learning how important it is to evaluate their practice.

**Requirement:** Admission to the graduate social work program and approval of the Field Placement Application.

**SWK-416. Foundation Field Practicum II. 3 Hours.**

This course is the second course in a 2-semester sequence and provides students with a generalist practice experience with individuals, families, groups, and communities. Students spend 240 clock hours in an agency for the 3 credit hours of course work. Students are integrating classroom learning such as communication skills, professional values and ethics, and practice models with multiple system levels. They also are learning to employ a bio-psycho-social assessment model and utilize a strengths perspective with client systems. In addition, students learn to evaluate their practice.

**Prerequisite:** SWK-415 with a minimum grade of B.

**SWK-421. Critical Social Work In Schools: Policy, Practice & Leadership. 3 Hours.**

This course presents knowledge and skills for critically engaging in social work policy, practice, and leadership when serving and advocating for children, youth and families in public elementary, middle and high schools. It focuses on four key domains for effective social work in schools: 1) positive youth development, 2) trust, collaboration and community partnerships, 3) culturally sustaining practice, and 4) school mental health. Drawing on a comprehensive community schools framework students in this course will learn the key roles and responsibilities of social workers in helping lead schools to be more equitable, inclusive and just places for learning and support.

**Requirement:** Completion of the foundation curriculum or admission to the advanced standing graduate degree program in social work. This course is required for all students in the School Social Work specialization.

**SWK-422. Social Work Practice In Global Cross-Cultural Contexts. 3 Hours.**

This elective course will present essential knowledge and skills for engaging in international and global social work practice with individuals, families and communities. Students will study theoretical models to consider processes of social development in a global, cross-cultural context. Dynamics of power in global social work will be a central focus as well as understanding diverse roles and activities in which social workers engage. Students will critically assess policies and programs designed to increase the responsiveness of social, economic, and political institutions to human needs. Issues of culture, vulnerable populations, and social and economic justice will be explored.

**Requirement:** Completion of the MSW Foundation Curriculum.

**SWK-423. School Social Work With Exceptional Students. 3 Hours.**

This advanced practice course prepares social work students to effectively advocate for and serve students with exceptional learning needs in public K-12 schools. Categories of exceptional children and youth are examined, as defined by federal and state legislation, including the Individuals with Disabilities Education Act (P.L. 94-142) and the Vocational Rehabilitation Act (Section 504). Particular emphasis is placed on how school social workers provide equitable, inclusive, and just school mental health services and supports to students and their families. Evidence-informed approaches for assessment, evaluation and advocacy for developing equitable and inclusive school policies and practices are all discussed.

**Prerequisite:** SWK-421 with a minimum grade of B.

**SWK-425. Assessment And Diagnosis In Social Work With A Critical Lens. 3 Hours.**

This elective course will present essential knowledge and skills for understanding clinical diagnosis using the Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-V) and competency-based and strengths-based assessments applied in the social work field. It focuses on application of diagnostic criteria for mental disorders with careful consideration of the role of intersectionality, stigma and systems of oppression influencing assessment and treatment. This course reflects current issues in mental health access and culturally sensitive treatment from a social justice lens, reflecting the need for funding, equitable policies and research to support effective practice.

**Requirement:** Completion of the MSW Foundation Curriculum or admission to the MSW Advanced Standing Program.

**SWK-426. Independent Study. 3 Hours.**

Students wishing to develop their own course of study not covered in the standard curriculum may do so by registering for an Independent Study under the supervision of a full-time Social Work Department faculty member. An Independent Study requires the signature of the faculty member, department chairperson, college dean, and Academic Affairs on the Independent Study/Tutored Study request form. To initiate the planning of an independent study, students should consult with the faculty member with whom they intend to be supervisor for the independent study, as well as the Social Work Department Advisor.

**Prerequisite:** SWK-400 with a minimum grade of C and SWK-402 with a minimum grade of C and SWK-403 with a minimum grade of C and SWK-415 with a minimum grade of C and SWK-401 with a minimum grade of C and SWK-404 with a minimum grade of C and SWK-405 with a minimum grade of C and SWK-416 with a minimum grade of C and SWK-406 with a minimum grade of C and SWK-407 with a minimum grade of C.

**SWK-429. Nonprofit Management & Leadership In Social Work. 3 Hours.**

This elective course will present essential knowledge and skills for nonprofit managers, supervisors and administrators working in nonprofit or human service organizations. This course will examine the evolution of the nonprofit sector and explore some of the critical management, leadership, and policy issues that are key to running an effective nonprofit organization. It will also focus on the philosophies and theories of leadership and management; understanding management systems, internal and external ecology of organizations; strategic planning, managing technology and information; resource/financial development and philanthropy; human resources practices and development; board development; marketing strategies; and monitoring and evaluating organizational effectiveness.

**Requirement:** Completion of the MSW Foundation Curriculum or admission to the MSW Advanced Standing Program.

**SWK-430. Transition To The Advanced Curriculum. 4 Hours.**

This course is designed to enable those who have a Bachelor's in Social Work to transition to the advanced curriculum. This course provides an overview of the foundation curriculum and ensures the consistency in exposure to this foundation curriculum between those who are full-program students and those who are advanced standing degree program students. The students will then complete short papers that allows the demonstration of the primary concepts and principles in the foundation areas.

**Requirements:** Admission to the Advanced Standing Degree graduate program in social work; a bachelor's degree in social work within the past 10 years.

**SWK-431. Social Work Practice With Families. 3 Hours.**

Building on a bio-psycho-social spiritual framework, this advanced practice course utilizes a case analysis format to focus on clinical practice skills within the context of culture. Specific strategies and tools for evaluating clinical social work practice and ethical dilemmas that arise in clinical social work practice are addressed. The course emphasizes the ways in which socio-economic status, ethnicity, sexual orientation, race, gender, and physical and mental disability affect the processes of clinical assessment and intervention. In addition, this course addresses the role of the clinical social worker when advocating for social and economic justice on behalf of their clients.

**Requirement:** Completion of the Foundation Curriculum or Admission to the Advanced Standing Degree Program.

**SWK-432. Family-centered Policy. 3 Hours.**

The course enables students to learn about child and family-centered policy and to critically analyze these policies using a conceptual framework. This course examines the various effects policies and programs have on different types of families and different aspects of family functioning. The course focuses on the connections between public policies and the values that enter into policy debates and explores the reciprocal linkages between family functioning and public policies at the federal, state, and local levels.

**Requirement:** Completion of the foundation curriculum or admission to the advanced standing graduate degree program.

**SWK-433. Social Work Practice With Children. 3 Hours.**

This course is designed to enhance knowledge, values and skills for practice with children. The course prepares advanced practitioners to provide culturally competent services for a broad range of families and children. This course emphasizes the provision of services for children and their families that enhance and support family life as well as substitute a home life for those who need this. The course focuses on a full range of services available for children and families and emphasizes the impact of these various services. The course also covers various treatment approaches especially for children who are traumatized.

**Prerequisite:** SWK-431 with a minimum grade of C.

**SWK-434. Child Welfare Policy And Legislation. 3 Hours.**

This course is designed to enable students to analyze policies affecting children and to prepare students to function in the legal system on behalf of children. This course provides students an overview of the federal and state policy in child welfare and the legal system which provides oversight of these policies. The course equips students with the knowledge and skills to advocate on their behalf children.

**Requirement:** Completion of the foundation curriculum or admission to the advanced standing graduate degree program.

**SWK-441. Anti-Oppressive Social Work Practice. 3 Hours.**

This course provides an understanding of both the theoretical roots and the specific work of anti-oppressive social work practice. In this course, students examine how social work has been complicit in creating and reinforcing structures of oppression. Students explore strategies to critically challenge power structures maintaining these practices as well as learn approaches to effectively carry out anti-oppressive, socially just social work practice in their daily work.

**Requirement:** Completion of the generalist curriculum or admission to the advanced standing graduate degree program in social work.

**SWK-442. Political Advocacy. 3 Hours.**

This course provides an overview of the role of social workers within the electoral and legislative arenas. The nature of the legislative policy making process and the role of partisan politics in the policy-making process is explored. The course focuses on selected strategies and tactics of advocacy aimed at changing legislation. Topics covered include lobbying, coalition-building, and legal and ethical dilemmas in building or strengthening the power base for advocacy.

**Requirement:** completion of the Foundation Curriculum or admission to the Advanced Standing program in social work.

**SWK-443. Social Justice And Social Change. 3 Hours.**

Through the lenses of power, resistance, and identity, this course examines a range of social movements, such as: labor, civil rights, feminist, LGBTQ, Black Lives Matter and immigrant justice. Students will examine under what conditions people successfully mobilize to achieve change and translate these lessons to the unique challenges of the current political moment.

**Requirement:** Completion of the generalist curriculum or admission to the advanced standing graduate degree program in social work.



**SWK-444. Community Practice. 3 Hours.**

This course is designed to prepare students to lead the development of socially just activities that will bring about change for communities. This course focuses on the work of grassroots community organizing as well as that of nonprofit organizations and critically examines this work through relevant social, economic and political contexts. Students gain strategies and skills related to outreach, capacity-building, marketing, communications, and coalition-building.

**Requirement:** Completion of the generalist curriculum or admission to the advanced standing graduate degree program in social work.

**SWK-450. African Studies Institute (AfSI). 3 Hours.**

As the origin of humanity, Africa's history is steeped in culture, biodiversity, and indigenous knowledge. The African Studies Institute (AfSI) introduces students to Africa and heightens their curiosity to research and explore more about this fascinating continent. AfSI is a good fit for students in any field who are interested in learning about Africa and/or will be working with refugees and immigrants from Africa. Moreover, AfSI provides the necessary tools for teachers, social workers and other professionals who are interested in integrating African sociocultural, linguistic, historical, political, human rights, and economic contexts into their workplace.

**SWK-451. Introduction To Genocide And Human Rights Studies In Africa And The Diaspora. 3 Hours.**

This course introduces the concept of genocide and human rights in Africa and the diaspora exploring accounts of genocide in different countries around the globe. It investigates the possibilities and limitations of justice and reconciliation in societies emerging from genocide and mass atrocities. This course also analyzes the uses of truth commissions and trials in transitional societies, and the roles of civil society, political elites, and international actors. Students are challenged to analyze the roles of resisters, rescuers, bystanders, victims, survivors, perpetrators, and collaborators, and ways to exert their leverage and responsibility in preventing genocide and protecting human rights.

**SWK-470. Social Work Practice With Immigrants And Refugees. 3 Hours.**

This course examines the diverse migration experiences of individuals and families with a focus on vulnerability and challenges faced. Students will learn and apply concepts relevant to social work that define specific needs and issues facing immigrant and refugee populations at the practice and policy levels. Students will explore the social, political and economic context of migration and resettlement, organizational and structural barriers, and culturally relevant, trauma-informed practices in services to immigrants and refugees.

**Requirement:** Completion of the generalist curriculum or admission to the advanced standing graduate degree program in social work; or permission of the instructor.

**SWK-471. Practice With Lesbian, Gay Bisexual, Transgender And Queer Population. 3 Hours.**

This course is designed to enhance student understanding of issues related to LGBT populations in the U.S. Students will be exposed to empirical literature on LGBT issues that will inform an understanding of past, present and future challenges facing the LGBT communities. Raising students' awareness of personal, interpersonal and institutional values and biases is examined and a life cycle perspective is presented to highlight the unique issues of LGBT communities. Students are introduced to the history of the LGBT civil rights movements and the underlying theories of sexual orientation and sexual identity formation.

**Requirement:** Completion of the foundation curriculum or admission to the advanced standing graduate degree program.

**SWK-472. Trauma Treatment With Children And Families. 3 Hours.**

This course is designed to provide students with intermediate knowledge and skills to assess the impact of potentially traumatic events and to plan for evidence informed interventions across a variety of family system. The impact of trauma is considered within the context of biological, developmental, psychological, economic, educational, cultural, and social factors. The role of the therapist is covered and intervention techniques that empower families is presented. Consideration is given to those factors that enhance the protective capacity, strengths and resilience of children and their families who have been exposed to violence, abuse and trauma.

**Requirement:** Completion of the foundation curriculum or admission to the advanced standing graduate degree program in social work.

**SWK-473. Topics In Advocacy. 3 Hours.**

The purpose of this course is to enable students to design an advocacy project in a specified topic area. Students select a topic of their choice and complete the project in its entirety. The class focuses on the steps or process for launching an advocacy project from assessing the need, mobilizing resources, and engaging in activities. At the conclusion of the course students evaluate their efforts and identify the next steps.

**Requirement:** Completion of the foundation curriculum or the Bachelor's Degree in Social Work.

**SWK-474. Social Work And The Law. 3 Hours.**

This course examines the law, legal processes, and legal systems as they relate to social work fields' of practice. The course challenges students to consider how the fields of social work and law intersect. Throughout the course, students critically analyze how the practice of social work is continually influenced by judicial decisions. The students also attain skills in advocating within the legal system on behalf of the populations that they serve.

**Requirement:** Completion of the foundation curriculum or admission to the advanced standing graduate degree program.

**SWK-475. Social Work Practice With Latino/a/x Communities In The United States. 3 Hours.**

This course prepares social workers in training to provide culturally sensitive services to members of Latino/a/x communities in the United States. It examines aspects of service delivery and is designed to provide an applied approach to social work with Latino/a/x communities in the United States. Students will learn specific skills and competencies to work with Latinos from different backgrounds in diverse settings. Barriers and best practices to social services with Latino communities such as education, healthcare, and mental health care will be discussed throughout the course.

**Requirement:** Completion of the MSW Foundation Curriculum or admission to the MSW Advanced Standing Program.

**SWK-491. Advanced Research I. 3 Hours.**

This advanced research course will provide students with the skills necessary to conceptualize, plan, and evaluate social work practice. The course will focus on evaluation as a means for assessing social work practice, including the identification of needs, process, and outcomes. It will cover topics such as developing research questions, conducting literature reviews, sampling, data collection and analysis techniques, and the reporting and dissemination of findings, including the limitations and significance of research. This course will cover ethical considerations in evaluation research and will provide students with hands-on experience planning evaluations in a variety of settings.

**Corequisite:** SWK-495.

**SWK-492. Advanced Research II. 3 Hours.**

This course is designed to afford students the opportunity to implement the research project for which they developed a research proposal in SWK-491. This course is designed to assist students in the collection and analysis of their data as well as the identification of the contributions and limitations and the implications of this research.

**Prerequisite:** SWK-491 with a minimum grade of B.

**Corequisite:** SWK-496.

**SWK-495. Advanced Field Practicum I. 3 Hours.**

This is an advanced practicum designed to engage students in experiences and activities in their concentration. This is the first semester of a 2-semester sequence and is designed to expose students to the roles and tasks of a professional social worker in their desired concentration.

**Requirement:** Completion of the foundation curriculum or admission to the advanced standing graduate degree program in social work

**Corequisite:** SWK-491.

**SWK-496. Advanced Field Practicum II. 3 Hours.**

This is an advanced practicum designed to engage students in experiences and activities in their concentration. This is the second semester of a 2-semester sequence and is designed to further students learning and advance their understanding of the roles and tasks of a professional social worker in their desired concentration.

**Prerequisite:** SWK-495 with a minimum grade of B.

**Corequisite:** SWK-492.

# Major in Social Work

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)



## Major in Social Work for the Bachelor of Social Work Degree

Code	Title	Hours
<b>Required Courses</b>		
Liberal Arts		
ANTH-212	Introduction To Cultural Anthropology	3
BIO-100	Introduction To Biology	3
PSYC-100	Survey Of Psychology	3
SOC-100	Introduction To Sociology	3
Social Work		
SWK-200	Introduction To Social Work	3
SWK-207	Social Welfare Policy I	3
SWK-303	Writing Intensive Program: Human Behavior And The Social Environment I	3
SWK-304	Social Work Practice I	3
SWK-305	Social Work Practice II	3
SWK-306	Human Behavior In The Social Environment II	3
SWK-309	Research And Quantitative Applications In Social Work	3
SWK-310	Research Seminar I	3
SWK-311	Research Seminar II	3
SWK-353	Field Seminar I	3
SWK-354	Field Seminar II	3
SWK-355	Field Practicum I	3
SWK-356	Field Practicum II	3
SWK-357	Social Welfare Policy II	3
Electives in Social Work		
Select one of the following Values and Knowledge electives:		3
SWK-202	Community Analysis	
SWK-203	Analysis Of Cross Culture Interaction	
SWK-250	Issues In Social Service Delivery	
SWK-300	Human Sexuality And Social Work	
SWK-301	Social Work And The Law	
SWK-307	Services To Children & Adolescents	
SWK-312	Women And Social Work	
SWK-308	Social Work Practice With Immigrants & Refugees I	
SWK-314	Social Work Advocacy	
SWK-320	Domestic Violence Social Work:Theory And Practice	
Select one of the following Skills electives:		3
SWK-322	Writing Intensive Program:International Social Work	
SWK-323	Social Work Practice With Immigrants & Refugees II	
SWK-324	Social Work With Latino Communities	
SWK-327	Social Work Practice With Families	
SWK-328	Social Work With Groups	
SWK-329	Administration And Planning In Social Work	
SWK-330	Social Work Practice In Community Settings	
<b>Total Hours</b>		<b>60</b>

Students must maintain a 2.5 cumulative GPA and no less than a C in all required courses for the social work major. Students planning to pursue the MSW need a 3.0 cumulative GPA and no less than a B in all social work courses.

Students interested in the major in social work must schedule an appointment with a social work advisor by calling the social work office: (773) 442-4760

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-200 SWK-207.

Social Work students are suggested to take MATH-112 or MATH-113 to meet math requirement.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

### First Year

Term 1		Hours
SOC-100	Introduction To Sociology	3
General Education-MATH		3
General Education-Humanities		3
General Education-Fine Arts		3
Elective/Minor		3
<b>Term Hours</b>		<b>15</b>

<b>Term 2</b>		
ANTH-212	Introduction To Cultural Anthropology	3
PSYC-100	Survey Of Psychology	3
General Education-Fine Arts		3
General Education-Natural Science		3
Elective/Minor		3
<b>Term Hours</b>		<b>15</b>

### Second Year

Term 1		Hours
SWK-200	Introduction To Social Work	3
BIO-100	Introduction To Biology	3
General Education-Humanities		3
Elective/Minor		3
University Req. - ELEX		3
<b>Term Hours</b>		<b>15</b>

<b>Term 2</b>		
SWK-207	Social Welfare Policy I	3
Elective/Minor		3
Elective/Minor		3
General Education-Humanities		3
General Education-Natural Science		3
<b>Term Hours</b>		<b>15</b>

### Third Year

Term 1		Hours
SWK-303	Writing Intensive Program: Human Behavior And The Social Environment I	3
SWK-304	Social Work Practice I	3
SWK-309	Introduction To Social Work Research	3
SWK Elective		3
Elective/Minor		3
<b>Term Hours</b>		<b>15</b>

<b>Term 2</b>		
SWK-305	Social Work Practice II	3
SWK-306	Human Behavior In The Social Environment II	3
SWK-357	Social Welfare Policy II	3
Elective/Minor		3
Elective/Minor		3
<b>Term Hours</b>		<b>15</b>

### Fourth Year

Term 1		Hours
SWK-310	Research Seminar I	3
SWK-355	Field Practicum I	3
SWK-353	Field Seminar I	3
Elective/Minor		3

Elective/Minor		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
SWK-311	Research Seminar II	3
SWK-354	Field Seminar II	3
SWK-356	Field Practicum II	3
Elective/Minor		3
SWK Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Total Hours:</b>		<b>120</b>

# Minor in Social Work

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Social Work

Code	Title	Hours
<b>Required Courses</b>		
SWK-200	Introduction To Social Work	3
SWK-207	Social Welfare Policy I	3
<b>Electives</b>		
Select four of the following:		12
SWK-202	Community Analysis	
SWK-203	Analysis Of Cross Culture Interaction	
SWK-250	Issues In Social Service Delivery	
SWK-300	Human Sexuality And Social Work	
SWK-307	Services To Children & Adolescents	
SWK-308	Social Work Practice With Immigrants & Refugees I	
SWK-312	Women And Social Work	
SWK-314	Social Work Advocacy	
SWK-320	Domestic Violence Social Work:Theory And Practice	
<b>Total Hours</b>		<b>18</b>

# Master of Social Work

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## Master of Social Work

Northeastern Illinois University (NEIU) offers a Master of Social Work (MSW) degree designed to prepare students for leadership roles and professional practice with individuals, families, organizations and communities with a trauma-informed lens.

Students admitted with a Bachelor's degree in a major other than Social Work must complete the 60 credit-hour Full Program. The Full Program consists of the 30 credit-hour Foundation Curriculum and the 30 credit-hour Advanced Curriculum. Students completing the Full Program can do so in two years full-time or three to four years part-time.

Students admitted to the MSW Program who have earned a Bachelor of Social Work (BSW) degree in the past five years from a college or university accredited by Council on Social Work Education (CSWE) can immediately transition into the 33 credit-hour Advanced Curriculum. This curriculum can be completed in one year full-time, or two years part-time.

### Concentrations & Specializations

There are two concentrations in the MSW program: 1) Social Work Practice with Children, Youth, and Families and 2) Leadership and Change. Students in the Children, Youth, and Families concentration acquire knowledge and skills that prepare them for interpersonal practice in a range of direct practice settings that support vulnerable populations. Students in the Leadership and Change concentration acquire knowledge and skills that prepare them for leadership, community organizing, advocacy, and administrative roles in the field. Students in either concentration can also choose the School Social Work specialization which prepares them with the knowledge and skills to be professional school social workers. Students in this specialization are eligible to earn a Professional Educator License (PEL--support personnel only) endorsed in School Social Worker (Pre K - Age 21) in the State of Illinois. This specialization is a State-approved program in Social Worker - Pre K - Age 21 by the Illinois State Board of Education (ISBE).

Students select a concentration (as well the option of the School Social Work specialization, if they choose) in consultation with their MSW Program Advisor prior to beginning the Advanced Curriculum. Together, these concentrations and specializations prepare students for professional practice with children, families, organizations, and communities, respectively.

### Field Work & Practical Experience

Practical experience is built into the MSW curriculum, often referred to as "Field Work" and is the signature pedagogy of the curriculum. All fieldwork experiences are credit-bearing internship experiences. These experiences offer students an opportunity to integrate and apply their academic knowledge in a real-world setting and prepares them with the skills essential to take on the responsibilities of beginning professional practice.

In order to receive credit for fieldwork experiences, students must work with the MSW Director of Field Education to complete an internship placement and referral process. To start this process, a student must submit a formal application to apply for fieldwork with the Social Work Department. All applications have deadlines and require collaboration and communication between the student and the respective internship coordinator to secure a placement. It is the policy of the NEIU Social Work Department that all referrals of students to field placement sites be made by internship coordinators in the Field Office. Students may offer suggestions about field sites and can also begin the process of connecting the Social Work Program with new partnering Field Placement sites. After full review by the Field Director of the site and their capacity to host social work student interns, a determination is made if this partnership is approved before a student can be matched to a site for internship.

Fieldwork experiences are usually taken concurrently with academic classes. Students complete fieldwork experiences that typically span two semesters. MSW students completing the Foundation Curriculum must complete 480 hours in a field placement, while enrolled in 400-level foundation coursework. Advanced Curriculum students must complete 600 hours at a field placement, while enrolled in 400 level advanced courses. Students in the School Social Work specialization must complete 600 hours of internship experience in a school setting with at least 400 hours of field experience supervised by a field instructor holding a MSW degree or higher, and with at least two years of experience with a PEL with a school social worker endorsement.

### Admission Requirements

- 1) Official transcripts from all colleges and universities attended.
- 2) A two-page professional statement addressing your goals and objectives specific to the MSW program.
- 3) Additional requirements for the Full and Advanced Standing Programs, and the School Social Work Specialization as follows:

#### *Full Program (Foundation Curriculum & Advanced Curriculum)*

An undergraduate GPA of 3.0 or a post-graduate GPA of 3.0 in at least 6 credit hours is required; liberal arts coursework that includes coursework in the social and behavioral sciences, the natural sciences, and the humanities. Three letters of recommendation. Professional statement. Additional requirements may include a background check (See Additional School Social Work Specialization Admission Requirements below).

#### *Advanced Standing Program (Advanced Curriculum Only)*

Undergraduate GPA of 3.25. Three letters of recommendation. One of the letters of recommendation should be from the BSW Program Director, Field Director, or faculty of the transfer school. Additional requirements may include a background check (See Additional School Social Work Specialization Admission Requirements).

*Additional School Social Work specialization admission requirements (Leading to earn a PEL endorsed in School Social Work)*

Students applying for admission to the Advanced Standing Program who intend to complete the School Social Work specialization, leading to earn a PEL endorsed in School Social Work must also:

1. Submit a completed NEIU School Social Work Specialization Admission Application Form. To obtain this form, please contact the NEIU Social Work Department Office Manager.
2. Complete a Federal and State Fingerprint Background check with the Daniel Goodwin College of Education (DGCOE) by following the instructions on this page: <https://www.neiu.edu/academics/daniel-i-goodwin-college-of-education/admission-requirements/federal-and-state-fingerprint-background-check-instructions-0> (<https://www.neiu.edu/academics/daniel-i-goodwin-college-of-education/admission-requirements/federal-and-state-fingerprint-background-check-instructions-0/>)

## Master of Social Work Foundation Curriculum Requirements

Code	Title	Hours
<b>Required Courses</b>		
SWK-401	Oppression, Decolonization And Equity In Social Work	3
SWK-402	Human Behavior And The Social Environment I	3
SWK-403	Generalist Practice I	3
SWK-406	Social Welfare Policy	3
SWK-415	Foundation Field Practicum I	3
SWK-404	Human Behavior And The Social Environment II	3
SWK-405	Generalist Practice II	3
SWK-416	Foundation Field Practicum II	3
SWK-407	Social Work Research	3
SWK-472	Trauma Treatment With Children And Families	3
<b>Total Hours</b>		<b>30</b>

Code	Title	Hours
<b>Advanced Curriculum Requirements</b>		
<b>Concentration: Social Work Practice with Children, Youth and Families</b>		
Required Courses (33 credit hours):		
SWK-472	Trauma Treatment With Children And Families *	3
SWK-431	Social Work Practice With Families	3
SWK-432	Family-centered Policy	3
SWK-491	Advanced Research I	3
SWK-495	Advanced Field Practicum I	3
SWK-433	Social Work Practice With Children	3
SWK-434	Child Welfare Policy And Legislation	3
SWK-492	Advanced Research II	3
SWK-496	Advanced Field Practicum II	3
	Elective Course (in Social Work or other pre-approved department)	3
	Elective Course (in Social Work or other pre-approved department)	3

\*Additional requirement for students admitted directly into the Advanced Curriculum.

Electives for Social Work Practice with Children, Youth and Families (6 credit hours) - choose from the following\*\*:

SWK-470	Social Work Practice With Immigrants And Refugees
SWK-471	Practice With Lesbian, Gay Bisexual, Transgender And Queer Population
SWK-473	Topics In Advocacy
SWK-474	Social Work And The Law

\*\*There are also a variety of electives across the university that have been approved for these Concentrations. Students should consult their Advisor for the most updated list of courses.

**Concentration: Leadership and Change**

Required Courses (33 credit hours):

SWK-472	Trauma Treatment With Children And Families *	3
SWK-441	Anti-Oppressive Social Work Practice	3
SWK-442	Political Advocacy	3
SWK-491	Advanced Research I	3
SWK-495	Advanced Field Practicum I	3
SWK-443	Social Justice And Social Change	3
SWK-444	Community Practice	3
SWK-492	Advanced Research II	3
SWK-496	Advanced Field Practicum II	3

Elective Course (in Social Work or other pre-approved department) 3

Elective Course (in Social Work or other pre-approved department) 3

\*Additional requirement for students admitted directly into the Advanced Curriculum.

Electives for Leadership and Change (6 credit hours) - choose from the following\*\*:

SWK-425	Assessment And Diagnosis In Social Work With A Critical Lens
SWK-429	Nonprofit Management & Leadership In Social Work
SWK-470	Social Work Practice With Immigrants And Refugees
SWK-471	Practice With Lesbian, Gay Bisexual, Transgender And Queer Population
SWK-473	Topics In Advocacy
SWK-474	Social Work And The Law
SWK-475	Social Work Practice With Latino/a/x Communities In The United States

\*\*There are also a variety of electives across the university that have been approved for these Concentrations. Students should consult their Advisor for the most updated list of courses.

## Optional School Social Work Specialization

For students interested in the School Social Work specialization, the following courses are required for each Concentration. Note that students in the School Social Work specialization are eligible to earn a Professional Educator License endorsed in School Social Work.

Code	Title	Hours
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**Concentration: Social Work Practice with Children, Youth and Families**

Specialization: School Social Work#

Required Courses (33 credit hours)

SWK-472	Trauma Treatment With Children And Families *	3
SWK-421	Critical Social Work In Schools: Policy, Practice & Leadership	3
SWK-431	Social Work Practice With Families	3
SWK-432	Family-centered Policy	3
SWK-491	Advanced Research I	3
SWK-495	Advanced Field Practicum I	3
SWK-423	School Social Work With Exceptional Students	3
SWK-433	Social Work Practice With Children	3
SWK-434	Child Welfare Policy And Legislation	3
SWK-492	Advanced Research II	3
SWK-496	Advanced Field Practicum II	3

\*Additional requirement for students admitted directly into the Advanced Curriculum.

#Before being recommended for licensure for their PEL students must pass the School Social Worker content exam (184) offered by the Illinois Licensure Testing System.

**Concentration: Leadership and Change**

Specialization: School Social Work#

Required Courses (33 credit hours)

SWK-472	Trauma Treatment With Children And Families *	3
SWK-421	Critical Social Work In Schools: Policy, Practice & Leadership	3
SWK-441	Anti-Oppressive Social Work Practice	3



SWK-442	Political Advocacy	3
SWK-491	Advanced Research I	3
SWK-495	Advanced Field Practicum I	3
SWK-423	School Social Work With Exceptional Students	3
SWK-443	Social Justice And Social Change	3
SWK-444	Community Practice	3
SWK-492	Advanced Research II	3
SWK-496	Advanced Field Practicum II	3

\*Additional requirement for students admitted directly into the Advanced Curriculum.

#Before being recommended for licensure for their PEL students must pass the School Social Worker content exam (184) offered by the Illinois Licensure Testing System.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

#### First Year

Term 1		Hours
SWK-400	Overview Of The Social Work Profession	3
SWK-402	Human Behavior And The Social Environment I	3
SWK-403	Generalist Practice I	3
SWK-406	Social Welfare Policy	3
SWK-415	Foundation Field Practicum I	3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
SWK-401	Oppression, Decolonization And Equity In Social Work	3
SWK-404	Human Behavior And The Social Environment II	3
SWK-405	Generalist Practice II	3
SWK-407	Social Work Research	3
SWK-416	Foundation Field Practicum II	3
<b>Term Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>Term 1</b>		
SWK-431	Social Work Practice With Families	3
SWK-432	Family-centered Policy	3
SWK-491	Advanced Research I	3
SWK-495	Advanced Field Practicum I	3
SWK Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
SWK-433	Social Work Practice With Children	3
SWK-434	Child Welfare Policy And Legislation	3
SWK-492	Advanced Research II	3
SWK-496	Advanced Field Practicum II	3
SWK Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Total Hours:</b>		<b>60</b>

# Sociology

The Sociology Department offers a 40-credit **major** (22 credit hours of required courses and 18 credits of electives). We also offer an 18-credit **minor** (9 credits of required courses and 9 credit hours of electives).

Sociology is the systematic study of human social interactions and institutions, and the social causes and consequences of human behavior. NEIU's Sociology Department offers students a world of difference through dynamic faculty and engaging course offerings that help to develop students' critical understandings of social life through the shared power of knowledge and resourceful action. Our faculty is committed to working with students to understand how classism, racism, sexism, homophobia, and other forms of oppression intersect and operate, and how individuals, groups, and organizations challenge these inequalities. Our primary aim is thus to equip students with a lifelong love of learning; broad, diverse, and critical perspectives of the social world; and relevant and important life skills that are consistent with the goals of a liberal arts education. By deepening students' critical understandings of the structures and patterns upon which everyday life rests, the Department fosters the students' "sociological imaginations" through empowerment, social engagement, and commitment to social justice.

A major or minor 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, research in government and private organizations, and much more.

Students interested in declaring a major or minor in sociology or that have any questions, should email [soc@neu.edu](mailto:soc@neu.edu). Students may also stop by the Department office (LWH 2090). Students will be assigned a faculty advisor upon declaring a major in sociology.

Students in other majors who are looking for First-Year Experience (FYE) courses, General Education courses, or Engaged Learning Experience Boundary-Crossing (ELE-X) courses may be interested in taking any of the following sociology courses:

Code	Title	Hours
<b>First-Year Experience (FYE) Courses</b>		
SOC-109A	First Year Experience: Investigating Chicago: Immigration & Migration	3
<b>General Education Courses</b>		
SOC-100	Introduction To Sociology	3
SOC-104	Schools And Society	3
SOC-105	Social Inequalities And Social Change	3
SOC-205	Contemporary Social Issues	3
<b>Engaged Learning Experience Boundary-Crossing (ELE-X) Courses</b>		
SOC-311	Sociology Of Sports	3
SOC-312	Sociology Of Health And Illness	3
SOC-314	Urban Sociology	3
SOC-316	Race And Ethnic Relations	3
SOC-318	Sociology Through Film	3
SOC-324	Power, Politics & Society	3
SOC-338	Environmental Sociology	3
SOC-350	Sociology Of Black Communities	3
SOC-362	Identity And Social Policy	3
SOC-370	Sociology Of Food	3
SOC-371	Sociology Through Service Learning	1

- Major in Sociology (<http://catalog.neiu.edu/arts-sciences/sociology/sociology/>)
- Minor in Sociology (<http://catalog.neiu.edu/arts-sciences/sociology/minor-sociology/>)
- Minor in Disability Studies (<http://catalog.neiu.edu/arts-sciences/sociology/minor-disability-studies/>)

Adam Messinger, Ph.D., Professor of Justice Studies, Chair

Brooke Johnson, Ph.D., Professor, Coordinator

Aneta Galary, Ph.D., Senior Instructor

Erika Husby, Instructor

Cristen Jenkins, Ph.D., Senior Instructor

Juan R. Martinez, Ph.D., Associate Professor

Olivia N. Perlow, Ph.D., Professor

Andreas Y. Savas Kourvetaris, Ph.D., Associate Professor

Brett C. Stockdill, Ph.D., Professor

Mark Wodziak, Instructor

**SOC-100. Introduction To Sociology. 3 Hours.**

Fundamental concepts involved in understanding human societies. Socialization, culture, social interaction, social institutions, social stratification, and social change are discussed.

**SOC-104. Schools And Society. 3 Hours.**

This course examines the different roles that educational institutions play in fostering, perpetuating, and challenging inequalities for different social groups in American society.

**SOC-105. Social Inequalities And Social Change. 3 Hours.**

Examines critical sociological explanations of the causes and consequences of classism, racism, sexism, homophobia and other social inequalities; explores how inequalities are institutionalized, legitimized, and experienced by different groups of people; examines collective efforts to promote social change, including collective action and social movements.

**SOC-109A. First Year Experience: Investigating Chicago: Immigration & Migration. 3 Hours.**

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

**SOC-204. Sociology Of Small Groups. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C.

**SOC-205. Contemporary Social Issues. 3 Hours.**

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. Drugs And Society. 3 Hours.**

Review of literature and current research on drug use. Examination of patterns of drug use, drug-related policies and their enforcement, and examination of responses to addiction.

**SOC-214. Sociology Of Intimacy, Marriages And Families. 3 Hours.**

Examination of dynamics and trends in relationships and families. Areas of study include history of families, changing demographic patterns, family structures, gender, sexuality, reproductive technology, power in relationships, and divorce.

**SOC-250. Sociology Of Deviance. 3 Hours.**

Employs sociological approach to deviance in society. Origins and functions of deviance; the ambiguous institutionally and socially constructed nature, definitions, and measurement of deviance; the impact of deviance on personal and social identity; deviant behavior; and deviance and social change. Major theoretical perspectives on deviance, current research, and portrayals of deviance in popular culture.

**SOC-270. Sociology Of Latinas. 3 Hours.**

This course examines the diversity of Latina experiences in the United States and other countries. Students will explore social, economic, cultural, and political issues that affect the lives of Latinas. The course will examine the historical and contemporary construction of Latina identities, communities, and political struggles. Of particular interest will be the impact of social inequalities on Latina lives as well as Latina responses to these inequalities.

**SOC-300. Queering Sociology. 3 Hours.**

This course introduces students to radical queer activism and scholarship aimed at creating a more just and inclusive world. Using a queer intersectional perspective, this course explores alternatives to traditional notions about sex, gender, sexuality, relationships, family, assimilation and democracy. Students learn to examine how interdependent oppressions (e.g., homophobia, transphobia, racism, classism, sexism) interact to shape the lives of queer and trans people—and straight and cisgender people too. Topics include incarceration, gender violence, homelessness, policing, education, marriage, sex, intimacy, (dis)ability, health and disease, immigration, gentrification and war.

**Prerequisite:** SOC-100 with a minimum grade of C and SOC-105 with a minimum grade of C or (WGS-101 with a minimum grade of C or WGS-210 with a minimum grade of C).

**SOC-302. Sociology Of Aging. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C.

**SOC-304. Sociology Of Law. 3 Hours.**

This course explores key issues and debates in the sociological study of law, legal systems, and legal institutions. Students will analyze theories of law and justice, examine the relationship between law and society, and investigate how law reinforces inequalities and shapes social change.

**SOC-305. Sociology Of (Dis)ability. 3 Hours.**

This course employs the social/minority group model of disability — the view that the status of minoritized people shapes their experiences in society, challenging dominant societal attitudes about disability and (ab)normality that stigmatize, dehumanize, and/or pathologize people with disabilities. It employs a critical framework that considers how thinking surrounding disability is constructed through social, political, cultural, and economic forces rooted in colonialism, capitalism, white supremacy, and patriarchy. From an intersectional, interdisciplinary perspective and based on knowledge created by disabled people, this course centers the experiences of disabled people, with a special focus on resistance and disability justice.

**SOC-306. Women, Gender And The "F Word". 3 Hours.**

Analyzes changing representations of women in popular culture. Critically explores Western feminist struggles, commitments, and perspectives with special emphasis on the intersections of gender, race, ethnicity, social class, sexuality, and nation of origin in women's lives.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C or WSP-101 with a minimum grade of C.

**SOC-307. Men & Masculinities. 3 Hours.**

Addresses the central themes that have emerged in the feminist-inspired sociological research on men and masculinities. These 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 our exploration of these themes, we will discuss masculinities at the individual, interpersonal, institutional, societal, and global levels.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-309. Sociology Of Racism. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C or AFAM-200 with a minimum grade of C.

**SOC-310. Social Movements. 3 Hours.**

A systematic analysis of selected social and political revolutions and/or revolutionary movements in the United States and globally.

**Prerequisite:** (LLAS-101 with a minimum grade of C or MCS-101 with a minimum grade of C) or SOC-100 with a minimum grade of C.

**SOC-311. Sociology Of Sports. 3 Hours.**

This course examines the ways in which sports are entangled in socio-political, cultural, and economic forces. To view sports sociologically means to investigate how people think about sports themselves, the individuals who participate in them, and the people who watch them. These elements cannot be separated from social norms, practices, and inequalities based on race, class, gender, sexuality, ability, age, etc. This course covers a wide range of topics as they relate to the consumption and performance of sports in American culture and beyond, from consequences, risks, and ethical issues, to community, socialization, and violence in sports.

**SOC-312. Sociology Of Health And Illness. 3 Hours.**

Examines the social, political, economic and cultural aspects of health and illness. Emphasis on the interaction between social inequalities and health/illness. Topics will include social factors and illness, the meaning and experience of illness, health care systems and providers, bioethics, environmental injustice, violence, and militarism. Also explores the links between patterns of health/illness in the United States and globally as well as activism around health/illness.

**SOC-313. Social Demography. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C.

**SOC-314. Urban Sociology. 3 Hours.**

This course examines population characteristics, social structure, social policy and social change associated with cities and urban communities. This course emphasizes class, race, gender and sexual inequalities and their relationship to gentrification, urban-suburban relations, and urban movements for social justice.

**SOC-316. Race And Ethnic Relations. 3 Hours.**

A cross-cultural study of the patterns of interaction between racial and ethnic groups, analysis of the sources of prejudice and discrimination; examination of the relationships between race and ethnic relations and patterns of stratification.

**SOC-317. Sociology Of Religions And Spirituality. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C.

**SOC-318. Sociology Through Film. 3 Hours.**

This course utilizes different types of films (i.e. narrative feature-length and documentary) to illuminate sociological phenomena. In addition, this course teaches students how to apply relevant sociological concepts and research to film and to the real world. Topics may vary widely, ranging from gentrification to globalization. This course also facilitates critical analysis of film, where students become active participants, identifying ways in which films can uncritically transmit stereotypes, misconceptions and ideologies regarding race/ethnicity, gender, class, social and political life, and more.

**SOC-320. Sociological Analysis. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-321. Class, Labor Inequalities, And Work. 3 Hours.**

Examines how social and economic relations produce and reproduce class and labor inequalities. Analyzes the intersections of class with multiple forms of oppression; the conditions faced by low-wage workers in industrial, agricultural and service jobs; the impact of globalization on labor markets, labor organizations and politics in the U.S. and globally; and how class and labor inequalities are resisted and changed.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-324. Power, Politics & Society. 3 Hours.**

Centers on the intersection of politics and social change. Critically examines political relations with respect to, but not limited to, the social roles of power, conflict, cooperation, practices, influence, authority, identities, nationalism, and transnational processes. Explains how power and politics structure society to consistently advantage particular groups and disadvantage other groups.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-328. Extreme Right Groups. 3 Hours.****SOC-329. Sociology Of Violence. 3 Hours.**

This course covers cross-cultural examinations of violence. It explores the implications of and responses to violence.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-331. Militarization, Power, And Inequality. 3 Hours.**

Examines the interplay between race, gender, class, sexualities, globalization, power and militarization through engagement with sociological scholarship. Additionally, analysis of the historical and sociopolitical conditions, complex processes, and multiple practices that enable the militarization of a society are examined. Resistance and alternatives to militarization are also examined.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-332. Schools, Domination & Liberation: Sociology Of Education. 3 Hours.**

Introduces the major theoretical trajectories in the sociology of education. Examines the structure, practices and outcomes of schooling in light of their relationships to the wider society in which schools are situated. Studies the links between schools and social inequality, educational opportunity, educational stratification by race, class, gender, ability, immigration, and sexuality. Analyzes sociological perspectives on contemporary education reform.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-335. Sociological Theory. 3 Hours.**

Explores how different sociological theorists make sense of society with particular emphasis on capitalism, white supremacy, patriarchy and homophobia. This course is an overview of social theory including both classic and modern theorists paying close attention to how historical power and inequality shaped "the canon" and the voices at the center and margins of social theory.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-336. Contemporary Sociological Theory. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C and (SOC-211 with a minimum grade of C or SOC-335 with a minimum grade of C).

**SOC-337. Sociological Research Methods. 3 Hours.**

Emphasis on increasing student's abilities to communicate their understanding of social science research. Focus on learning social science research vocabulary, developing an understanding of issues in the philosophy of the social sciences, learning steps and procedures in sociological research, and using writing skills relevant to social science research.

**SOC-338. Environmental Sociology. 3 Hours.**

This course examines the relationship between social change, social systems, and the environment. It explores multiple perspectives in the field of environmental sociology, including political economy, environmental inequalities, environmental discourse, and environmental justice, and the intersections of race, gender, class, nation, and environmental disruptions.

**SOC-339. Introduction To Social Statistics. 4 Hours.**

This course is an introduction to descriptive and inferential statistics which are the basic statistical methods used in sociology and other social and behavioral science disciplines. Students will also learn to use a statistical software package to analyze and interpret survey data.

**Prerequisites:** ((SOC-100 and SOC-105 and ((SOC-211 and SOC-211 or (SOC-337 and SOC-337) and ((MATH-092 - 499 or (MATH-101B - 147Z or (MATH-148B - 499Z and MATH-148B - 499Z or (ACT Math 22 - 36 and ACT Math 22 - 36 or (Accuplacer Adv. Algebra & Func 237 - 300 and Accuplacer College Level Math 020 - 120 or (SAT Math 530 - 800 and SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300 or NEIU Math Placement Result 30 - 45).

**SOC-340. Sociology Of Sexualities. 3 Hours.**

Examines sexualities across dimensions of time, place, social institutions, race, class, sex and gender. Emphasizes the dual themes of social construction and social control. This course challenges the binary construction of sex, gender, and sexuality and encourages students to view sex as a positive life force rather than one based on shame, guilt, danger or morality. Explores individual and collective resistance to oppressive sexual norms and practices.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-341. Independent Study In Sociology. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C.

**SOC-341A. Independent Study In Sociology. 3 Hours.**

This independent study covers a sociological research study in an area of special interest to the student. Independent Studies require the approval of the instructor, department chair and the College Dean.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-341B. Independent Study In Sociology. 2 Hours.**

This independent study covers a sociological research study in an area of special interest to the student. Independent Studies require the approval of the instructor, department chair and the College Dean.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-341C. Independent Study In Sociology. 1 Hour.**

This independent study covers a sociological research study in an area of special interest to the student. Independent Studies require the approval of the instructor, department chair and the College Dean.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-342. Sociology Internship Seminar. 3 Hours.**

Taken concurrently with SOC-345. The Sociology Internship Seminar investigates the application of sociological knowledge and skills to an actual organizational setting. Investigates interpersonal relationships, internal organizational relationships and dynamics, and the social context of organizations within the larger community and society at large. Critical examination of the relationships between organizations, social inequalities, and social justice. Exploration of career and graduate school resources and information.

**Prerequisite:** SOC-100 with a minimum grade of C and SOC-105 with a minimum grade of C and (SOC-211 with a minimum grade of C or SOC-337 with a minimum grade of C) and SOC-335 with a minimum grade of C.

**Corequisite:** SOC-345.

**SOC-343. Sociological Practice And Social Action Seminar. 3 Hours.**

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 grass roots social change organizations.

**Prerequisite:** SOC-100 with a minimum grade of C.

**SOC-344. African American Women:Feminism, Race, And Resistance. 3 Hours.**

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 effect of race, class, gender, sexual orientation and age in their lived experiences.

**Prerequisite:** SOC-100 with a minimum grade of C or AFAM-200 with a minimum grade of C.

**SOC-345. Sociology Internship Placement. 3 Hours.**

Taken concurrently with SOC-342. Students will complete 144 hours at an internship placement in an organization chosen in collaboration with the professor. Performance of various tasks under the direction of a site supervisor to enhance the understanding and application of sociological theories and concepts and to gain experience relevant to career and/or graduate school interests. Prereq.: Senior status; SOC-100; SOC-211; SOC-335.

**Prerequisite:** SOC-100 with a minimum grade of C and SOC-211 with a minimum grade of C and SOC-335 with a minimum grade of C.

**Corequisite:** SOC-342.

**SOC-346A. Writing Intensive Program: Critical Writing For Sociology. 3 Hours.**

Teaches different types of critical sociological writing for different audiences through the examination of different sociological themes. Includes library and online research, ASA citation style, organizational structure, thesis statements, summary and analysis, and plagiarism. Fulfills the Writing Intensive Program requirement.

**Prerequisite:** SOC-100 with a minimum grade of C and SOC-105 with a minimum grade of C and ENGL-101 with a minimum grade of C.

**SOC-347. Sociology Of Media. 3 Hours.**

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 Hours.**

Examination of the African American civil rights movement. Analysis of the origins and development of the modern civil rights movement, a movement that emerged in the South during the 1950s. Exploration of organized, collective forms of social change and theories of social movements and collective action. Emphasis on local, regional and national civil rights campaigns; the development, achievements, and disintegration of the national civil rights coalition; and the contributions of the male and female unsung heroes of the movement.

**Prerequisite:** SOC-100 with a minimum grade of C.

**SOC-350. Sociology Of Black Communities. 3 Hours.**

This course is designed to explore institutional variation and social change within African-American communities. We will examine African-American populations in different settings, both contemporary and historical, and attention will be given to major traditions of sociological theory and research related to these communities. We will additionally explore the origin, structure, reproduction, and outcomes of racism and white supremacy, and how this relates 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.

**SOC-351. Senior Seminar In Sociology. 3 Hours.**

Discussion, critical review and integration of student's work with current research. Preparation of a research paper with ongoing feedback from the instructor.

**SOC-352. Sociology Of HIV/AIDS. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C.

**SOC-358. Sociology Of Youth And Youth Culture. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C.

**SOC-360. Sociology Of Occupations And Professions. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C and SOC-221 with a minimum grade of C.

**SOC-362. Identity And Social Policy. 3 Hours.**

Critically examines the relationship between social policy, culture, identity, and change. Explores different perspectives on American and international social policy development, identity, and advocacy.

**Requirement:** noted prerequisites or permission of instructor

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-365. Sociology Of Globalization. 3 Hours.**

Globalization is the worldwide integration of government policies, cultures, social movements, and financial markets through trade and the exchange of ideas. This course analyzes the processes that produce globalization and the outcomes of globalization, with a special focus on Chicago. Using a sociological lens we examine the development of globalization and its effects upon nation-states, individuals, culture, politics, inequality, and other aspects of society. Students will critically evaluate the effects of globalization with the goal of becoming engaged and empowered members of the global community.

**Prerequisite:** SOC 100 with a minimum grade of C.

**SOC-370. Sociology Of Food. 3 Hours.**

This course examines the relationship between food, society, and the environment. It explores the ways in which social structures and relations affect what people eat, how politics and economics affect the kinds of food that is produced, and where, how, and by whom it is produced. It also examines the social and environmental problems associated with food and agriculture, with a special emphasis on how global capitalism and inequalities affect both.

**SOC-371. Sociology Through Service Learning. 1 Hour.**

This course offers students an opportunity to acquire sociological content knowledge and develop analytical skills while providing important service at self-selected sites within the Chicagoland area that specifically serve marginalized populations. Students learn by applying course material to their experiences, and reflecting on those experiences. Students are expected to develop a sociological understanding of issues impacting marginalized communities and a commitment to civic responsibility and social justice.

**SOC-373. Community Action And Resistance. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C and (SOC-211 with a minimum grade of C or SOC-337 with a minimum grade of C).

**SOC-375. Government Intelligence Agencies. 3 Hours.**

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.



# Major in Sociology

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major in Sociology for the Bachelor of Arts Degree

Code	Title	Hours
<b>Required Core Courses</b>		
SOC-100	Introduction To Sociology	3
SOC-105	Social Inequalities And Social Change	3
SOC-335	Sociological Theory	3
SOC-337	Sociological Research Methods	3
SOC-339	Introduction To Social Statistics	4
SOC-342	Sociology Internship Seminar <sup>1</sup>	3
or SOC-351	Senior Seminar In Sociology	
SOC-346A	Writing Intensive Program: Critical Writing For Sociology	3
Electives in Sociology <sup>2</sup>		18

**Total Hours** **40**

<sup>1</sup> SOC-342 is Spring Semester and can be taken with SOC-345 for a total of 6 credits; SOC-351 is Fall Semester.

<sup>2</sup> Students should consult with their advisor to select electives that will best suit their academic and career goals. Students may substitute 1 cognate course outside of Sociology for an elective course with the approval of the Department Chair.

This sample curricular map is provided to guide full-time, first year students in planning for their major. This guide should not replace regular consultations with your academic advisor. Part-time and transfer students should consult with an academic advisor to develop curricular plans to accommodate their needs. For specific recommendations of courses not identified, please consult your academic advisor.

### First Year

Term 1		Hours
SOC-100	Introduction To Sociology	3
ENGL-101	Writing I	3
General Education Course		3
General Education Course		3
SOC-105	Social Inequalities And Social Change	3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
General Education Course		3
General Education Course		3
SOC-337	Sociological Research Methods	3
SOC Elective		3
Minor/Elective		3
<b>Term Hours</b>		<b>15</b>

### Second Year

Term 1		Hours
SOC-346A	Writing Intensive Program: Critical Writing For Sociology	3
SOC Elective		3
General Education Course		3
General Education Course		3
Minor/Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
SOC-335	Sociological Theory	3
SOC Elective		3
Minor/Elective		3
General Education Course		3
General Education Course		3
<b>Term Hours</b>		<b>15</b>

### Third Year

Term 1		Hours
SOC-339	Introduction To Social Statistics	4

SOC Elective		3
General Education Course		3
General Education Course		3
Minor/Elective		3
<b>Term Hours</b>		<b>16</b>
<b>Term 2</b>		
SOC Elective		3
SOC Elective		3
Minor/Elective		3
Minor/Elective		3
Minor/Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
SOC-351	Senior Seminar In Sociology	3
SOC Elective		3
Minor/Elective		3
Minor/Elective		3
Minor/Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
SOC Elective		3
Minor/Elective		3
Minor/Elective		3
Minor/Elective		3
Minor/Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Total Hours:</b>		<b>121</b>

# Minor in Sociology

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Sociology

All Sociology minors must complete three core courses (9 credit hours) and three electives (9 credit hours) for a total of 18 credit hours.

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Required Core Courses</b>		
SOC-100	Introduction To Sociology	3
SOC-105	Social Inequalities And Social Change	3
SOC-320	Sociological Analysis	3
Electives in Sociology		9
Total		18

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.

# Minor in Disability Studies

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Disability Studies (DS) is an emerging interdisciplinary field that challenges dominant societal assumptions and attitudes about disability (physical, cognitive, emotional, or sensory) by reframing disability as a social and cultural construct used to differentially categorize bodies as "disabled" or "nondisabled." The DS minor offers students a new lens for thinking about "normality" by acknowledging disability as a universal part of the human experience, rather than a deficit that must be fixed, cured, or hidden. The minor critically examines the ways in which normative ideologies and systems stigmatize, dehumanize, pathologize, and minoritize disabled people (e.g., by justifying and maintaining exclusionary and ableist practices such as institutionalization, disenfranchisement, and immigration restrictions). It also highlights the ways in which disability simultaneously functions as a source of empowerment, pride, collective identity, and community for people with disabilities.

The minor draws on a variety of disciplines, including the humanities, social sciences, education, and law. By rethinking disability through multiple disciplinary perspectives, the minor prepares students to critically engage in working towards the inclusion and emancipation of people with disabilities throughout contemporary social systems and institutions.

Undergraduate admission to Northeastern Illinois University

For more information about the minor, contact program advisor Ashley Elrod [a-elrod@neiu.edu](mailto:a-elrod@neiu.edu).

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## Why study disability?

Disability is a universal part of the human experience. It affects at least 15% of the global population and 25% of the U.S. population, in addition to the chronic illnesses and mental illnesses experienced by 60% and 20% of the U.S. population, respectively. Over the course of our lifetimes, we can expect to experience temporary or chronic disability ourselves or through our relationships with others, whether from birth or through injury, illness, or aging.

In addition to the knowledge and skills that students develop in their coursework, Disability Studies equips students with an invaluable tool for their careers and life-long learning: "a disability-studies consciousness [that] can alter the way we see" (Davis 2018). A disability-studies consciousness lends students a deeper, more nuanced insight into human social relations, institutions, and identity. They perceive that disability is far from marginal or tragic, but rather "fundamental to being human—a part of every life" (Garland-Thomson 2018). Participating in the DS minor will equip students with the tools to perceive, critically analyze, and equitably respond to disability issues that they encounter both in their own lives and in the larger society they navigate.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

**Discipline Specific (ELE-DS)**

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

- \* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.
- \*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Disability Studies (18 credit hours)**  
**REQUIRED INTRODUCTORY COURSE (3 HOURS)**

- DS 101 Introduction to Disability Studies

**ELECTIVES (15 HOURS)**

Select five of the following electives, with no more than 2 courses in any one program

- BLAW 384 Labor & Employment Law
- ENGL 338A Literature, The Body, and Disability Studies
- GES 303 Geography and Disability: Space, Place, and Power
- HIST 309 History of Disability
- LING 325 Language and Disability: Comparative Language Development
- PHIL 376 Philosophy of Disability: Society and Self
- SOC 305 Sociology of (Dis)ability
- SPED 272 or 372 Characteristics of Children and Youth with Exceptional Learning Needs
- SPED 323 Consultation In Special Education
- WGS 318 Fatness, Feminism, and Critical Weight Studies
- WGS 359 Queering Disability

Total Credit Hours: 18

# Teaching English to Speakers of Other Languages (TESOL)

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Teaching English to Speakers of Other Languages (TESOL) is the application of linguistics to the teaching of English to speakers of other languages. A degree in TESOL is in great demand, both in the U.S. and abroad. A career path in TESOL 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 TESOL degree program (e.g., research, publishing, advocacy, government).

The NEIU TESOL Program (<https://www.neiu.edu/academics/college-of-arts-and-sciences/departments/teaching-english-speakers-of-other-languages-tesol/>) offers courses leading to a Master of Arts degree and a TESOL Graduate Certificate. The program also offers courses leading to an undergraduate minor in TESOL as well as an Illinois State Endorsement to teach ESL.

**Further information about our programs can be found on our website:** TESOL (<http://www.neiu.edu/academics/college-of-arts-and-sciences/departments/teaching-english-speakers-other-languages-tesol/>)

- Minor in TESL (<http://catalog.neiu.edu/arts-sciences/teaching-english-second-foreign-language/minor-tes-ltefl/>)
- ESL Endorsement Courses (<http://catalog.neiu.edu/arts-sciences/teaching-english-second-foreign-language/minor-tes-ltefl/#requirementstext>)

Undergraduate students may complete a minor in Teaching English to Speakers of Other Languages (TESOL). Minor Declaration Forms may be obtained from the department advisor, John Armour ([j-armour@neiu.edu](mailto:j-armour@neiu.edu)).

Undergraduate students (Type 03, 04, 09, 10) may simultaneously complete the requirements recognized by Northeastern Illinois University's Goodwin College of Education and take TESOL courses towards ESL endorsement. The state requirements include successful completion of the coursework identified for the minor, along with completion of 100 hours of TESOL clinical experience (TESL 399).

**Further information about our programs can be found on our website:** TESOL (<http://www.neiu.edu/academics/college-of-arts-and-sciences/departments/teaching-english-speakers-other-languages-tesol/>)

- Master of Arts in Teaching English to Speakers of Other Languages (<http://catalog.neiu.edu/arts-sciences/teaching-english-second-foreign-language/master-arts-tesl-tefl/>)
- TESOL Endorsement (<http://catalog.neiu.edu/arts-sciences/teaching-english-second-foreign-language/tesl-endorsement/>)
- TESOL Graduate Certificate Program (<http://catalog.neiu.edu/arts-sciences/teaching-english-second-foreign-language/certificate-tesol-graduate/>)

**Further information about our programs can be found on our website:** TESOL (<http://www.neiu.edu/academics/college-of-arts-and-sciences/departments/teaching-english-speakers-other-languages-tesol/>)

Denise Cloonan Cortez de Andersen, Ph.D., Professor of Spanish, Chair  
Jeanine Ntahirageza, Ph.D., Professor and Program Coordinator



**John Armour, M.A., Instructor and TESOL Graduate Certificate and Minor Advisor**

**Anne Gill-Bloyer, M.A., Instructor and SAELL Program Coordinator**

**Courtney Francis, M.A., Instructor and TESOL Clinicals Supervisor**

**Senyung Lee, Ph.D., Assistant Professor**

**Ulugbek Nurmukhamedov, Ph.D., Associate Professor**

**Tina Villa, Ph.D., Instructor and Coordinator of the English Language Program**

**Gina Wells, Ph.D., Instructor and Graduate Student Advisor**

**TESL-109A. First Year Experience: Chicago Speaks: Helping Immigrants Communicate. 3 Hours.**

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 investigating the pronunciation and grammar of English as well as looking at ways to teach these subjects along with listening, speaking, reading and writing skills to English Language Learners (ELLs). The course will involve a service learning component in which students will tutor ELLs in various sites throughout Chicagoland. As students study the basics of teaching English as a second language, they will develop academic skills that will contribute to their success in college and beyond.

**TESL-301. The English Language For Teachers. 3 Hours.**

All language teachers must understand how the English language works and must be able to describe how it works. This course is designed for future teachers of the English language. It covers the structure of sounds, words, phrases, and sentences; language use; and the structure of meaning of the English language, with applications of each topic to the teaching of the English language and English language arts. The history of the English language will also be included, as background to English word and sentence structure.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**TESL-310. English Grammar: Description & Instruction. 3 Hours.**

All teachers of English as a second or foreign language must have a good descriptive knowledge of English grammar as well as an arsenal of techniques for instructing their students. This course is intended to help future ESL/EFL teachers develop an understanding of the structure of English sentences and the problems that non-native students face when learning English grammar. This course will also investigate ways of teaching grammar to English language learners.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**TESL-320A. Language & Culture: General. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

**TESL-320D. Language & Culture: Japan. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

**TESL-320G. Language & Culture: Southeast Asia. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

**TESL-320H. Language & Culture: Thailand. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

**TESL-320K. Language & Culture: Latin America. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

**TESL-320N. Language & Culture: Native American. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

**TESL-320O. Language & Culture: Afro-American. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

**TESL-320P. Language & Culture: The Deaf. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

**TESL-320Q. Language & Culture: Maya. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

**TESL-321. 1st & 2nd Language Acquisition. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**TESL-330. Language, Society, And Education. 3 Hours.**

Researchers who study the relationship between language and society or culture are in a unique position to provide insight into language- and culture-related social problems. This course is based on the notion that many educational problems are related to differences between students' home language or dialect and the "official" school variety. It examines the relationship between language, society, and culture with particular attention to how factors such as class, gender, race, and ethnicity impact student performance in the classroom. Issues of identity, bilingualism, and language prejudice will also be addressed.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**TESL-331. Investigation Of African American English. 3 Hours.**

TESL-331 offers the opportunity to explore longstanding questions about African American English, a variety of English that is prevalent in Chicago and nationwide. As a foundation, students will learn about the features of African American English. With the support of the instructor, students will choose and develop their own research questions and hypotheses, a research proposal, and conduct a short study. Students will learn, as they progress, how to create an abstract, annotated bibliography, literature review, and research methodology. Students will conduct their studies with the support of the instructor. This course culminates in the sharing of the research findings.

**TESL-340. Practices & Procedures. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C and (TESL-321 with a minimum grade of C or TESL-341 with a minimum grade of C).

**TESL-341. Principles Of Language Teaching. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**TESL-343. Introduction To Language Assessment. 3 Hours.**

This is an introductory language assessment course that offers an opportunity to gain knowledge in the basic concepts in language assessment. It covers basic principles and procedures of assessment, with an emphasis on the second language context. In addition to theoretical foundations, students will gain practical experience in how to construct test items with considerations of reliability and validity, use alternative assessment, analyze test results, and communicate test results with diverse audiences.

**Prerequisite:** TESL-340 with a minimum grade of C or TESL-341 with a minimum grade of C.

**TESL-345. Linguistics & Reading. 3 Hours.**

Relationship between language structure and the reading process with emphasis on the practical problems such as the variety of dialectally different sound-symbol-correspondences in English, the perception of speech sounds, the reader's interpretation of syntactic and semantic structures, various alphabetic systems for teaching reading. Designed to be useful to the in-service classroom teacher as well as to undergraduates.

**Prerequisite:** TESL-301 with a minimum grade of C.

**TESL-399. Clinical Experience In TESOL. 1 Hour.**

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 TESOL/TEFL professor. Student will engage in classroom discussion and various projects based on their classroom work.

**Prerequisite:** TESL-340 with a minimum grade of C.

**TESL-402. Principles Of Linguistics For Teachers. 3 Hours.**

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.

**TESL-406. Adult Needs, Design And Assessment. 3 Hours.**

Adult English language learners represent a wide variety of linguistic backgrounds, cultural experiences and personal needs. They may learn English for survival/life skills, job improvement or academic preparation. This course provides instructors with an appreciation for cross-cultural learners and their communication skills. In addition, this course looks at adult program options and their relationship to curriculum design. Principles of assessment, and varied assessment tools used in the adult education setting will also be addressed. Website tools aiding course management, assessment and self-study will be utilized.

**Prerequisite:** TESL-410 with a minimum grade of B.

**TESL-409. Research Design & Methods. 3 Hours.**

Survey course, reviewing the major trends and methodologies used in linguistics, language acquisition, and language teaching. Exploration of quantitative approaches used in language-specific inquiry through the examination of a variety of studies from the literature, their questions, their underlying assumptions, and their design. Prior knowledge of statistics is not required.

**Prerequisite:** TESL-402 with a minimum grade of C.

**TESL-410. Techniques Of Teaching English As A Second Language. 3 Hours.**

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.

**Prerequisite:** TESL-414 with a minimum grade of C and TESL-402 with a minimum grade of C.

**TESL-414. Theories Of Teaching English As A Second Language. 3 Hours.**

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.

**TESL-420. Structure Of Modern English. 3 Hours.**

Description and analysis of the major grammatical structures of spoken and written English in light of traditional and descriptivist theories. This course covers practical issues and procedures involved in teaching grammar to ESL/EFL learners.

**TESL-426. Advanced Linguistic Analysis. 3 Hours.**

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.

**Prerequisite:** TESL-402 with a minimum grade of C.

**TESL-427. Teaching Pronunciation. 3 Hours.**

This course covers practices and procedures involved in helping English Language Learners (ELLs) improve their intelligibility and increase their speech perception. Through an applied approach, students will develop a deeper understanding of English phonetics and phonology at both the segmental and prosodic levels. They will learn how to apply this knowledge to teaching pronunciation to English language learners (ELLs) of all ages. The course will also cover societal attitudes about accent through an investigation of current research.

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-414 with a minimum grade of C and TESL-410 with a minimum grade of C.

**TESL-430B. Structure Of Language: Latin. 3 Hours.**

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-430C. Structure Of Language: Lakhota. 3 Hours.**

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-430D. Structure Of Language: Rotuman. 3 Hours.**

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-430E. Structure Of Language: Thai. 3 Hours.**

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-430F. Structure Of Language: Tai, Kirundi, Tun, Arabic. 3 Hours.**

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-433. Lexicography. 3 Hours.**

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.

**TESL-440. Language & Literacy. 3 Hours.**

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 skill; pedagogical implications of linguistic views on literacy.

**Prerequisite:** TESL-402 with a minimum grade of C.

**TESL-442. Using Technology With Second Language Learners. 3 Hours.**

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.

**Prerequisite:** TESL-410 with a minimum grade of C.

**TESL-445. Language Variation. 3 Hours.**

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.

**TESL-447. Pragmatics. 3 Hours.**

Study of the interface between language and meaning at the level of discourse. Focuses on communication as dialogic interaction and the nexus of word meanings and speaker intentions in language use. Considers the multiple layers of context as factors that affect the interpretation of speaker role and appropriateness of use. Additionally, examines intercultural pragmatics as it pertains to the acquisition of second language culture and the communicative differences between cultures.

**Prerequisite:** TESL-445 with a minimum grade of C.

**TESL-451. Lexically-Based Instruction. 3 Hours.**

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.

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-410 with a minimum grade of C.

**TESL-452. Content-Based Instruction. 3 Hours.**

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.

**Prerequisite:** TESL-414 with a minimum grade of C.

**TESL-460. Second Language Acquisition. 3 Hours.**

This course provides a general introduction to the field of second language acquisition (SLA), giving a broad overview of the history of the field and helping students attain foundational SLA literacy. Through developing an understanding of linguistic, social, affective, and cognitive influences, students will familiarize themselves with key SLA concepts, review pedagogical implications of empirical research and explore ways of modifying instruction to facilitate the acquisition of a primary and a new language in and out of classroom settings.

**Prerequisite:** TESL-410 with a minimum grade of C and TESL-420 with a minimum grade of C.

**TESL-465. Experiential Preparation For Teaching English As A Second Language. 3 Hours.**

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.

**Prerequisite:** TESL-402 with a minimum grade of B and TESL-410 with a minimum grade of B and TESL-414 with a minimum grade of B.

**TESL-468. Principles Of Language Assessment. 3 Hours.**

The purpose of the course is to familiarize students with the fundamental concepts and principles of second language (L2) assessment. The students will gain hands-on experience in designing and administering language assessments in the areas of L2 reading, writing, listening, speaking, including vocabulary and grammar. In addition, this course is intended to train teachers how to evaluate popular standardized tests (e.g., iBT TOEFL, ACCESS for ELLs, IELTS) and help them interpret and write clearly about test results.

**Prerequisite:** TESL-410 with a minimum grade of C.

**TESL-471. Evolution Of Laws & Policies In Language Instruction. 3 Hours.**

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 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.

**TESL-490A. Seminar In TESL: Materials Preparation. 3 Hours.**

**Prerequisite:** TESL-426 with a minimum grade of B and TESL-445 with a minimum grade of B and TESL-460 with a minimum grade of B.

**TESL-490C. Seminar In TESL: Special Education. 3 Hours.**

**Prerequisite:** TESL-426 with a minimum grade of B and TESL-445 with a minimum grade of B and TESL-460 with a minimum grade of B.

**TESL-490E. Seminar In TESL: Current Research. 3 Hours.**

**Prerequisite:** TESL-426 with a minimum grade of B and TESL-445 with a minimum grade of B and TESL-460 with a minimum grade of B.

**TESL-490F. Seminar In TESL: Language & Culture. 3 Hours.**

**Prerequisite:** TESL-426 with a minimum grade of B and TESL-445 with a minimum grade of B and TESL-460 with a minimum grade of B.

**TESL-490J. Seminar In TESL: Vocabulary. 3 Hours.**

**Prerequisite:** TESL-426 with a minimum grade of B and TESL-445 with a minimum grade of B and TESL-460 with a minimum grade of B.

**TESL-490K. Seminar In TESL: 1st & 2nd Language Acquisition. 3 Hours.**

**Prerequisite:** TESL-426 with a minimum grade of B and TESL-445 with a minimum grade of B and TESL-460 with a minimum grade of B.

**TESL-5901. Thesis Hours. 1 Hour.**

Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Arts degree in TESL/TEFL. This course requires approval of the instructor, Department Chair and the appropriate College Dean(s).

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-5902. Thesis Hours. 2 Hours.**

See course description for TESL-5901.

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-5903. Thesis Hours. 3 Hours.**

See course description for TESL-5901.

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

# Master of Arts in Teaching English to Speakers of Other Languages

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## Master of Arts in Teaching English to Speakers of Other Languages

The M.A. in Teaching English to Speakers of Other Languages gives students an understanding of the nature of language, culture, instruction, assessment, and professionalism, and their interrelationships. The M.A. in TESOL 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 “TESOL 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 TESOL 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 TESOL program.

### Program Prerequisites:

Students entering the M.A. in TESOL program are not expected to have any prior preparation or knowledge of the field.

Language requirement:

- 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 95 on the internet based TOEFL (IBT), with a minimum of 20 on each of the four sections; or by a score of 7.0 on IELTS, with a minimum of 6.5 on each of the four sections; or by a score of 587 on the paper-based TOEFL.

**For additional information visit the TESOL program website.** (<https://www.neiu.edu/academics/college-of-arts-and-sciences/departments/teaching-english-speakers-of-other-languages-tesol/>)

### Requirements for the Degree:

All graduate credits must be at the 400 level.

Students enrolled in the TESOL M.A. program must have a cumulative grade point average of at least 3.0 in all courses taken in fulfillment of the degree program.

All students pursuing a Master of Arts in TESOL will be required to submit a graduation project as one part of their graduation requirements. The project will consist of a capstone paper with 5 elements to be included as appendices. Students pursuing the M.A. in TESOL 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. 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).

Code	Title	Hours
<b>Course Requirements</b>		
	Language	

TESL-402	Principles Of Linguistics For Teachers	3
TESL-420	Structure Of Modern English	3
TESL-426	Advanced Linguistic Analysis	3
<b>Culture</b>		
TESL-445	Language Variation	3
TESL-447	Pragmatics (or another culture-related course, in consultation with the advisor)	3
Planning, Implementing, and Managing Instruction		
TESL-410	Techniques Of Teaching English As A Second Language	3
One other course, in consultation with the advisor		
<b>Assessment</b>		
TESL-468	Principles Of Language Assessment	3
<b>Professionalism</b>		
TESL-414	Theories Of Teaching English As A Second Language	3
TESL-460	Second Language Acquisition	3
<b>Total Hours</b>		<b>30</b>

## Electives

Non-thesis Option: Six credits worth of electives are selected from the list of 400-level courses approved by the TESOL 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 Thesis Hours (TESL 5901-3).

TESL courses which may be taken as electives include:

Code	Title	Hours
TESL-409	Research Design & Methods	3
TESL-430F	Structure Of Language: Tai, Kirundi, Tun, Arabic	3
TESL-433	Lexicography	3
TESL-440	Language & Literacy	3
TESL-442	Using Technology With Second Language Learners	3
TESL-447	Pragmatics	3
TESL-451	Lexically-Based Instruction	3
TESL-452	Content-Based Instruction	3
TESL-465	Experiential Preparation For Teaching English As A Second Language	3
TESL-471	Evolution Of Laws & Policies In Language Instruction	3
TESL-490F	Seminar In TESL: Language & Culture	3

The sample plans of study are provided to guide you in the planning of your progression for this program. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

## Sample Plan of Study: Two courses per term (Capstone Option)

### First Year

Term	Course	Title	Hours
Term 1	TESL-402	Principles Of Linguistics For Teachers	3
	TESL-414	Theories Of Teaching English As A Second Language	3
<b>Term Hours</b>			<b>6</b>
Term 2	TESL-420	Structure Of Modern English	3
	TESL-445	Language Variation	3
<b>Term Hours</b>			<b>6</b>
Term 3	TESL-410	Techniques Of Teaching English As A Second Language	3

TESL-447	Pragmatics	3
TESL Course 1		
<b>Term Hours</b>		<b>6</b>
<b>Second Year</b>		
<b>Term 1</b>		
TESL-468	Principles Of Language Assessment	3
TESL-460	Second Language Acquisition	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
TESL-427	Teaching Pronunciation	3
2nd Planning, Implementing, and Managing Course		3
<b>Term Hours</b>		<b>6</b>
<b>Term 3</b>		
TESL Elective 1		3
TESL Elective 2		3
<b>Term Hours</b>		<b>6</b>
<b>Total Hours:</b>		<b>36</b>

### Sample Plan of Study: Two courses per term (Thesis Option)

		Hours
<b>First Year</b>		
<b>Term 1</b>		
TESL-402	Principles Of Linguistics For Teachers	3
TESL-414	Theories Of Teaching English As A Second Language	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
TESL-420	Structure Of Modern English	3
TESL-445	Language Variation	3
<b>Term Hours</b>		<b>6</b>
<b>Term 3</b>		
TESL-410	Techniques Of Teaching English As A Second Language	3
TESL-447	Pragmatics	3
<b>Term Hours</b>		<b>6</b>
<b>Second Year</b>		
<b>Term 1</b>		
TESL-468	Principles Of Language Assessment	3
TESL-460	Second Language Acquisition	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
TESL-427	Teaching Pronunciation	3
2nd Planning, Implementing, and Managing Course		3
<b>Term Hours</b>		<b>6</b>
<b>Term 3</b>		
TESL-5903	Thesis Hours	3
<b>Term Hours</b>		<b>3</b>
<b>Third Year</b>		
<b>Term 1</b>		
TESL-5903 Thesis Hours		3
<b>Term Hours</b>		<b>3</b>
<b>Total Hours:</b>		<b>36</b>



# TESOL Graduate Certificate

## TESOL Graduate Certificate Program

The TESOL Graduate Certificate Program will provide practical skills and knowledge to individuals who wish to teach English language learners. It is designed for individuals who want to work at community colleges, community-based organizations, or language schools in the U.S. or abroad. The Certificate consists of six courses (18 credits), including a 60-hour practicum. It prepares individuals to create lessons, develop materials, and assess English learners, with a particular emphasis on adult learners. It is designed to be completed in one year or two semesters, depending on which of the three scheduling options is chosen. Of the three options, one would take a year, while the other two offer an intensive option in a cohort model.

## ADMISSION REQUIREMENTS

Individuals who wish to study in the TESOL Graduate Certificate Program must fulfill the requirements for admission to the College of Graduate Studies & Research and apply to the TESOL Graduate Certificate Program. Prior experience in education or teaching is not required. Requirements to the College of Graduate Studies & Research are:

1. Transcripts submitted from previous college work with a minimum undergraduate grade point average of 2.75.
2. Possess an undergraduate degree from a regionally accredited college or university.
3. A completed graduate application accompanied by a \$30 fee.

Additionally, the TESOL Graduate Certificate Program admission requirements are:

Language requirement:

- For native speakers, 9 credits of college level work, or the equivalent, in one or more foreign languages, or a level 2 in a foreign language on the American Council on the Teaching of Foreign Languages Proficiency Assessment.
- For non-native speakers, English proficiency demonstrated by a score of 95 on the internet-based TOEFL (IBT), with a minimum of 20 on each of 4 sections or by a score of 7.0 on IELTS, with a minimum of 6.5 on each of the four sections; or by a score of 587 on the paper-based TOEFL.

## Requirements for the TESOL Graduate Certificate Program:

The 18-credit curriculum of the TESOL Graduate Certificate reflects the practical knowledge and skills conveyed in the five already existing TESOL graduate courses, the *Adult Needs, Course Design, and Assessment* course, and the 60-hour practicum.

Students are required to complete the five courses (15 credits) plus the practicum (3 credits) indicated below.

Code	Title	Hours
TESL-402	Principles Of Linguistics For Teachers	3
TESL-410	Techniques Of Teaching English As A Second Language	3
TESL-414	Theories Of Teaching English As A Second Language	3
TESL-420	Structure Of Modern English	3
TESL-406	Adult Needs, Design And Assessment	3
TESL-465	Experiential Preparation For Teaching English As A Second Language	3

**The sample plans of study are provided to guide you in the progression for this program. This guide should not replace regular consultations with the program coordinator. For specific recommendations of courses not identified, please consult the program coordinator.**

## Sample One Year Course of Study:

First Year  
Term 1  
TESL-402

Principles Of Linguistics  
For Teachers

Hours  
3

TESL-414	Theories Of Teaching English As A Second Language	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
TESL-420	Structure Of Modern English	3
TESL-410	Techniques Of Teaching English As A Second Language	3
<b>Term Hours</b>		<b>6</b>
<b>Term 3</b>		
TESL-406 (Only offered in summer semesters)	Adult Needs, Design And Assessment	3
TESL-465 (Only offered in summer semesters)	Experiential Preparation For Teaching English As A Second Language	3
<b>Term Hours</b>		<b>6</b>
<b>Total Hours:</b>		<b>18</b>

### Sample Two Year Course of Study:

**First Year**

		<b>Hours</b>
<b>Term 1</b>		
TESL-402	Principles Of Linguistics For Teachers	3
<b>Term Hours</b>		<b>3</b>
<b>Term 2</b>		
TESL-414	Theories Of Teaching English As A Second Language	3
<b>Term Hours</b>		<b>3</b>

**Second Year**

<b>Term 1</b>		
TESL-410	Techniques Of Teaching English As A Second Language	3
<b>Term Hours</b>		<b>3</b>
<b>Term 2</b>		
TESL-420	Structure Of Modern English	3
<b>Term Hours</b>		<b>3</b>
<b>Term 3</b>		
TESL-406 (Only offered in summer semesters)	Adult Needs, Design And Assessment	3
TESL-465 (Only offered in summer semesters)	Experiential Preparation For Teaching English As A Second Language	3
<b>Term Hours</b>		<b>6</b>
<b>Total Hours:</b>		<b>18</b>

# Minor in TESL

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The TESOL 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 licensure for teaching (license 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 TESOL 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 Minor in TESL; they are one of the state's requirements for receiving the TESOL endorsement.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

#### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

#### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in TESL (18 credit hours)

Code	Title	Hours
<b>Required Courses <sup>1</sup></b>		
TESL-301	The English Language For Teachers	3
TESL-310	English Grammar: Description & Instruction	3
TESL-330 or TESL-320K	Language, Society, And Education Language & Culture: Latin America	3
TESL-341	Principles Of Language Teaching	3
TESL-340	Practices & Procedures	3
TESL-343 or BLBC-342	Introduction To Language Assessment Assessment In The Bilingual Classroom	3
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> Alternate options may be available to fulfill the minor. Please contact the TESOL undergraduate advisor.

**This sample plan of study is provided to guide you in the planning of your progression for this program. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor (<https://www.neiu.edu/faculty/john-r-armour/>).**

### Sample Plan of Study:

<b>First Year</b>		
<b>Term 1</b>		
TESL-301	The English Language For Teachers	3
TESL-341	Principles Of Language Teaching	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
TESL-310	English Grammar: Description Instruction	3
TESL-340	Practices Procedures	3
<b>Term Hours</b>		<b>6</b>
<b>Second Year</b>		
<b>Term 1</b>		
TESL-330	Language, Society, And Education	3
<b>Term Hours</b>		<b>3</b>
<b>Term 2</b>		
TESL-343	Introduction To Language Assessment	3
<b>Term Hours</b>		<b>3</b>
<b>Total Hours:</b>		<b>18</b>

**Please note: It is possible to complete the program requirements while earning the credits necessary for approval to teach English as a Second Language on a valid Illinois teaching certificate (03, 04, 09, or 10). The state approval also requires 100 clock hours of ESL experience, but this is NOT a requirement of the minor; they can be fulfilled by taking TESL 399. Please contact your advisor for more information and to discuss your course sequence**

# TESOL Endorsement

## ESL Endorsement Courses

The TESOL Program offers graduate courses that can be taken by individuals who are already state licensed 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 "Minor in TESL (<http://catalog.neiu.edu/arts-sciences/teaching-english-second-foreign-language/minor-tes-ltefl/>)".

### To obtain an ESL Endorsement you need to:

- Possess or working towards a valid Early Childhood, Elementary, Secondary, or Special Education Illinois Teaching License (license types 03, 04, 09, or 10)
- Complete 18 credit hours distributed among five course areas designated by the state. NEIU offers the courses below to fulfill TESOL Endorsement requirements. See your advisor for other courses that may be acceptable.

Code	Title	Hours
Linguistics		
TESL-402	Principles Of Linguistics For Teachers	3
TESL-420	Structure Of Modern English (Prereq: TESL-402)	3
Theoretical Foundations of Teaching ESL		
TESL-414	Theories Of Teaching English As A Second Language	3
Assessment of the Bilingual Student		
TESL-468	Principles Of Language Assessment (Prereq: TESL-410 and TESL-414)	3
Methods and Materials of Teaching ESL		
TESL-410	Techniques Of Teaching English As A Second Language (Prereq: TESL-414)	3
Cross-Cultural Studies for Teaching Limited English-Proficient (LEP) Students		
TESL-445	Language Variation	3

- Complete 100 clock hours of ESL clinical experience. See your advisor for placement.
- **Please note:** Teachers with an Illinois teaching license endorsed in a special education teaching field, or a license with a special education approval, can meet requirements for the ISBE ESL Special Education Approval by completing three (3) classes or a total of 9 credit hours: TESL 414, TESL 410, and TESL 468.

**This sample plan of study is provided to guide you in the planning of your progression for this program. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.**

### Sample Plan of Study:

First Year		
Term 1		Hours
TESL-402	Principles Of Linguistics For Teachers	3
<b>Term Hours</b>		<b>3</b>
Term 2		Hours
TESL-414	Theories Of Teaching English As A Second Language	3
<b>Term Hours</b>		<b>3</b>
Term 3		Hours
TESL-410	Techniques Of Teaching English As A Second Language	3
<b>Term Hours</b>		<b>3</b>

**Second Year**

<b>Term 1</b>		
TESL-420	Structure Of Modern English	3
		<b>Term Hours</b>
		<b>3</b>
<b>Term 2</b>		
TESL-445	Language Variation	3
		<b>Term Hours</b>
		<b>3</b>
<b>Term 3</b>		
TESL-468	Principles Of Language Assessment	3
		<b>Term Hours</b>
		<b>3</b>
		<b>Total Hours:</b>
		<b>18</b>

# Women's, Gender and Sexuality Studies Program

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Women's, Gender & Sexuality Studies (WGS) is an interdisciplinary field that centers intersectional feminism. WGS explores the many ways that sexism, heterosexism, and other forms of oppression shape identities and impact lived experiences. WGS recognizes that the problem is unjust systems not individuals, that the personal is political, and that sexism and heteronormativity intersect with other forms of oppression such as racism, classism, and ableism. WGS centers the experiences of marginalized groups including people of color and those who are women, trans, queer, non binary, disabled, poor, and/or undocumented, among others.

The mission of the program is to empower students to reimagine the future and work towards liberation for all communities. WGS is not just about learning facts and theories, but also about praxis—using learned and experiential knowledge to become practitioners, researchers, learners, leaders and activists. WGS works to create an environment of learning and passionate commitment to the development and implementation of meaningful social change within the university and beyond.

The program operates the Blanche Hersh Women's, Gender and Sexuality Studies Resource Center located in LWH 2096. The Center is place where students, faculty and staff can gather in a more informal setting. It houses a library of books and periodicals.

- Major in Women's, Gender and Sexuality Studies (<http://catalog.neiu.edu/arts-sciences/womens-gender-studies-program/womens-gender-studies/>)
- Minor in Women's, Gender and Sexuality Studies (<http://catalog.neiu.edu/arts-sciences/womens-gender-studies-program/minor-womens-gender-studies/>)
- Minor in Lesbian, Gay, Bisexual, Transgender and Queer Studies (<http://catalog.neiu.edu/arts-sciences/womens-gender-studies-program/minor-lgbtq-studies/>)

Adam M. Messinger, Ph.D., Professor, Justice Studies, Chair  
 Kristen Over, Ph.D., Associate Professor, English, Program Coordinator

## Core Faculty

Brandon Bisbey, Ph.D., Professor, World Languages & Cultures  
 Laurie Fuller, Ph.D., Professor, Women's, Gender and Sexuality Studies  
 Stacey Goguen, Ph.D., Associate Professor, Philosophy  
 Brooke Johnson, Ph.D., Professor, Sociology  
 Erica Meiners, Ph.D., Professor, Educational Inquiry & Curriculum Studies  
 Olivia Perlow, Ph.D., Professor, Sociology  
 Lisa Hollis-Sawyer, Ph.D., Associate Professor, Psychology  
 Brett C. Stockdill, Ph.D., Professor, Sociology  
 Durene Wheeler, Ph.D., Professor, Educational Inquiry & Curriculum Studies

## Affiliate Faculty

Gaylon Alcaraz, Instructor, Justice Studies  
 Tim Barnett, Ph.D., Professor, English  
 Ashley L. Elrod, Ph.D., Assistant Professor, History  
 Aneta Galary, Ph.D., Instructor, Sociology  
 E. Mar García, Ph.D., Associate Professor, English  
 Nikolas Hoel, Ph.D., Instructor, History  
 Tracy Luedke, Ph.D., Professor, Anthropology  
 Lauren A. Meranda, M.F.A, Assistant Professor, Art + Design  
 Christopher Merchant, Ph.D., Associate Professor, Psychology  
 Sophia Mihic, Ph.D., Professor, Political Science  
 Francesca Morgan, Ph.D., Professor, History  
 DeWitt Scott, Ed.D., Director, Angelina Pedroso Center for Diversity and Intercultural Affairs  
 Cynthia H. Sims, Ed.D., Instructor, Literacy, Leadership, and Development

## WGS-101. Introduction To Women's, Gender & Sexuality Studies. 3 Hours.

This course introduces students to major issues and debates within the interdisciplinary field of women's, gender, and sexuality studies. (This is a General Education course in the area of Humanities.)

## WGS-109A. First Year Experience: Sex Lives In Chicago. 3 Hours.

FYE: Sex Lives in Chicago critically examines sexualities in the social and physical space of Chicago from a feminist, sex-positive standpoint. In this course, the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-discovery and Transitions) are interwoven into the concepts of sexualities, gender and power. This course explores the diversity of sexual identities, practices, and behaviors in historical and modern Chicago. Students will discover the diversity and complexity of sexualities in Chicago through readings, speakers, films, and field experiences while simultaneously building personal and academic skills that ensure success at NEIU.

**WGS-150. Women's Self-Defense. 1 Hour.**

This course develops a framework for understanding violence and self-defense. Major focus is on learning and practicing awareness, prevention, assessment, verbal boundary setting and physical self-defense skills in simulated scenarios. (This course is not repeatable.).

**WGS-201. Writing Intensive Program: Writing For Social Change. 3 Hours.**

Examines the importance of writing for resistance and advocacy in struggles for social change and justice. Students also learn and practice writing in the discipline of Women's, Gender & Sexuality Studies.

**Prerequisite:** (WSP-101 with a minimum grade of C or WGS-101 with a minimum grade of C) and ENGL-101 with a minimum grade of C.

**WGS-210. Introduction To Lesbian, Gay, Bisexual, Transgender & Queer Studies. 3 Hours.**

The Introduction to Lesbian, Gay, Bisexual, Transgendered and Queer (LGBTQ) Studies offers an introductory and interdisciplinary approach to studying the lives, histories and cultures of LGBTQ communities and allies. This course focuses on the multiplicity and diversity in gender and sexual expression including how race, class, ability and other identity markers shape LGBTQ lives. Examining introductory questions in gender and sexualities studies, the course addresses the intersection of identity, knowledge and action through critical thinking, analysis, active learning and social engagement.

**WGS-300. Feminist Activism. 3 Hours.**

This course focuses on the many forms of feminist activism in the U.S. and beyond, including examining the ways that racism, gender and class politics are intertwined with feminist activism of the past and present. This course also explores feminist struggles against domestic and sexual violence, as well as their fight for personhood, citizenship, legal rights, property rights, disability rights, personal freedom, suffrage, education, reproductive rights, workplace equality, and more. Students in the course will create and participate in activist projects during the semester.

**Prerequisite:** WGS-101 with a minimum grade of C.

**WGS-302. Feminist Theory. 3 Hours.**

This course examines feminist theory and the complex issues that feminist activism raises including the multiple ways that feminist theory challenges students to imagine justice and liberation.

**Prerequisite:** WSP-101 with a minimum grade of C or WGS-101 with a minimum grade of C.

**WGS-303. Writing Intensive Program: The Power Of Writing: Interdisciplinarity As Critical Practice. 3 Hours.**

This course examines the importance of writing for resistance and advocacy in struggles for social change and justice. Students learn and practice writing in the discipline of Women's, Gender & Sexuality Studies. The course encourages students to embrace writing critically and creatively in order to express themselves effectively in a broad range of contexts. The course, and the interdisciplinary writing skills on which it focuses, are relevant to students from many academic fields.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**WGS-310. Lesbian & Queer Cultures: Identities, Histories & Resistance. 3 Hours.**

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.

**WGS-311. Power, Knowledge & Communities: Feminists Engagements With Education. 3 Hours.**

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.

**WGS-312. Women & Global Human Rights. 3 Hours.**

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?.

**WGS-313. Radical Feminist Imagination. 3 Hours.**

Examination of literary works broadly representative of something called feminist imaginative response to U.S. patriarchy. The meaning of radical feminism will be explored as authors from a range of racial, class, and sexual identities are placed in dialogue with each other and with their respective socio-historical and cultural contexts. Focus will be on textual interpretation and exploring how each work attempts to develop its version of feminist consciousness. The course will investigate how these texts formulate a narrative of women's liberation against the dominant patriarchal narratives that inform cultural consciousness and social relations.

**WGS-316. Science And The Gendered Body. 3 Hours.**

This course traces the history of how gender and sex are identified and studied in scientific and medical fields and how cultural conception of gender and sex can influence the interpretation of scientific phenomena. Readings draw from the primary scientific literature, the history and philosophy of science, and cultural anthropological analyses of science and medicine.

**Prerequisite:** (or).



**WGS-318. Fatness, Feminism And Critical Weight Studies. 3 Hours.**

We will consider alternatives to the dominant biomedical size discourse that unproblematically considers a large body size as a gendered and racialized "health risk factor." To this end, this course makes use the term "fat" as a reclaimed descriptive term, like short or tall, instead of terms like terms "overweight" and "obese," which reflect medical pathologizations of body size. We will first explore Fat Studies and the ways it challenges dominant belief systems while speaking to power, oppression, and privilege. Then, we will historicize those belief systems as they developed during the 20th century to the present.

**WGS-320. Feminisms In Islam. 3 Hours.**

This course examines theories, political goals, strategies and activism(s) of the emerging global trend of Islamic feminism(s). Understood as part of a much broader trend in post-colonial and transitional feminisms, Islamic feminism is one of the responses to the hegemonic tendencies of which secular, Western, white, and middle-class focused feminism often accused. This class analyzes Islam through a gendered lens and focuses on how Islamic feminists promote gender equality and social justice based on a feminist reading of Islam's sacred texts. (Please note: this course is not a theology course).

**WGS-321. Internship In Women's, Gender And Sexuality Studies. 1 Hour.**

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.

**Prerequisite:** WGS-101 with a minimum grade of C.

**WGS-322. Internship In Women's, Gender And Sexuality Studies. 2 Hours.**

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.

**Prerequisite:** WGS-101 with a minimum grade of C.

**WGS-323. Internship In Women's, Gender And Sexuality Studies. 3 Hours.**

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.

**Prerequisite:** WGS-101 with a minimum grade of C.

**WGS-324. Black Girlhood Studies. 3 Hours.**

This course examines the complexities of Black girlhood, particularly from the perspectives of Black girls and women. From an examination of adultification to hypersexualization, this course offers a critical analysis of the various aspects and dynamics of Black girlhood, and how race/ethnicity, class, gender, sexuality, and ability specifically impact Black girls' lived experiences. This course spans a wide range of topics, from schooling experiences and representation of Black girlhood in popular culture, to the ways in which Black girls exert radical and humanizing agency — as artists, scholars, activists, and more, reframing dominant narratives about themselves and their communities.

**Prerequisite:** WGS-101 with a minimum grade of C or AFAM-200 with a minimum grade of C.

**WGS-331. Independent Study In Women's, Gender And Sexuality Studies. 1 Hour.**

An intensive investigation of a special area of Women's, Gender and Sexuality Studies.

**Prerequisite:** WGS-101 with a minimum grade of C.

**WGS-332. Independent Study In Women's, Gender And Sexuality Studies. 2 Hours.**

An intensive investigation of a special area of Women's, Gender and Sexuality Studies.

**Prerequisite:** WGS-101 with a minimum grade of C.

**WGS-333. Independent Study In Women's, Gender And Sexuality Studies. 3 Hours.**

An intensive investigation of a special area of Women's, Gender and Sexuality Studies.

**Prerequisite:** WGS-101 with a minimum grade of C.

**WGS-340. Latina/x Feminisms & Social Media. 3 Hours.**

This course has two goals: first, students will become familiarized with a panorama of texts exemplifying the historical trajectory of Latina/x intersectional feminist thought in the United States. During the second half of the course, students will research social media activism and contextualize popular Latina/x social media activists and representation, with special emphasis on the disputes and ongoing developments in group identities and senses of self, as well as broad social and political questions relevant to Latina/o/xs, with an eye towards citizenship, consumerism, and immigration issues.

**WGS-349. Gloria Anzaldúa: A Deep Dive. 3 Hours.**

This course is a "deep dive" into the particular social, political and economic factors contributing to the work of a single author over the long arc of her career, along with her particular contributions to literary culture in her time. Extensive reading involving a representative array of the author's work and a wide variety of critical essays on that work will provide students excellent bases for their research, writing and class discussion, culminating in an essay or creative project suitable for public presentation or publication. This section of the course focuses on the work of Gloria Anzaldúa, as well as her collaborators and literary intellectual/artistic successors.

**WGS-350. Women's, Gender And Sexuality Studies Seminar. 3 Hours.**

This interdisciplinary capstone course builds on knowledge gained in other Women's, Gender and Sexuality Studies courses. Students are asked to reflect on their anti-racist and intersectional feminist learning, produce a portfolio of their work and participate in the WGS student symposium. This course is a requirement for students completing the WGS Major and Minor.

**Prerequisite:** WGS-101 with a minimum grade of C.

**WGS-352. Politics Of Women Of Color. 3 Hours.**

"Women of Color" names a feminist coalitional politics that emerged in the 1960s among women differently racialized as non-white in the United States. Foundational to this politics is an understanding of racial, gender, sexual, class and colonial oppressions as interdependent, historically specific, and always occurring simultaneously. This course explores the elaboration of the coalitional politics of Women of Color from its emergence into the present, emphasizing the conceptual and practical strategies that feminists of color have developed in resistance to the divide-and-conquer legacies encountered both within community and the mainstream feminist movement.

**WGS-359. Queering Disability. 3 Hours.**

This course questions the "normal" and "natural" bodymind and argues that disability is not natural or biological, but a category invented and managed through powerful institutions - for example law and medicine. Building on the analysis and scholarship of feminist, queer and critical race scholars, we will engage queer theory to explore systems of oppression and how constructions of disability produce presumed deviancy and deficiency. Course materials will engage scholarship in fields including fat studies, ethnic studies, and animal studies. Throughout the course students explore, question, and queer various issues affecting the sexual lives and subjectivities of persons with disabilities.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**WGS-360. Queer Theory. 3 Hours.**

Queer theory developed in the early 1990s out of the conjunction of feminist theory, sexuality studies, and queer activism. This course introduces students to some of the key authors and texts in queer theory, shows students how queer theory may be applied in a variety of academic fields, and examines critiques of queer theory as androcentric, Eurocentric, overly intellectual, and impractical. This course aims to foster critical thinking, writing, and discussion. We will go beyond merely digesting theorists' work to actively engaging with the material and critiquing both commonly held assumptions and academic theories about gender and sexuality.

**WGS-361. Queer Latin American Narrative And Film. 3 Hours.**

This course explores the representation of sexual diversity and gender nonconformity in Latin American cultural production (narrative and film) from a perspective informed by feminist theory, LGBT studies and queer theory. Students critically engage these theoretical paradigms while developing research skills and proficiency in oral and written expression through class assignments, including a final research paper.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**WGS-362. Gender And Sexuality In Latin American And Latinx Resistance Movements. 3 Hours.**

The course Gender and Sexuality in Latin American and Latinx Resistance Movements will take a cross-border, feminist, and queer approach to the analysis of the histories of resistance movements in the United States, Mexico, Central America, South America and the Caribbean. The course will explore the comprehensive history of resistance movements through cross-border, feminist, and queer theory and the visual arts, music, and literature that played an integral part in their development and sustainability.

**WGS-370. Trans\* Feminism: Theories And Approaches To Life Beyond Binaries. 3 Hours.**

In this course, we explore activist and academic world-making approaches to the eradication of the gender binary. In the first part of the course, we define trans\* feminism—where the asterisk indexes an opening up of the term to include a greater range of gender identities, following Avery Tompkins—via its central assumption that all forms of social oppression are implicated by the logics of gender. From there, we discuss how (gender) binaries are upheld and curated by the state and social cisheteronormative practices while exploring the poetry, art, and intellectual expression of people who seek to live outside those boundaries.

# Major in Women's, Gender and Sexuality Studies

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Women's, Gender & Sexuality Studies (WGS) is an interdisciplinary field that centers intersectional feminism. WGS explores the many ways that sexism, heterosexism, and other forms of oppression shape identities and impact lived experiences. WGS recognizes that the problem is unjust systems not individuals, that the personal is political, and that sexism and heteronormativity intersect with other forms of oppression such as racism, classism, and ableism. WGS centers the experiences of marginalized groups including people of color and those who are women, trans, queer, non binary, disabled, poor, and/or undocumented, among others.

The mission of the program is to empower students to reimagine the future and work towards liberation for all communities. WGS is not just about learning facts and theories, but also about praxis—using learned and experiential knowledge to become practitioners, researchers, learners, leaders and activists. WGS works to create an environment of learning and passionate commitment to the development and implementation of meaningful social change within the university and beyond.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major in Women's, Gender & Sexuality Studies

Majors in Women's, Gender & Sexuality Studies (WGS) will fill out the WGS Major Declaration form in the Program office. All Women's and Gender Studies majors must complete six required courses (18 credit hours) and six courses of electives (18 credit hours) from at least two academic departments for a total of 36 credit hours.

Code	Title	Hours
<b>Required Courses</b>		
WGS-101	Introduction To Women's, Gender & Sexuality Studies	3
WGS-300	Feminist Activism	3
WGS-302	Feminist Theory	3
WGS-303	Writing Intensive Program: The Power Of Writing: Interdisciplinarity As Critical Practice	3
WGS-323	Internship In Women's, Gender And Sexuality Studies	3
WGS-350	Women's, Gender And Sexuality Studies Seminar	3
Electives from at least 2 departments		18
<b>Total Hours</b>		<b>36</b>

Students choose from a list of elective courses (WGS or cross-listed) that encourages an interdisciplinary approach to Women's, Gender & Sexuality Studies and will expose them to the widest variety of Women's, Gender & Sexuality Studies faculty. Elective courses which do not appear on the electives list below must be approved by the major advisor or coordinator and may not exceed 6 credit hours. Elective courses must be distributed among at least two different disciplines or departments.

Code	Title	Hours
<b>Electives</b>		
<b>Anthropology</b>		
ANTH-307	Anthropology Of Gender, Sexuality And The Body	3
ANTH-311	Designing Your Future: Next Steps	1
ANTH-325	Archaeology Of Sex, Gender, And Sexuality	3
<b>Communication, Media and Theatre</b>		
CMTC-313	Communication, Gender & Identity	3
CMTM-377	Gender And Media	3
CMTT-337	Women In Playwriting	3
<b>Educational Foundations</b>		
EDFN-314L	Gender, Race, And Class Issues In Education	3
<b>English</b>		
ENGL-303	Contemporary LGBTQ+ Literature	3
ENGL-349G	Gloria Anzaldúa: A Deep Dive	3
ENGL-367	Re-Thinking Race And Gender	3
ENGL-371	Studies In Women's Literature	3
ENGL-372	American Women Writers Of The Nineteenth Century	3
<b>History</b>		
HIST-309	The History Of Disability	3
HIST-315	Women In Medieval Society	3
HIST-338	Women In American History	3
HIST-339A	Sexuality And Intimacy In America	3
HIST-365	The History Of Women And Gender In Muslim Societies	3
HIST-373	Women & Gender In African History	3
<b>Justice Studies</b>		

JUST-311	Women, Crime, And The Criminal Justice System	3
JUST-321	Violence Against Women	3
JUST-322	Women, Justice And The Law	3
JUST-324	Women As Political Prisoners	3
JUST-325	Women And Revolution: Theories Of Justice	3
JUST-328	Social Justice & LGBTQ Issues	3
JUST-355	LGBTQ Communities & Crime	3
<b>Linguistics</b>		
LING-330	Language, Gender, And Sexuality	3
<b>Latina/o/x &amp; Latin American Studies</b>		
LLAS-340	Latina/x Feminisms & Social Media	3
LLAS-349	Gloria Anzaldúa: A Deep Dive	3
<b>Philosophy</b>		
PHIL-353	Feminism And The Philosophy Of Science	3
PHIL-366	Feminist Ethics	3
PHIL-370	Re-Thinking Race And Gender	3
PHIL-373	Feminist Philosophy	3
PHIL-374	Philosophy Of Sex	
<b>Political Science</b>		
PSCI-322	Women And Political Influence In The 21st Century	3
PSCI-373	Gender And Politics	3
PSCI-398	Law And Social Change	3
<b>Psychology</b>		
PSYC-312	Psychological Development In Women	3
<b>Sociology</b>		
SOC-105	Social Inequalities And Social Change	3
SOC-214	Sociology Of Intimacy, Marriages And Families	3
SOC-270	Sociology Of Latinas	3
SOC-306	Women, Gender And The "F Word"	3
SOC-307	Men & Masculinities	3
SOC-329	Sociology Of Violence	3
SOC-332	Schools, Domination & Liberation: Sociology Of Education	3
SOC-340	Sociology Of Sexualities	3
SOC-344	African American Women:Feminism, Race, And Resistance	3
SOC-347	Sociology Of Media	3
SOC-352	Sociology Of HIV/AIDS	3
<b>Social Work</b>		
SWK-300	Human Sexuality And Social Work	3
SWK-312	Women And Social Work	3
SWK-320	Domestic Violence Social Work:Theory And Practice	3
<b>Urban Community Studies</b>		
UCS-341	Motherhood Studies In The Urban Community	3
<b>Women's and Gender Studies</b>		
WGS-150	Women's Self-Defense	1
WGS-210	Introduction To Lesbian, Gay, Bisexual, Transgender & Queer Studies	3
WGS-310	Lesbian & Queer Cultures: Identities, Histories & Resistance	3
WGS-311	Power, Knowledge & Communities: Feminists Engagements With Education	3
WGS-312	Women & Global Human Rights	3
WGS-313	Radical Feminist Imagination	3
WGS-316	Science And The Gendered Body	3
WGS-320	Feminisms In Islam	3
WGS-321	Internship In Women's, Gender And Sexuality Studies	1

WGS-322	Internship In Women's, Gender And Sexuality Studies	2
WGS-331	Independent Study In Women's, Gender And Sexuality Studies	1
WGS-332	Independent Study In Women's, Gender And Sexuality Studies	2
WGS-333	Independent Study In Women's, Gender And Sexuality Studies	3
WGS-349	Gloria Anzaldúa: A Deep Dive	3
WGS-360	Queer Theory	3
WGS-361	Queer Latin American Narrative And Film	3
WGS-362	Gender And Sexuality In Latin American And Latinx Resistance Movements	3

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

#### First Year

Term 1		Hours
ENGL-101	Writing I	3
General Education-Social/Behavioral		3
General Education-Natural Science		3
General Education-Humanities		3
General Education-Fine Arts		3

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**Term Hours** **15**

<b>Term 2</b>		
WGS-101	Introduction To Women's, Gender Sexuality Studies	3
General Education-Social/Behavioral		3
General Education-Humanities		3
General Education-Quantitative		3
Elective		3

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**Term Hours** **15**

#### Second Year

<b>Term 1</b>		
WGS-303	Writing Intensive Program: The Power Of Writing: Interdisciplinarity As Critical Practice	3
WGS Elective		3
General Education-Social/Behavioral		3
General Education-Natural Science		3
General Education-Fine Arts		3

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**Term Hours** **15**

<b>Term 2</b>		
WGS-300	Feminist Activism	3
WGS Elective		3
General Education-Social/Behavioral		3
General Education-Natural Science		3
General Education-Humanities		3

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**Term Hours** **15**

#### Third Year

<b>Term 1</b>		
WGS-302	Feminist Theory	3
WGS Elective		3
Elective/Minor		3
Elective		3
Elective		3

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**Term Hours** **15**

<b>Term 2</b>		
WGS Elective		3
WGS Elective		3
Elective/Minor		3
Elective/Minor		3

Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
WGS-323	Internship In Women's, Gender And Sexuality Studies	3
WGS Elective		3
Elective/Minor		3
Elective		3
Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
WGS-350	Women's, Gender And Sexuality Studies Seminar	3
Elective/Minor		3
Elective/Minor		3
Elective		3
Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Total Hours:</b>		<b>120</b>

# Minor in Lesbian, Gay, Bisexual, Transgender and Queer Studies

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## Minor in Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Studies

The LGBTQ Studies Minor offers an interdisciplinary approach to studying the lives, histories and cultures of Lesbian, Gay, Bisexual, Transgender and Queer communities and allies. Courses in history, culture, health, politics, justice, education, literature and the arts reflect a commitment to understanding and representing the contributions of LGBTQ individuals and communities. The program focuses on justice, knowledge and action that honor multiplicity and diversity in gender and sexual expression including how race, class, ability and other identity markers shape LGBTQ lives.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.



\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Lesbian, Gay, Bisexual, Transgender and Queer Studies requirements

Code	Title	Hours
Minors in LGBTQ Studies will fill out the LGBTQ Minor Declaration form in the Program office.		
<b>Required Courses</b>		
WGS-210	Introduction To Lesbian, Gay, Bisexual, Transgender & Queer Studies	3
WGS-360	Queer Theory	3
Select one of the following:		3
ENGL-303	Contemporary LGBTQ+ Literature <sup>1</sup>	
HIST-339A	Sexuality And Intimacy In America <sup>1</sup>	
LING-330	Language, Gender, And Sexuality <sup>1</sup>	
LLAS-361	Queer Latin American Narrative And Film <sup>1</sup>	
WGS-310	Lesbian & Queer Cultures: Identities, Histories & Resistance <sup>1</sup>	
Electives		
Select three of the following:		9
ANTH-325	Archaeology Of Sex, Gender, And Sexuality	
CMTC-313	Communication, Gender & Identity	
CMTM-377	Gender And Media	
ENGL-303	Contemporary LGBTQ+ Literature <sup>1</sup>	
ENGL-349G	Gloria Anzaldúa: A Deep Dive	
HIST-309	The History Of Disability	
HIST-339A	Sexuality And Intimacy In America <sup>1</sup>	
JUST-328	Social Justice & LGBTQ Issues	
JUST-355	LGBTQ Communities & Crime	
LING-330	Language, Gender, And Sexuality <sup>1</sup>	
LLAS-349	Gloria Anzaldúa: A Deep Dive	
LLAS-361	Queer Latin American Narrative And Film <sup>1</sup>	
PHIL-374	Philosophy Of Sex	
PSYC-311	Psychosexual Development	
SOC-307	Men & Masculinities	
SOC-340	Sociology Of Sexualities	
SOC-352	Sociology Of HIV/AIDS	
SWK-300	Human Sexuality And Social Work	
WGS-310	Lesbian & Queer Cultures: Identities, Histories & Resistance <sup>1</sup>	
WGS-316	Science And The Gendered Body	
WGS-349	Gloria Anzaldúa: A Deep Dive	
WGS-361	Queer Latin American Narrative And Film	
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> These courses may only be counted once toward the minor in LGBTQ Studies. Note: Elective cross-listed courses which do not appear on the above list may be approved for minor credit by the LGBTQ Studies coordinator, not to exceed 3 credit hours.

# Minor in Women's, Gender and Sexuality Studies

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Women's, Gender & Sexuality Studies (WGS) is an interdisciplinary field that centers intersectional feminism. WGS explores the many ways that sexism, heterosexism, and other forms of oppression shape identities and impact lived experiences. WGS recognizes that the problem is unjust systems not individuals, that the personal is political, and that sexism and heteronormativity intersect with other forms of oppression such as racism, classism, and ableism. WGS centers the experiences of marginalized groups including people of color and those who are women, trans, queer, non binary, disabled, poor, and/or undocumented, among others.

The mission of the program is to empower students to reimagine the future and work towards liberation for all communities. WGS is not just about learning facts and theories, but also about praxis—using learned and experiential knowledge to become practitioners, researchers, learners, leaders and activists. WGS works to create an environment of learning and passionate commitment to the development and implementation of meaningful social change within the university and beyond.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Women's, Gender & Sexuality Studies (WGS)

Students will fill out the WGS Minor Declaration form in the Program office.

All Women's, Gender & Sexuality Studies minors must complete two required courses (6 credit hours) and five electives (15 credit hours) from at least two academic departments for a total of 21 credit hours. Elective courses (WGS or cross-listed) which do not appear on the list below must be approved for minor credit by the WGS advisor or coordinator and may not exceed 3 credit hours.

Code	Title	Hours
<b>Required Courses</b>		
WGS-101	Introduction To Women's, Gender & Sexuality Studies	3
WGS-350	Women's, Gender And Sexuality Studies Seminar	3
Electives		15
<b>Total Hours</b>		<b>21</b>
<b>Electives</b>		
<b>Anthropology</b>		
ANTH-307	Anthropology Of Gender, Sexuality And The Body	3
ANTH-311	Designing Your Future: Next Steps	1
ANTH-325	Archaeology Of Sex, Gender, And Sexuality	3
<b>Communication, Media and Theatre</b>		
CMTC-313	Communication, Gender & Identity	3
CMTM-377	Gender And Media	3
CMTT-337	Women In Playwriting	3
<b>Educational Foundations</b>		
EDFN-314L	Gender, Race, And Class Issues In Education	3
<b>English</b>		
ENGL-303	Contemporary LGBTQ+ Literature	3
ENGL-349G	Gloria Anzaldúa: A Deep Dive	3
ENGL-367	Re-Thinking Race And Gender	3
ENGL-371	Studies In Women's Literature	3
ENGL-372	American Women Writers Of The Nineteenth Century	3
<b>History</b>		
HIST-309	The History Of Disability	3
HIST-315	Women In Medieval Society	3
HIST-338	Women In American History	3
HIST-339A	Sexuality And Intimacy In America	3
HIST-365	The History Of Women And Gender In Muslim Societies	3
HIST-373	Women & Gender In African History	3
<b>Justice Studies</b>		
JUST-311	Women, Crime, And The Criminal Justice System	3
JUST-321	Violence Against Women	3
JUST-322	Women, Justice And The Law	3
JUST-324	Women As Political Prisoners	3
JUST-325	Women And Revolution: Theories Of Justice	3
JUST-328	Social Justice & LGBTQ Issues	3

JUST-355	LGBTQ Communities & Crime	3
<b>Latina/o/x &amp; Latin American Studies</b>		
LLAS-340	Latina/x Feminisms & Social Media	3
LLAS-349	Gloria Anzaldúa: A Deep Dive	3
<b>Linguistics</b>		
LING-330	Language, Gender, And Sexuality	3
<b>Philosophy</b>		
PHIL-353	Feminism And The Philosophy Of Science	3
PHIL-366	Feminist Ethics	3
PHIL-370	Re-Thinking Race And Gender	3
PHIL-373	Feminist Philosophy	3
PHIL-374	Philosophy Of Sex	
<b>Political Science</b>		
PSCI-322	Women And Political Influence In The 21st Century	3
PSCI-373	Gender And Politics	3
PSCI-398	Law And Social Change	3
<b>Psychology</b>		
PSYC-312	Psychological Development In Women	3
<b>Sociology</b>		
SOC-105	Social Inequalities And Social Change	3
SOC-214	Sociology Of Intimacy, Marriages And Families	3
SOC-270	Sociology Of Latinas	3
SOC-306	Women, Gender And The "F Word"	3
SOC-307	Men & Masculinities	3
SOC-329	Sociology Of Violence	3
SOC-332	Schools, Domination & Liberation: Sociology Of Education	3
SOC-340	Sociology Of Sexualities	3
SOC-344	African American Women:Feminism, Race, And Resistance	3
SOC-347	Sociology Of Media	3
SOC-352	Sociology Of HIV/AIDS	3
<b>Social Work</b>		
SWK-300	Human Sexuality And Social Work	3
SWK-312	Women And Social Work	3
SWK-320	Domestic Violence Social Work:Theory And Practice	3
<b>Urban Community Studies</b>		
UCS-341	Motherhood Studies In The Urban Community	3
<b>Women's and Gender Studies</b>		
WGS-150	Women's Self-Defense	1
WGS-201	Writing Intensive Program: Writing For Social Change	3
WGS-210	Introduction To Lesbian, Gay, Bisexual, Transgender & Queer Studies	3
WGS-300	Feminist Activism	3
WGS-302	Feminist Theory	3
WGS-310	Lesbian & Queer Cultures: Identities, Histories & Resistance	3
WGS-311	Power, Knowledge & Communities: Feminists Engagements With Education	3
WGS-312	Women & Global Human Rights	3
WGS-313	Radical Feminist Imagination	3
WGS-316	Science And The Gendered Body	3
WGS-320	Feminisms In Islam	3
WGS-321	Internship In Women's, Gender And Sexuality Studies	1
WGS-322	Internship In Women's, Gender And Sexuality Studies	2
WGS-323	Internship In Women's, Gender And Sexuality Studies	3
WGS-331	Independent Study In Women's, Gender And Sexuality Studies	1

WGS-332	Independent Study In Women's, Gender And Sexuality Studies	2
WGS-333	Independent Study In Women's, Gender And Sexuality Studies	3
WGS-349	Gloria Anzaldúa: A Deep Dive	3
WGS-360	Queer Theory	3
WGS-361	Queer Latin American Narrative And Film	3
WGS-362	Gender And Sexuality In Latin American And Latinx Resistance Movements	3

# World Languages and Cultures

The mission of the Department of World Languages and Cultures is to provide high quality instruction in world languages, and to prepare students to be lifelong learners and engaged citizens through the critical study of the literatures and cultures associated with these languages.

The language and critical thinking skills you develop through written and oral exposition, research, and service learning will enhance your career opportunities in today's global society and provide the basis for a lifetime exploration of multiple cultures and worldviews.

We offer courses leading to:

1. A Master of Arts in Latin American Literatures and Cultures
2. A Bachelor of Arts in Spanish
3. Minors in Spanish, French Studies, and Korean.

For the Korean Minor, please consult the Department. For other programs, visit our undergraduate and graduate program pages. We also offer basic language courses in Arabic, Aramaic, Chinese, French, German, Hebrew, Italian, Japanese, Kurdish, Korean, Persian, Polish, Portuguese and Spanish, as well as introductory courses taught in English on the cultures associated with these languages.

## Language Learning Laboratory

The Department of World Languages and Cultures is pleased to provide a technology-rich and comfortable environment to study and practice a second language. Find us in Rooms LIB 449 and Room LIB 451 on the fourth floor of the Ronald Williams Library (<http://library.neiu.edu/>) around the corner from the Learning Success Center (<http://www.neiu.edu/university-life/learning-support-center/>). At the Language Learning Lab (LLL), we provide technical support and instructional media for students taking courses in the various languages taught by our department. To our faculty and instructors, we provide a place to integrate audio, video, computer and Internet resources into language teaching, by which students can gain communication skills and an authentic cultural experience.

## NEIU Language Back Credit Policy

Complete Course	With Grade(s)	Back credits for these courses	Credits Earned	Back Credits Received	Credits Total
101 = 3	D or above	n/a	3	0	3
102 = 3	B or above	101 = 3	3	3	6
103/201 = 3	B or above	102 = 3	3	3	6
103/201 & 202	B or above	101 & 102 = 6	6	6	12
Any <b>one</b> course higher than 103/201	B or above	103/201 = 3	3	3	6
<b>Two</b> courses higher than 103/201	B or above	101 & 102 = 6	6	6	12
<b>Three</b> courses higher than 103/201	B or above	101, 102 & 103/201 = 9	9	9	18

## 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](http://www.neiu.edu/languages) (<http://www.neiu.edu/languages/>)) to determine what course you should take.
- For more information on the AP and CLEP Exams visit: [www.collegeboard.com](http://catalog.neiu.edu) (<http://catalog.neiu.edu>) (<http://www.collegeboard.com/student/testing/ap/about.html>)
- Major in Spanish (<http://catalog.neiu.edu/arts-sciences/world-languages-cultures/spanish/>)
- Minor in Spanish (<http://catalog.neiu.edu/arts-sciences/world-languages-cultures/minor-spanish/>)
- Minor in French Studies (<http://catalog.neiu.edu/arts-sciences/world-languages-cultures/minor-french-studies/>)
- Teacher Licensure in Spanish K-12 (<http://catalog.neiu.edu/arts-sciences/world-languages-cultures/teacher-licensure-spanish-k-12/>)

- Master of Arts in Latin American Literatures and Cultures (<http://catalog.neiu.edu/arts-sciences/world-languages-cultures/master-arts-latin-american-literatures-cultures/>)

Denise Cloonan Cortez, Ph.D., Professor of Spanish, Chair

### **Faculty**

Brandon Bisbey, Ph.D., Professor of Spanish

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

## **World Languages and Cultures**

### **WLC-190. Language Immersion. 3 Hours.**

Language immersion affords a multidimensional approach to language learning that facilitates successful acquisition. By its very nature, immersion provides experiences in multiple linguistic contexts so that the student is exposed to more than just academic input in the target language. This course is designed for students that undertake the study language in both formal and informal environments. While the academic portion of this course is guided by the established curriculum, both the quality and quantity of the informal experience is determined by the student according to his/her individual needs and interests, leading to the integration of formal and informal contexts.

### **WLC-191. Language Immersion II. 3 Hours.**

As a continuation of WLC-190, this second semester course is designed for students who wish to continue the study of language in both formal and informal environments. While the academic portion of this course is guided by the established curriculum, both the quality and quantity of the informal experience is determined by the student according to his/her individual needs and interests, leading to the integration of formal and informal contexts.

### **WLC-200A. Introduction To Arab Cultures. 3 Hours.**

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. Sophomore standing or above.

### **WLC-200B. Introduction To Brazilian Culture. 3 Hours.**

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. Sophomore standing or above.

### **WLC-200C. Introduction To Chinese Culture. 3 Hours.**

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. Sophomore standing or above.

### **WLC-200E. Intermediate Studies In Foreign Language: Introduction To Korean Culture. 3 Hours.**

### **WLC-200F. Introduction To French And Francophone Cultures. 3 Hours.**

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 (i.e., poems, short stories, folk tales, and legends), fine arts (i.e., painting and photography), and popular culture (i.e., 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. Sophomore standing or above.

### **WLC-200I. Introduction To Italian Culture. 3 Hours.**

This course introduces students to the wealth of literary, artistic, and musical cultures in culture of Italy. You will learn to describe, contextualize, and analyze representative cultural texts from literature (i.e., poems, short stories, folk tales and legends), fine arts (i.e., painting and photography), and popular culture (i.e., 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 culture of the Italian peninsula. Taught in English. Sophomore standing or above.

### **WLC-200J. Introduction To Japanese Culture. 3 Hours.**

This course introduces student 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. Sophomore standing or above.

**WLC-200K. Kurdish Culture. 3 Hours.**

This course introduces students to various aspects of Kurdish society. The course incorporates a number of perspectives: anthropological, sociological and cultural studies. It provides an overview of Kurdish society with special attention given to questions of identity, history, important literary and cultural texts and figures, music and dance, food and folkways. Finally, contemporary challenges faced by various parts of Kurdish society will be explored in relation to statelessness and diaspora.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**WLC-200L. Introduction To Latin American Cultures. 3 Hours.**

This course introduces students to the wealth of literary, artistic, and musical cultures in Latin America. Students will learn to describe, contextualize, and analyze representative cultural texts from literature (e.g., poems, short stories, folk tales and legends), fine arts (e.g., painting and photography), and popular culture (e.g., popular music, films, comics), and to evaluate how they reinforce, question or subvert normative constructions of gender, ethnicity, race, sexuality and nationalism specific to but not limited to Latin America. Taught in English.

**WLC-200P. Introduction To Polish Culture. 3 Hours.**

This course introduces students to the wealth of literary, artistic, and musical cultures in Poland. Students will learn to describe, contextualize, and analyze representative cultural texts from literature (e.g., poems, short stories, folk tales and legends), fine arts (e.g., painting and photography), and popular culture (e.g., popular music, films, comics), and to evaluate how they reinforce, question or subvert normative constructions of gender, ethnicity, race, sexuality and nationalism specific to but not limited to Poland. Taught in English. Sophomore standing or above.

**WLC-200S. Introduction To Assyrian Culture. 3 Hours.**

This course will serve as an introduction to the literary, artistic, and musical traditions in the Assyrian culture. You will learn to describe, contextualize, and analyze representative cultural texts from literature, fine arts, and popular culture, and to evaluate how they reinforce, question or subvert normative constructions of gender, ethnicity, race, sexuality and nationalism specific to but not limited to Assyrian culture. Taught in English.

**WLC-220. French Culture Through Film. 3 Hours.**

Explores the successive historical, political, social and aesthetic climates of modern France and francophone countries through the study of film. Conducted in English.

**WLC-220A. Arab Culture Through Film. 3 Hours.**

This course uses cinema as a tool to think critically about key topics of modern Arab cultures, including ethnicity, nationalism, religion, and gender roles, among others. Students will learn to situate films in specific political and cultural contexts, and to discuss how aesthetic choices guide possible interpretations. Taught in English. Sophomore standing or above.

**WLC-220T. Italian Culture Through Film. 3 Hours.**

This course uses cinema as a tool to think critically about key topics of Italian culture, including national identity, religion, and gender roles, among others. Students will learn to situate films in specific historical and cultural contexts, and to discuss how aesthetic choices guide possible interpretations. Taught in English.

**WLC-221J. Japanese Culture Through Film. 3 Hours.**

This course uses cinema as a tool to think critically about key topics of Japanese culture, including nationalism, religion, and gender roles, among others. Students will learn to situate films in specific historical and cultural contexts, and to discuss how aesthetic choices guide possible interpretations. Taught in English. Sophomore standing or above.

**WLC-302. Introduction To Teaching World Languages. 3 Hours.**

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.

**WLC-320. Feminisms In Islam. 3 Hours.**

This course examines theories, political goals, strategies and activism(s) of the emerging global trend of Islamic feminism(s). Understood as part of a much broader trend in post-colonial and transitional feminisms, Islamic feminism is one of the responses to the hegemonic tendencies of which secular, Western, white, and middle-class focused feminism is often accused. This class analyzes Islam through a gendered lens and focuses on how Islamic feminists promote gender equality and social justice based on a feminist reading of Islam's sacred texts. (Please note: this course is not a theology course).

**WLC-333. Writing Intensive Program: Cross-Cultural Communication. 3 Hours.**

In this course the student will be provided with multiple opportunities for writing in English about the study of world languages in both literary and linguistic contexts. The language professional will need to be prepared for writing various types of texts including: description, narration, exposition and argumentation. The broader focus of cross-cultural communication is explored in this course via the fundamentals of translation with a narrow focus on the cultural nuances embedded in the lexicon. A comparison of texts written in their original language and in their translated version will be one of the many components explored in the course.

**Prerequisite:** ENGL-101 with a minimum grade of C.



**WLC-340. Latina/x Feminisms & Social Media. 3 Hours.**

This course has two goals: first, students will become familiarized with a panorama of texts exemplifying the historical trajectory of Latina/x intersectional feminist thought in the United States. During the second half of the course, students will research social media activism and contextualize popular Latina/x social media activists and representation, with special emphasis on the disputes and ongoing developments in group identities and senses of self, as well as broad social and political questions relevant to Latina/o/xs, with an eye towards citizenship, consumerism, and immigration issues.

**WLC-383S. Special Topics In Latina/o And Latin American Literary And Cultural Studies. 3 Hours.**

Varying topics in the field of Latinx and Latin American literary and cultural studies.

**WLC-384. Drugs, Intoxication And Addiction In The Americas. 3 Hours.**

This course is an interdisciplinary approach to drugs, intoxication and addiction in the Americas. Students will challenge received knowledge on these topics by analyzing cultural products that portray drug trafficking, consumption and addiction and by engaging with critical theory that problematizes the role of drugs in our society and the social harms caused by prohibition. Special emphasis will be given to the ways that various systems of oppression, such as capitalism, racism, (neo)colonialism and patriarchy, intersect in the economy of drugs and how peripheral perspectives from the Global South can indicate more liberating perspectives on the relationship between humans and intoxicants.

**Prerequisite:** (100 - 399 or 100A - 399Z).

## Arabic

**ARAB-101. Arabic I. 3 Hours.**

Development of basic skills in listening, speaking, reading and writing. Cultural appreciation.

**ARAB-102. Arabic II. 3 Hours.**

Continuation of ARAB-101.

**Prerequisite:** ARAB-101 with a minimum grade of D.

**ARAB-203. Arabic III. 3 Hours.**

Arabic III is the continuation of the sequence of Arabic I and Arabic II. Students develop proficiency of Modern Standard Arabic in listening, speaking, reading and writing at the Intermediate Low level, using Arab cultures as content for the development of these skills.

**Requirement:** must have course prerequisite or by placement exam

**Prerequisite:** ARAB-102 with a minimum grade of C.

## Chinese

**CHIN-101. Chinese I. 3 Hours.**

Development of basic skills in listening, speaking, reading and writing. Cultural appreciation.

**CHIN-102. Chinese II. 3 Hours.**

Continuation of CHIN-101.

**Prerequisite:** CHIN-101 with a minimum grade of D.

**CHIN-201. Chinese III. 3 Hours.**

This course is a continuation of CHIN-102 and focuses on the listening, speaking, and writing of Mandarin Chinese at the intermediate-low level.

This course also explores cultural expressions and values in contemporary Chinese Society. Prerequisite: CHIN-102, placement exam, or consent of instructor.

**CHIN-202. Chinese IV. 3 Hours.**

This course is a continuation of CHIN-201 and focuses on the listening, speaking, and writing of Mandarin Chinese at the intermediate-mid level.

This course also explores cultural expressions and values in contemporary Chinese Society. Prerequisite: CHIN-201, placement exam, or consent of instructor.

**Prerequisite:** (CHIN-103 with a minimum grade of D or CHIN-201 with a minimum grade of D).

## French

**FREN-101. Beginning French I. 3 Hours.**

Development of basic skills in listening, speaking, reading and writing. Cultural appreciation.

**FREN-102. Beginning French II. 3 Hours.**

Continuation of FREN-101.

**Prerequisite:** (FREN-101 or NEIU French Placement Score 283 - 310).

**FREN-201. Intermediate French I. 3 Hours.**

Continuation of FREN-102.

**Prerequisite:** (FREN-102 or NEIU French Placement Score 311 - 445).

**FREN-202. Intermediate French II. 3 Hours.**

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 311 - 445).

**FREN-210. Reading Modern French. 3 Hours.**

Practice in reading modern texts of current interest and moderate difficulty.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 311 - 445).

**FREN-220. French Conversation I. 3 Hours.**

Development of oral-aural communication skills with emphasis on everyday situations. Conducted in French.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 311 - 445).

**FREN-221. French Grammar And Composition I. 3 Hours.**

Overview of grammar with emphasis on writing skills.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 311 - 445).

**FREN-230. French Phonetics. 3 Hours.**

Presentation, classification and analysis of the sounds of the French language with special emphasis on techniques and drills leading to habits of correct pronunciation. Conducted in French.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 311 - 445).

**FREN-251. French Conversation II. 3 Hours.**

Continuation of FREN-220.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 311 - 445).

**FREN-252. Grammar & Composition II. 3 Hours.**

Continuation of FREN-221.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 311 - 445).

**FREN-300. Introduction To French Civilization. 3 Hours.**

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 446 - 999).

**FREN-312. French Conversation III. 3 Hours.**

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 446 - 999).

**FREN-313. French Grammar And Stylistics. 3 Hours.**

Identification, analysis and use of French structure; extensive exercises in grammatical and logical analysis. Conducted in French.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 446 - 999).

**FREN-315. Applied French Linguistics. 3 Hours.**

A systematic comparison of French and English. Application of teaching techniques related to modern theories of language learning. Required for secondary school teacher certification.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 446 - 999).

**FREN-320. Introduction To French Literature. 3 Hours.**

Outline of French literature; outstanding authors and their works from the Middle Ages to the present. Conducted in French.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 446 - 999).

**FREN-350. Independent Study In French. 3 Hours.**

Project or research on a special topic relevant to the student's degree program. The course will be designed in consultation with an instructor who will also supervise the student's work.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 446 - 999).

**FREN-357. Contemporary French Society. 3 Hours.**

The study and discussions 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.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 446 - 999).

**FREN-361. Advanced French Conversation. 3 Hours.**

Development of communicative skills primarily in speaking and listening in French at the Advanced Level. This course may be repeated once.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 446 - 999).

## Italian

**ITAL-101. Italian I. 3 Hours.**

Development of basic skills in listening, speaking, reading and writing. Cultural appreciation.

**ITAL-102. Italian II. 3 Hours.**

Continuation of ITAL-101.

**Prerequisite:** ITAL-101 with a minimum grade of D.

**ITAL-103. Italian III. 3 Hours.**

Continuation of ITAL-102. Completes the study of the basic elements of Italian.

## Japanese

### **JPN-101. Japanese I. 3 Hours.**

Development of basic skill in listening, speaking, reading and writing. Cultural appreciation.

### **JPN-102. Japanese II. 3 Hours.**

Continuation of basic skill in listening, speaking, reading and writing. Cultural appreciation.

**Prerequisite:** JPN-101 with a minimum grade of D.

### **JPN-103. Japanese III. 3 Hours.**

Continuation of basic skill in listening, speaking, reading and writing. Cultural appreciation.

### **JPN-104. Japanese IV. 3 Hours.**

Continuation of basic skill in listening, speaking, reading and writing. Cultural appreciation.

## Korean

### **KOR-101. Korean I. 3 Hours.**

Development of basic skill in listening, speaking, reading and writing. Cultural appreciation.

### **KOR-102. Korean II. 3 Hours.**

Continuation of basic skill in listening, speaking, reading and writing. Cultural appreciation.

**Prerequisite:** KOR-101 with a minimum grade of D.

### **KOR-103. Korean III. 3 Hours.**

Continuation of basic skill in listening, speaking, reading and writing. Cultural appreciation.

**Prerequisite:** KOR-102 with a minimum grade of D.

### **KOR-205. Business Korean. 3 Hours.**

Study of basic skills needed to conduct low-to-midlevel business transactions in Korean with emphasis on aspects of Korean culture that occur most frequently in a business environment. Conducted in English.

**Prerequisite:** KOR-103 with a minimum grade of D.

### **KOR-220. Korean Conversation I. 3 Hours.**

Development of oral-aural communication skills with emphasis on everyday situations.

**Prerequisite:** KOR-103 with a minimum grade of D.

### **KOR-221. Korean Grammar And Composition I. 3 Hours.**

Overview of grammar with emphasis on writing skills.

**Prerequisite:** KOR-103 with a minimum grade of D.

### **KOR-222. Korean Conversation II. 3 Hours.**

Continuation of KOR-220 with emphasis on sophistication in speaking Korean through simulation and role playing.

**Prerequisite:** KOR-220 with a minimum grade of D.

### **KOR-223. Korean Grammar And Composition II. 3 Hours.**

Continuation of KOR-221.

**Prerequisite:** KOR-221 with a minimum grade of D.

### **KOR-313. Introduction To Korean Literature. 3 Hours.**

Overview of literary periods and significant trends in Korean and Korean-American Literature. Survey of major writers and their principal works.

### **KOR-360. The Confucian Tradition In Korea. 3 Hours.**

An in-depth study of Korean ideas and values which explain some of the most fundamental traditional Korean assumptions about humanity, society and the world. This course will examine ideas and values, rooted in the Confucian tradition, which have influenced pre-modern Korean culture and in many ways remain in force in modern society.

## Kurdish

### **KURD-101. Beginning Kurdish I. 3 Hours.**

This beginning level language course is an introduction to the Kurdish language and the student will develop basic skills in listening, speaking, reading and writing Kurdish. Additionally, the student will acquire cultural appreciation.

### **KURD-102. Beginning Kurdish II. 3 Hours.**

A continuation and further development of the basic skills in listening, speaking, reading and writing of Kurdish, and cultural appreciation, introduced in KURD-101: Beginning Kurdish I.

**Prerequisite:** KURD-101 with a minimum grade of C.

### **KURD-201. Intermediate Kurdish I. 3 Hours.**

This course is designed to teach intermediate-level Kurdish to enable students to function in informal, formal, and academic contexts where Kurdish is spoken or used as a medium of communication and/or research.

## Persian

### **PERS-101. Modern Persian I. 3 Hours.**

This beginning level language course is an introduction to the Persian language and the student will develop basic skills in listening, speaking, reading and writing modern Persian. Additionally, the student will acquire cultural appreciation.

### **PERS-102. Modern Persian II. 3 Hours.**

This course is a continuation and further development of topics and skills introduced in WLC/PERS-101: Modern Persian I.

**Prerequisite:** PERS-101 with a minimum grade of C.

## Polish

### **POL-101. Polish I. 3 Hours.**

Development of basic skill in listening, speaking, reading and writing. Cultural appreciation.

### **POL-102. Polish II. 3 Hours.**

Continuation of POL-101.

**Prerequisite:** POL-101 with a minimum grade of D.

### **POL-103. Polish III. 3 Hours.**

Continuation of POL-102.

**Prerequisite:** POL-102 with a minimum grade of D.

## Portuguese

### **PORT-101. Portuguese I. 3 Hours.**

Development of basic skill in listening, speaking, reading and writing. Cultural appreciation.

### **PORT-102. Portuguese II. 3 Hours.**

Continuation of PORT-101.

**Prerequisite:** PORT-101 with a minimum grade of D.

### **PORT-103. Portuguese III. 3 Hours.**

**Prerequisite:** PORT-102 with a minimum grade of D.

## Spanish

### **SPAN-101. Beginning Spanish I. 3 Hours.**

This course will develop and review basic skills in listening, speaking, reading and writing for both heritage and non-heritage learners. This course will include cultural appreciation.

### **SPAN-102. Beginning Spanish II. 3 Hours.**

Continuation of SPAN-101.

**Prerequisite:** (SPAN-101 or NEIU Spanish Placement Score 234 - 311).

### **SPAN-109. First Year Experience: Chicago's Latina/o Cultures. 3 Hours.**

Freshmen explore Chicago's vibrant Latina/o culture as an integral part of the city's cultural landscape through short stories, poetry, films, speakers, and field trips to cultural venues or activities. In the course, the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-discovery, and Transitions) are interwoven with concepts and terminology specific to cultural and literary studies. Taught in Spanish and English. **Prerequisite:** Score of 384 or above in the Spanish placement exam (available online at [www.neiu.edu/~fldept/placement.htm](http://www.neiu.edu/~fldept/placement.htm)).

### **SPAN-123. Accelerated Spanish I-II-III. 9 Hours.**

Accelerated study of Spanish, covering SPAN-101, SPAN-102, SPAN-103.

### **SPAN-201. Intermediate Spanish I. 3 Hours.**

Continuation of SPAN-102. Completes the study of the basic elements of Spanish.

**Prerequisite:** (SPAN-102 or NEIU Spanish Placement Score 312 - 383).

### **SPAN-202. Intermediate Spanish II. 3 Hours.**

Review of grammar. Short readings and practice in writing brief compositions. Exercises in oral communication.

**Prerequisite:** (SPAN-201 or NEIU Spanish Placement Score 384 - 445).

### **SPAN-206. Spanish For First Responders. 3 Hours.**

This course is designed to provide students with the specific medical vocabulary and terminology necessary to communicate with and help treat Spanish-speaking patients with limited English proficiency. Course includes specific vocabulary groups relating to assessment and care of patients, vocabulary to establish rapport, and discussions leading to cultural competencies. Course uses pre-designed dialogues to review and learn vocabulary and grammar structures, as well as workshops settings designed to put students into scenarios where they can use both their speaking and listening skills. Course is taught in almost entirely in Spanish; students are expected to have some prior experience with Spanish.

**SPAN-209. Spanish For Spanish Speakers I. 3 Hours.**

This course is the first in two-semester sequence of intermediate-level Spanish designed for students who speak Spanish at home and/or in the community, but have not studied it formally and /or whose reading and writing abilities in Spanish are limited. The focus of the first semester is on orthography while the focus of the second semester is on syntax. Both semesters include reading comprehension and basic literary analysis of short texts.

**SPAN-211. Spanish For Spanish Speakers II. 3 Hours.**

This course is the second in a two-semester sequence of intermediate-level Spanish designed for students who speak Spanish at home and/or in the community, but have not studied it formally and/or whose reading and writing abilities in Spanish are limited. The focus of the first semester is on orthography while the focus of the second semester is on syntax. Both semesters include reading comprehension and basic literary analysis of short texts.

**SPAN-220. Conversation Skills For Community Action. 3 Hours.**

Course develops specialized conversational skills and vocabulary for non-profit organizations, political campaigning, and community organizing, among other topics. Conducted primarily in Spanish.

**Prerequisite:** (SPAN-202 or NEIU Spanish Placement Score 446 - 999).

**SPAN-224. The World Of Texts: Developing Essential Reading Skills In Spanish. 3 Hours.**

This course focuses primarily on short-form texts ranging from advertisements, newspaper articles, movie descriptions and critiques, as well as blogs in Spanish. Students are equipped with strategic, concrete approaches to reading, empowering students to rely less on the dictionary and more on filling in gaps in comprehension through deduction skills based on context and background knowledge. This course also focuses on the acquisition of new vocabulary and language registers. This course is conducted entirely in Spanish.

**Prerequisite:** (SPAN-202 or NEIU Spanish Placement Score 446 - 999).

**SPAN-225. Practical Writing: An Introduction To Personal Expression In Spanish. 3 Hours.**

This course is designed as a workshop to develop students' practical writing needs based on personal preferences, daily routines, common events, and other topics related to their own experiences and immediate surroundings. Writing tasks focus on short, simple formats such as letters, diary entries, and descriptions. The course also addresses different tenses and moods in Spanish, normative orthography, correct use of accents, and building of vocabulary. Taught in Spanish.

**Prerequisite:** (SPAN-202 or SPAN-211 or NEIU Spanish Placement Score 446 - 999).

**SPAN-251. Oral Skills For Public Speaking And Podcasting. 3 Hours.**

Course focuses on public speaking skills in Spanish, including stage presence, voice control, and audience relations. Course also provides students with an in-depth understanding of podcasting as a genre. Course evaluations include the creation of podcasts to be published on course podcast station. Conducted in Spanish.

**Prerequisite:** SPAN-220 with a minimum grade of C.

**SPAN-252. Introduction To Literary & Cultural Analysis. 3 Hours.**

This course is an introduction to the analysis of literature and culture as a concept, practice and form of representation, including a consideration of the debates that the idea of culture has provoked in different contexts. The course will provide analytical and methodological tools to discuss a full range of cultural forms and to develop key skills in the analysis of culture. Course represents diverse geographical and cultural locations, with special emphasis on materials that explore cultural issues in the context of Spain, Latin America and U.S. Latinos/a/xs. Conducted in Spanish.

**Prerequisite:** SPAN-224 with a minimum grade of C.

**SPAN-253. Academic Research & Writing In Spanish. 3 Hours.**

This workshop-style course develops students' critical writing skills in preparation for 300-level courses in the Spanish major, with special emphasis on the Spanish-speaking world. It also serves as an introduction to research skills in the humanities, including techniques to read cultural and literary texts critically. Taught in Spanish.

**Prerequisite:** SPAN-225 with a minimum grade of C.

**SPAN-255. Bilingual Creative Writing: Spanish And English. 3 Hours.**

This course offers preliminary study in Creative Writing in Spanish and English. It enables students to study creative writing in the bilingual mode and to 1) develop effective approaches to the craft of writing, 2) explore new techniques of the craft, and 3) consider their own craft and techniques in the context of two languages.

**Prerequisite:** SPAN-225 with a minimum grade of C.

**SPAN-301. Advanced Spanish Grammar. 3 Hours.**

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.

**Prerequisite:** SPAN-253 with a minimum grade of D.

**SPAN-310. Creative Writing In Spanish. 3 Hours.**

Creative Writing in Spanish introduces students to creative writing in two different genres: poetry and short story. Students will learn the defining characteristics of these genres through the production, reading and analysis of their own texts and the text of peers. Student will also learn how to produce a literary publication through their participation in *Consenso*, the literary magazine run by students in the Masters program in Latin American Literatures and Cultures. Local authors who publish in Spanish will be invited to class to read from their work, share their experience and give advice. Taught in Spanish.

**Prerequisite:** SPAN-253 with a minimum grade of C.

**SPAN-312. Advanced Conversation. 3 Hours.**

Continuation of SPAN-251. Mastery of various speaking skills leading toward communicative competence. Conducted in Spanish.

**Prerequisite:** SPAN-251 with a minimum grade of D.

**SPAN-314. Latin American Culture. 3 Hours.**

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. Taught in Spanish.

**Prerequisite:** SPAN-253 with a minimum grade of D.

**SPAN-315. Spanish Culture. 3 Hours.**

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. Taught in Spanish.

**Prerequisite:** SPAN-253 with a minimum grade of D.

**SPAN-319. Applied Spanish Linguistics. 3 Hours.**

Linguistic principles and their application in the preparation of teaching materials and of microlessons.

**Prerequisite:** SPAN-253 with a minimum grade of D.

**SPAN-321. Latin American Literature I. 3 Hours.**

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. Taught in Spanish.

**Prerequisite:** SPAN-252 with a minimum grade of D and SPAN-253 with a minimum grade of D.

**SPAN-322. Independent Study In Spanish. 3 Hours.****SPAN-323. Latin American Literature II. 3 Hours.**

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. Taught in Spanish.

**Prerequisite:** SPAN-252 with a minimum grade of D and SPAN-253 with a minimum grade of D.

**SPAN-324. Advanced Composition. 3 Hours.**

Advanced study of Spanish composition using complex grammatical structures with special attention to style. Conducted in Spanish.

**Prerequisite:** SPAN-253 with a minimum grade of D.

**SPAN-326. Spanish Literature I. 3 Hours.**

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, the literature of the Spanish Golden Age, the rise of the modern novel, Renaissance poetry, and literature of the Baroque. Taught in Spanish.

**Prerequisite:** SPAN-252 with a minimum grade of D and SPAN-253 with a minimum grade of D.

**SPAN-327. Business Spanish I. 3 Hours.**

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.

**Prerequisite:** SPAN-253 with a minimum grade of D.

**SPAN-328. Spanish Literature II. 3 Hours.**

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. Taught in Spanish.

**Prerequisite:** SPAN-252 with a minimum grade of D and SPAN-253 with a minimum grade of D.

**SPAN-329. Introduction To Spanish American And Spanish Literature. 3 Hours.**

Overview of literary periods and significant trends in Spanish-American and Spanish Literature. Survey of major writers and their principal works. Conducted in Spanish.

**Prerequisite:** SPAN-312 with a minimum grade of D or SPAN-317 with a minimum grade of D.

**SPAN-331. Hispanic World Cultures. 3 Hours.**

Study of the various aspects of the cultures of the Hispanic World. Conducted in Spanish.

**Prerequisite:** SPAN-317 with a minimum grade of D.

**SPAN-351. Generation Of 1898. 3 Hours.**

Analysis of the general character of the period called Generation of 1898 in Spanish Literature. Conducted in Spanish.

**Prerequisite:** SPAN-326 with a minimum grade of D or SPAN-328 with a minimum grade of D.



**SPAN-352. Puerto Rican Literature. 3 Hours.**

Survey of Puerto Rican literature from 1650 to the present; principal literary movements in novel, short story, poetry, and drama. Conducted in Spanish.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-353. Spanish For Teachers Of Spanish. 3 Hours.**

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.

**Prerequisite:** SPAN-253 with a minimum grade of D.

**SPAN-354. Spanish American Literature To 1888. 3 Hours.**

Reading and study of Spanish-American literature from its beginning up to and including the Romantic period. Conducted in Spanish.

**Prerequisite:** SPAN-329 with a minimum grade of D.

**SPAN-356. Realism And Naturalism In Spanish American Literature. 3 Hours.**

Reading and study of Spanish-American literature emphasizing "criollismo", "indianista", and Gaucho literature. Conducted in Spanish.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-357. Prose Of The Golden Age. 3 Hours.**

Reading and study of the literary prose of the Spanish Golden Age. Emphasis on Don Quixote and the Picaresque novel. Conducted in Spanish.

**Prerequisite:** SPAN-326 with a minimum grade of D or SPAN-328 with a minimum grade of D.

**SPAN-358. El Modernismo. 3 Hours.**

Reading and study of the prose and poetry of the Modernist authors of Spanish America. Conducted in Spanish.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-359. Spanish Literature Of The 19th Century. 3 Hours.**

Study of Romanticism, Realism, and Naturalism in Spain. Conducted in Spanish.

**Prerequisite:** SPAN-326 with a minimum grade of D or SPAN-328 with a minimum grade of D.

**SPAN-363. The Generation Of 1927. 3 Hours.**

Works of the principal figures of the Generation of 1927. Conducted in Spanish.

**Prerequisite:** SPAN-326 with a minimum grade of D or SPAN-328 with a minimum grade of D.

**SPAN-364. Chicago's Latin@ Literature & Culture. 3 Hours.**

Contributions of Spanish-American to Chicago and their impact on the city. Conducted in Spanish.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-366. Literatura Indígena En Las Américas. 3 Hours.**

In this course, we will engage contemporary indigenous literature published bilingually (Maya T'aan, Zapotec, Tzotzil, etc. - Spanish), as well as indigenous oral traditions, textiles, musical production and performances, social relations, politics, and other forms of expressive culture. From within those (con)texts, we will consider the cultural combinations that emerge from Latin America's tripartite indigenous, Iberian and African heritage. Topics will vary and include indigenous cosmovision, coloniality, hegemony, ontology and cultural reification, ethnogenesis, identity politics, indigenous resistance and revitalization, diaspora, transnationalism, globalization, migration, modernity and tradition, cultural authenticity and social transformation.

**SPAN-367. Business Spanish II. 3 Hours.**

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.

**Prerequisite:** SPAN-327 with a minimum grade of D.

**SPAN-368. Latin American Cinema. 3 Hours.**

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.

**Prerequisite:** SPAN-314 with a minimum grade of C.

**SPAN-369. Latin America Culture Through Music. 3 Hours.**

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.

**Prerequisite:** SPAN-314 with a minimum grade of C.

**SPAN-370. Seminar On Don Quixote. 3 Hours.**

This course explores the many and complex fictional worlds of Miguel de Cervantes's Don Quixote, the two-part novel which is widely considered to be one of the greatest pieces of fiction ever written. Through a complete reading of Parts I and II, students will investigate the interplay between this important masterpiece and its socio-historical contexts in Renaissance Europe.

**Prerequisite:** SPAN-326 with a minimum grade of D or SPAN-328 with a minimum grade of D.

**SPAN-371. Seminar: José Martí. 3 Hours.**

Critical study of the life and work of Cuban poet, essayist and political philosopher José Martí (1853-1895).

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-372. Alejo Carpentier. 3 Hours.**

Critical study of selected works by Alejo Carpentier, a leading 20th century Latin American writer and critic.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-373. Latin American Short Story. 3 Hours.**

Critical study of the development of the short story in Latin America from the 19th century to the present, and as part of broad movements such as Romanticism, Realism, Modernismo, Criollismo, Magical Realism, and Feminism. Emphasis on short-stories published during the last two decades.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-374. Isabel Allende. 3 Hours.**

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.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-375. Literature Of The Southern Cone. 3 Hours.**

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.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-376. Gabriel García Márquez. 3 Hours.**

Critical study of the fiction of Nobel Prize Winner Gabriel García Márquez, including *One Hundred Years of Solitude*, the paradigmatic novel of Magical Realism, as well as his more recent work.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-377. Caribbean Literature. 3 Hours.**

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.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-378. Mexican Literature. 3 Hours.**

This course explores Mexican literary production from pre-Hispanic times to the present, including key texts by Netzahualcōyotl, Sor Juana Inés de la Cruz, Juan Rulfo, Rosario Castellanos, Octavio Paz, and Carlos Fuentes, among others. Conducted in Spanish.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-379. Latin American Theater. 3 Hours.**

This course provides students with a thorough overview of Latin American theater through the study of key plays and theories of drama. Conducted in Spanish.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-380. Literary Criticism. 3 Hours.**

This course explores the origins and evolution of a variety of literary genres as a starting point to analyze and evaluate the relationship between content, form and context in specific works. Conducted in Spanish.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D or SPAN-326 with a minimum grade of D or SPAN-328 with a minimum grade of D.

**SPAN-380C. Seminar In Latin American Literary & Cultural Studies. 3 Hours.**

This course prepares students to frame, conduct, explore the origins and produce research on Latin American literature evolution of a variety of literary genres as a starting point to analyze and culture; students are required to take it before graduating from the BA evaluate the relationship between content, form and context in Spanish. specific works. The course has three overlapping learning objectives: (1) to develop students' ability to analyze literary and cultural texts; (2) to develop strategies and methods to locate, evaluate, and manage primary and secondary sources related to a specific research project; (3) to acquaint students with some of the major critical and theoretical debates in the field. Taught Conducted in Spanish. Students in the Accelerated Program should enroll in SPAN-401 instead 380C.

**SPAN-381. Contemporary Latin American Narrative. 3 Hours.**

This course is a critical study of major works and currents of contemporary Latin American narrative, as well as relevant critical and theoretical perspectives. Primary texts studied may include novels, short stories, testimonials, chronicles and narrative film. Students develop research skills and proficiency in oral and written expression through class assignments, including a final research paper. May be repeated for credit when primary texts studied vary.



**SPAN-382. Literature, Indios & The Yucatec Maya. 3 Hours.**

In this course, we will delve into the literary and cultural traditions of Latin America in order to answer the following question: who is the Indio? Students will discover that the answer to this question depends greatly on the social, economic, and political context in which the idea of Indio is constructed. Course emphasizes the context within Mexico's Yucatán peninsula, focusing on the nineteenth-century Caste War, henequen monoculture, and the environmental effects of tourism.

**Prerequisite:** SPAN-321 with a minimum grade of C or SPAN-323 with a minimum grade of C.

**SPAN-383S. Special Topics In Spanish-Language Literary And Cultural Studies. 3 Hours.**

Study of a selected theme in Spanish, Latin American, or Latina/o/x literature, culture, or linguistics depending on the professor's area of expertise. Consult with department for more information. Course is taught in Spanish. May be repeated for credit when topic is different. A student needs intermediate to advanced fluency in Spanish in order to enroll in this course.

**SPAN-384. Drogas, Intoxicación Y Adicción En Las Américas. 3 Hours.**

In this interdisciplinary approach to drugs, intoxication and addiction in the Americas students challenge received knowledge on these topics by analyzing cultural products that portray drug trafficking, consumption and addiction and by engaging with critical theory that problematizes the role of drugs in our society and the social harms caused by prohibition. Emphasis is given to the ways that various systems of oppression, such as capitalism, racism, (neo)colonialism and patriarchy, intersect in the economy of drugs and how perspectives from the Global South can illuminate more liberating perspectives on the relationship between humans and intoxicants. Taught in Spanish.

**Prerequisite:** SPAN-321 with a minimum grade of C or SPAN-323 with a minimum grade of C.

**SPAN-391. Internship: Community Spanish. 3 Hours.**

This capstone course is an opportunity for students to demonstrate what they have acquired in their Spanish language, literature and culture concentration through an internship tailored to enhance their understanding of the social and political life of Latinos in the surrounding communities. The internship will be an intense course that will give students the opportunity to apply the knowledge and skills developed over the course of their undergraduate career to an actual work or service setting. Students should expect to work closely with site supervisor, others at internship site, seminar classmates, and the assigned Professor.

**Prerequisite:** SPAN-314 with a minimum grade of C.

**SPAN-3981. Independent Study In Spanish. 1 Hour.**

An intensive investigation of an area of Spanish studies.

**Prerequisite:** SPAN-252 with a minimum grade of C and SPAN-253 with a minimum grade of C.

**SPAN-3982. Independent Study In Spanish. 2 Hours.**

An intensive investigation of an area of Spanish studies.

**Prerequisite:** SPAN-252 with a minimum grade of C and SPAN-253 with a minimum grade of C.

**SPAN-3983. Independent Study In Spanish. 3 Hours.**

An intensive investigation of an area of Spanish studies.

**Prerequisite:** SPAN-252 with a minimum grade of C and SPAN-253 with a minimum grade of C.

**SPAN-400. Visión De América I. 3 Hours.**

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.

**SPAN-401. Introduction To Latin American Literary & Cultural Studies. 3 Hours.**

Designed as a workshop, this course prepares students to frame, conduct, and produce research on Latin American literature and culture; students are required to take it upon entering the program. The course has three overlapping learning objectives (1) to develop students' ability to analyze literary and cultural texts; (2) to develop strategies and methods to locate, evaluate, and manage primary and secondary sources related to a specific research project; and (3) to acquaint students with some of the major critical and theoretical debates in the field. Taught in Spanish.

**SPAN-407. Latin American Baroque Literature And Culture. 3 Hours.**

This seminar will explore key aspects of the Latin American Baroque as an original contribution to global baroque culture in the seventeenth and eighteenth centuries, and as a period when a Latin American identity began to crystallize. Taught in Spanish.

**SPAN-408. Topics In Latin American Cinema. 3 Hours.**

This seminar will examine one or more modes of production and/or representation in Latin American Cinema. Possible topics include periods, genres, auteurs, and national cinemas, and the role of theory and criticism in the reception and evaluation of specific films and cinematic movements. Taught in Spanish.

**SPAN-410. History Of The Spanish Language. 3 Hours.**

Study of the historical, geo-political, sociological, and linguistic (phonological, morphological, syntactical) factors that have shaped the evolution of the Spanish Language.

**SPAN-413. Spanish Dialectology. 3 Hours.**

Phonetics and phonology of Spanish, evolution of Spanish from its Latin roots to the present, and general dialectal tendencies of the Spanish language from each of the Spanish-speaking nations in the Americas. Research project requires theoretically informed analysis of student-gathered data. Taught in Spanish.

**SPAN-414. U.S. Latina/o Literature & Culture. 3 Hours.**

This course supplements these offerings by focusing on the literary production of Hispanophone and Latino/a-identified writers and artists in the US, including native Latinos, exiles and immigrants. Assignments, lectures and discussion will center on questions of identity, culture, history, politics and aesthetics. Readings will offer a broad representation of writers from North America, South America, Central America and the Caribbean and will cover various genres including essays, novels, poetry and drama. The course is taught in Spanish with readings in Spanish and English. For students who are teaching or plan to teach, the course will also provide analysis of pedagogical methods in Latino/a studies.

**SPAN-415. Andean Literature & Culture. 3 Hours.**

Critical study of the literary and cultural production in the Andean region of South America, with special emphasis on the worldviews of its predominantly indigenous and mestizo populations. Taught in Spanish.

**SPAN-416. Latin American Avant-Gardes. 3 Hours.**

Critical study of experimental literature and art in 20th century in Latin America, with special emphasis on the historical avant-gardes (i.e., 1920s and 1930s), and their legacy on subsequent cultural production. Taught in Spanish.

**SPAN-418. Novels Of The Mexican Revolution. 3 Hours.**

This course explores the representation of the Mexican Revolution and its aftermath in Mexican literature, and the novel in particular. Conducted in Spanish.

**SPAN-419. Topics In Contemporary Mexican Literature. 3 Hours.**

This course offers a critical study of major works and currents in contemporary (1960s-present) Mexican literature, focusing on literary trends and the role of criticism in the reception and evaluation of works and literary movements. Taught in Spanish.

**SPAN-420. Visión De América II. 3 Hours.**

This course explores the images of and ideas about "America" contained primarily but not exclusively in literary works of the twentieth and twenty-first centuries. Must be taken within the first 12 hours of enrollment in the M.A. Program.

**SPAN-421. Spanish Pedagogy: How To Teach Grammar, Vocabulary, Culture, Literature And Writing. 3 Hours.**

This graduate level seminar will begin by briefly exploring the pedagogical history of language teaching: approaches, methods and techniques. The course will focus more specifically on the pedagogical challenges posed by the teaching of culture, literature, grammar, vocabulary, writing and conversation in the diversified classroom with students of varying levels of linguistic proficiency. The students will develop classroom skills and strategies by designing materials for these pedagogical issues. The students will be able to formulate contextualized lesson plans and assessment measures in accordance with the National Standards for Foreign Language Learning. The course is conducted entirely in Spanish.

**SPAN-428. Topics In Pre-Columbian Art. 3 Hours.**

Selected topics in Pre-Columbian art. Advanced research papers and presentations. Content changes. May be repeated for 6 credits. Taught in Spanish.

**SPAN-431. Latin American Romanticism. 3 Hours.**

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.

**SPAN-432. Latin American Modernismo. 3 Hours.**

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.

**SPAN-433. José Martí. 3 Hours.**

Critical perspectives on the life and work of Cuban poet, essayist and political philosopher José Martí (1853-1895).

**SPAN-434. Latin American Magical Realism. 3 Hours.**

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.

**SPAN-435. Gabriel García Márquez. 3 Hours.**

Critical perspectives on the writings of Gabriel García Márquez, and in particular his seminal *One Hundred Years of Solitude*.

**SPAN-436. Hablares En Contacto: El Español En Estados Unidos. 3 Hours.**

Language change accelerates when two or more languages or dialects are in contact; such is the case between English and Spanish, and between different dialects of Spanish in the United States. This course will examine the lexical, structural, phonological, morphological and syntactic influences from English and various dialects of Spanish on U.S. Spanish, and their impact on the linguistic landscape and the construction of identity in the United States. Taught in Spanish.

**SPAN-440. Teaching Spanish-Language Heritage Learners. 3 Hours.**

This seminar is an exploration of the research and practice of teaching Spanish to Heritage Language (HL) learners, a term broadly defined as students who choose to formally study a language they speak or hear (or spoke or heard in childhood). We will consider the goals and principles in HL instruction, as well as ways to adopt HL pedagogy in mixed classrooms with Second Language (L2) learners, or those who study a language with which they have little to no prior experience.

**SPAN-460. Literatura(s) trans\*. 3 Hours.**

In this seminar, we approach the study of Spanish-language novels, art, and essays from multiple geopolitical spaces in order to consider how trans\*-identifying authors, activists and artists represent trans\*ness and queerness writ large as redefining of subjectivity and belonging. We will define and complicate the asterisk in Trans\* theory in order to discuss relationality with belonging mediated by the state and by cisheteronormative practices. This course is taught in Spanish, with texts in Spanish, Spanglish, and English.

**Requirement:** Near-native Spanish language proficiency as demonstrated by major standing in LALC program or department approval.

**SPAN-466. Literatura Indígena En Las Américas. 3 Hours.**

In this course, we will engage contemporary indigenous literature published bilingually (Maya T'aan, Zapotec, Tzotzil, etc. - Spanish), as well as indigenous oral traditions, textiles, musical production and performances, social relations, politics, and other forms of expressive culture. From within those (con)texts, we will consider the cultural combinations that emerge from Latin America's tripartite indigenous, Iberian and African heritage. Topics will vary and include indigenous cosmovision, coloniality, hegemony, ontology and cultural reification, ethnogenesis, identity politics, indigenous resistance and revitalization, diaspora, transnationalism, globalization, migration, modernity and tradition, cultural authenticity and social transformation.

**SPAN-470. Feminismos Decoloniales Desde Abya Yala. 3 Hours.**

The course defines and contextualizes decolonial feminist praxis among Indigenous/Native and Latin American activists and academics. In the first part of the course, we begin to make sense of what decoloniality is via the notion of coloniality and its extension and antecedents beyond academia. In the second part of the course, we will think beside Sara Ahmed's notion of "the personal is theoretical," via the oppressive structures of coloniality and how they affect every aspect of one's lived experience, from ways of thinking and being to enactments of labor, sexuality, gender, and reproduction.

**SPAN-481. Contemporary Latin American Narrative. 3 Hours.**

This course is a critical study of major works and currents of contemporary Latin American narrative, including novels, short stories, testimonial narrative, chronicles and narrative film. The course also focuses on the role of criticism in the reception and evaluation of narrative works. Taught in Spanish.

**SPAN-484. Drogas, Intoxicación Y Adicción En Las Américas. 3 Hours.**

In this interdisciplinary approach to drugs, intoxication and addiction in the Americas students challenge received knowledge on these topics by analyzing cultural products that portray drug trafficking, consumption and addiction and by engaging with critical theory that problematizes the role of drugs in our society and the social harms caused by prohibition. Emphasis is given to the ways that various systems of oppression, such as capitalism, racism, (neo)colonialism and patriarchy, intersect in the economy of drugs and how perspectives from the Global South can illuminate more liberating perspectives on the relationship between humans and intoxicants. Taught in Spanish.

**SPAN-485. Study Tour: Latin America. 3 Hours.**

This course is designed as a seminar that culminates in a Study Tour to a Latin American country. Students will be able to research and discuss subjects related to the Study Tour before the trip and will continue exploring these subjects while visiting the country.

**SPAN-493. La Voz Del Pueblo: Eye Dialect And The Regional Text. 3 Hours.**

Regional authors embed national and regional history and culture in their writing, validating the voice and identity of marginalized community/ies. This course approaches regional texts from a linguistic perspective, exploring how authors code speech phenomena using spelling representative of pronunciation instead of standard orthography. This technique, known as eye dialect, emphasizes power imbalances between characters whose dialect follows orthographic conventions and those who do not. Students will decode eye dialect and regionalisms in diverse texts to discover what direct and indirect messages they convey about class, privilege and prestige.

**Prerequisite:** SPAN-413 with a minimum grade of C.

**SPAN-5901. Thesis Hours. 1 Hour.****SPAN-5902. Thesis Hours. 2 Hours.****SPAN-5903. Thesis Hours. 3 Hours.**

## Swahili

**SWAH-101. Swahili I. 3 Hours.**

Development of basic skills in listening, speaking, reading and writing. Culture appreciation.

**SWAH-102. Swahili II. 3 Hours.**

Continuation of SWAH-101.

# Major in Spanish

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The mission of the Department of World Languages and Cultures (<http://neiu.edu/languages/>) is to provide high quality instruction in world languages, and to prepare students to be lifelong learners and engaged citizens through the critical study of the literatures and cultures associated with these languages. As a Spanish major, the language and critical thinking skills you develop through written and oral exposition, research, and service learning will enhance your career opportunities in today's global society and provide the basis for a lifetime exploration of multiple cultures and worldviews. The accelerated concentration strand of the B.A. in Spanish provides a pathway for qualified students to move seamlessly into the M.A. in Latin American Literatures and Cultures while sharing up to 12 credits between the two.

To apply to the Accelerated Concentration strand of the B.A. in Spanish, students must have a cumulative grade point average of at least 3.0 and have earned at least 60 credits toward their bachelor's degree; at least 12 of those credits must have been earned at NEIU. In addition, students must complete the online application for the M.A. in Latin American Literatures and Cultures and meet the admission requirements for that program. Accepted students may begin the graduate-level shared coursework once they have earned 72 undergraduate credits, at least 12 of which were at NEIU.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

- \* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.
- \*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major in Spanish

The B.A. in Spanish consists of thirteen courses (39 credit hours): 7 required courses (listed below), one capstone seminar (SPAN 380C), and 5 elective courses at the 300-level. Majors are also required to create an electronic portfolio of work done in the required courses. Majors are encouraged, but not required, to pass both the OPI (Oral Proficiency Interview (<https://tms.languagetesting.com/IndividualSite/>)) and the WPT (Writing Proficiency Test (<https://tms.languagetesting.com/IndividualSite/>)) at the level of Advanced Low or above. Both tests are administered by the American Council of Teachers of Foreign Languages (ACTFL), and are nationally recognized for assessing oral and written proficiency according to the ACTFL Proficiency Guidelines. Students in the Accelerated Program (BA + MA) must maintain a 3.0 cumulative undergraduate GPA and earn at least a "B" in all graduate-level courses taken for shared credit. In the Accelerated Program, the undergraduate degree must be completed within four (4) semesters of the start of the shared graduate-level courses.

### Required Courses (8) 24 credits:

SPAN 252, 253, 301, 319 (12 credits)

SPAN 314 or 331 (select one culture course from this list) (3 credits)

SPAN 321, 323, 326, 328 and 329 (select two literature courses from this list) (6 credits)

One capstone seminar: SPAN 380C (3 credits)

**Elective Courses (5) 15 credits:** any additional courses numbered SPAN 300-399.

**Total: 24 credits (required) + 15 credits (electives) = 39 credits**

Code	Title	Hours
SPAN-252	Introduction To Literary & Cultural Analysis (Required Courses)	3
SPAN-253	Academic Research & Writing In Spanish	3
SPAN-301	Advanced Spanish Grammar	3
SPAN-319	Applied Spanish Linguistics	3
SPAN-380C	Seminar In Latin American Literary & Cultural Studies	3
One of the following culture courses:		3 crs.
SPAN-314	Latin American Culture	
SPAN-331	Hispanic World Cultures	
Two of the following literature courses, one of which must be SPAN 321, 323, or 329:		6 crs.
SPAN-321	Latin American Literature I	
SPAN-323	Latin American Literature II	
SPAN-326	Spanish Literature I	
SPAN-328	Spanish Literature II	
SPAN-329	Introduction To Spanish American And Spanish Literature	
In addition to 5 elective courses, at the 300-level SPAN 300-399		15 crs.

## Writing Intensive Requirement

Majors in Spanish can meet the Writing Intensive Program (WIP) graduation requirement by taking WLC 333 (WIP: *Cross-Cultural Communication: Fundamentals of Translation*) or LLAS 201 (WIP: *History and Culture of Latinos*) or SCED 311 (WIP: *School Curriculum*). Visit the Center for Academic Writing on the fourth floor of the Ronald Williams Library for peer tutoring and other writing resources. Double Majors, (students who major in Spanish and another discipline) need only take one WIP course in the major of their choosing.

## Proficiency Testing

The Oral Proficiency Interview and Writing Proficiency Test are administered by the American Council of Teachers of Foreign Languages (ACTFL), and are nationally recognized for assessing oral and written proficiency according to the ACTFL Proficiency Guidelines. Register online (<https://tms.languagetesting.com/ProctorSite/login.aspx>) for an appointment to take the tests at the Language Learning Lab.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

<b>First Year</b>		<b>Hours</b>
<b>Term 1</b>		
SPAN-101	Beginning Spanish I	3
General Education Course		3
General Education Course		3
General Education Course		3
General Education Course		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
SPAN-102	Beginning Spanish II	3
General Education Course		3
General Education Course		3
General Education Course		3
General Education Course		3
<b>Term Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>Term 1</b>		
SPAN-201	Intermediate Spanish I	3
General Education Course		3
General Education Course		3
General Education Course		3
General Education Course		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
SPAN-202	Intermediate Spanish II	3
Elective		3
WLC-333 or LLAS 201	Writing Intensive Program: Cross-Cultural Communication	3
Elective		3
Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Third Year</b>		
<b>Term 1</b>		
SPAN-224	The World Of Texts: Developing Essential Reading Skills In Spanish	3
SPAN-225	Practical Writing: An Introduction To Personal Expression In Spanish	3
Elective		3
Elective		3
Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
SPAN-252	Introduction To Literary Cultural Analysis	3
SPAN-253	Academic Research Writing In Spanish	3
Elective		3
Elective		3
Elective		3
<b>Term Hours</b>		<b>15</b>

4 Major in Spanish

**Fourth Year**

<b>Term 1</b>		
SPAN-314	Latin American Culture	3
SPAN-315	Spanish Culture	3
SPAN-321	Latin American Literature I	3
SPAN-326	Spanish Literature I	3
Elective		3
		<b>Term Hours</b>
		<b>15</b>
<b>Term 2</b>		
SPAN-323	Latin American Literature II	3
Capstone Seminar (SPAN 350-399)		3
SPAN-328	Spanish Literature II	3
Elective		3
Elective		3
		<b>Term Hours</b>
		<b>15</b>
		<b>Total Hours:</b>
		<b>120</b>

# Master of Arts in Latin American Literatures and Cultures

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## 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.

### Requirements for Admission to the Program

- Bachelor's Degree from an accredited institution.
- Advanced-level proficiency in written and oral Spanish as evidenced by a score of at least Advanced Low in the OPI (Oral Proficiency Interview) and WPT (Writing Proficiency Test) administered by ACTFL (American Council of Teachers of Foreign Languages). To register for the exams, visit <https://tms.languagetesting.com/IndividualSite/>, and have the results be sent directly to Northeastern Illinois University's Graduate College.
- Online application: graduate-college (<http://www.neiu.edu/academics/graduate-college/>)

### Teacher Licensure Option

M.A. students who already have a B.A. in Spanish or who complete a Second Bachelor's in Spanish may also enroll in a dual MA/TLP track to become certified as Spanish K-12 teachers through the College of Education.

### Degree requirements (36 credits)

Code	Title	Hours
<b>Required Courses:</b>		
SPAN-401	Introduction To Latin American Literary & Cultural Studies (to be completed during the first semester of the program)	3
Eleven graduate-level courses (which may include):		33
Up to eleven SPAN 400-level courses at NEIU		
Up to 3 graduate level courses from other departments at NEIU (approval of the graduate advisor required)		
Up to 9 credits of graduate level coursework from an accredited institution other than NEIU (approval of the department chair required)		
Up to 6 credits of Master's Thesis		
<b>Total Hours</b>		<b>36</b>

#### Non-thesis Option:

Students take 1 required course and 11 electives.

#### Thesis Option:

Students who opt for a thesis must, the semester before they intend to enroll in thesis hours, form a committee of three faculty members (1 primary and 2 readers), and submit a proposal with the following items:

- A 500-word narrative with a tentative title, corpus, hypothesis, methodology, theoretical framework, and the objective(s) of the study.
- A 1-2 page bibliography of primary and secondary sources in MLA format.

The committee will decide on the merits of the proposal, and whether or not to grant permission for the student to conduct the thesis. Students granted permission to write a thesis must follow the Graduate College Thesis Manual (<https://www.neiu.edu/academics/college-of-graduate-studies-and-research/masters-thesis-resources/masters-thesis-manual-documents/>).

#### Comprehensive Written Examination:

At the beginning of the program, students receive a list of eight general questions on Latin American literature and culture, with accompanying bibliography. For the comprehensive exam, students choose and answer four of these questions. A student who fails any part of the Comprehensive Exam may take that part a second time. Permission to take it a third time may be granted by the Departmental Graduate Committee after a review of the student's record. Additional coursework may be required before a third and final attempt.



**Electronic Portfolio:** The electronic portfolio includes copies of the final essays submitted for each course, a copy of the comprehensive examination, and the corresponding evaluation rubrics submitted by the program's faculty for each of these items.

# Minor in French Studies

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

#### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

#### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## **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 . Consult the French Advisor for approval of other English-taught courses towards the Minor.

# Minor in Spanish

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Spanish

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

# Teacher Licensure in Spanish K-12

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To become a licensed K-12 teacher of Spanish, students must:

1. Complete the requirements for a major in Spanish.
2. Pass the Oral Proficiency Interview (OPI) administered by ACTFL (American Council of Teachers of Foreign Languages) with a score of Advanced Low or above.
3. Pass the Content Area Exams in Spanish administered by ILTS (Illinois Licensure Testing System) with a minimum average score of 240.
4. Complete the following professional education sequence in secondary education:

Code	Title	Hours
WLC-302	Introduction To Teaching World Languages	3
SPAN-319	Applied Spanish Linguistics <sup>4</sup>	3
EDFN-305	Philosophical And Historical Foundations Of Public Education <sup>1</sup>	3
EDFN-306	Education And Individual Differences <sup>1,3</sup>	3

Student must apply and be admitted to the College of Education to continue with the remaining courses in the sequence:

Code	Title	Hours
LTCY-301	Foundations Of Literacy Instruction In Secondary Grades <sup>1</sup>	3
EDFN-307	Psychology Of Instruction And Learning <sup>1,3</sup>	3
SCED-311	Writing Intensive Program: School Curriculum <sup>1</sup>	3
SCED-303F	Teaching Modern Foreign Languages In The Secondary School <sup>1,5</sup>	3
SCED-304J	Foreign Language Clinical Experience In The Secondary School <sup>2,4,5</sup>	1
SCED-305J	Secondary Student Teaching And Seminar In Spanish <sup>2</sup>	9

<sup>1</sup> C or better grade required

<sup>2</sup> B or better required

<sup>3</sup> EDFN-306 & EDFN-307 each have 20 clock hours of clinical experience attached.

<sup>4</sup> Spanish K-12 majors must take SPAN-319 prior to enrolling in SCED-304J.

<sup>5</sup> SCED-304F/SCED-304J and SCED-303F must be taken concurrently.

# College of Business and Technology

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**Michael Bedell, Ph.D., Professor, Dean**

**Qiumei Jane Xu, Ph.D., Professor, Associate Dean**

## College of Business and Technology Overview

cbt-do@neiu.edu (773) 442-6100

### Mission

The College of Business and Technology (CBT) delivers accessible, applied, market-driven business and technology education in an inclusive and supportive environment for diverse learners.

### Vision

We endeavor to be a leading metropolitan college of business and technology, known for the quality of our academic programs, our graduates, and our community engagement within Chicago.

### Goals

1. Attract, educate, retain, and graduate students who will be equipped with the knowledge & skills to succeed in a diverse global business/scientific environment.
2. Foster high quality curricular and pedagogical activities aligned with the mission of the college.
3. Foster scientific curiosity and provide opportunities to research practical solutions to real-world problems.
4. Develop, maintain, and enhance collaborative relationships with other units of our university community, with federal, state, and local governments, and with business communities in Chicago and beyond.
5. Provide opportunities and resources to support the professional development of faculty and staff.
6. Enhance technological and physical infrastructures to develop flexible working and learning environments.
7. Continuously improve the college's financial position by diversifying and enhancing revenue sources.

### Accreditation

The Business Programs within the NEIU College of Business and Technology are accredited by AACSB International -- the Association to Advance Collegiate Schools of Business (denoted below by \* ). Of the more than 16,000 business programs worldwide only 5% have been awarded AACSB Accreditation. For more information about AACSB Accreditation please see their website: [www.aacsb.edu](http://www.aacsb.edu).

### Degree Programs

The College of Business and Technology offers six degree programs: three in Business and three in Computer Science -- with natural crossover between areas of study where appropriate. Degree programs listed below with a "\*" are Accredited by AACSB. Degree programs listed below with "2" are STEM designated. The degree programs are as follows:

- Bachelor of Science in Business\* (B.S.)
- Bachelor of Science in Computer Science (B.S.)
- Bachelor of Science in Information Technology (B.S.)
- Bachelor of Science in Cybersecurity (B.S.)
- Master of Business Administration\*<sup>2</sup>(M.B.A.)
- Master of Science in Accounting\*<sup>2</sup> (M.S.)
- Master of Science in Computer Science<sup>2</sup>(M.S.)

Both the Bachelor of Science in Business and Computer Science rely on a general education foundation followed by professional preparation in their respective fields. Students enrolling in the **B.S. in Business** may elect to major in **Accounting, Finance, General Business Administration, Marketing, and Management (General Management, Management with Human Resources, or Management with Business Analytics)**.

Students enrolling in the **B.S. in Computer Science** may elect to major in **Computer Science (General track, Computer Network and Security, or Data Science concentration), Information Technology and Cybersecurity**.

The College offers Business undergraduate **minors in Accounting, Business Analytics, Finance, FinTech, Forensic Accounting, Human Resource Management, Marketing, Management, Entrepreneurship for Business Majors, Entrepreneurship for Non-Business Majors, Global Business Management and Computer Science** for those who wish to supplement or expand coursework in other disciplines. A **pre-MBA minor** is also offered to facilitate entering the MBA program for students who did not major in a business discipline for their undergraduate degree. A minor is not a graduation requirement for Business students.

Business graduate degrees offered are the **Master of Business Administration (MBA)** and **Master of Science in Accounting (MS)** degrees. **Both business graduate degrees are Accredited by AACSB International.** Beyond the general MBA program, there are also **MBA elective tracks in Entrepreneurship, Marketing, Finance, Global Business Management, Human Resource Management, Information Technology, Sports Management/Exercise Science, and Public Health.** The last four tracks are partnerships with other graduate programs including the MS in Computer Science; MS in Public Health; Human Resource Development Masters in the Goodwin College of Education; and the Chemistry Separation Sciences Masters in the College of Arts and Sciences.

The College offers a **Master of Science in Computer Science** degree which has two concentrations. The first is an **industry focused** concentration and provides advanced skills for those wishing to advance in industry roles. The second is a **science focused** concentration designed for those wishing to pursue a Ph.D. in Computer Science. The MS in Computer Science also provides the MBA with an Information Technology track.

Courses at the College of Business and Technology are delivered primarily through traditional in-person classes and asynchronous online classes. Two undergraduate degree majors -- **Management and Marketing** -- may also be completed in a completely online modality. Faculty teaching online courses are certified using the Quality Matters standards for online teaching. Classes are scheduled to accommodate the needs of full-time, part-time, and evening students.

The **MBA program core** is delivered using a traditional lecture/video conference modality where meetings are in a classroom that has active video conferencing so that students who are unable to come to class in person may still attend via video conference. Elective courses are all delivered using an asynchronous online modality.

All business programs in the College of Business and Technology adhere to quality standards established by AACSB International. Details about these standards such as admission, course enrollment, academic requirements, and graduation are found in a separate tab. The Association to Advance Collegiate Schools of Business, and is committed to providing a well-rounded education for a career in business, government, or non-profit organizations.

## College Organization

The College of Business and Technology is organized into four academic units and two student facing units.

- Department of Accounting, Business Law, and Finance (773) 442-6140
- Department of Computer Science (773) 442-4720
- Department of Management and Marketing (773) 442-6120
- CBT Graduate Studies (773) 442-6107, (MBA program; MS Accounting Program) (773) 442-6160, (MS in Computer Science Program)
- CBT Undergraduate Program Advisement and Outreach (see below)
- CBT Student Development (see below) (773) 442-6100
- CBT Business, Innovation and Growth (BIG) Center (773) 442-6105

## Advisement

### UNDERGRADUATE PROGRAMS

The University Advising Center (<https://neiu.edu/academics/advising-center/>) advises freshman and sophomores who have not yet declared a major. The Office of Undergraduate Program Advisement in the College of Business and Technology provides professionally staffed, centralized advising to students who are (1) freshmen and sophomore pre-business and computer science majors focusing on their general education curriculum and (2) juniors and seniors wishing to enroll in undergraduate business or computer science courses. Please see advisor contact and program information on the College of Business and Technology Advising Center. (<https://www.neiu.edu/academics/college-of-business-and-technology/cbt-advising-center/>)

If you're considering College of Business and Technology programs, we encourage you to contact one of the College advisors immediately to learn about the College's programs and procedures and to declare your intent to pursue a Business or Computer Science major/minor. Once you meet with an advisor, the Office of Undergraduate Program Advisement maintains records of your progress toward graduation and serves as a resource for information about University and College of Business and Technology policies and requirements.

- Location: CBT 178
- Phone: (773) 442-6111
- E-mail: [cbt-ug@neiu.edu](mailto:cbt-ug@neiu.edu)

## GRADUATE PROGRAMS

- For general questions regarding CBT graduate programs: [cbt-grad@neiu.edu](mailto:cbt-grad@neiu.edu)
- For questions regarding CBT MBA: [mba@neiu.edu](mailto:mba@neiu.edu)
- For questions regarding CBT MSA: [msaccounting@neiu.edu](mailto:msaccounting@neiu.edu)
- For questions regarding C.S. Graduate Program: [ms-cs@neiu.edu](mailto:ms-cs@neiu.edu)

## Office of Student Development

The Office of Student Development provides professionally staffed support to student professional development activities and students career preparation. Student professional development activities include more than 15 student clubs; annual events such as the International Business Conference; and annual study tours. Career preparation activities include job announcements, resume review, mock interviews, Handshake support, and more. This office also is the liaison to the main campus career center.

- Location: CBT 184
- Phone: (773) 442-6100
- E-mail: [cbt-do@neiu.edu](mailto:cbt-do@neiu.edu)

## Enrolling in Multiple Institutions

Students interested in completing courses at alternate institutions after beginning enrollment at Northeastern must contact their advisor PRIOR to enrollment in the course(s) to confirm if the course may apply to degree requirements. As a general rule, all upper-division business-related coursework must be completed at Northeastern (Core, Required, and Elective business courses) once you have been admitted or re-admitted to Northeastern. (Business courses may NOT be completed at alternate institutions.) Failure to obtain permission to complete courses at an alternative institution prior to enrollment may result in rejection of the course by the University and the College. A limited number of computer science courses may be taken on a dual enrollment basis with several Chicago area high schools.

## Enrollment In Business Courses for Non-Business Students

If you're a Northeastern student not officially declared in any business major or minor program who would like to enroll in one or more business courses, you must meet the prerequisites specified by the course(s) or minor you wish to study. In some cases this will consist of the same prerequisites as business majors, including completion of the College's Foundation Requirement. In some cases, a course may only require one prerequisite. A maximum of 12 hours of business courses (4 courses) at 300-level may be completed prior to formally declaring a business major or minor.

Students-at-large must secure approval from the Office of Program Advisement to register in any business course. In general, the College's Foundation Requirement is waived for visiting students-at-large, but you must meet the specific prerequisites for business course(s) in which you seek to enroll. Students-at-large enrolled in degree programs at other institutions are responsible for confirming courses completed at Northeastern will transfer to their primary institution to satisfy degree requirements.

## Graduation Requirements

To earn a degree from the College of Business and Technology, you must meet all University graduation requirements, have completed all required and elective courses in the College of Business and Technology program and an adequate program GPA for all of your Major course work (Core Courses plus required and elective courses in your Major).

## 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:

Month of Anticipated Completion of Degree Requirements	Filing Deadline
May	Previous September
August	Previous January
December	Previous May

Major and minor graduation forms are valid for a one-year period from the date on the form. If you do not graduate within that period, you must contact the Program Advisors to complete a new graduation form for the University's graduation evaluators.

## Additional Academic Regulations

### Governing Standards

The requirements that govern business major and minor programs are those that were published in the Academic Catalog at the time you were admitted to Northeastern Illinois University. Changes in course prerequisites are an exception, becoming applicable as they are enacted.



If you are absent from the University for one year or longer, your student status is inactivated. You revert to undeclared status, must re-apply for admission to the University and the College upon return, and must meet all current University, major/minor declaration, and business program requirements to qualify for a Bachelor's Degree.

## Repeat Course Policy/Duplication of Course Credit

Courses may only apply to one degree program. You must complete separate courses to fulfill credit hour requirements for all programs when completing multiple business programs (two majors or a major and a minor program). When the same course is required for multiple programs, the department chairperson of the second program must approve a course to be completed to satisfy credit hour requirements for that program.

The College calculates your Foundation and Major grade point averages for College requirements using the most recent grade for repeated courses. This is in compliance with the University's cumulative grade point average policy (discussed below).

University policy permits students to repeat courses. The most recent grade and corresponding grade points from repeated courses are used to calculate the cumulative grade point average. Previous grade(s) are not included in calculation of cumulative grade point average or hours earned regardless of which grade is higher. All courses count only once toward the 120 credit hour minimum required for graduation. Students who repeated a course prior to Summer 2008 in which a grade of "C" or above was earned will have all grades calculated in the cumulative grade point average, but will only earn credit hours for the course once.

Note: **ALL grades received for all courses appear on the transcript.**

## Class Attendance/Course Withdrawals

In accordance with University policy, students are expected to attend the first class session of all courses in which they are enrolled to confirm their registration. If they stop attending classes, they must officially withdraw from the course through established University procedures (NEIUport). Failure to officially withdraw from a course you stop attending for any reason is the same as failing the course. A permanent grade of F, NAF or UWF will appear on your transcript.

## Pass/Fail Policy

Pass grades ("P") are not permitted to satisfy any degree requirements. Only grades of "C" or better fulfill course requirements.

## Currency of courses

The College of Business and Technology may evaluate courses for currency. Courses completed six or more years prior to enrollment or re-enrollment at NEIU will not be applied toward degree program completion.

## Academic Practices and Policies

### Professional School Curriculum Model

Consistent with the emphasis on excellence in its mission, the College of Business and Technology has implemented a professional school curriculum model that concentrates advanced study in Business and Computer Science subjects during the last two years of a four-year program.

All students majoring in a College of Business and Technology discipline must complete liberal arts focused General Education and appropriate business or computer science preparatory courses in the earlier years of your academic experience to ensure you are well-equipped for success in your major studies.

Admission to Northeastern Illinois University does not automatically constitute admission to programs offered by the College of Business and Technology. If you plan to pursue a baccalaureate degree in business, you must formally apply for admission to the College after you have completed the University's General Education requirements along with eight Foundation courses that provide basic skills critical for success in a business program.

If you are 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 Technology. You must, however, meet the prerequisites as prescribed by the course(s) or minor you wish to take, and meet with the Business Program Advisers to register.

At-large students – students (with or without degrees) registered at other institutions who enroll for Northeastern classes – must secure approval from the Business Program Advisers to register for any Business course.

Students interested in pursuing Computer Science, Cybersecurity, and Information Technology are welcome to join these programs at any time. Please make an appointment with the college advisors as the first step.

### Enrollment in Business Courses for Non-Business Students

If you are a Northeastern student not officially declared in any business major or minor program and would like to enroll in one or more business courses, you must meet the prerequisites (if any) specified by the course(s) or minor you wish to study. In some cases this will consist of the same prerequisites as business majors, including completion of the College's Foundation Requirement. In some cases, a course may only require one

prerequisite. A maximum of 12 hours of business courses (4 courses) at 300-level may be completed prior to formally declaring a business major or minor.

Students-at-large must secure approval from the Program Advisement Office (CBT 178) to register in any business course. In general, the College's Foundation Requirement is waived for students-at-large, but you must meet the specific prerequisites for business course(s) in which you seek to enroll. Students-at-large enrolled in degree programs at other institutions are responsible for confirming courses completed at Northeastern will transfer to their primary institution to satisfy degree requirements.

## Sequence of Courses and Admission Requirements for Business Students

The requirements below apply only to students who wish to major in Business. Non-business students should check the requirements specified in the section "Enrollment in Business Courses for Non-Business Students".

Students majoring in Business are required to take three sets of courses:

- The University Core Curriculum and General Education Courses
- Foundation Courses and Core Courses
- Major-specific courses

## UNIVERSITY CORE CURRICULUM AND GENERAL EDUCATION COURSES

University Core Curriculum and General Education Courses are outlined in the University Academic Catalog and in the Schedule of Classes each semester. The College of Business and Technology requires students complete the General Education Requirement before enrollment in any upper division (300-level) business courses. BLAW-109 satisfies the FYE requirement for freshman students.

ECON-215, ECON-217, MATH-165, and PHIL-213 fulfill both College of Business and Technology course requirements and the University's General Education Requirement; however, course credit hours are only recognized once toward graduation requirements.

## 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 six are in Arts and Sciences. Check the course descriptions in this catalog for course prerequisites.

Code	Title	Hours
<b>Foundation Courses</b>		
ENGL-101	Writing I	3
ENGL-102	Writing II	3
MATH-165	Finite Mathematics For Business And The Social Sciences	3
PHIL-213 or PHIL-215	Ethics ( This also satisfies a Human Relations requirement) Business Ethics	3
ECON-217	Principles Of Microeconomics <sup>1</sup>	3
ACTG-201	Introduction To Financial Accounting <sup>1</sup>	3
ACTG-202	Introduction To Managerial Accounting <sup>1</sup>	3
BLAW-285	Legal Environment Of Business <sup>1</sup>	3
<b>Total Hours</b>		<b>24</b>

<sup>1</sup> Foundation Courses that are also Core Courses.

\* PHIL-215 Satisfies the CPA Ethics requirement

## 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.

Code	Title	Hours
ACTG-201	Introduction To Financial Accounting <sup>1</sup>	3
ACTG-202	Introduction To Managerial Accounting <sup>1</sup>	3
BLAW-285	Legal Environment Of Business <sup>1</sup>	3
ECON-215	Principles Of Macroeconomics	3
ECON-217	Principles Of Microeconomics <sup>1</sup>	3
ABF-350	Management Information Systems	3

FINA-360	Principles Of Financial Management	3
MKTG-350	Principles Of Marketing	3
MNGT-368	Business Statistics	3
MNGT-370	Writing Intensive Program: Managing Global Business Organization <sup>2</sup>	3
MNGT-377	Production/Operations Management	3
MNGT-379	Business Analytics	3

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**Total Hours** **36**

<sup>1</sup> Core Courses that are also part of the Foundation.

<sup>2</sup> MNGT-370 is the department course that fulfills the University Writing Intensive Program (WIP) Requirement

FINA-360, MKTG-350, MNGT-368, and MNGT-370 are prerequisites for more advanced business major courses. These courses must be completed prior to enrollment in advanced courses in your particular major.

## 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, as the capstone course. To enroll in MNGT-393, you must be in your final semester before graduation, have completed all business Core courses (some exceptions apply), 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.

## BUSINESS ELECTIVES

Elective Courses are those you choose to match your own special interests and abilities. Specific elective choices and prerequisites for each major and minor program are listed under the departmental headings in this catalog. Electives must be chosen from the preapproved list.

## Pre-Major Transition Semester

If you are completing the Foundation Courses, you may enroll in 300-level business courses during the same semester under the following conditions:

1. You must be able to complete the Foundation Requirement and the General Education Requirement within that semester.
2. You must be able to complete at least 60 credit hours (45 hours for business minors) of college-level course work by the end of that semester.
3. You must have earned a 2.50 GPA for Foundation Courses that you've already completed and a 2.00 cumulative GPA for all course work you've completed at Northeastern.

Guidelines for using this privilege:

- Students must request authorization from the Program Advisement Office to utilize the transition semester opportunity through submission of the Course Request Form.
- Students failing to complete all requirements for admission to the College of Business and Technology by the end of the Transition Semester may be denied permission to continue the business course sequence (restriction from enrollment in 300-level business courses) until all program admission requirements have been met.
- Generally, students will be allowed ONE SEMESTER to utilize the Transition Semester Opportunity. This includes semesters in which students receive a grade of D, F, NAF, UWF or I, and semesters in which students withdraw from courses.
- Should a student drop a required Foundation Course during the Transition Semester, they will be expected to also drop all 300-level business courses in which they are enrolled.

## Prerequisites

The curriculum in the College of Business and Technology is highly structured and carefully integrated. The content and methods of upper division courses assume that you have already completed a sequence of lower division courses, the prerequisites for those courses, and other program prerequisites that provide you with skills you will need for more advanced study. The minimum acceptable grade for a course is "C". Grades of "D", "F", "NAF", "UWF", "P", "S", and "I" are not recognized as successful completion of a course or course prerequisite.

Students-at-large, non-Business majors, and non-traditional degree students must meet the prerequisites as prescribed by the course(s) or minor you wish to take, and meet with the Business Program Advisers to register. At-large students – students (with or without degrees) registered at other institutions who enroll for Northeastern classes – must secure approval from the Business Program Advisers to register for any Business 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.

## ADMISSION TO THE COLLEGE OF BUSINESS AND TECHNOLOGY:

### DECLARING A BUSINESS MAJOR AND/OR MINOR

Students who wish to declare a major or minor must complete at the Undergraduate Major/Minor Declaration form and submit it to the Program Advisement Office. In addition to being available online, forms are available in the College Program Advisement Office (CBT 178). All declared majors or minors should request assigning a program advisor from the College.

The following admission standards must be fulfilled to become eligible to officially declare a business major in the College of Business and Technology:

1. Fulfill the University's General Education Requirement (See the Academic Catalog or Schedule of Classes for details on fulfilling the General Education Requirement).
2. Complete each of the eight Foundation Courses (listed above) with a grade of "C" or better in each course AND earn a Foundation Course grade point average of 2.50 or higher (on a 4-point scale). CBT does not round up GPA. A 2.49 GPA would require re-taking a course(s) to earn a 2.5 foundation GPA.
3. Complete at least 60 college credit hours of course work (45 hours for business minors), including the Foundation Courses and General Education Courses, with a cumulative grade point average of 2.00 or higher.
4. Apply and be approved for admission to the College of Business and Technology. This step is equivalent to officially declaring a business major and/or minor. Contact the Office of Program Advisement at (773) 442-6111 to schedule an advisement appointment to officially declare a business major or minor.

The admission standards to declare a business minor in the Department of Management and Marketing and Department of Accounting, Business Law and Finance are available under the department's headings.

### DECLARING A COMPUTER SCIENCE, CYBERSECURITY, OR INFORMATION TECHNOLOGY MAJOR AND/OR MINOR

Students who wish to declare a major or minor must complete at the Undergraduate Major/Minor Declaration form and submit it to the Program Advisement Office. In addition to being available online, forms are available in the College Program Advisement Office (CBT 178). All declared majors or minors should request assigning a program advisor from the College. Students majoring in the above majors/minors must maintain a 2.0 GPA.

### Declaring General Business Administration (Option 1) as a second major for Non-traditional Degree Program (NDP) students

NDP students who have a 2.0 GPA and seek to declare the General Business Administration major (option 1) may be admitted to the College of Business and Technology. Students will be expected to meet the same GPA standards as traditional business majors:

1. Fulfill the University's General Education Requirement as defined by NDP, with a cumulative grade point average of 2.00 or higher.
2. Complete the four business foundation courses (Actg 201, Actg 202, Blaw 285, and Econ 217) with a foundation course grade point average of 2.50 or higher (on a 4-point scale) –or have these verified through NDP.
3. General education coursework complete and verified by NDP advising. Four business foundation courses completed and verified by CBT advising. Minimum cumulative GPA of 2.0.
4. Apply and be approved for admission to the College of Business and Technology. This step is equivalent to officially declaring a major in general business (option 1). Contact the Office of Program Advisement at (773) 442-6111 to schedule an advisement appointment.

## Registration Information

You can register for College of Business and Technology classes online through NEIUport. Before you register, be sure that you make an appointment with your program advisor to review your academic study plan, review and comply with published prerequisites and other registration requirements.

All courses with Incomplete grades are treated as courses in progress. A course with an Incomplete grade cannot be used to satisfy course prerequisites. Effective fall 2016, courses with incomplete grades revert to a failing grade after one semester.

## Transfer Credits From Other Institutions

Northeastern Illinois University generally accepts courses completed at accredited colleges and universities. While the College of Business and Technology usually accepts advanced business courses completed at accredited four-year colleges and universities less than six years prior, acceptance of transfer course work by Northeastern's Office of Enrollment Management Services does not indicate the course is equivalent to a College of Business and Technology course, nor does it guarantee the transferred course(s) will meet business program requirements. In addition, lower division courses (100 or 200-level) transferred to Northeastern may not be accepted as equivalent to College of Business and Technology upper division courses (300-level) even if an upper division course appears to be comparable and the course was accepted as a general elective by the Office of Enrollment Management Services. As a result, **TRANSFER STUDENTS SHOULD CONTACT THE PROGRAM ADVISEMENT OFFICE AS SOON AS POSSIBLE TO DETERMINE IF TRANSFER COURSES ARE APPLICABLE TO BUSINESS PROGRAMS** and if you have completed criteria to officially declare a business major or minor.

Completion of the transfer course evaluation process is necessary to confirm transfer courses may apply to College of Business and Technology program requirements. Transfer course evaluation requires submission of course syllabi to the Program Advisement Office.

The College of Business and Technology will accept a maximum of 24 business transfer credit hours (8 courses) toward a major program and a maximum of 9 business transfer credit hours (3 courses) toward a minor program. All transfer students planning to major in a business program must complete a minimum of 10 business courses at Northeastern.

Introduction to Financial Accounting, Introduction to Managerial Accounting, and Legal Environment of Business are lower division courses at Northeastern. The College will accept credit for these courses from accredited community colleges and other four-year institutions attended prior to enrollment at Northeastern provided the courses are deemed equivalent

NOTE: Transfer information is available on the College of Business and Technology homepage.

## PROFICIENCY EXAMINATIONS

The College of Business and Technology may accept a transferred 200-level course to satisfy a 300-level course requirement only IF you complete and pass a proficiency exam. The College offers proficiency exams BY APPOINTMENT ONLY through the Program Advisement Office for:

- Principles of Marketing
- Principles of Financial Management
- Cost Accounting
- Federal Income Tax (Individual)
- Intermediate Financial Accounting I
- Intermediate Financial Accounting II
- Management Information Systems
- Business Law I
- Business Law II
- Business Statistics

To attempt proficiency exams, you must provide documentation confirming you earned a grade of "C" or better less than six years ago in an equivalent 200-level transfer course.

("D", "F", "NAF", "UWF", "P", and "S" are not acceptable grades.) You may attempt an exam for a given course only ONCE and you must make the attempt prior to completion of all other College of Business and Technology admission requirements. You will receive a PASS or FAIL for your performance on the exam. If you pass the exam, the credit for the transferred course and the grade earned will be applied to your business major or minor program as appropriate; however, the course credit hours will not be recognized as 300-level toward the University's upper-level course requirement.

The best strategy is to attempt proficiency exams as early as possible to allow you to plan your academic career accordingly. Contact the Program Advisement Office at (773) 442-6111 to obtain information or to schedule an exam.

## REQUIREMENTS FOR MULTIPLE BUSINESS MAJORS

Students who wish to complete a second business major must take a minimum of 30 additional credit hours beyond the course work required for the first major. These credit hours must consist of at least 24 credits in the second major discipline. The remaining 6 elective credits may be any course offered by the College of Business and Technology.

Contact the College's Office of Program Advisement for further information.

## 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 Technology 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.

# Graduate Programs

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**The College of Business and Technology offers graduate programs in business leading to the Master of Business Administration (M.B.A.) degree (<http://catalog.neiu.edu/business-management/management-marketing/master-business-administration/>) and the Master of Science (M.S.) in Accounting degree (<http://catalog.neiu.edu/business-management/accounting-business-law-finance/master-science-accounting/>), and Master of Science (M.S) in Computer Science (<http://catalog.neiu.edu/business-management/computer-science/master-science-computer-science/>).**

At Northeastern, you'll take classes in the most diverse cultural environment in the Midwest—an important advantage for developing effective management skills in an increasingly global and multicultural world. A hallmark of both programs is their flexibility, which allows you to earn your degree even while you pursue your current career. This includes:

- All Masters Programs in the College of Business and Technology are STEM-designated.
- Evening and weekend classes
- In-person and online classes
- Full-time or part-time enrollment
- Business or non-business undergraduate degree accepted for admission
- Small classes and individual attention that challenge you to learn and grow
- Most affordable M.B.A., M.S. Accounting programs and M.S. Computer Science program in the Chicago area

## M.B.A. Program

The Master of Business Administration program provides students with a broad knowledge base in business and management which prepare you for mid- and upper-level management positions.

The MBA Program provides students with a broad knowledge base in 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 exposure to the tools necessary for business decision-making. The Northeastern Illinois University M.B.A. is also an excellent value—total tuition and fees are lower than virtually any other M.B.A. program in Illinois. To make your graduate program even more affordable, we offer a variety of financial-aid packages, individually configured to meet your needs.

If your undergraduate degree includes business course work, you may be able to enter directly into the M.B.A. core courses. Students without undergraduate business coursework may be required to take up to four prerequisite courses. Alternatively, students can participate in the MBA Math pilot program, where students can fast-track their prerequisites by completing the five MBA Math Modules (see [www.MBAMath.com](http://www.MBAMath.com)).

For additional information about MBA Program at Northeastern Illinois University, contact the College Graduate Studies Office at [mba@neiu.edu](mailto:mba@neiu.edu) or call (773) 442-6107.

## M.S. IN Accounting Program

The Master of Science in Accounting program offers you a broad base of knowledge about accounting and business theory and practice, tailored for students who wish to meet Illinois' 150 credit-hour requirement to become a Certified Public Accountant (CPA). Accountants with a graduate degree and CPA certification are well qualified to provide leadership in planning, coordinating and controlling the economic activities of business and non-business enterprises. The combination of a graduate Accounting degree and CPA certification is a powerful set of credentials for career success.

The Northeastern Illinois University M.S. Accounting program includes 30 credit hours of graduate credit. If you have an undergraduate degree in Accounting, you may be able to enroll in advanced M.S. Accounting courses right away.

For additional information about M.S. Accounting Program at Northeastern Illinois University, contact the College Graduate Studies Office at [msaccounting@neiu.edu](mailto:msaccounting@neiu.edu) or call (773) 442-6107.

## **M.S. in Computer Science**

The Master of Science 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.

For additional information about Master of Science in Computer Science Program at Northeastern Illinois University, contact the College Graduate Studies Office at [ms-cs@neiu.edu](mailto:ms-cs@neiu.edu) or call (773) 442-6160.



# Accounting, Business Law and Finance

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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.

- Major in Accounting for the Bachelor of Science (<http://catalog.neiu.edu/business-management/accounting-business-law-finance/accounting/>)
- Major in Finance for the Bachelor of Science (<http://catalog.neiu.edu/business-management/accounting-business-law-finance/finance/>)
- Minor in Accounting (<http://catalog.neiu.edu/business-management/accounting-business-law-finance/minor-accounting/>)
- Minor in Commercial Transactions (<http://catalog.neiu.edu/business-management/accounting-business-law-finance/minor-commercial-transactions/>)
- Minor in Finance (<http://catalog.neiu.edu/business-management/accounting-business-law-finance/minor-finance/>)
- Minor in Financial Technology (<http://catalog.neiu.edu/business-management/accounting-business-law-finance/minor-financial-technology/>)
- Minor in Forensic Accounting (<http://catalog.neiu.edu/business-management/accounting-business-law-finance/minor-forensic-accounting/>)
- Master of Science in Accounting (<http://catalog.neiu.edu/business-management/accounting-business-law-finance/master-science-accounting/>)

Nont Dhiensiri, Ph.D., Professor of Finance, Chair  
 Sara Aliabadi, Ph.D., Associate Professor of Accounting  
 Tung Cu, Ph.D., Associate Professor of Management Information Systems  
 Alireza Dorestani, Ph.D., Professor of Accounting  
 Essam Elshafie, Ph.D., Professor of Accounting  
 Huong (Anne) Le, Ph.D., Associate Professor of Finance  
 Sheng Liu, Ph.D., Assistant Professor of Accounting  
 Narendar Rao, Ph.D., Professor of Finance  
 Mohammed Tavakolifar, Ph.D., Assistant Professor of Accounting  
 Stjepko Tokic, J.D., LL.M., Professor of Business Law  
 Xiaohong (Sara) Wang, Ph.D., Professor of Finance  
 Ai-Ru Yen, Ph.D., Professor of Accounting  
 Instructors-  
 David Jordan, M.B.A., CPA  
 Gary Green, M.B.A., CPA, CFE

## Accounting, Business Law and Finance

### **ABF-350. Management Information Systems. 3 Hours.**

This course centers on the use of computer based information systems (IS) to provide quality information upon which business decisions are made. The course presents the theory and practice involved with organization-wide usage of information technology (IT). The course also integrates the core business areas of management, marketing, finance, international activities, and ethics as they relate to information systems. Special attention is given to the tools available for providing decision makers with quality information and the implications of information systems for achieving a competitive advantage. Prereq.: Junior or Above.

### **ABF-360. Business Intelligence. 3 Hours.**

The course introduces students to emerging concepts, methods, and tools that provide effective business intelligence (BI). Rooting on a data-driven BI architecture, this course presents students with BI-related topics including business analytics continuum (e.g., descriptive analytics, predictive analytics, and prescriptive analytics), business performance management, Big Data and future trends. Special attention is given to the interplay between business and technology as a core approach for business organizations to make smarter decisions.

**Prerequisite:** ABF-350 with a minimum grade of C.



**ABF-365. Enterprise Systems. 3 Hours.**

This course focuses on the role of enterprise resource planning (ERP) and business processes within and between organizations. Providing an introduction to enterprise systems (ES) for data and process integration. Topics include the requirements of ES, application architecture, and functionality of leading ES. Also covered are the life cycle and methodologies for systems integration, selection, implementation strategies and the emerging trends for ES, as well as, the relationship among component systems. Emphasis is placed on the use of ERP systems to integrate processes across marketing, finance/accounting, operations and HR management. The course tools include Excel, SAP and data flow diagrams.

**Prerequisite:** ABF-350 with a minimum grade of C.

**ABF-370. Blockchain Technologies And Business Applications. 3 Hours.**

The course introduces students to essential concepts and techniques of blockchain and how to advance this knowledge in business applications. Starting with the fundamentals of what blockchain technology is, this course takes students on an interactive journey through different applications of blockchain such as bitcoin, cryptocurrencies, tokens, and smart contract. Special attention is given to discussions of blockchain as fundamentals of information security and the transformation from cryptocurrency to cryptoeconomics in shaping how future business will be conducted.

**Prerequisite:** ABF-350 with a minimum grade of C.

**ABF-403. Management Of Information Systems & Technology. 3 Hours.**

ABF-403 Management of Information Systems and Technology, 3 cr. This course examines two major and related concepts: the management of information and the management of technology. Students investigate issues and approaches in managing the information system (IS) function and how the IS function supports and enables organizational capabilities and strategies. Principles underlying the acquisition, application, and management of technology are considered. Special attention is given to management information systems (MIS) and to information technology (IT) applications which support managerial decision-making and enhance organizational competitiveness. Relevant business cases are studied to reinforce conceptual learning.

## Accounting

**ACTG-201. Introduction To Financial Accounting. 3 Hours.**

Accounting is a system for measuring economic activities. This course introduces to students the underlying assumptions, concepts, and methods of financial accounting regarding the recording, processing, and reporting of an organization's economic activities in financial statements to external decision makers. Prereq.: MATH-165.

**Prerequisite:** MATH-165 with a minimum grade of C.

**ACTG-202. Introduction To Managerial Accounting. 3 Hours.**

This course focuses on managerial accounting. It emphasizes the use of accounting information for management planning and control decisions. Topics include analysis of cost behavior, budgeting, and other managerial issues. Prereq.: MATH-165 and ACTG-201.

**Prerequisite:** ACTG-201 with a minimum grade of C and MATH-165 with a minimum grade of C.

**ACTG-300. Principles Of Accounting. 3 Hours.**

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 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.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**ACTG-301. Cost Accounting I. 3 Hours.**

The course expands upon the study of accounting information that is needed by management to plan and control various operations of an organization and to price products and services. Topics include job order and process costing systems, standard costing and variance analysis, budgeting, direct, absorption and throughput costing, and cost-volume-profit (including break-even) analysis.

**Requirement:** All Foundation Courses Including ACTG-202

**Prerequisite:** ACTG-202 with a minimum grade of C.

**ACTG-306. Accounting For Non-Profit Organizations. 3 Hours.**

A study of the special techniques employed in recording and reporting financial data of non-profit government units and private non-profit organizations.

**Prerequisite:** ACTG-322 with a minimum grade of C.

**ACTG-307. Auditing Theory And Problems. 3 Hours.**

Auditing contributes to the reliability of financial and other data. This course, comprised of theory and philosophy of auditing, makes it an essential part of an accountant's knowledge. Topics include standards-general, field work and reporting, evidential matter, review of internal control, auditing techniques, practices, problem-solving, and a study of A.I.C.P.A. industry audit guides.

**Prerequisite:** ACTG-322 with a minimum grade of C.

**ACTG-308. Advanced Auditing. 3 Hours.**

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.

**Prerequisite:** ACTG-307 with a minimum grade of C.

**ACTG-309. Foundations Of Forensic & Investigative Accounting. 3 Hours.**

The purpose of this course is to cover important topics associated with contemporary forensic and investigative accounting. Topics include fraud auditing, litigation support, valuation, cybercrime, and other key forensic topics. Prereq. ACTG-201 and ACTG-202.

**Prerequisite:** ACTG-201 with a minimum grade of C and ACTG-202 with a minimum grade of C.

**ACTG-310. Federal Income Tax (Individual). 3 Hours.**

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.

**Prerequisite:** ACTG-202 with a minimum grade of C.

**ACTG-311. Federal Income Tax (Corporate). 3 Hours.**

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.

**Prerequisite:** ACTG-310 with a minimum grade of C.

**ACTG-312. Cost Accounting II. 3 Hours.**

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.

**Prerequisite:** ACTG-301 with a minimum grade of C.

**ACTG-313. Internal Auditing And Management Control. 3 Hours.**

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.

**Prerequisite:** ABF-350 with a minimum grade of C and ACTG-307 with a minimum grade of C.

**ACTG-319. Fraud Examination. 3 Hours.**

This course is designed to introduce students to basic topics associated with fraud involving accounting information. It provides an overview of techniques to detect fraud, procedures to assess fraud risk, and measures to deter and prevent fraud.

**Prerequisite:** ACTG-321 with a minimum grade of C.

**ACTG-321. Intermediate Financial Accounting I. 3 Hours.**

This is the first course in the professional financial accounting sequence. This course emphasizes the conceptual framework underlying financial accounting, preparation of financial statements, and the accounting treatment of current assets, long-term assets, and current liabilities.

**Requirement:** All Foundation Courses including ACTG-202

**Prerequisite:** ACTG-202 with a minimum grade of C.

**ACTG-322. Intermediate Financial Accounting II. 3 Hours.**

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.

**Prerequisite:** ACTG-321 with a minimum grade of C.

**ACTG-324. Advanced Financial Accounting IV. 3 Hours.**

This is the third course in the professional financial accounting sequence. This course emphasizes consolidations for large multi-national and domestic corporations. Prereq.: ACTG-322.

**Prerequisite:** ACTG-322 with a minimum grade of C.

**ACTG-325. Contemporary Financial Accounting Issues. 3 Hours.**

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.

**Prerequisite:** ACTG-322 with a minimum grade of C.

**ACTG-330. Data Analytics For Accounting. 3 Hours.**

This course is intended to provide our students with critical skills and analytics mindsets to enable them to understand data structuring and data preparation, data quality, descriptive data analysis, data analysis through data manipulation, problem solving through statistical data analysis, data visualization, and relevant data reporting.

**Prerequisite:** ACTG-201 with a minimum grade of C and ACTG-202 with a minimum grade of C.

**ACTG-380. International Accounting. 3 Hours.**

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.

**Prerequisite:** ACTG-322 with a minimum grade of C.

**ACTG-382. Internship In Accounting. 3 Hours.****ACTG-383. Internship In Accounting. 4 Hours.****ACTG-384. Internship In Accounting. 5 Hours.****ACTG-385. Internship In Accounting. 6 Hours.****ACTG-386. Independent Study In Accounting. 3 Hours.****ACTG-387. Independent Study In Accounting. 2 Hours.****ACTG-388. Independent Study In Accounting. 1 Hour.****ACTG-400. Fundamentals Of Accounting. 4 Hours.**

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.

**ACTG-402. Managerial Accounting. 3 Hours.**

This course focuses on managerial accounting. Managerial accounting is a company's internal language. It emphasizes the use of accounting information for planning, control, and decision making. Topics include relevant costing, cost behavior analysis, product costing, budgetary control, and performance evaluation. Undergraduate/graduate exposure to Financial and Managerial Accounting required. Prereq.: COBM-401 or equivalent and graduate standing.

**Prerequisite:** COBM-401 with a minimum grade of C.

**ACTG-406. Governmental & Not-For-Profit Accounting. 3 Hours.**

The 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 Standards 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.

**Prerequisite:** ACTG-400 with a minimum grade of C.

**ACTG-407. Auditing Theory And Practice. 3 Hours.**

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.

**Prerequisite:** ACTG-421 with a minimum grade of C.

**ACTG-408. Information Technology Auditing. 3 Hours.**

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.

**Prerequisite:** ACTG-307 with a minimum grade of C.

**ACTG-409. Forensic And Investigative Accounting. 3 Hours.**

This course is designed to introduce students to basic topics associated with forensic and investigative accounting. It helps students to understand and design procedures related to fraud detection, computing economic damages, and business valuation, among other topics. To enroll in this course, you must have completed ACTG-307, with a graduate standing. If you have not met these prerequisites, you must withdraw from this class. Students who do not meet the course prerequisites and who do not drop voluntarily during the first week of class will be administratively withdrawn later in the semester.

**Prerequisite:** ACTG-307 with a minimum grade of C.

**ACTG-410. Seminar In Tax Planning. 3 Hours.**

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.

**Prerequisite:** ACTG-400 with a minimum grade of C.

**ACTG-412. Accounting For Planning And Control. 3 Hours.**

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. Undergraduate/graduate exposure to Financial and Managerial Accounting required.

**Prerequisite:** COBM-401 with a minimum grade of C.

**ACTG-421. Current Topics In Financial Accounting. 3 Hours.**

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. Undergraduate/graduate exposure to Financial and Managerial Accounting required.

**Prerequisite:** COBM-401 with a minimum grade of C.

**ACTG-422. Financial Statement Analysis. 3 Hours.**

This course is designed to prepare students to interpret, analyze and evaluate corporate financial statements effectively for the purpose of reaching informed lending, investment, and other business related decisions. Topics include overview of financial statements, assessment of accounting quality, tools of profitability and risk analysis, preparation of forecasted financial statements, and firm valuation models.

**Prerequisite:** ACTG-421 with a minimum grade of C.

**ACTG-430. Research Methodology In Accounting. 3 Hours.**

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. Undergraduate/graduate exposure to Financial and Managerial Accounting required.

**Prerequisite:** COBM-401 with a minimum grade of C.

**ACTG-440. Tax Research And Procedure. 3 Hours.**

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 tax payer and tax preparer responsibilities will also be addressed. Graduate Standing.

**Prerequisite:** ACTG-310 with a minimum grade of C.

**ACTG-441. Estate, Gift And Trust Taxation. 3 Hours.**

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.

**Prerequisite:** ACTG-410 with a minimum grade of C.

**ACTG-451. Accounting Information Systems. 3 Hours.**

In-depth coverage of the concepts and techniques underlying the development, use and control of computerized accounting information systems are evaluated. Focus is on the understanding of accounting information and accounting information systems, and the underlying theory and practice of internal control systems. Particular emphasis will be placed on how information systems, including spreadsheets, databases, and other information technologies, serve as the basis for the functional areas of accounting and business through a case study approach. Prereq.: ACTG-400 or equivalent and graduate standing.

**Prerequisite:** ACTG-400 with a minimum grade of C.

**ACTG-480. Issues In International Accounting And Multinational Business Operations. 3 Hours.**

In-depth discussions 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 multifunctional operations and in the Foreign Corrupt Practices Act will also be discussed.

**Prerequisite:** ACTG-421 with a minimum grade of C.

**ACTG-500. Project. 3 Hours.**

Approval of major advisor is necessary.

**ACTG-501. Thesis. 3 Hours.**

Approval of major advisor is necessary.

## Business Law

**BLAW-109. First Year Experience: Professionalism, Ethics, Law & Chicago Scandals. 3 Hours.**

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.

**BLAW-285. Legal Environment Of Business. 3 Hours.**

This survey course traces the history and development of the legal environment of business. Topics include elements of the law and the judicial process, elements of traditional business law, and the government regulation of business. Prereq.: 30 credit hours of college work.

**BLAW-310. Legal Issues In International Business Transactions. 3 Hours.**

The study of laws, policies, and institutions associated with international business practice, including the international sale of goods, multimodal transportation and logistics, international and regional trade agreements, U.S. import/ export regulation, and transnational dispute resolution.

**Requirement:** Completion of all foundation courses required for COBM majors

**Prerequisite:** BLAW-285 with a minimum grade of C.

**BLAW-380. Business Law I. 3 Hours.**

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.

**Prerequisite:** BLAW-285 with a minimum grade of C.

**BLAW-381. Business Law II. 3 Hours.**

Continuation of BLAW-380 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.

**Prerequisite:** BLAW-285 with a minimum grade of C.

**BLAW-383. Legal Aspects Of Entrepreneurship. 3 Hours.**

This course offers a framework for understanding legal aspects of entrepreneurial process. Topics include selecting a business form, obtaining financial capital, marshaling human resources, securing and protecting intellectual property rights, anticipating and managing risks, and engaging in e-commerce.

**BLAW-384. Labor & Employment Law. 3 Hours.**

The course provides a broad overview of major areas of law concerning the regulation of the workplace, including the law of labor relations. The course focuses primarily on federal laws governing employment and examines specific employment issues, such as unfair labor practices, regulation of union activities, discrimination laws, pay equity laws, employee privacy topics, wage and hour laws, dispute settlement laws, health and occupational safety laws, and employment relations laws.

**BLAW-391. Intellectual Property Creation And Management. 3 Hours.**

This survey course provides an overview of the United States' system of intellectual property protection. Topics covered include trademark law, copyright law, patent law trade secrets, domain names, and geographical indication. Besides substantive laws, the course covers other issues related to intellectual property, such as marketing strategy for licensing intellectual property assets, negotiations involving intellectual property rights, valuation of intellectual property, taxation of intangible assets, and commercialization and monetization of intellectual property assets. In addition to legal and business aspects of intellectual property rights, this course examines the interplay between cultural appropriation and intellectual property laws.

**BLAW-400. Legal Environment Of Business And Management. 2 Hours.**

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.

**BLAW-410. International Business Law. 3 Hours.**

This course will include material 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.

## Finance

**FINA-109. First Year Experience: Financial Literacy And Making Smart Financial Decision In Chicago. 3 Hours.**

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 of financial literacy. Students will be introduced to basic knowledge and skills to manage their financial resources effectively in college and beyond. Students will learn to understand the importance of financial literacy, identify important personal financial goals, and develop financial planning skills to achieve goals such as college financing, debt repayment, investment and retirement planning. Livelihood in Chicago is incorporated throughout the course to aid students to make better and more informed personal finance decisions in Chicago.

**FINA-309. Foundations In Personal Finance. 3 Hours.**

This course introduces knowledge and skills necessary to understand, plan, and manage personal financial affairs. Topics include cash management, budgeting, goal attainment, spending and credit, insurance, tax, and savings and investing. This course will provide a foundational understanding for making informed and responsible personal financial decisions.

**FINA-350. Foundations Of FinTech. 3 Hours.**

This course is to provide an overview of the technological innovations in the finance industry. Topics include new and disruptive financial products and services, new technology related to fintech, and fintech regulations.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-360. Principles Of Financial Management. 3 Hours.**

The purpose of this course is to provide a broad overview of the fundamental concepts in financial management such as creation of value for the shareholders, ratio analysis, time value of money, stock and bond valuation, risk and return, cost of capital and capital budgeting.

**Requirement:** All Foundation Courses completed

**Prerequisite:** ACTG-201 with a minimum grade of C.

**FINA-362. Investment. 3 Hours.**

An introduction to financial markets. Particular emphasis is placed on valuation and the characteristics of different financial assets.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-363. Security Analysis. 3 Hours.**

This course analyzes the factors affecting the market valuation of securities utilizing fundamental analysis and modern portfolio theory.

**Prerequisite:** FINA-360 with a minimum grade of C.



**FINA-364. Problems In Business Finance. 3 Hours.**

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.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-365. Personal Financial Planning. 3 Hours.**

This course is a broad-based introduction to a wide range of personal financial topics, including setting financial goals, budgeting, saving and credit management, insurance, tax planning, asset acquisition, investments, and retirement planning. It will provide the informational and decision-making tools needed for implementing a sound personal financial plan. Prereq.:MATH-165 and FINA-360.

**Prerequisite:** (MATH-110 with a minimum grade of C or MATH-165 with a minimum grade of C) and FINA-360 with a minimum grade of C.

**FINA-366. Financial Institutions And Markets. 3 Hours.**

The course is designed to provide students with a broad and integrated view of the concepts and principles of the financial system as well as an understanding of pertinent issues faced by different types of financial institutions. Prereq.: FINA-360.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-367. Short-Term Financial Management. 3 Hours.**

This course focuses on short-term assets and liabilities and discusses the implications of short-term financial management from the perspective of value creation. It also develops skills useful to a bank loan officer, a credit analyst, a cash manager, or a corporate treasurer. Prereq.: FINA-360.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-368. Financial Management Of Financial Institutions. 3 Hours.**

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 institution framework which is in a state of transition.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-369. Speculative Markets. 3 Hours.**

This course reviews the mechanics of the major futures contracts: commodities, financial, stock index, and currency futures. Particular emphasis is placed on hedging price risk with futures contracts, and speculating with futures and options contracts. The student is expected to complete a project involving a simulated trading game involving futures and options. Prereq.: FINA-360.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-370. Option Pricing:Theory And Strategic Applications. 3 Hours.**

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.

**FINA-371. International Financial Management. 3 Hours.**

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.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-372. Portfolio Management. 3 Hours.**

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.

**Prerequisite:** FINA-360 with a minimum grade of C and MNGT-368 with a minimum grade of C.

**FINA-373. Intermediate Financial Management. 3 Hours.**

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, debt policy, dividend policy, buy versus lease decisions, current asset management, mergers, bankruptcies and reorganizations. Students are expected to have a familiarity with a spreadsheet package.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-374. Futures Trading Strategies. 3 Hours.**

The course is designed to emphasize the practical, rather than theoretical, aspects of futures markets. Students will be exposed to technical analysis, mechanical system development, and to disciplined money management techniques. The student is expected to participate in a simulated trading game involving futures. Prereq.: FINA-360.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-375. Debt Markets And Portfolio Strategies. 3 Hours.**

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.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-376. Technical Analysis Of The Futures Market. 3 Hours.**

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.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-377. Real Estate Finance. 3 Hours.**

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 assess the impact that these changes have had on both the availability and costs of mortgage debt and the risks associated with its use.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-378. Introduction To Risk Management And Insurance. 3 Hours.**

The individual, family, business entity, and society are all exposed to accidental loss events that may have a significant bearing on their financial, 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.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-380. Entrepreneurial Finance. 3 Hours.**

This course offers a framework for understanding fundamentals of entrepreneurial finance. Topics include introduction to entrepreneurial finance, financial statement analysis, cash flow management, valuation of business, raising capital, debt financing, equity financing and other sources of funding.

**Prerequisite:** ACTG-201 with a minimum grade of C.

**FINA-382. Internship In Finance. 3 Hours.****FINA-383. Internship In Finance. 4 Hours.****FINA-384. Internship In Finance. 5 Hours.****FINA-385. Internship In Finance. 6 Hours.****FINA-395. Independent Study In Finance. 3 Hours.****FINA-396. Independent Study In Finance. 2 Hours.****FINA-397. Independent Study In Finance. 1 Hour.****FINA-400. Fundamentals Of Financial Management. 2 Hours.**

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.

**Prerequisite:** ACTG-400 with a minimum grade of C.

**FINA-402. Issues In Corporate Finance. 3 Hours.**

This course provides a broad exposure to the principles and techniques of Financial Management. The course discusses how important areas in Financial Management, namely, the Investment Decision, Financing Decision, and Payout Decision can contribute to the goal of shareholder value creation, from a domestic and international perspective. Prereq.: COBM-402 or undergraduate/graduate exposure to Financial Management.

**Prerequisite:** COBM-402 with a minimum grade of C.

**FINA-460. Financial Management. 3 Hours.**

**Prerequisite:** MNGT-368 with a minimum grade of C.

**FINA-462. Investment Strategies. 3 Hours.**

This course provides an overview of investing with an emphasis on the fundamental approach to investing. Students will be exposed to modern portfolio theory and its implications and gain an understanding of asset pricing models, bond portfolio management strategies, and equity portfolio management strategies. Prereq.: FINA-400 or equivalent and graduate standing.

**Prerequisite:** FINA-460 with a minimum grade of C.

**FINA-469. Mergers And Acquisitions. 3 Hours.**

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.

**Prerequisite:** FINA-400 with a minimum grade of C.

**FINA-470. Corporate Financial Strategy. 3 Hours.**

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.

**Prerequisite:** FINA-400 with a minimum grade of C.

**FINA-471. International Financial Management. 3 Hours.**

This course emphasizes the theoretical concepts of international finance such as currency arbitrage and interest rate parity and their practical ramifications. Particular emphasis is placed on the hedging of exchange risks for importers and exporters, swap financing, international capital budgeting, and the cost of capital for local and foreign currency borrowing. Prereq.: FINA-400 or equivalent and graduate standing.

**Prerequisite:** FINA-400 with a minimum grade of C.

**FINA-474. Seminar On Futures And Options Markets. 3 Hours.**

This seminar provides an overview of the commodity/financial futures and options markets. Particular emphasis is placed on hedging price risk with futures contracts, valuing options contracts, and speculating with trading strategies involving futures and options contracts. The course will emphasize trading strategies using the futures and options markets with the help of a simulated trading game. Prereq.: FINA-400 or equivalent and graduate standing.

**Prerequisite:** FINA-400 with a minimum grade of C.

**FINA-475. Management Of Financial Institutions. 3 Hours.**

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.

**Prerequisite:** FINA-400 with a minimum grade of C.

**FINA-500. Project. 3 Hours.**

Approval of major advisor is necessary.

**FINA-501. Thesis. 3 Hours.**

Approval of major advisor is necessary.



# Major in Accounting

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major in Accounting for the Bachelor of Science Degree

Code	Title	Hours
<b>Required Courses</b>		
Business and Management Core Courses		36
Required Major Courses		24
ACTG-301	Cost Accounting I <sup>1</sup>	
ACTG-307	Auditing Theory And Problems	
ACTG-310	Federal Income Tax (Individual) <sup>1</sup>	
ACTG-321	Intermediate Financial Accounting I	
ACTG-322	Intermediate Financial Accounting II <sup>1</sup>	
ACTG-324	Advanced Financial Accounting IV <sup>1</sup>	
BLAW-380	Business Law I	
MNGT-393	Strategic Management	
<b>Electives</b>		
Select two of the following:		6
ACTG-306	Accounting For Non-Profit Organizations	
ACTG-311	Federal Income Tax (Corporate)	
ACTG-312	Cost Accounting II	
ACTG-325	Contemporary Financial Accounting Issues	
ACTG-330	Data Analytics For Accounting	
BLAW-381	Business Law II	
<b>Total Hours</b>		<b>66</b>

<sup>1</sup> 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:

Code	Title	Hours
ACTG-306	Accounting For Non-Profit Organizations	3
ACTG-311	Federal Income Tax (Corporate)	3
ACTG-312	Cost Accounting II	3

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor. To apply for graduation, contact the Program Advisors two semesters prior to the term in which you plan to graduate.

### First Year

Term 1		Hours
ENGL-101	Writing I	3
MATH-165	Finite Mathematics For Business And The Social Sciences	3
BLAW-109	First Year Experience: Professionalism, Ethics, Law Chicago Scandals	3
1 Fine Arts Course		3
1 Natural Science Course		3
<b>Term Hours</b>		<b>15</b>

Term 2		Hours
ENGL-102	Writing II	3
ECON-217	Principles Of Microeconomics	3
PHIL-213	Ethics	3
1 Fine Arts Course		3

1 General Elective		3
		<b>Term Hours</b>
		<b>15</b>
<b>Second Year</b>		
<b>Term 1</b>		
ACTG-201	Introduction To Financial Accounting	3
BLAW-285	Legal Environment Of Business	3
ECON-215	Principles Of Macroeconomics	3
1 Humanities Course		3
1 Natural Science Course		3
		<b>Term Hours</b>
		<b>15</b>
<b>Term 2</b>		
ACTG-202	Introduction To Managerial Accounting	3
1 Humanities Course		3
1 Natural Science Course		3
1 Social/Behavioral Science Course		3
1 General Elective		3
		<b>Term Hours</b>
		<b>15</b>
<b>Third Year</b>		
<b>Term 1</b>		
ACTG-310	Federal Income Tax (Individual)	3
ACTG-321	Intermediate Financial Accounting I	3
MKTG-350	Principles Of Marketing	3
MNGT-370	Writing Intensive Program: Managing Global Business Organization	3
MNGT-368	Business Statistics	3
		<b>Term Hours</b>
		<b>15</b>
<b>Term 2</b>		
ABF-350	Management Information Systems	3
ACTG-301	Cost Accounting I	3
ACTG-322	Intermediate Financial Accounting II	3
FINA-360	Principles Of Financial Management	3
1 General Elective		3
		<b>Term Hours</b>
		<b>15</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
ACTG-307	Auditing Theory And Problems	3
MNGT-377	Production/Operations Management	3
MNGT-379	Business Analytics	3
BLAW-380	Business Law I	3
1 General Elective Course		3
		<b>Term Hours</b>
		<b>15</b>
<b>Term 2</b>		
ACTG-324	Advanced Financial Accounting IV	3
MNGT-393	Strategic Management	3
1 Accounting Elective		3
1 Accounting Elective		3
1 General Elective		3
		<b>Term Hours</b>
		<b>15</b>
		<b>Total Hours:</b>
		<b>120</b>

# Major in Finance

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

#### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

#### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major in Finance for the Bachelor of Science Degree

Code	Title	Hours
<b>Business and Management Core Courses</b>		<b>36</b>
<b>Required Courses</b>		
FINA-362	Investment	3
FINA-366	Financial Institutions And Markets	3
FINA-371	International Financial Management	3
FINA-373	Intermediate Financial Management	3
MNGT-393	Strategic Management	3
Select three of the following:		9
FINA-363	Security Analysis	
FINA-365	Personal Financial Planning	
FINA-364	Problems In Business Finance	
FINA-367	Short-Term Financial Management	
FINA-369	Speculative Markets	
FINA-370	Option Pricing:Theory And Strategic Applications	
FINA-374	Futures Trading Strategies	
FINA-377	Real Estate Finance	
FINA-378	Introduction To Risk Management And Insurance	
ACTG-310	Federal Income Tax (Individual)	
ACTG-311	Federal Income Tax (Corporate)	
<b>Total Hours</b>		<b>60</b>

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor. To apply for graduation, contact the Program Advisors two semesters prior to the term in which you plan to graduate.

### First Year

Term 1		Hours
ENGL-101	Writing I	3
MATH-165	Finite Mathematics For Business And The Social Sciences	3
BLAW-109	First Year Experience: Professionalism, Ethics, Law Chicago Scandals	3
Fine Arts Course		3
Natural Science Course		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
ENGL-102	Writing II	3
ECON-217	Principles Of Microeconomics	3
PHIL-213	Ethics	3
Fine Arts Course		3
Elective Course		3
<b>Term Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>Term 1</b>		
ACTG-201	Introduction To Financial Accounting	3
BLAW-285	Legal Environment Of Business	3
ECON-215	Principles Of Macroeconomics	3
Humanities Course		3
Natural Science Course		3
<b>Term Hours</b>		<b>15</b>

<b>Term 2</b>		
ACTG-202	Introduction To Managerial Accounting	3
Humanities Course		3
Natural Science Course		3
Social/Behavioral Course		3
General Elective		3
		<b>Term Hours</b>
		<b>15</b>
<b>Third Year</b>		
<b>Term 1</b>		
FINA-360	Principles Of Financial Management	3
MKTG-350	Principles Of Marketing	3
MNGT-368	Business Statistics	3
MNGT-370	Writing Intensive Program: Managing Global Business Organization	3
General Elective		3
		<b>Term Hours</b>
		<b>15</b>
<b>Term 2</b>		
ABF-350	Management Information Systems	3
FINA-362	Investment	3
MNGT-377	Production/Operations Management	3
General Elective		3
General Elective		3
		<b>Term Hours</b>
		<b>15</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
FINA-366	Financial Institutions And Markets	3
FINA-373	Intermediate Financial Management	3
MNGT-379	Business Analytics	3
Finance Elective		3
General Elective		3
		<b>Term Hours</b>
		<b>15</b>
<b>Term 2</b>		
FINA-371	International Financial Management	3
MNGT-393	Strategic Management	3
Finance Elective		3
Finance Elective		3
General Elective		3
		<b>Term Hours</b>
		<b>15</b>
		<b>Total Hours:</b>
		<b>120</b>

# Master of Science in Accounting (MSA) Program

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The Accounting MS Program prepares students for the changing accounting profession of the new millennium. The Accounting MS Program provides students with a balanced, rigorous, and in-depth core-course exposure that covers financial accounting, managerial accounting, auditing, income taxation, and research methodology. . In addition to the core accounting course, students may choose to concentrate in several different areas: Auditing, Accounting Information Systems, and Taxation. The Accounting MS program also exposes students to non-accounting fields so that graduates from the program can make decisions in multi-disciplinary business environments. In addition, **the program enables students to meet the 150 credit hours requirement for the CPA exam in the states which have enacted this legislation.** The program consists of curricular studies of 30 credit hours in the Accounting Core and Elective Curriculum. Most courses are offered Face-to-Face, Online (asynchronously), Hybrid (both online and Face-to-Face) or Remote Learning (online synchronously). These courses are offered in the evening and/or on Saturday.

## Admission to the Accounting MS Program

The Accounting MS Program is open to applicants who hold a bachelor's degree from a regionally-accredited college/university or recognized international institution. Acceptance to the Accounting MS Program is contingent upon either: a bachelor's degree in Accounting from a regionally-accredited college/university or recognized international institution; or successful completion of the equivalent content of (1) BLAW 285 The Legal Environment of Business, and (2) the following five undergraduate-level accounting courses:

- ACTG 301 Cost Accounting
- ACTG 307 Auditing Theory and Problems
- ACTG 310 Federal Income Tax (Individual)
- ACTG 321 Intermediate Financial Accounting I
- ACTG 322 Intermediate Financial Accounting II

Each application is evaluated on the basis of: (1) transcripts of all prior undergraduate and graduate coursework; (2) performance on the Graduate Management Admissions Test (GMAT) or Graduate Records Exam (GRE); (3) a statement of career goals and objectives; (4) two letters of recommendation; and (5) curriculum vitae (C.V.) or resume and any other evidence that can help the committee assess the applicant's qualifications. International applicants are required to submit (6) proof of English proficiency. For the Test of English as a Foreign Language (TOEFL) a minimum score of 550 on the paper-based test (or, equivalently, 213 on the computer-based test, or 79 on the internet-based test). Alternatively, for the International English Language Testing System (IELTS) a minimum score of 6.5, for the Duolingo the minimum score must be 100 and for the Pearson English Language Test the minimum score must reach 53. (7) All transcripts from foreign countries must be professionally evaluated on a course-by-course basis by an evaluation service that is a member of NACES (<https://www.naces.org/members> (<https://www.naces.org/members/>)) for equivalence to our degrees.

The Accounting MS program requires an undergraduate cumulative GPA of at least 2.75 (on a 4.0 scale) and a GMAT score of at least 450 or an equivalent GRE score computed using the published GRE conversion table (generally, 149 on each part of GRE is equivalent to 450 on GMAT).

Minimum competency in Mathematics (i.e., Finite Mathematics, Business Calculus, or their equivalent) will be expected before entry into the program. Those who have not acquired appropriate mathematical skills as part of their undergraduate programs may be required by the Graduate Program Coordinator to take appropriate remedial course(s).

## Admission to provisional status:

Applicants may be admitted to provisional status if their GPA is slightly below the minimum requirement as specified above, provided that the composite index score calculated following the formula below is greater than or equal to 1,000.

$$\text{Composite index score} = (\text{GPA} \times 200) + \text{GMAT score (or equivalent GMAT score in the case of GRE)}$$

Each applicant admitted to provisional status is required to obtain a letter grade of B or A in all courses in the first 9 credit hours.

## Exceptions policy for GMAT/GRE:

An applicant may request a GMAT/GRE waiver during the application process, if one of the following three conditions is satisfied.

1. An advanced degree (e.g., masters or higher) from a U.S. regionally-accredited institution with a GPA of 3.5 or higher;
2. A combination of an undergraduate GPA of 3.25 or higher from a U.S. regionally-accredited institution, at least five years of management experience, and at least 7 years of working experiences in total;
3. A combination of an undergraduate GPA of 3.25 or higher from a U.S. regionally-accredited institution, and active (or current) certification of ongoing continuing education (i.e., CPA, CMA, CIA, PHR, SPHR)).

If, upon review by the Admissions Committee, the applicant is considered admissible without a GMAT/GRE score, then the GMAT/GRE requirement will be waived. An applicant may also request a personal interview.

Note: A GMAT preparation course is available through the Office of Community and Professional Education (<http://www.neiu.edu/academics/college-of-business-and-management/graduate-programs-business/gmat-preparation-course/>).

## Course Scheduling

All graduate courses being offered are scheduled on the evenings of workdays most of the time and on Saturday occasionally. The College of Business and Technology makes an effort to schedule the graduate courses by following a predictable pattern. Students are cautioned to make course choices carefully and plan well in advance so that program completion will not be delayed.

Additional information for the MSA Program can be found on the website of the College of Business and T (<http://www.neiu.edu/academics/college-of-business-and-management/>).

## MS in Accounting Program Requirements

### Accounting Cores --- 15 cr.

All Accounting MS students are required to take the following five core courses.

Code	Title	Hours
ACTG-407	Auditing Theory And Practice	3
ACTG-412	Accounting For Planning And Control	3
ACTG-421	Current Topics In Financial Accounting	3
ACTG-430	Research Methodology In Accounting	3
ACTG-440	Tax Research And Procedure	3
<b>Total Hours</b>		<b>15</b>

### Accounting Electives --- 9 cr.

Each Accounting MS student is required to take three elective courses from the list below.

Code	Title	Hours
ACTG-406	Governmental & Not-For-Profit Accounting	3
ACTG-408	Information Technology Auditing	3
ACTG-409	Forensic And Investigative Accounting	3
ACTG-410	Seminar In Tax Planning	3
ACTG-422	Financial Statement Analysis	3
ACTG-441	Estate, Gift And Trust Taxation	3
ACTG-451	Accounting Information Systems	3
ACTG-480	Issues In International Accounting And Multinational Business Operations	3
ACTG-500	Project	3

### Non-Accounting Electives --- 6 cr.

Each Accounting MS student is required to take two non-accounting elective courses from the list below.

Code	Title	Hours
ABF-403	Management Of Information Systems & Technology	3
BLAW-410	International Business Law	3
COBM-482	Business Internship/ Practicum For Graduate Students	3
FINA-402	Issues In Corporate Finance	3
FINA-462	Investment Strategies	3
FINA-469	Mergers And Acquisitions	3
FINA-470	Corporate Financial Strategy	3
FINA-471	International Financial Management	3
FINA-474	Seminar On Futures And Options Markets	3
FINA-475	Management Of Financial Institutions	3
MNGT-402	Applied Business Research	3
MNGT-403	Leadership And Organizational Behavior	3
MNGT-404	Operations Management	3



MNGT-474	Human Resources Policy And Decision Making	3
MNGT-480	Entrepreneurship	3
MNGT-481	International Management	3
MNGT-487	Strategy And Organization	3
MNGT-489	Management Of Organizational Change	3
MNGT-491	Strategic Technology & Innovation Management	3
MNGT-490	Innovation And Creativity	3
MNGT-498	International Business	3
MKTG-402	Marketing Management	3
MKTG-451	Consumer Behavior And Marketing Action	3
MKTG-453	Marketing Research - Techniques And Applications	3
MKTG-454	Digital Marketing Strategy	3
MKTG-456	Channel Distribution And Retailing	3
MKTG-458	Global Marketing	3
MKTG-461	Services Marketing Management	3

## Concentrations --- 9 cr.

Students may choose a combination of accounting electives and non-accounting elective courses to create a concentration from the list below.

Code	Title	Hours
<b>Auditing (9 hrs.)</b>		
ACTG-408	Information Technology Auditing	3
ACTG-409	Forensic And Investigative Accounting	3
ACTG-422	Financial Statement Analysis	3
<b>Information Systems (9 hrs.) must include ACTG-451</b>		
ACTG-451	Accounting Information Systems	3
ABF-403	Management Of Information Systems & Technology	3
ACTG-408	Information Technology Auditing	3
CS-413	IT Project Management	3
CS-415	Design Of Data Base Systems	3
<b>Taxation (9 hrs.)</b>		
ACTG-406	Governmental & Not-For-Profit Accounting	3
ACTG-410	Seminar In Tax Planning	3
ACTG-441	Estate, Gift And Trust Taxation	3

## Managerial Competencies

Prior to enrolling in the Accounting MS cores and/or electives, students must demonstrate certain managerial competencies. This requirement can be fulfilled by completing, with an average GPA of 3.0 or higher, four graduate-level courses given below:

- COBM 401 Accounting for Managers
- COBM 402 Business Economics and Finance for Managers
- COBM 403 Topics in Management and Marketing
- COBM 404 Business Statistics and Operations Decisions for Managers

The managerial competencies can also be satisfied by having successfully completed equivalent coursework from a regionally-accredited institution. For example, the corresponding conversion table for NEIU undergraduate coursework is given below.

Graduate-Level Courses	Prior Coursework at Undergraduate Level
COBM-401 Accounting for Managers	ACTG-201 and ACTG-202
COBM-402 Business Economics and Finance for Managers	FINA-360 and ECON-215
COBM-403 Topics in Management and Marketing	MNGT-370 and MKTG-350
COBM-404 Business Statistics and Operations Decisions for Managers	MNGT-368 and MNGT-377



# Minor in Accounting

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Accounting requirements

This minor provides the background for professional entry level positions in accounting.

<b>Code</b>	<b>Title</b>	<b>Hours</b>
Required Courses		
ACTG-301	Cost Accounting I	3
ACTG-307	Auditing Theory And Problems	3
ACTG-310	Federal Income Tax (Individual)	3
ACTG-321	Intermediate Financial Accounting I	3
ACTG-322	Intermediate Financial Accounting II	3
Select two of the following:		6
ACTG-306	Accounting For Non-Profit Organizations	
ACTG-311	Federal Income Tax (Corporate)	
ACTG-312	Cost Accounting II	
ACTG-324	Advanced Financial Accounting IV	
ACTG-325	Contemporary Financial Accounting Issues	
<b>Total Hours</b>		<b>21</b>

# Minor in Commercial Transactions

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The minor in Commercial Transactions is designed to enable students to understand multiple aspects of planning and executing commercial transactions. Due to vast legal regulations and social/cultural changes in our society, commercial transactions are becoming more and more complex, both domestically and internationally. In order to avoid extremely consequential legal and business setbacks, it is critical to understand not only business aspects, but also legal and moral aspects of business transactions. The courses touch upon areas as diverse as contracts, sales, the uniform commercial code, business entities, intellectual property, taxation, private law aspects international business transactions, finance, accounting, and corporate social responsibility.

Junior Standing.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

#### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

#### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

#### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Commercial Transactions

Code	Title	Hours
Business Transactions Minor 15CH - Students can choose 5 courses based on their majors.		
Code	Title	Hours
FINA-380	Entrepreneurial Finance <small>For Non-Business Majors</small>	3
BLAW-380	Business Law I	3
ACTG-300	Principles Of Accounting <small>For Non-Business Majors</small>	3
BLAW-381	Business Law II	3
BLAW-383	Legal Aspects Of Entrepreneurship	3
BLAW-391	Intellectual Property Creation And Management	3
BLAW-310	Legal Issues In International Business Transactions	3

# Minor in Finance

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Finance requirements

This minor provides an introduction to finance for students interested in the financial aspects of organizations.

<b>Code</b>	<b>Title</b>	<b>Hours</b>
Required Courses		
FINA-360	Principles Of Financial Management	3
FINA-362	Investment	3
FINA-363	Security Analysis	3
FINA-366	Financial Institutions And Markets	3
FINA-373	Intermediate Financial Management	3
Select two of the following:		6
FINA-364	Problems In Business Finance	
FINA-367	Short-Term Financial Management	
FINA-368	Financial Management Of Financial Institutions	
FINA-369	Speculative Markets	
FINA-370	Option Pricing:Theory And Strategic Applications	
FINA-371	International Financial Management	
FINA-372	Portfolio Management	
FINA-374	Futures Trading Strategies	
FINA-375	Debt Markets And Portfolio Strategies	
FINA-376	Technical Analysis Of The Futures Market	
FINA-377	Real Estate Finance	
FINA-378	Introduction To Risk Management And Insurance	
<b>Total Hours</b>		<b>21</b>



# Minor in Financial Technology

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The Financial Technology (FinTech) minor is designed to introduce students to the fundamental building blocks of financial technologies and real-world applications. Students will learn the essential components of technology-driven financial strategies, from cryptocurrencies to portfolio optimization to regulations related to FinTech. Students will also learn how to explore the disruptive force of changing financial methods and gain a deeper understanding of robot-advising, E-crowdfunding, virtual peer-to-peer lending, and blockchain.

The following admission standards must be fulfilled to become eligible to officially declare the Financial Technology minor:

- 1) Fulfill the University's General Education Requirement (See the Academic Catalog or Schedule of Classes for details on fulfilling the General Education Requirement).
- 2) Complete at least 45 college credit hours of course work, including General Education Courses, with a cumulative grade point average of 2.00 or higher.
- 3) Declare a major in the student's area of study.
- 4) Contact the Office of Program Advisement at (773) 442-6111 in the College of Business and Technology to schedule an advisement appointment to officially declare a Financial Technology minor.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

- \* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.
- \*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

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**Minor in Financial Technology**

Code	Title	Hours
<b>Total</b>		<b>18</b>
<b>Required Courses</b>		<b>9</b>
FINA-350	Foundations Of FinTech	3
FINA-360	Principles Of Financial Management	3
ABF-370	Blockchain Technologies And Business Applications	3
<b>Tentative Electives (Choose 2 Fin &amp; 1 Tech)</b>		<b>9</b>
Finance		
FINA-362	Investment	3
FINA-363	Security Analysis	3
FINA-365	Personal Financial Planning	3
FINA-366	Financial Institutions And Markets	3
FINA-368	Financial Management Of Financial Institutions	3
FINA-371	International Financial Management	3
FINA-373	Intermediate Financial Management	3
FINA-375	Debt Markets And Portfolio Strategies	3
FINA-378	Introduction To Risk Management And Insurance	3
FINA-380	Entrepreneurial Finance	3
BLAW-285	Legal Environment Of Business	3
BLAW-310	Legal Issues In International Business Transactions	3
Technology		
ABF-360	Business Intelligence	3
ABF-365	Enterprise Systems	3
ACTG-309	Foundations Of Forensic & Investigative Accounting	3
ACTG-330	Data Analytics For Accounting	3
MNGT-379	Business Analytics	3
CS-315	Modern Database Management	3
CS-335	Artificial Intelligence	3
CS-349	Introduction To The Internet Of Things	3
CS-359	Machine Learning	3
CS-360	CyberSecurity	3

# Minor in Forensic Accounting

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## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

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### Math/Quantitative Reasoning (MA)

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\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Forensic Accounting

This minor provides students with basic forensic and investigative accounting knowledge and skills.

The program consists of 21 credit hours, 15 required and 6 elective, as follow:

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Required Courses</b>		
ACTG-321	Intermediate Financial Accounting I	3
ACTG-307	Auditing Theory And Problems	3
ACTG-309	Foundations Of Forensic & Investigative Accounting	3
ACTG-319	Fraud Examination	3
JUST-317	White Collar Crime & Elite Deviance	3
Two courses from the following		6
ACTG-310	Federal Income Tax (Individual)	
BLAW-285	Legal Environment Of Business	
JUST-334	Criminal Law And Procedure	
CS-323	Cyberlaw	
CS-360	CyberSecurity	
<b>Total Hours</b>		<b>21</b>

# Computer Science

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The goal of the Department of Computer Science (<http://www.neiu.edu/academics/college-of-arts-and-sciences/departments/computer-science/>) is to provide individuals with a broad-based theoretical and practical understanding of Computer Science and its sub-disciplines. The programs offered by the Department prepare students to pursue graduate study or to assume positions which include software engineering, network design and management, web design, data science, and the application of computers and related technologies to problems in industry such as cybersecurity.

The Department of Computer Science offers courses leading to the degrees of Bachelor of Science in Computer Science (CS), Bachelor of Science in Cybersecurity, Bachelor of Science in Information Technology (IT), 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 undergraduate majors in CS, IT, and Cybersecurity for individuals who wish to pursue a career in these fields; to offer corresponding minors 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.

In each of the degree programs offered by the Department, 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 degree program and electives to choose.

Major in Computer Science (<http://catalog.neiu.edu/business-management/computer-science/computer-science/>)

Major in Cybersecurity (<http://catalog.neiu.edu/business-management/computer-science/cybersecurity/>)

Major in Information Technology (<http://catalog.neiu.edu/business-management/computer-science/information-technology/>)

Minor in Computer Science (<http://catalog.neiu.edu/business-management/computer-science/minor-computer-science/>)

Minor in Information Technology (<http://catalog.neiu.edu/business-management/computer-science/minor-information-technology/>)

Minor in Cybersecurity (<http://catalog.neiu.edu/business-management/computer-science/minor-cybersecurity/>)

## General Requirements:

During their first term, transfer students should have all transferred Computer Science courses evaluated by an advisor in the College of Business and Technology for possible acceptance towards major or minor requirements. Acceptance of credit by the University does not guarantee acceptance by the Department.

NOTE: CONTACT THE ADVISING OFFICE IN THE COLLEGE OF BUSINESS AND TECHNOLOGY FOR CURRENT REQUIREMENTS.

Master of Science in Computer Science (<http://catalog.neiu.edu/business-management/computer-science/master-science-computer-science/>)

Xiwei Wang, Ph.D., Associate Professor, Chair  
 Francisco Iacobelli, Ph.D., Associate Professor  
 Ahmed E. Khaled, Ph.D., Associate Professor  
 Peter G. Kimmel, Ph.D., Professor  
 Manar S.H. Mohaisen, Ph.D., Associate Professor  
 Graciela Perera, Ph.D., Associate Professor  
 Leesha (Aisha) Shah, Ph.D., Assistant Professor  
 Marcelo O. Sztainberg, Ph.D., Professor  
 Li Wang, Ph.D., Assistant Professor  
 Yi Yang, Ph.D., Associate Professor  
 Lizi Zhu, Ph.D., Assistant Professor  
 Freddy A. Porps, M.S., Instructor  
 Kenneth Sotak, Ph.D., Instructor  
 Akkady Tchaba, M.S., Instructor

### CS-100. Computers And Society. 3 Hours.

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, but are not limited to the 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, and basic computer programs utilized for school, work, and home.

**CS-101. Creative Problem Solving. 3 Hours.**

The goal of this course is to focus on the skills required to analyze a problem and create a step-by-step (algorithmic) solution to that problem. Basic computation using arithmetic, relational, and logical operators will be covered as well as an in-depth treatment of decision and repetition control structures to create algorithms based on mathematical concepts such as summation, averages, exponentiation, prime and perfect numbers, algebraic and geometric sequences, etc.

**Prerequisite:** MATH-092 with a minimum grade of C.

**CS-108. Computer Science For All. 3 Hours.**

Computer science has revolutionized many disciplines and it is no longer only for computer scientists. By studying computer science students will use computational thinking and apply programming to real world scenarios and interdisciplinary examples from science, math and teacher education. Robots and web and mobile-based coding platforms will be used to expose students to coding through different technologies. Students will learn computer science concepts such as algorithms, loops, and conditionals. Each week students will engage in hands-on computational thinking or coding exercises. Finally, students will complete a project using coding to demonstrate scientific, mathematical, or concepts from other disciplines.

**Prerequisites:** ENGL-101 and Accuplacer College Level Math 020 - 120 (or Accuplacer Adv. Algebra & Func 237 - 300 or NEIU Math Placement Result 30 - 45).

**CS-109. First Year Experience: The Information Age: Its Impact On Chicago's Culture. 3 Hours.**

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.

**CS-180. Fundamentals Of Data Science. 4 Hours.**

Foundations of data science considers data from three perspectives: inferential thinking, computational thinking, and real-world relevance. Given data arising from some real-world phenomenon, how does one analyze that data to understand that phenomenon? The course teaches critical concepts and skills in computation and statistical inference, in conjunction with hands on analysis of real-world datasets, including economic data, document collections, geographical data, and data from social networks. It delves into social, ethical, and legal issues surrounding data analysis, including privacy and data ownership.

**Prerequisite:** MATH-173 with a minimum grade of C.

**CS-200. Programming Fundamentals. 4 Hours.**

This course serves as an introduction to principles of computer programming. It covers fundamental concepts including input/output, data types, arithmetic, relational and logical operators, branching, looping, arrays, classes and objects, wrapper classes and strings. Programming projects involving these concepts will be assigned for interactive applications, numeric computations, and analysis of data.

**Prerequisite:** MATH-173 with a minimum grade of C.

**CS-201. Discrete Structures. 3 Hours.**

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.

**Prerequisite:** MATH-173 with a minimum grade of C or MATH-104 with a minimum grade of C.

**CS-203. Introduction To Problem Solving & Computational Thinking. 2 Hours.**

The goal of this course is to focus on the skills required to analyze a problem and create a step-by-step solution to that problem using the Bransford's IDEAL problem-solving approach (Identify the problem, Define the problem, Examine the options, Act on a plan, look at the consequences) and hone their problem-solving skills by applying the IDEAL approach to a variety of problems in a wide range of domains. Students integrate computational thinking into the IDEAL and Duke's 7 steps problem-solving approaches, recognize patterns in the problems they are solving (similarities and differences), identify abstractions, decompose a problem, and convert a real-world problem to its computational equivalent problem.

**Corequisite:** CS-200.

**CS-207. Object-Oriented Programming And Data Structures. 5 Hours.**

This course provides an in-depth study of object-oriented programming and abstract data structures implementation and application. It covers inheritance and polymorphism, abstract classes and interfaces, exception handling, file operations, stacks, queues, lists, trees, heaps, and graphs. Additional topics include recursion, searching, and sorting algorithms.

**Prerequisite:** CS-200 with a minimum grade of C.

**CS-260. Computer Security. 3 Hours.**

This course serves as an introduction to computer security. It covers the basic components of modern computers, and the fundamental concepts of security including assets, threats, adversaries, cryptosystems, confidentiality, integrity, availability, assurance, authenticity, anonymity, privacy, and security principles. Building upon these fundamental concepts, this course also covers user authentication, security management and risk assessment, implementation of security plans to keep systems secure, and physical and infrastructure security. Finally, the course introduces human resources security, and legal and ethical aspects of security practices.

**Prerequisite:** CS-200 with a minimum grade of C.

**CS-300. Client Side Web Development. 3 Hours.**

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.

**Prerequisite:** CS-200 with a minimum grade of C.

**CS-301. Computer Organization. 3 Hours.**

Representation of data, machine arithmetic, processor and memory organizations, instruction execution, assembly and machine languages, addressing mechanisms, and implementation of high level language constructs. Students will gain a vision of levels of abstraction in hardware and software, the nature of the Von Neumann machine and the nature of high level languages.

**Prerequisite:** CS-200 with a minimum grade of C and CS-201 with a minimum grade of C.

**CS-302. Systems Programming. 3 Hours.**

Introduction to systems programming, including use and implementation of assembler, macros, loaders, compilers, and operating systems.

**Prerequisite:** CS-207 with a minimum grade of C and CS-308 with a minimum grade of C.

**CS-304. Data Structures. 3 Hours.**

This course provides experience implementing and manipulating basic data structures, as well as analyzing their applications in Computer Science.

Topics covered will include: Stacks, Queues, Linked Lists, Binary Tree Structures, Heaps, Graphs, and Sorting Algorithms.

**Prerequisite:** CS-201 with a minimum grade of C and CS-207 with a minimum grade of C.

**CS-305. Computer Logic And Circuitry. 3 Hours.**

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.

**Prerequisite:** CS-200 with a minimum grade of C.

**CS-307. Programming Languages. 3 Hours.**

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 computer design.

**Prerequisite:** CS-207 with a minimum grade of C or CS-424 with a minimum grade of C.

**CS-308. Operating Systems. 3 Hours.**

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 the 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.

**Prerequisite:** CS-207 with a minimum grade of C and CS-301 with a minimum grade of C.

**CS-309. Compiler Theory. 3 Hours.**

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.

**Prerequisite:** CS-207 with a minimum grade of C.

**CS-310. Algorithmic Thinking In Problem Solving. 1 Hour.**

In this course, students focus on learning advanced problem-solving strategies and apply them to more challenging problems in computer science and business. Students synthesize information that they have learned across different computer science courses, in particular data structures, to solve complex problems efficiently and communicate solutions to teammates and industry professionals. The course provides practice on problems drawn from different domains, characterized by incomplete, vague, and possibly inconsistent specifications. Emphasis is on problems that have practical and real-world relevance.

**Prerequisite:** CS-203 with a minimum grade of C.

**Corequisite:** CS-207.

**CS-311. Modern Computer Architecture. 3 Hours.**

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.

**Prerequisite:** (CS-207 with a minimum grade of C or CS-406 with a minimum grade of C) and CS-301 with a minimum grade of C.

**CS-314. Independent Study In Computer Science. 3 Hours.**

An opportunity for an individual research or applications project under the direction of an advisor knowledgeable in the field of endeavor. The project will be designed by the student and his/her project advisor, and must be approved by the chairperson of the Department of Computer Science before the project itself is undertaken.

**CS-315. Modern Database Management. 3 Hours.**

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.

**Prerequisite:** CS-200 with a minimum grade of C.

**CS-317. Event-Driven Programming. 3 Hours.**

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 control, database mapping, and application embedded support. Students will be expected to apply these concepts in programming projects.

**Prerequisite:** CS-207 with a minimum grade of C.



**CS-319. Writing Intensive Program: Fundamentals Of Software Engineering. 3 Hours.**

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.

**Prerequisite:** CS-207 with a minimum grade of C and ENGL-101 with a minimum grade of C.

**CS-320. Object-Oriented Programming. 3 Hours.**

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.

**Prerequisite:** CS-207 with a minimum grade of C.

**CS-321. Server Side Web Development. 3 Hours.**

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.

**Prerequisite:** CS-207 with a minimum grade of C and CS-300 with a minimum grade of C.

**CS-322. Applied Research And Statistical Data Analysis. 3 Hours.**

This course provides an in-depth study of research methods in computer science, probability theory, and modern statistical data analysis using the Binomial (discrete) and Normal (continuous) distribution, the Linear Regression model, Analysis of Variance, Nonparametric methods and Computer Random Sampling techniques. In addition, students will become experienced in the actual implementation of these statistical models with data sets using modern computer statistical software packages.

**Prerequisite:** CS-200 with a minimum grade of C and MATH-173 with a minimum grade of C.

**CS-323. Cyberlaw. 3 Hours.**

This course presents an introduction to the legal issues relating to the use of computers and the Internet. Topics covered include privacy, freedom of speech, intellectual property in cyberspace, encryption and interception of communication, computer crime, professional ethics and codes of conduct and work related ethical and legal issues.

**CS-324. Introduction To The Design Of Algorithms. 3 Hours.**

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.

**Prerequisite:** CS-201 with a minimum grade of C and CS-207 with a minimum grade of C.

**CS-325. Theory Of Computation. 3 Hours.**

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.

**Prerequisite:** CS-201 with a minimum grade of C and CS-207 with a minimum grade of C or (CS-424 with a minimum grade of C).

**CS-326. Numerical Methods Using Fortran Programming. 3 Hours.**

An introduction to structured Fortran programming, Computational errors, Solving nonlinear equations, Solving sets of Equations, Determinants and matrix inversions, Interpolating polynomials.

**Prerequisite:** MATH-106 with a minimum grade of C or MATH-185 with a minimum grade of C.

**CS-327. Computational Methods In Biology. 3 Hours.**

Bioinformatics is the discipline that applies mathematics, statistics, computer science, chemistry, and biology to solving problems in biology using biological data sets. The problems investigated are usually at the molecular level. These problems include sequence alignment, genome assembly, models of evolution and phylogenetic trees, analyzing gene expression data, and gene linkage analysis. One of the most important statistical tools used in bioinformatics is the Bayesian network. This course introduces the techniques used in bioinformatics, in particular Bayesian networks, and provides solutions to several bioinformatics problems.

**Prerequisite:** (CS-201 with a minimum grade of C or MATH-251 with a minimum grade of C) and (BIO-100 with a minimum grade of C or BIO-201 with a minimum grade of C) and CS-200 with a minimum grade of C.

**CS-329. Decision Theory. 3 Hours.**

This course covers probabilistic networks, influence diagrams, and decision trees, and their application to making decisions in the face of uncertainty. It addresses modeling one-time decisions and also modeling repeatable decisions as done by an expert system. An expert system is a system that makes the judgments and decisions of an expert. Classical examples of expert systems are systems that make financial decisions and ones that perform medical diagnosis. This course will concentrate more of the latter. Methods for building expert systems and for doing inference with them will be covered.

**Prerequisite:** CS-201 with a minimum grade of C and CS-207 with a minimum grade of C.

**CS-331. Computer Networks. 3 Hours.**

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.

**Prerequisite:** CS-207 with a minimum grade of C or CS-406 with a minimum grade of C or CS-424 with a minimum grade of C.



**CS-334. Open Source Systems. 3 Hours.**

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.

**Prerequisite:** CS-308 with a minimum grade of C.

**CS-335. Artificial Intelligence. 3 Hours.**

This course covers strong artificial intelligence methods, which have resulted in the development of systems that solve open problems in specialized domains. Such methods include 1) AI models based on logical reasoning, in particular decision trees and learning decision trees, rule-based expert systems, semantics nets, and frames; 2) AI models based on probabilistic reasoning, in particular Bayesian networks and learning Bayesian networks, influence diagrams, and class probability trees; and 3) AI models based on emergent intelligence, in particular evolutionary computation and swarm intelligence. Lastly, the course discusses an important endeavor in AI, namely language processing.

**Prerequisite:** CS-207 with a minimum grade of C and (CS-201 with a minimum grade of C or CS-400 with a minimum grade of C).

**CS-336. History Of Computing. 3 Hours.**

This course discusses the history of computing beginning with the earliest computational devices and continuing to current technologies. The history of computing is much more than the study of computers. It also involves the study of how computing is done and approached and how it has evolved over time. This course covers the following aspects of computing history: technology, both hardware and software; business history; and sociological impacts and key turning points. Within those aspects, trends and evolution are covered as well.

**CS-338. Science, Women, And Technology. 3 Hours.**

This course includes an overview of the women who have made major contributions to computing from Grace Hopper to Ellen Spertus. Furthermore, it provides a life-course analysis of women in computing from an early childhood interest, through university, to graduate school and finally into the work place. This analysis will provide the seed for research topics. Each student will choose a research topic, conduct the research, and present the results to the class.

**CS-339. Fundamentals Of Information Technology Project Management. 3 Hours.**

An Information System is a well-coordinated collection of technological and human resources that gathers and transforms data into information that enables decision making and process improvement within organizations. Information Technology Project Management is the application of knowledge, skills, tools, and techniques to project activities in order to meet project requirements. This course serves as an introduction to these concepts. Students will be expected to apply these tools and techniques in a group based project.

**Prerequisite:** CS-207 with a minimum grade of C.

**Corequisite:** CS-319.

**CS-340. Fundamentals Of Computer Graphics. 3 Hours.**

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.

**Prerequisite:** CS-207 with a minimum grade of C.

**CS-341. Parallel Computing And Distributed Systems. 3 Hours.**

This course works on the fundamental concepts of building systems that work across multiple computing platforms. The course includes topics of distributed operating systems and network protocols for process communication, synchronization, scheduling, and exception and deadlock resolution; understanding of client-server, web-based collaborative systems; parallel computing; concurrency issues; and APIs for distributed application development. Several distributed computing environments are discussed and used in developing experimental projects in a cluster of networked computers. Building systems using cloud-based and service-oriented architectures may also be included.

**Prerequisite:** CS-308 with a minimum grade of C and CS-207 with a minimum grade of C.

**CS-342. Introduction To Human Computer Interaction. 3 Hours.**

A good understanding of how a system/device interacts with its users is what differentiates a product that is technically sound from a usable one. HCI is the science that explores these interactions. HCI is at the intersection of many disciplines including cognitive psychology, linguistics, design and engineering. HCI considerations are increasingly cited as key factors in product design. In this course we will explore the science behind HCI and we will put parts of it into practice.

**CS-343. Introduction To Natural Language Processing. 3 Hours.**

Computers have tried to understand humans since the beginning. Today, with social media, globalization and the widespread use of computing devices the task of understanding is facing new challenges. In this course the students will learn the core techniques used by computers to understand and generate language, as well as state of the art research in the field.

**Prerequisite:** CS-207 with a minimum grade of C.

**CS-345. Network Security. 3 Hours.**

This course discusses the principles and practice of network security applications and standards that are widely used on the internet and on corporate networks. Building upon a review of networking and cryptographic algorithms, topics covered include network access control, network attacks and countermeasures, Internet security protocols, intrusion detection systems, firewalls and intrusion prevention systems, tunneling and virtual private networks, proxy firewalls and servers, anonymizing proxies, and cloud computing security.

**Prerequisite:** CS-331 with a minimum grade of C.

**CS-346. Interdisciplinary Seminar In STEM. 2 Hours.**

This course uses a hands-on approach to modern inquiry-based research problems and techniques in the physical and computational sciences. The course is structured around a series of modular problem-based exercises, covering topics from the fields of Chemistry, Computer Science, Earth Science, Mathematics and Physics, and is designed to provide the content and pedagogical background for students to be successful peer leaders. The cross-disciplinary modules will draw connections between scientific disciplines, and showcase common research tools and techniques used in the sciences. The workshop will also incorporate discussions on a range of topics, from scientific ethics, scientific methodology and error analysis.

**Prerequisite:** MATH-185 with a minimum grade of C.

**CS-347. Mobile Application Development. 3 Hours.**

This course covers programming applications for mobile platforms. Students will learn about mobile application environments and platforms and how to design and develop applications to account for the limited screen size, memory, and access to the internet. Students will incorporate graphics, networking, security, media to create new, real world, practical applications. Development, design, implementation, testing, debugging, and maintaining these applications will also be covered. Students will use a variety of programming languages to create these applications.

**Prerequisite:** CS-207 with a minimum grade of C and CS-300 with a minimum grade of C.

**CS-348. Computer Ethics And Public Policy. 3 Hours.**

This course discusses ethical and social issues related to the development and use of computer technology. The course provides students with historical and philosophical context to understand the evolution of ethics and its intersection with the use of technology as well as touching on major ethical issues currently affecting the use of computer technology. Topics involve ethics, public policy, privacy, responsibility and legal considerations.

**CS-349. Introduction To The Internet Of Things. 3 Hours.**

Internet of Things (IoT) is an emerging technology that actively brings informative and interactive dimensions to the spaces we live and work in. IoT is about creating a fully integrated Internet that includes both cyber elements and physical devices, where the interactions and interconnections between them build smart spaces and trigger applications in many areas (e.g., home automation, transportation, healthcare). This course introduces the fundamentals of IoT, ad-hoc systems, and sensor networks. The topics covered include the different architectures and platforms, communication modules and protocols, hardware accessories and devices, application models and IoT programmability. The course then focuses on the different challenges, limitations, security threats and attacks, and privacy and security measures and protocols.

**Prerequisite:** CS-200 with a minimum grade of C and CS-331 with a minimum grade of C.

**CS-351. Data Wrangling For Data Analysis. 3 Hours.**

Data is messy, comes from different sources and it is seldom complete. This course provides an in-depth study of how to prepare data coming from various sources, in different formats, with noisy information, in order to perform meaningful and sound analyses. Contents include grouping data, visualizing data, and aggregating data from the web and other sources.

**Prerequisite:** MATH-173 with a minimum grade of C.

**CS-355. Cryptography. 3 Hours.**

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.

**Prerequisite:** CS-324 with a minimum grade of C or (CS-400 with a minimum grade of C and CS-404 with a minimum grade of C).

**CS-359. Machine Learning. 3 Hours.**

This course provides an introduction to machine learning and its underlying fundamental statistical concepts. Building upon basic probability theory and linear algebra, the course addresses several concepts essential to the understanding of machine learning, including approximation, generalization, overfitting, underfitting, and linear and nonlinear systems. Several supervised and unsupervised learning algorithms are covered and used to solve real-world problems. The course will also introduce neural networks, ensemble learning, and active learning. Hands-on projects and in-class laboratories of the application of machine learning to the broad field of computer science and related fields will be given.

**Prerequisite:** CS-207 with a minimum grade of C.

**CS-360. Cybersecurity. 3 Hours.**

This course covers various advanced security concepts, tools, and models. Topics covered include denial-of-service attacks, web security and client- and server-side attacks, email security, database security, payment system security, digital rights management, network security, and incident response. Building upon the introduced security fundamental concepts, advanced enterprise security topics such as static and dynamic malware analysis, security auditing architecture and trails, incident response, and threat intelligence frameworks will be introduced. Hands-on experience will be provided through several laboratory sessions and a final module on penetration testing.

**Prerequisite:** CS-260 with a minimum grade of C and CS-331 with a minimum grade of C.

**CS-361. Secure Programming And Testing. 3 Hours.**

This course details how to design, build, and test programs in order to make them more secure. The course will discuss the following topics: concepts of secure programming (including risk management), techniques and tools used to build secure systems, techniques to test for security in programs and systems, specific vulnerabilities to avoid (and how to do so), and how to test for those vulnerabilities. Specific common classes of programming-induced vulnerabilities will be included such as buffer overflows, race conditions, off-by-one errors, integer overflow, and improper use of randomness functions.

**Prerequisite:** CS-331 with a minimum grade of C.

**CS-362. Writing Intensive Program: Digital Forensics. 3 Hours.**

Digital forensic science concerns the acquisition, recovery, and investigation of digital data. This course provides an introduction to computer components, storage devices, and file systems. Topics covered include forensic algorithms, operating systems artifacts analysis, files analysis, network attacks and forensics, Internet artifacts with emphasis on browser and mail applications, and memory forensics. Students will use tools and create scripts for digital forensic investigation.

**Prerequisite:** CS-207 with a minimum grade of C and CS-260 with a minimum grade of C and ENGL-101 with a minimum grade of C.

**CS-390. Supervised Field Study I. 3 Hours.**

(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.

**CS-391. Supervised Field Study II. 6 Hours.**

(Internship) Same as CS-390 except that project should take approximately 336 hours to complete.

**CS-392. Supervised Field Study III. 9 Hours.**

(Internship) Same as CS-390 except that project should take approximately 504 hours to complete.

**CS-400. Discrete Modeling And Analysis. 3 Hours.**

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.

**Prerequisite:** CS-201 with a minimum grade of B or CS-405 with a minimum grade of C.

**CS-401. Software Engineering. 3 Hours.**

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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-404. Analysis Of Algorithms. 3 Hours.**

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.

**Prerequisite:** CS-207 with a minimum grade of B or CS-425 with a minimum grade of C.

**Corequisite:** CS-400.

**CS-408. Advanced Operating Systems. 3 Hours.**

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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-409. Topics In Compiler Theory. 3 Hours.**

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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-411. Professional Computing. 3 Hours.**

This course introduces the technical and communication skills needed for a successful career in the field of Information Technology. This course is designed to enhance the student's technical research, writing, and presentation skills, as well as to empower the student to use and understand technology more effectively. Utilizing Computer Science-focused topics, this course equips the student with today's technological knowledge and prepares the student for their future career. The student will learn methods for gathering information, writing good documentation, rendering technical information usable to the intended audience, and delivering presentations.

**CS-412. Web Application Development. 3 Hours.**

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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-413. IT Project Management. 3 Hours.**

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. Required: CS-401 or can be taken concurrently.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-414. Independent Study. 3 Hours.**

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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-415. Design Of Data Base Systems. 3 Hours.**

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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-416. AI And Robotics. 3 Hours.**

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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-417. Video Game Programming. 3 Hours.**

The aim of this course is to explore the basics 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 game prototype as a team.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-418. Research Topics In Artificial Intelligence. 3 Hours.**

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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-419. Informatics. 3 Hours.**

Information 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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-420. Object-Oriented Design. 3 Hours.**

This course provides student 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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-421. Applied Programming Fundamentals I. 3 Hours.**

This is a course that covers the principles of computer programming using an object-oriented programming language. Topics will include fundamental constructs of an applied object-oriented programming language such as variables, methods/functions, classes, dynamic object construction, and elementary data structures as well as abstract thinking techniques. A key component of this course is the presentation of programming concepts with relevant and interdisciplinary examples, and project-based experiences. Students will learn how to read and understand documentation, as well as install and access code management tools. This is a project-oriented course.

**CS-422. Data Mining. 3 Hours.**

Data mining is a powerful technology that extracts useful knowledge hidden in large datasets. This knowledge can be utilized to help people make decisions and predict future events. Data mining has its wide application in many areas, including science and engineering, finance and marketing research, medicine and healthcare, etc. This course covers common data preprocessing techniques and data mining algorithms, such as data preparation, aggregation and visualization, classification, regression analysis, clustering, and model evaluation. Some special topics will also be discussed in this course.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-423. Enterprise Architecture & IT Strategy. 3 Hours.**

Enterprise Architecture (EA) is the process of translating organizational vision & strategy into effective & agile business processes that utilize integrated management information systems. These systems allow for; timely decision making, speed to market for competitive advantage or to create a significant barrier to entry. This course studies organizational strategy and its interrelationship & importance with major supporting business systems. The student will gain an understanding of Enterprise Resource Planning (ERP), Product Lifecycle Management (PLM), Customer Relationship Management (CRM), Business Intelligence, & Ecommerce systems and how the use & selection of these systems are critical to an overall IT Strategy.

**Prerequisite:** CS-413 with a minimum grade of C.

**CS-425. Applied Programming Fundamentals II. 3 Hours.**

This is an introductory course covering the principles of object-oriented programming and data structures. Topics include fundamental constructs such as inheritance, polymorphism, exception handling, and commonly used data structures. A key component is the presentation of programming concepts with relevant, interdisciplinary examples and project-based experiences. Students will learn how to utilize data structures and object-oriented techniques to develop large-scale projects. This is a project-oriented course where a variety of teaching methods will be introduced. These methods can include pair programming, in-class presentation of topics, and class projects utilizing communication and collaboration tools.

**Prerequisite:** CS-421 with a minimum grade of C.

**CS-426. Advanced Numerical Methods. 3 Hours.**

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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C and MATH-301 with a minimum grade of C.

**CS-427. Cross-Platform Mobile Application Development. 3 Hours.**

The course introduces the student to modern mobile application development languages. Then, through hands-on projects, the students will gain experience with paradigms, app architecture, and user interfaces. The course culminates in a final project for which students implement an app entirely. Students will incorporate graphics, networking, security, media to create new, real world, practical applications. Development, design, implementation, testing, debugging, and maintaining these applications will also be covered. Students will use a variety of programming languages to create these applications.

**Prerequisite:** CS-412 with a minimum grade of C.

**CS-435. Expert Systems. 3 Hours.**

An expert system is a program that is capable of making the judgements 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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-440. Computer Graphics. 3 Hours.**

Graphics hardware. Scaling and data charting. Representation of two-dimensional objects. Translation and rotation of objects. Two-dimensional line clipping. Three-dimensional object representation. Perspective in three-dimensional object representation. Line-clipping and hidden line and face removal in three dimensions.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-442. Topics In Network Design. 3 Hours.**

Protocols for computer networks. Performance requirements, evaluation and analysis. Case studies of actual networks.

**CS-450. Advanced Computer Architecture. 3 Hours.**

Computer system structure and design issues such as ALU design, arithmetic algorithms, memory hierarchy, control, microprogramming, instruction sets, addressing, input-output. Comparison of specific examples of computer models and selected topics on parallel processors.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-460. Computer Security. 3 Hours.**

Study of existing hardware and software techniques for implementing security. Passwords, encryption and authorization schemes. Special security problems presented by distributed and network environments.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-490. Master's Project. 3 Hours.**

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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-5901. Thesis Hours. 1 Hour.**

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.

**CS-5902. Thesis Hours. 2 Hours.**

See course description for CS-5901.

**CS-5903. Thesis Hours. 3 Hours.**

See course description for CS-5901.



# Major in Computer Science

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## Major in Computer Science for the Bachelor of Science Degree

To declare a major in Computer Science, a student must fill out the "Declaration of Major Form" available in the Department Office. A student must complete the major requirements in effect when the declaration of major is accepted by the Department. Students should obtain a Computer Science Major handbook in order to be aware of any changes in requirements.

### University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major Requirements

Students in this major can choose from below:

- A general computer science track;
- Computer networks and security concentration;
- Data science concentration.
- For all concentrations, students are required to complete forty-eight hours of computer science course work (including at least 36 hours of 300-level courses).

For the general Computer Science track, students have a total of 17-18 hours of math requirements including CS 201: Discrete Structures (3 credits), which include:

- MATH-187 Calculus I (4 credits)
- MATH-202 Calculus II (4 credits)
- MATH-253 Linear Algebra (3 credits)
- And one of the following:
  - MATH-305 Probability and Statistics (4 credits)
  - MNGT-368 Business Statistics (3 credits)
  - CS-322 Applied Research And Statistical Data Analysis (3 credits)
- Students should also be aware of the University requirements for the Bachelor's degree.
- Transfer students must complete a minimum of 24 credit hours of 300-level Computer Science courses at Northeastern and meet all major requirements.
- Students who intend to pursue a Master's degree in Computer Science should plan on completing Calculus II and are advised to take a course in Linear Algebra.

The following core courses are required for all students in the computer science major.

Code	Title	Hours
<b>Required Core Courses:</b>		
CS-200	Programming Fundamentals	4
CS-201	Discrete Structures	3
CS-207	Object-Oriented Programming And Data Structures	5
CS-301	Computer Organization	3
CS-308	Operating Systems	3
CS-319	Writing Intensive Program: Fundamentals Of Software Engineering	3
CS-324	Introduction To The Design Of Algorithms	3
<b>Total Hours</b>		<b>24</b>

NO SUBSTITUTIONS ARE ALLOWED FOR CORE COURSES.

### Option 1: Major in Computer Science, general track:

This track 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.

Code	Title	Hours
<b>Required Courses</b>		
CS-335	Artificial Intelligence	3
CS-315	Modern Database Management	3
CS-331	Computer Networks	3
CS-325	Theory Of Computation	3
CS-348	Computer Ethics And Public Policy	3
CS-355	Cryptography	3
Select two of the following:		6

CS-260	Computer Security	
CS-300	Client Side Web Development	
CS-307	Programming Languages	
CS-321	Server Side Web Development	
CS-334	Open Source Systems	
CS-345	Network Security	
CS-340	Fundamentals Of Computer Graphics	
CS-341	Parallel Computing And Distributed Systems	
CS-347	Mobile Application Development	
CS-342	Introduction To Human Computer Interaction	
CS-343	Introduction To Natural Language Processing	
CS-359	Machine Learning	
One CS 300-level elective, approved by the CS Department		3
CS Core Courses (Including CS 201)		24
Required Additional Math courses		14 or 15
<b>Total Hours</b>		<b>65-66</b>

### Option 2: Major in computer science with Computer Networks and Security Concentration:

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

Code	Title	Hours
Required Courses		
CS-331	Computer Networks	3
CS-355	Cryptography	3
CS-360	Cybersecurity	3
Select three of the following:		9
CS-315	Modern Database Management	
CS-323	Cyberlaw	
CS-334	Open Source Systems	
CS-335	Artificial Intelligence	
CS-341	Parallel Computing And Distributed Systems	
CS-345	Network Security	
CS-361	Secure Programming And Testing	
Two CS 300-level electives, approved by the CS Department		6
CS Core Courses		24
<b>Total Hours</b>		<b>48</b>

### OPTION 3: MAJOR IN COMPUTER SCIENCE WITH Data Science Concentration:

This concentration is designed to prepare students for employment involving data analysis, research and also prepares students to conduct academic research

Code	Title	Hours
Required Courses		
CS-315	Modern Database Management	3
CS-322	Applied Research And Statistical Data Analysis	3
CS-351	Data Wrangling For Data Analysis	3
Select three of the following:		9
CS-327	Computational Methods In Biology	
CS-329	Decision Theory	
CS-335	Artificial Intelligence	
CS-342	Introduction To Human Computer Interaction	
CS-343	Introduction To Natural Language Processing	



CS-349	Introduction To The Internet Of Things	
GES-372	GIS Across Disciplines	
MATH-275	Applied And Computational Statistics	
MATH-305	Probability And Statistics	
MATH-307	Introduction To Stochastic Processes	
MATH-365	Statistical Computer And Data Analysis Packages	
ECON-220	Business And Economics Statistics I	
ECON-318	Introduction To Econometrics And Forecasting	
ECON-343	Macroeconomic Data Analysis	
ECON-346	Applied Economic Statistics Using R	
MNGT-351	Data Visualization And Management	
MNGT-352	Model-Based Decision Making	
MNGT-353	Supply Chain Analytics	
MNGT-368	Business Statistics	
MNGT-377	Production/Operations Management	
MNGT-379	Business Analytics	
MKTG-353	Marketing Research	
Two CS 300-level electives, approved by the CS Department		6
CS Core Courses		24
<b>Total Hours</b>		<b>48</b>

This sample curricular map is provided to guide you in the planning of your progression for this major, from freshman through senior year. All undergraduate students must earn a minimum of 120 semester hours. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

#### First Year

		Hours
<b>Term 1</b>		
ENGL-101	Writing I	3
MATH-173	College Algebra	4
General Education course		3
General Education course		3
General Education course		3
		<b>Term Hours</b>
		<b>16</b>
<b>Term 2</b>		
CS-200	Programming Fundamentals	4
CS-201	Discrete Structures	3
General Elective course		3
General Elective course		3
Elective Course		3
		<b>Term Hours</b>
		<b>16</b>
<b>Second Year</b>		
<b>Term 1</b>		
CS-207	Object-Oriented Programming And Data Structures	5
CS-301	Computer Organization	3
General Education course		3
General Education course		3
General Education course		3
		<b>Term Hours</b>
		<b>17</b>
<b>Term 2</b>		
CS-308	Operating Systems	3
CS-319	Writing Intensive Program: Fundamentals Of Software Engineering	3
CS Course from concentration		3
General Education course		3

General Education course		3
	<b>Term Hours</b>	<b>15</b>
<b>Third Year</b>		
<b>Term 1</b>		
CS-324	Introduction To The Design Of Algorithms	3
CS course from concentration		3
CS course from concentration		3
Elective		3
Elective		3
	<b>Term Hours</b>	<b>15</b>
<b>Term 2</b>		
Course from concentration		3
Course from concentration		3
Computer Science elective		3
Elective		3
Elective		3
	<b>Term Hours</b>	<b>15</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
CS course from concentration		3
Computer Science elective		3
Elective		3
Elective		3
Elective		3
	<b>Term Hours</b>	<b>15</b>
<b>Term 2</b>		
Computer Science elective		3
Computer Science elective		3
Elective		3
Elective		3
	<b>Term Hours</b>	<b>12</b>
	<b>Total Hours:</b>	<b>121</b>

# Major in Cybersecurity

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Cybersecurity is an emerging science that concerns the protection of assets through assessing the vulnerabilities of cyber systems and creating incident response strategies to promptly countermeasure adversaries attacks. A wide range of knowledge and practical skills is needed to design and maintain the security of information systems and underlying infrastructures. The Cybersecurity Program at the Department of Computer Science covers fundamental and advanced security topics to prepare graduates for joining the cybersecurity workforce or starting and successfully completing a Master's degree in Cybersecurity or related fields. In addition to the fundamentals of programming, data structures, and algorithms, students who complete the program will learn cryptography and its applications, networking and network security, operating systems and security, Internet and application security, security auditing, vulnerability assessment and penetration testing, incident response and enterprise security frameworks, and digital forensics. Hands-on laboratories are an essential component of the security courses, where students put the learned knowledge into practice.

Same as the admission requirements of the Major in Computer Science.

## Freshman Applicants:

Beginning in Fall 2021, NEIU, and implicitly the proposed Cybersecurity program, are test-optional. Standardized test scores are not required for admission to the University. Applicants, however, are encouraged to submit test scores in order to meet some scholarship and prerequisite requirements. Test scores also can be helpful with determining your placement in math and English courses. Scores will not be used to make an admissions decision. Applicants with a 2.5 cumulative high school grade-point average will be guaranteed admission.

## Transfer Applicants:

Transfer students must have a cumulative grade point average (GPA) of 2.0 or higher on a 4.0 scale from all colleges, universities and trade schools attended. Upon admission, an evaluation of the prospective transfer student's credits will be undertaken to determine which and how many of the previously-earned credits will meet the degree requirements at Northeastern. High school transcript is required if the applicant has completed fewer than 24 semester hours of college credit.

## International Applicants:

An international applicant must fulfill all of the admission requirements and submit all the required documents that domestic applicants do. Additionally, they must demonstrate that they meet eligibility requirements for:

- Non-immigrant student visa status
- English language proficiency: TOEFL (Paper-based TOEFL: 500, Computer-based TOEFL: 173, Internet-based TOEFL: 61), IELTS (Composite score of 6.0)

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

## Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

**Discipline Specific (ELE-DS)**

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major Requirements

Forty-eight hours of Cybersecurity course work including at least 33 hours of 300-level courses. Students should also be aware of the University requirements for the Bachelor's degree. Transfer students must complete a minimum of 24 credit hours of 300-level Cybersecurity 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.

Code	Title	Hours
<b>Required Major Courses</b>		<b>42</b>
CS-200	Programming Fundamentals	4
CS-201	Discrete Structures	3
CS-323	Cyberlaw	3
CS-207	Object-Oriented Programming And Data Structures	5
CS-260	Computer Security	3
CS-331	Computer Networks	3
CS-315	Modern Database Management	3
CS-324	Introduction To The Design Of Algorithms	3
CS-355	Cryptography	3
CS-308	Operating Systems	3
CS-360	CyberSecurity	3
CS-362	Digital Forensics	3
CS-345	Network Security	3
<b>Select two from the following:</b>		<b>6</b>
CS-349	Introduction To The Internet Of Things	
CS-359	Machine Learning	
CS-301	Computer Organization	
CS-319	Writing Intensive Program: Fundamentals Of Software Engineering	
CS-314	Independent Study In Computer Science	
<b>or any CS 300-level courses, approved by the department</b>		

NO SUBSTITUTIONS ARE ALLOWED FOR MAJOR COURSES.

# Major in Information Technology

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The Information Technology Major is designed to prepare students for employment involving information management, user experience design, and platform technologies. It covers fundamental and advanced IT topics to prepare graduates for joining the information technology workforce or starting and successfully completing a Master's degree in IT or related fields. Hands-on laboratories are an essential component of the program, where students put their classroom knowledge into practice.

## Freshman Applicants:

Beginning in Fall 2021, NEIU, and implicitly the proposed Cybersecurity program, are test-optional. Standardized test scores are not required for admission to the University. Applicants, however, are encouraged to submit test scores in order to meet some scholarship and prerequisite requirements. Test scores also can be helpful with determining your placement in math and English courses. Scores will not be used to make an admissions decision. Applicants with a 2.5 cumulative high school grade-point average will be guaranteed admission.

## Transfer Applicants:

Transfer students must have a cumulative grade point average (GPA) of 2.0 or higher on a 4.0 scale from all colleges, universities and trade schools attended. Upon admission, an evaluation of the prospective transfer student's credits will be undertaken to determine which and how many of the previously-earned credits will meet the degree requirements at Northeastern. High school transcript is required if the applicant has completed fewer than 24 semester hours of college credit.

## International Applicants:

An international applicant must fulfill all of the admission requirements and submit all the required documents that domestic applicants do. Additionally, they must demonstrate that they meet eligibility requirements for:

- Non-immigrant student visa status
- English language proficiency: TOEFL (Paper-based TOEFL: 500, Computer-based TOEFL: 173, Internet-based TOEFL: 61), IELTS (Composite score of 6.0)

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

## Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

## Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Major in Information Technology**

Code	Title	Hours
Forty-eight hours of Information Technology coursework + Math 173 College Algebra		
<b>Foundational Courses:</b>		
CS-201	Discrete Structures	3
CS-200	Programming Fundamentals	4
CS-207	Object-Oriented Programming And Data Structures	5
<b>Core Courses:</b>		
CS-301	Computer Organization	3
CS-308	Operating Systems	3
CS-319	Writing Intensive Program: Fundamentals Of Software Engineering	3
CS-315	Modern Database Management	3
CS-331	Computer Networks	3
CS-339	Fundamentals Of Information Technology Project Management	3
CS-300	Client Side Web Development	3
CS-342	Introduction To Human Computer Interaction	3
CS-260	Computer Security	3
<b>Select 2 from the following:</b>		<b>6</b>
CS-347	Mobile Application Development	
CS-321	Server Side Web Development	
CS-317	Event-Driven Programming	
CS-334	Open Source Systems	
CS-348	Computer Ethics And Public Policy	
CS-390	Supervised Field Study I	
CS-360	Cybersecurity	
<b>Select 1 additional 300-level CS course</b>		<b>3</b>
<b>Total Hours</b>		<b>48</b>

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. **All students need to fulfill the 120 credit hours minimum in order to graduate.** For specific recommendations of courses not identified, please consult your program advisor.

**First Year**

Term 1		Hours
CS-201	Discrete Structures	3
CS-200	Programming Fundamentals	4

CS-342	Introduction To Human Computer Interaction	3
<b>Term Hours</b>		<b>10</b>
<b>Term 2</b>		
CS-207	Object-Oriented Programming And Data Structures	5
CS-260	Computer Security	3
CS-301	Computer Organization	3
CS-315	Modern Database Management	3
<b>Term Hours</b>		<b>14</b>
<b>Second Year</b>		
<b>Term 1</b>		
CS-339	Fundamentals Of Information Technology Project Management	3
CS-308	Operating Systems	3
CS-331	Computer Networks	3
CS-300	Client Side Web Development	3
<b>Term Hours</b>		<b>12</b>
<b>Term 2</b>		
CS-319	Writing Intensive Program: Fundamentals Of Software Engineering	3
Elective		3
Electives		3
Elective		3
<b>Term Hours</b>		<b>12</b>
<b>Total Hours:</b>		<b>48</b>

# Master of Science in Computer Science

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## 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.

INTERNATIONAL STUDENTS, PLEASE CHECK THE ADMISSION REQUIREMENTS HERE (<https://admissions.neiu.edu/international-applicants/>).

### 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-400, CS-404, and CS-420, which must be taken at NEIU in order to receive credit for NEIU Master's degree in Computer Science. The 36 hours will be made up of 12 credit hours of core course work, 9 credit hours from three required categories/tracks, and 15 credit hours of elective course work (or 12 credit hours, if the student completes a Master's Thesis). Three of the five elective courses **must** be from the Computer Science Department. Completion of a Master's Thesis or Project is required. The choice will be agreed upon by the student and the graduate advisor.

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 will not be counted toward the 36 hours of course work required for the Master's Degree. Courses taken to satisfy undergraduate degree requirements cannot be used toward the Master's Degree. All elective course work is to be selected in consultation with and approved by the graduate advisor.

For more information a student should visit the Computer Science website. Consult with your program advisor or the Graduate College for details.

### Required Core Courses:

Code	Title	Hours
CS-400	Discrete Modeling And Analysis	3
CS-404	Analysis Of Algorithms	3
CS-420	Object-Oriented Design	3
(1) course Required Category #1 (Security/Networking)		3
(1) course Required Category #2 (Project Management)		3
(1) Course Required Category #3 (Data/Artificial Intelligence)		3
(5) courses Elective courses from any category		15
CS-490	Master's Project (or Thesis Hours - CS 5901, 5902, 5903)	3
<b>Total Hours</b>		<b>36</b>

Code	Title	Hours
<b>Category #1 Security/Networking</b>		
CS-331	Computer Networks	
CS-345	Network Security	
CS-355	Cryptography	
CS-442	Topics In Network Design	
CS-460	Computer Security	



Code	Title	Hours
<b>Category #2 Project Management</b>		
CS-401	Software Engineering	
CS-411	Professional Computing	
CS-412	Web Application Development	
CS-413	IT Project Management	
CS-423	Enterprise Architecture & IT Strategy	

Code	Title	Hours
<b>Category #3 Data/Artificial Intelligence</b>		
CS-335	Artificial Intelligence	
CS-415	Design Of Data Base Systems	
CS-416	AI And Robotics	
CS-418	Research Topics In Artificial Intelligence	
CS-419	Informatics	
CS-422	Data Mining	
CS-435	Expert Systems	

Additional Categories:

Code	Title	Hours
<b>Cross-disciplinary</b>		
CS-327	Computational Methods In Biology	
CS-426	Advanced Numerical Methods	
ECON-401	Fundamentals Of Business Economics	
MATH-305	Probability And Statistics	
MATH-343	Linear Algebra II	
MATH-472	Simulation Modeling And Analysis	

Code	Title	Hours
<b>Compilers/Systems</b>		
CS-325	Theory Of Computation	
CS-402	Cross-Platform Mobile Application Development	
CS-408	Advanced Operating Systems	
CS-409	Topics In Compiler Theory	
CS-450	Advanced Computer Architecture	

Code	Title	Hours
<b>Graphics</b>		
CS-417	Video Game Programming	
CS-440	Computer Graphics	

# Minor in Computer Science

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Having a minor in Computer Science can complement almost any major and gives one an advantage when applying for jobs in any field, since computers are used in every profession. This minor will provide both a practical and a theoretical foundation in Computer Science as well as provide an understanding of the underlying components of computer systems.

Student must have officially declared a major.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

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These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor Requirements:

Code	Title	Hours
Minor requirements (15 hours excluding prerequisites)		
<b>Required Courses</b>		<b>9</b>
CS-201	Discrete Structures	
CS-301	Computer Organization	
CS-308	Operating Systems	
<b>Select two courses from the following list:</b>		<b>6</b>
CS-307	Programming Languages	
CS-315	Modern Database Management	
CS-324	Introduction To The Design Of Algorithms	
CS-325	Theory Of Computation	
CS-331	Computer Networks	
CS-334	Open Source Systems	
CS-335	Artificial Intelligence	
CS-340	Fundamentals Of Computer Graphics	
CS-341	Parallel Computing And Distributed Systems	
CS-342	Introduction To Human Computer Interaction	
CS-343	Introduction To Natural Language Processing	
CS-355	Cryptography	
A student may complete a minor in Computer Science by selecting courses totaling at least 15 hours from those offered by the Department of Computer Science. 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.		
<b>Total Hours</b>		<b>15</b>

# Minor in Cybersecurity

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In this digital era, computer security is a fundamental component of every system, where confidentiality, integrity, availability, authentication, and non-repudiation are of concern. This minor in cybersecurity prepares students to build efficient and secure information systems in various fields, including web development, computer networks, and healthcare information systems.

Students must have officially declared a major.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

#### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

#### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**1. Cybersecurity Minor Required Courses:**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
CS-260	Computer Security	3
CS-331	Computer Networks	3
CS-360	Cybersecurity	3
<b>Total Hours</b>		<b>9</b>

**2. Select two courses from the following list: 6**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
CS-315	Modern Database Management	3
CS-323	Cyberlaw	3
CS-343	Introduction To Natural Language Processing	3
CS-345	Network Security	3
CS-349	Introduction To The Internet Of Things	3
CS-351	Data Wrangling For Data Analysis	3
CS-355	Cryptography	3
CS-362	Writing Intensive Program: Digital Forensics	3

Total Hours 15

A student may complete a minor in Cybersecurity by selecting courses totaling at least 15 hours from those offered by the Department of Computer Science. 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.

# Minor in Information Technology

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The Information Technology minor equips students with theoretical and hands-on skills in programming, networking, software engineering, and databases. These skills can lead to programming jobs, networking positions, IT positions, and more.

Student must have officially declared a major.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

<b>Code</b>	<b>Title</b>	<b>Hours</b>
Required Courses		9
CS-315	Modern Database Management	
CS-319	Writing Intensive Program: Fundamentals Of Software Engineering	
CS-331	Computer Networks	
Select two courses from the following list:		6
CS-260	Computer Security	
CS-300	Client Side Web Development	
CS-308	Operating Systems	
CS-317	Event-Driven Programming	
CS-321	Server Side Web Development	
CS-334	Open Source Systems	
CS-335	Artificial Intelligence	
CS-339	Fundamentals Of Information Technology Project Management	
CS-342	Introduction To Human Computer Interaction	
CS-347	Mobile Application Development	
CS-351	Data Wrangling For Data Analysis	
CS-360	Cybersecurity	
<b>Total Hours</b>		<b>15</b>

# Management and Marketing

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The Management and Marketing majors may be completed using either a traditional in-person modality or through an online modality.

**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,
  - digital and social media marketing
  - telemarketing, and
  - franchise unit management.
- Major in General Business Administration (<http://catalog.neiu.edu/business-management/management-marketing/general-business-administration/>)
  - Major in Management (<http://catalog.neiu.edu/business-management/management-marketing/management/>)
  - Major in Marketing (<http://catalog.neiu.edu/business-management/management-marketing/marketing/>)
  - Minor in Business Analytics (<http://catalog.neiu.edu/business-management/management-marketing/minor-data-analytics/>)
  - Minor in Entrepreneurship for Business Majors (<http://catalog.neiu.edu/business-management/management-marketing/minor-entrepreneurship/>)
  - Minor in (<http://catalog.neiu.edu/business-management/management-marketing/entrepreneurship-non-business/>)Entrepreneurship (<http://catalog.neiu.edu/business-management/management-marketing/entrepreneurship-non-business/>)for Non-Business Majors (<http://catalog.neiu.edu/business-management/management-marketing/entrepreneurship-non-business/>)
  - Minor in Global Business Management (<http://catalog.neiu.edu/business-management/management-marketing/minor-international-business/>)
  - Minor in Human Resource Management (<http://catalog.neiu.edu/business-management/management-marketing/minor-human-resource-management/>)
  - Minor in Management (<http://catalog.neiu.edu/business-management/management-marketing/minor-management/>)
  - Minor in Marketing (<http://catalog.neiu.edu/business-management/management-marketing/minor-marketing/>)
  - Minor in Pre-MBA (<http://catalog.neiu.edu/business-management/management-marketing/minor-mba/>)
  - Master of Business Administration (<http://catalog.neiu.edu/business-management/management-marketing/master-business-administration/>)

Garo L. Agopian, Ph.D., Assistant Professor of Marketing  
 Michael Bedell, Ph.D., Professor of Management, Dean  
 Robert Cook, Ph.D., Assistant Professor of Management  
 Sundaram Dorai, D.B.A., Associate Professor of Marketing  
 Charles Funk, Ph.D., Associate Professor of Management  
 Sungdo Kim, Ph.D., Associate Professor of Management



Cigdem Gonul Kochan, Ph.D., Assistant Professor of Management  
 Jian Li, Ph.D., Professor of Management, Chair  
 Amirhossein Maleki, Ph.D., Assistant Professor of Management  
 Deepa Anil Pillai, Ph.D., Associate Professor of Marketing  
 Suresh Singh, Ph.D., Associate Professor of Management  
 Qiumei Jane Xu, Ph.D., Professor of Management, Associate Dean  
 Shubin Xu, Ph.D., Associate Professor of Management  
 Dilek Yunlu, Ph.D., Associate Professor of Management

## Management

### **MNGT-180. Fundamentals Of Data Science. 4 Hours.**

Foundations of data science considers data from three perspectives: inferential thinking, computational thinking, and real-world relevance. Given data arising from some real-world phenomenon, how does one analyze that data to understand that phenomenon? The course teaches critical concepts and skills in computation and statistical inference, in conjunction with hands on analysis of real-world datasets, including economic data, document collections, geographical data, and data from social networks. It delves into social, ethical, and legal issues surrounding data analysis, including privacy and data ownership.

**Prerequisite:** MATH-173 with a minimum grade of C.

### **MNGT-201. Introduction To Business. 3 Hours.**

The course provides a general overview of the field of business. Major components of business activity such as management, marketing, accounting, finance, and operations will be discussed. The course will enable students to identify potential careers or advanced coursework in business.

### **MNGT-350. Introduction To Entrepreneurship. 3 Hours.**

The course provides a general overview of the field of entrepreneurship. The focus is on introduction to entrepreneurship from the perspectives of start-up entrepreneurs and early stage investors. Special consideration is given to the processes of entrepreneurial mindset, design thinking, proof-of-concept testing and product-market fit. The course will enable students to identify potential ideas for advanced coursework in entrepreneurship.

### **MNGT-351. Data Visualization And Management. 3 Hours.**

This application-based course covers the core concepts of data retrieval, cleaning, and reporting implemented in current analytics software. The course focuses on data warehousing, accessing data from sources, data cleaning, data manipulation, and a wide range of data visualization methods.

**Prerequisite:** MNGT-368 with a minimum grade of C or MATH-275 with a minimum grade of C or MATH-305 with a minimum grade of C or ECON-220 with a minimum grade of C.

### **MNGT-352. Model-Based Decision Making. 3 Hours.**

This course introduces business intelligence and analytics techniques to develop skills for decision-making and complex business problem-solving. These techniques focus on prescriptive analytics including optimization and simulation methods, and predictive analytics including data and text mining, machine learning, and forecasting. The course presents state-of-the-art decision support technologies required to solve real business problems primarily using Excel spreadsheets and SAP business analytics tools.

**Prerequisite:** MNGT-368 with a minimum grade of C or MATH-275 with a minimum grade of C or MATH-305 with a minimum grade of C or ECON-220 with a minimum grade of C.

### **MNGT-353. Supply Chain Analytics. 3 Hours.**

The course provides an introduction to supply chain management involving the flows of materials, information, and cash, from the source of raw materials to end customers. The focus is on decisions involving the investment in productive resources, configuration of processes, product designs, and development of partnerships with suppliers and channels of distribution. Perspectives on marketing (channels of distribution), logistics, and operations management will be analyzed.

**Prerequisite:** MNGT-377 with a minimum grade of C.

### **MNGT-354. Logistics Management. 3 Hours.**

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.

**Prerequisite:** MNGT-377 with a minimum grade of C.

### **MNGT-355. Creativity And Innovation. 3 Hours.**

This course focuses on innovation and creativity from the perspectives of the organizations, teams and individual employees. Special consideration is given to the processes of creativity, the relationship between creativity and innovation, development of creativity, multiple facets of creativity, building and managing creative teams, and development of original thinking.

### **MNGT-368. Business Statistics. 3 Hours.**

This course introduces students to both descriptive and inferential statistics as they apply to business. Its focus is on descriptive measures, probability concepts, discrete and continuous probability distributions, sampling distributions, estimation, hypothesis testing, and simple linear regression. Prereq.: MATH-165.

**Prerequisite:** MATH-165 with a minimum grade of C.

**MNGT-369. Introduction To Data Science. 3 Hours.**

The course exposes students to key concepts, techniques and tools of business data science. Using R-scripts, students apply tools to analyze business data for decision making. The topics covered include, but are not limited to, regression, regularization, classification, experiments, controls, factorization, text data, and nonparametrics.

**Prerequisite:** (MNGT-368 with a minimum grade of C or MATH-275 with a minimum grade of C or MATH-305 with a minimum grade of C) or ECON-220 with a minimum grade of C.

**MNGT-370. Writing Intensive Program: Managing Global Business Organization. 3 Hours.**

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-focused writing skill.

**Requirement:** All foundation courses completed with a grade of C or better

**Prerequisite:** ENGL-101 with a minimum grade of C.

**MNGT-371. Organizational Behavior. 3 Hours.**

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.

**Prerequisite:** MNGT-370 with a minimum grade of C.

**MNGT-372. Organization Theory And Design. 3 Hours.**

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.

**Prerequisite:** MNGT-370 with a minimum grade of C.

**MNGT-373. Human Resource Management. 3 Hours.**

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.

**Prerequisite:** MNGT-370 with a minimum grade of C.

**MNGT-374. Staffing & Selection. 3 Hours.**

This course focuses on Staffing and Selection from the perspectives of the organization. Special consideration is given to the processes of Human Resource Planning, hiring, firing, the underlying legal environment, as well as ethical issues. The major topics include labor market, legal environment, HR planning, job analysis, measurement, recruiting, and selection. Prerequisites: (1) completion of at least 60 credit hours of course work, (2) completion of the eight 100-level and 200-level College of Business & Management Foundation courses, each with "C" or higher, and Foundation GPA of 2.50, and (3) MNGT-370 with a "C" or higher.

**Prerequisite:** MNGT-370 with a minimum grade of C.

**MNGT-375. Management And Organization Communications. 3 Hours.**

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.

**Prerequisite:** MNGT-370 with a minimum grade of C.

**MNGT-376. Small Business Management. 3 Hours.**

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.

**Prerequisite:** FINA-360 with a minimum grade of C and MKTG-350 with a minimum grade of C and MNGT-370 with a minimum grade of C.

**MNGT-377. Production/Operations Management. 3 Hours.**

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.

**Prerequisite:** MNGT-368 with a minimum grade of C and MNGT-370 with a minimum grade of C.

**MNGT-378. Managing Diversity In Organizations. 3 Hours.**

This class addresses the issues, knowledge, theories, and applications related to managing diversity in organizations. Topics covered in this class will enhance awareness of existence of diversity at the workplace and address approaches of creation of productive diverse workforce. Class discussion will include topics such as glass ceiling effect, stereotyping process, sexual harassment, work and family conflicts, and reverse discrimination. Readings related to the implementation of diversity training programs as well as fair recruitment and selection processes will be discussed.

**Prerequisite:** MNGT-370 with a minimum grade of C.

**MNGT-379. Business Analytics. 3 Hours.**

This application-based course covers descriptive, predictive, as well as prescriptive analytics. It focuses on data visualization, multiple regression, data mining, linear optimization models, integer linear optimization models, simulation and decision analysis.

**Prerequisite:** MNGT-368 with a minimum grade of C or MATH-275 with a minimum grade of C or MATH-305 with a minimum grade of C or ECON-220 with a minimum grade of C.

**MNGT-380. Entrepreneurship. 3 Hours.**

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.

**Prerequisite:** (FINA-360 with a minimum grade of C and MKTG-350 with a minimum grade of C and MNGT-370 with a minimum grade of C) or (MNGT-201 with a minimum grade of C and MNGT-350 with a minimum grade of C).

**MNGT-381. Managing International Business. 3 Hours.**

This course examines the following issues: Brief history of international business and globalization; opportunities and risks arising out of the economic, political, and socio-cultural similarities and differences among countries or regions; the role of governments, international institutions and agreements such as trade agreements in facilitating or influencing international business; variety of international business transactions including international trade and foreign direct investment and factors to consider while selecting and managing one or more of these business transactions and doing business abroad including cross-cultural management of stakeholders.

**Prerequisite:** MNGT-370 with a minimum grade of C.

**MNGT-382. Internship In Management. 3 Hours.****MNGT-383. Internship In Management. 4 Hours.****MNGT-384. Internship In Management. 5 Hours.****MNGT-385. Internship In Management. 6 Hours.****MNGT-386. Independent Study In Management. 3 Hours.****MNGT-387. Independent Study In Management. 2 Hours.****MNGT-388. Independent Study In Management. 1 Hour.****MNGT-390. Compensation Management. 3 Hours.**

This course provides students with a practical and theoretical understanding of compensation from the perspectives of managers (who make reward decisions), employees (who receive the rewards and are the "customers" of the reward system), and human resource practitioners (who assist in the design and maintenance of reward systems). It also provides an overview of the considerations necessary to develop a compensation system that is internally and externally equitable and fiscally responsible. Legislative and social issues affecting pay decisions and alignment of pay policies with business strategy and other human resource programs are also covered.

**Prerequisite:** MNGT-370 with a minimum grade of C and MNGT-373 with a minimum grade of C.

**MNGT-391. Human Resource Information System. 3 Hours.**

This course will help develop information system knowledge and skills that are necessary for Human Resource (HR) professionals. It will focus on the structure and strategic capabilities of a Human Resources Information System (HRIS); the identification of Human Resource information needs; the HRIS implementation process; and how HRIS supports various HR practices.

**Prerequisite:** MNGT-370 with a minimum grade of C and MNGT-373 with a minimum grade of C.

**MNGT-392. Business, Technology And Society. 3 Hours.**

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 Adult" : its function in business organizations; managing modern business: changes and adaptability; technology transfer activities in modern business: the U.S. and developing countries' experiences.

**Prerequisite:** MNGT-370 with a minimum grade of C.

**MNGT-393. Strategic Management. 3 Hours.**

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 organizations.

**MNGT-399. Management Of Change. 3 Hours.**

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.

**Prerequisite:** MNGT-370 with a minimum grade of C.

**MNGT-401. Fundamentals Of Business Statistics. 2 Hours.**

This course provides graduate students without a recent business academic background a foundation in the field of business statistics. It addresses the concepts of probability distributions and statistical inference and considers various methods of describing data, including the normal distribution. Statistical estimation, sampling and methods of testing hypotheses of means and proportions using various distributions are discussed. A brief consideration is given to quality control, analysis of variance, and linear regression.

**MNGT-402. Applied Business Research. 3 Hours.**

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.

**Prerequisite:** COBM-404 with a minimum grade of C or MNGT-368 with a minimum grade of C.

**MNGT-403. Leadership And Organizational Behavior. 3 Hours.**

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.

**MNGT-404. Operations Management. 3 Hours.**

This course provides a general introduction to operations management in organizations. Emphasis is placed on the application of the main principles and concepts of operations management. Among the topics covered are: operations strategy, capacity analysis, queuing theory, service management, quality management, inventory management, and a brief introduction to supply chain management.

**Prerequisite:** COBM-404 with a minimum grade of C or (MNGT-368 with a minimum grade of C and MNGT-377 with a minimum grade of C).

**MNGT-474. Human Resources Policy And Decision Making. 3 Hours.**

This course addresses personnel policy formulation and implementation. Consideration is given to human resources planning, staffing, development and placement issues in the context of legal and collective bargaining constraints. A review of topical issues such as employment-at-will, drug testing, honesty in the workplace and other special topics is provided.

**MNGT-480. Entrepreneurship. 3 Hours.**

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.

**MNGT-481. International Management. 3 Hours.**

This course examines the salient features of decision-making and management practices in multinational firms. Particular attention is given to organizational planning and control functions, and to problems encountered by managers as they interact with host governments and institutions. Linkages between certain cultural factors and features of the managerial climate are also examined.

**MNGT-487. Strategy And Organization. 3 Hours.**

This course serves to integrate preceding courses through the study of strategy 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, the design of formal organizational structure, management control systems, reward and sanction systems, the selection and training of key personnel and the leadership role of the chief executive officer. Cases and readings are drawn from a variety of types of organizations.

**MNGT-489. Management Of Organizational Change. 3 Hours.**

This course explores the concept of successful management of organizational and behavioral change, focusing on both "planned" and "unplanned" changes and emphasizing the development of change strategies and measurement of change effectiveness. Included will be group laboratory work using video tape systems. Attention will also be given in response to external (e.g., social) changes. Opportunities exist for field work in various institutional contexts.

**MNGT-490. Innovation And Creativity. 3 Hours.**

This course focuses on innovation and creativity from the perspectives of the organization and individual employees. Special consideration is given to the processes of creativity, the relationship between creativity and innovation, development of creativity, and multiple facets of creativity. Within these major emphases, topics include definition of creativity, inhibitors and activators of creativity in individuals, teams, and organizations, idea creation and evaluation, building and managing creative teams.

**MNGT-491. Strategic Technology & Innovation Management. 3 Hours.**

This course will discuss how technological changes create opportunities for value creation and capture; different types of product and process innovations; and challenges and opportunities created by technological changes. Students will explore how industries are transformed by technological changes; how managerial action shapes opportunities for value creation and capture from new innovations; analytical tools that are vital to understanding which innovations create value and which ones do not; and how technological changes and innovation affect competitive advantages. Emphasis will be on learning conceptual models and frameworks that help firms navigate the complex and dynamic technological changes.

**MNGT-498. International Business. 3 Hours.**

This course examines the cultural, social, political and economic factors which underlie certain business practices in foreign countries. Depending upon the expertise and preference of the instructor, the course may focus upon a few primary geographical areas (e.g., Eastern Europe, Far East) intensively, or it may present a wide array of cultural environments in survey fashion.

**MNGT-500. Project. 3 Hours.**

Approval of major advisor is necessary.

**MNGT-501. Thesis. 3 Hours.**

Approval of major advisor is necessary.

**MNGT-502. Business Policy And Strategy. 3 Hours.**

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 officer (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.

## Marketing

**MKTG-350. Principles Of Marketing. 3 Hours.**

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 consumer and industrial markets, the marketing mix (product, price, distribution and promotion) and the planning and evaluation of the overall marketing effort.

**MKTG-351. Consumer Behavior. 3 Hours.**

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.

**Prerequisite:** MKTG-350 with a minimum grade of C.

**MKTG-352. Integrated Marketing Communication. 3 Hours.**

This course provides an overview of the planning, execution, and evaluation of integrated marketing communication programs. Topics covered include creative and media strategies, budgeting, evaluation, and the roles of individual components of the communications mix, such as advertising, sales promotion, internet and interactive media, and direct marketing. Prereq.: MKTG-350.

**Prerequisite:** MKTG-350 with a minimum grade of C.

**MKTG-353. Marketing Research. 3 Hours.**

An investigation of the research necessary for the formulation of marketing policies. Topics include research design; sampling; and statistical analysis.

**Prerequisite:** MKTG-350 with a minimum grade of C and MNGT-368 with a minimum grade of C.

**MKTG-354. Personal Selling. 3 Hours.**

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 of the personal selling process and development of customer relationships. Course makes use of in-class presentations and role-playing.

**Prerequisite:** MKTG-350 with a minimum grade of C.

**MKTG-355. Digital Marketing. 3 Hours.**

This course provides an introduction to digital marketing. This course examines the integration of Internet, digital media, and interactive technologies in marketing strategy to leverage the impact of marketing mix. Current digital marketing driven applications for customer acquisition, retention, and management in e-business will be examined. Prereq.: MKTG-350 or consent of instructor.

**Prerequisite:** MKTG-350 with a minimum grade of C.



**MKTG-356. Retail Management. 3 Hours.**

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.

**Prerequisite:** MKTG-350 with a minimum grade of C.

**MKTG-357. Sales Management. 3 Hours.**

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.

**Prerequisite:** MKTG-350 with a minimum grade of C.

**MKTG-358. International Marketing. 3 Hours.**

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.

**Prerequisite:** MKTG-350 with a minimum grade of C.

**MKTG-359. Marketing Management. 3 Hours.**

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.

**Prerequisite:** MKTG-350 with a minimum grade of C.

**MKTG-360. Marketing Channels. 3 Hours.**

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.

**Prerequisite:** MKTG-350 with a minimum grade of C.

**MKTG-361. Social Media Marketing. 3 Hours.**

This course provides an overview of the core strategies used by companies to leverage the marketing power of social media. Through integration of concepts from marketing, communications, sociology, and web analytics, students will learn how to develop a social media plan and implement a persuasive social media campaign. Students will learn a variety of techniques and strategies for monitoring user behavior on social media platforms, with an emphasis on applying the analytical concepts and tools of marketing for business decisions.

**Prerequisite:** MKTG-350 with a minimum grade of C.

**MKTG-362. Mobile Marketing. 3 Hours.**

This course provides an overview of the core strategies used by companies to leverage the marketing power of mobile devices. Through integration of concepts from marketing, psychology, communications, and sociology, students will learn how to develop a mobile marketing plan and implement a persuasive mobile marketing campaign. Students will learn a variety of techniques and strategies for monitoring user behavior on mobile devices, with an emphasis on applying the analytical concepts and tools of mobile marketing.

**Prerequisite:** MKTG-350 with a minimum grade of C.

**MKTG-382. Internship In Marketing. 3 Hours.****MKTG-383. Internship In Marketing. 4 Hours.****MKTG-384. Internship In Marketing. 5 Hours.****MKTG-385. Internship In Marketing. 6 Hours.****MKTG-389. Independent Study In Marketing. 3 Hours.****MKTG-390. Independent Study In Marketing. 2 Hours.****MKTG-391. Independent Study In Marketing. 1 Hour.****MKTG-402. Marketing Management. 3 Hours.**

This course focuses on the techniques of management as applied to the functional areas of marketing.

**MKTG-451. Consumer Behavior And Marketing Action. 3 Hours.**

This course focuses in analyzing demand, identifying market segments and predicting customer response to alternative marketing strategies using concepts from the behavioral sciences.

**Prerequisite:** MKTG-402 with a minimum grade of C or MKTG-450 with a minimum grade of C.

**MKTG-453. Marketing Research - Techniques And Applications. 3 Hours.**

This course explores different approaches to planning, collecting, analyzing and communicating information from the marketplace, including techniques and applications for specific marketing areas.

**Prerequisite:** (MKTG-402 with a minimum grade of C or MKTG-450 with a minimum grade of C) and MNGT-368 with a minimum grade of C.

**MKTG-454. Digital Marketing Strategy. 3 Hours.**

This course introduces students to strategy and tactics in digital marketing in the context of a company's overall marketing strategy. Topics covered include an overview of existing and emerging digital trends, consumer experience in the cross-channel context, digital branding and positioning, and best practices in digital marketing strategy.

**Prerequisite:** MKTG-402 with a minimum grade of C.

**MKTG-456. Channel Distribution And Retailing. 3 Hours.**

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.

**Prerequisite:** MKTG-402 with a minimum grade of C or MKTG-450 with a minimum grade of C.

**MKTG-458. Global Marketing. 3 Hours.**

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.

**Prerequisite:** MKTG-402 with a minimum grade of C or MKTG-450 with a minimum grade of C.

**MKTG-461. Services Marketing Management. 3 Hours.**

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.

**Prerequisite:** MKTG-402 with a minimum grade of C or MKTG-450 with a minimum grade of C.

**MKTG-500. Project. 3 Hours.**

Approval of major advisor is necessary.

**MKTG-501. Thesis. 3 Hours.**

Approval of major advisor is necessary.

# Major in General Business Administration

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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 become entrepreneurs and interested in starting or managing small to medium-sized businesses. The General Business Administration major has two options.

## DECLARING GENERAL BUSINESS ADMINISTRATION (OPTION 1) AS A SECOND MAJOR FOR NON-TRADITIONAL DEGREE PROGRAM (NDP) STUDENTS

NDP students who have a 2.0 GPA and seek to declare the General Business Administration major (option 1) may be admitted to the College of Business and Technology. Students will be expected to meet the same GPA standards as traditional business majors:

1. Fulfill the University's General Education Requirement as defined by NDP, with a cumulative grade point average of 2.00 or higher.
2. Complete the four business foundation courses (Actg 201, Actg 202, Blaw 285, and Econ 217) with a foundation course grade point average of 2.50 or higher (on a 4-point scale) –or have these verified through NDP.
3. General education coursework complete and verified by NDP advising. Four business foundation courses completed and verified by CBT advising. Minimum cumulative GPA of 2.0.
4. Apply and be approved for admission to the College of Business and Technology. This step is equivalent to officially declaring a major in general business (option 1). Contact the Office of Program Advisement at (773) 442-6111 to schedule an advisement appointment

Up to two 300-level courses can be counted twice between any major and minor combination toward a General Business Administration Major's degree credit hour fulfillment.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.



**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**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:

Code	Title	Hours
<b>Required Courses</b>		
Business and Management Core Courses		36
MNGT-393	Strategic Management	3
MKTG-358	International Marketing	3
or MNGT-381	Managing International Business	
Approved Elective		
Choose two courses from one area Management, Marketing, Finance, Accounting		6
<b>Total Hours</b>		<b>48</b>

**Option II-General Business Administration**

This program is designed for students completing General Business as a primary (first or only) major. It offers a broad, interdisciplinary orientation to modern business theory and practice. Students in this option must fulfill the complete College of Business Core Curriculum, along with twenty-four other credit hours in Business. An outline of this option is as follows:

Code	Title	Hours
<b>Business and Management Core Courses</b>		<b>36</b>
Required Courses:		
MNGT-393	Strategic Management	3
Select one 300-Level Course from each of the following business disciplines (beyond the Core): <sup>1</sup>		12
	Accounting	
	Finance	
	Marketing	
	Management	
Select three 300-Level Business Courses from any combination of business disciplines <sup>1</sup>		9
<b>Total Hours</b>		<b>60</b>

<sup>1</sup> Excludes MNGT-393, ACTG-300, BLAW-380, BLAW-381 and 300-level Core Courses.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor. To apply for graduation, contact the Program Advisors two semesters prior to the term in which you plan to graduate.

**First Year**

<b>Term 1</b>		<b>Hours</b>
ENGL-101	Writing I	3
MATH-165	Finite Mathematics For Business And The Social Sciences	3
BLAW-109	First Year Experience: Professionalism, Ethics, Law Chicago Scandals	3
Natural Science Course		3
Fine Arts Course		3

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**Term Hours** **15**

<b>Term 2</b>		
ENGL-102	Writing II	3
ECON-217	Principles Of Microeconomics	3
PHIL-213	Ethics	3
Fine Arts Course		3
General Elective		3

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**Term Hours** **15**

**Second Year**

<b>Term 1</b>		
ACTG-201	Introduction To Financial Accounting	3
BLAW-285	Legal Environment Of Business	3
ECON-215	Principles Of Macroeconomics	3
Humanities Course		3
Natural Science Course		3

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**Term Hours** **15**

<b>Term 2</b>		
ACTG-202	Introduction To Managerial Accounting	3
Humanities Course		3
Natural Science Course		3
Social/Behavioral Science Course		3
General Elective		3

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**Term Hours** **15**

**Third Year**

<b>Term 1</b>		
FINA-360	Principles Of Financial Management	3
MKTG-350	Principles Of Marketing	3
MNGT-368	Business Statistics	3
MNGT-370	Writing Intensive Program: Managing Global Business Organization	3
General Elective		3

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**Term Hours** **15**

<b>Term 2</b>		
ABF-350	Management Information Systems	3
MNGT-377	Production/Operations Management	3
ACTG, FINA, MKTG, or MNGT Course		3
ACTG, FINA, MKTG, or MNGT Course		3
General Elective		3

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**Term Hours** **15**

**Fourth Year**

<b>Term 1</b>		
MNGT-379	Business Analytics	3
ACTG, FINA, MKTG, or MNGT Course		3
ACTG, FINA, MKTG, or MNGT Course		3
General Elective		3
General Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
MNGT-393	Strategic Management	3
ACTG, FINA, MKTG, or MNGT Course		3
ACTG, FINA, MKTG, or MNGT Course		3
ACTG, FINA, MKTG, or MNGT Course		3
General Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Total Hours:</b>		<b>120</b>

# Major in Management

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The Major in Management will equip students with the necessary knowledge and skills to successfully lead and manage people and organizations, with a curriculum encompassing leadership and managerial skills, organization theories, international business, and strategic management. Students in this major can complete the degree requirements in a variety of tracks (i) General Management (On-Campus or Online), (ii) Human Resources concentration and (iii) Business Analytics concentration.

Those students pursuing the general management track have the option to complete their Management Major (48 credits) online.

- Major in Management (On-campus): Students in this track can take classes that are offered on campus, remote learning, and online. The large set of permissible electives caters to students' own career interests to build strengths and allows for the development of a broad range of business competencies.

- Major in Management (Online): Students in this track take only online classes to complete the Management Major requirements, which are the same as those for the on-campus track. Adding to the elective flexibility of the general management track, the Online option offers students an increased flexibility in regard to where and when they complete the major's coursework.

- Major in Management with Human Resources Concentration: Designed for students who aspire for knowledge of a broad range of human resources principles and practices, this major has a focused elective curriculum on knowledge and tools in human resource management aligned with the current needs of organizations. Upon the successful completion of the concentration, students will be better prepared for the role of HR generalist or specialist in a variety of organizations.

- Major in Management with Business Analytics Concentration: This concentration is designed for students who wish to focus on the tools and techniques related to modern business analytics applications as part of their Management coursework. The tools and techniques cover the five pillars of Business Analytics - Data Collection, Data Preparation, Data Modeling, Data Visualization and Analysis, and Reporting - both in theory and practice using cutting-edge software. Students who complete this major will understand both management issues and data-driven decision making, able to dive into data to glean insights and solve business problems.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Option I: Major in Management for the Bachelor of Science Degree (On-campus)**

\*Up to two 300-level courses can be counted twice between any major and minor combination toward a Management Major's degree credit hour fulfillment.

Code	Title	Hours
<b>Required Courses</b>		
Business and Management Core Courses		36
MNGT-371	Organizational Behavior	3
MNGT-372	Organization Theory And Design	3
MNGT-381	Managing International Business	3
MNGT-393	Strategic Management	3
Select four of the following:		12
MNGT-354	Logistics Management	
MNGT-355	Creativity And Innovation	
MNGT-373	Human Resource Management	
MNGT-374	Staffing & Selection	
MNGT-375	Management And Organization Communications	
MNGT-376	Small Business Management	
MNGT-378	Managing Diversity In Organizations	
MNGT-380	Entrepreneurship	
MNGT-390	Compensation Management	
MNGT-392	Business, Technology And Society	
MNGT-399	Management Of Change	
MKTG-353	Marketing Research <sup>1</sup>	
MKTG-354	Personal Selling <sup>1</sup>	
MKTG-355	Digital Marketing <sup>1</sup>	
MKTG-357	Sales Management <sup>1</sup>	
MKTG-361	Social Media Marketing <sup>1</sup>	
<b>Total Hours</b>		<b>60</b>

<sup>1</sup> Up to two non-Management courses, can be applied as electives towards the Major in Management for the Bachelor of Science Degree.

## Option II: Major in Management for the Bachelor of Science Degree (online)

Students who declare the online major track can take only online classes to complete all the degree requirements, which are the same as those for the on-campus track.

## Option III: Major in Management with Human Resources Concentration for the Bachelor of Science Degree

\*Up to two 300-level courses can be counted twice between any major and minor combination toward a Management Major's degree credit hour fulfillment.

Code	Title	Hours
<b>Required Courses</b>		
Business and Management Core Courses		36
MNGT-371	Organizational Behavior	3
MNGT-372	Organization Theory And Design	3
MNGT-373	Human Resource Management	3
MNGT-381	Managing International Business	3
MNGT-393	Strategic Management	3
Select three of the following:		9
MNGT-374	Staffing & Selection	
MNGT-390	Compensation Management	
BLAW-384	Labor & Employment Law	
HRD-300	Principles And Practices In Human Resource Development	
MNGT-375	Management And Organization Communications <sup>1</sup>	
MNGT-378	Managing Diversity In Organizations <sup>1</sup>	
MNGT-399	Management Of Change <sup>1</sup>	
<b>Total Hours</b>		<b>60</b>

<sup>1</sup> Up to one of these courses can be applied as an elective toward the Major in Management with Human Resources Concentration.

## Option IV: Major in Management with Business Analytics Concentration for the Bachelor of Science Degree

\*Up to two 300-level courses can be counted twice between any major and minor combination toward a Management Major's degree credit hour fulfillment.

Code	Title	Hours
<b>Required Courses</b>		
Business and Management Core Courses		36
MNGT-351	Data Visualization And Management	3
MNGT-352	Model-Based Decision Making	3
MNGT-369	Introduction To Data Science	3
MNGT-371	Organizational Behavior	3
MNGT-372	Organization Theory And Design	3
MNGT-381	Managing International Business	3
MNGT-393	Strategic Management	3
Select one of the following:		3
ACTG-330	Data Analytics For Accounting	
MKTG-353	Marketing Research	
MNGT-353	Supply Chain Analytics	

CS-315	Modern Database Management
CS-335	Artificial Intelligence

**Total Hours** **60**

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor. To apply for graduation, contact the Program Advisors two semesters prior to the term in which you plan to graduate.

**First Year**

<b>Term 1</b>		<b>Hours</b>
ENGL-101	Writing I	3
MATH-165	Finite Mathematics For Business And The Social Sciences	3
BLAW-109	First Year Experience: Professionalism, Ethics, Law Chicago Scandals	3
Fine Arts Course		3
Natural Science Course		3

**Term Hours** **15**

<b>Term 2</b>		
ENGL-102	Writing II	3
ECON-217	Principles Of Microeconomics	3
PHIL-213	Ethics	3
Fine Arts Course		3
General Elective		3

**Term Hours** **15**

**Second Year**

<b>Term 1</b>		
ACTG-201	Introduction To Financial Accounting	3
BLAW-285	Legal Environment Of Business	3
ECON-215	Principles Of Macroeconomics	3
Humanities Course		3
Natural Science Course		3

**Term Hours** **15**

<b>Term 2</b>		
ACTG-202	Introduction To Managerial Accounting	3
Humanities Course		3
Natural Science Course		3
Social/Behavioral Science Course		3
General Elective		3

**Term Hours** **15**

**Third Year**

<b>Term 1</b>		
FINA-360	Principles Of Financial Management	3
MKTG-350	Principles Of Marketing	3
MNGT-368	Business Statistics	3
MNGT-370	Writing Intensive Program: Managing Global Business Organization	3
General Elective		3

**Term Hours** **15**

<b>Term 2</b>		
ABF-350	Management Information Systems	3
MNGT-371	Organizational Behavior	3

MNGT-372	Organization Theory And Design	3
General Elective		3
General Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
MNGT-377	Production/Operations Management	3
MNGT-381	Managing International Business	3
Management Elective		3
Management Elective		3
General Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
MNGT-379	Business Analytics	3
MNGT-393	Strategic Management	3
Management Elective		3
Management Elective		3
General Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Total Hours:</b>		<b>120</b>



# Major in Marketing

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## THE MAJOR IN MARKETING FOR THE BACHELOR OF SCIENCE DEGREE CAN BE COMPLETED EITHER ON-CAMPUS OR ONLINE.

When officially declaring a major in marketing, students can choose either the online or the on-campus track to complete the course requirements for the major. Note that this choice applies only to major requirements and does not apply to courses required to be completed before declaration of a major (such as those that are part of the University Core Curriculum or foundation courses).

### University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

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## The major in marketing for the Bachelor of Science Degree can be completed either on-campus or online.

When officially declaring a major in marketing, students can choose either the online or the on-campus track to complete the course requirements for the major. Note that this choice applies only to major requirements and does not apply to courses required to be completed before declaration of a major (such as those that are part of the University Core Curriculum or foundation courses).

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### Major in Marketing for the Bachelor of Science Degree (On-Campus)

\*Up to two 300-level courses can be counted twice between any major and minor combination toward a Marketing Major's degree credit hour fulfillment.

Code	Title	Hours
<b>Required Courses</b>		
Business and Management Core Courses		36
MKTG-351	Consumer Behavior	3
MKTG-353	Marketing Research	3
MKTG-358	International Marketing	3
MKTG-359	Marketing Management	3
MNGT-393	Strategic Management	3
Select three of the following:		9
MKTG-352	Integrated Marketing Communication	
MKTG-354	Personal Selling	
MKTG-355	Digital Marketing	
MKTG-356	Retail Management	
MKTG-357	Sales Management	
MKTG-361	Social Media Marketing	
MKTG-362	Mobile Marketing	
MNGT-351	Data Visualization And Management <sup>1</sup>	
MNGT-354	Logistics Management <sup>1</sup>	
MNGT-355	Creativity And Innovation <sup>1</sup>	
MNGT-380	Entrepreneurship <sup>1</sup>	
<b>Total Hours</b>		<b>60</b>

<sup>1</sup> One of the listed non-marketing courses can be applied as an elective towards the Major in Marketing for the Bachelor of Science Degree.

### Major in Marketing for the Bachelor of Science Degree (Online)

\*Up to two 300-level courses can be counted twice between any major and minor combination toward a Marketing Major's degree credit hour fulfillment.

Code	Title	Hours
<b>Required Courses</b>		
Business and Management Core Courses		36
MKTG-351	Consumer Behavior	3
MKTG-353	Marketing Research	3
MKTG-358	International Marketing	3
MKTG-359	Marketing Management	3
MNGT-393	Strategic Management	3
Select three of the following:		9
MKTG-352	Integrated Marketing Communication	
MKTG-354	Personal Selling	
MKTG-355	Digital Marketing	
MKTG-356	Retail Management	

MKTG-357	Sales Management
MKTG-361	Social Media Marketing
MKTG-362	Mobile Marketing
MNGT-351	Data Visualization And Management <sup>1</sup>
MNGT-354	Logistics Management <sup>1</sup>
MNGT-355	Creativity And Innovation <sup>1</sup>
MNGT-380	Entrepreneurship <sup>1</sup>

**Total Hours** **60**

<sup>1</sup> One of the listed non-marketing courses can be applied as an elective towards the Major in Marketing for the Bachelor of Science Degree.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor. To apply for graduation, contact the Program Advisors two semesters prior to the term in which you plan to graduate.

#### First Year

Term 1		Hours
ENGL-101	Writing I	3
MATH-165	Finite Mathematics For Business And The Social Sciences	3
BLAW-109	First Year Experience: Professionalism, Ethics, Law Chicago Scandals	3
Fine Arts Course		3
Natural Science Course		3

**Term Hours** **15**

Term 2		Hours
ENGL-102	Writing II	3
ECON-217	Principles Of Microeconomics	3
PHIL-213	Ethics	3
Fine Arts Course		3
General Elective		3

**Term Hours** **15**

#### Second Year

Term 1		Hours
ACTG-201	Introduction To Financial Accounting	3
BLAW-285	Legal Environment Of Business	3
ECON-215	Principles Of Macroeconomics	3
Humanities Course		3
Natural Science Course		3

**Term Hours** **15**

Term 2		Hours
ACTG-202	Introduction To Managerial Accounting	3
Humanities Course		3
Natural Science Course		3
Social/Behavioral Science Course		3
General Elective		3

**Term Hours** **15**

#### Third Year

Term 1		Hours
FINA-360	Principles Of Financial Management	3
MKTG-350	Principles Of Marketing	3
MNGT-368	Business Statistics	3

4 Major in Marketing

MNGT-370	Writing Intensive Program: Managing Global Business Organization	3
General Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
ABF-350	Management Information Systems	3
MKTG-351	Consumer Behavior	3
MKTG-358	International Marketing	3
General Elective		3
General Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
MKTG-353	Marketing Research	3
MNGT-377	Production/Operations Management	3
MNGT-379	Business Analytics	3
Marketing Elective		3
General Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
MKTG-359	Marketing Management	3
MNGT-393	Strategic Management	3
Marketing Elective		3
Marketing Elective		3
General Elective		3
<b>Term Hours</b>		<b>15</b>
<b>Total Hours:</b>		<b>120</b>

# Master of Business Administration (MBA) Program

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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 exposure to the tools necessary for business decision-making. It consists of curricular studies of 33 credit hours in the Business Core and Elective Curriculum. In addition to the general MBA, students can choose to concentrate in several different areas: Finance, Marketing, Entrepreneurship, Global/International, Human Resource Management, Information Technology, Public Health, and Sports Management/Exercise Science. The program is designed for the working individual; many of the courses are offered online. Most other courses are offered Face-to-Face or Hybrid (both online and Face-to-Face)/webcast (Face-to-Face and video broadcast, i.e., Distance Learning). These courses are offered in the evening or on Saturday.

## Admission to the MBA Program

The MBA Program is open to applicants who hold a bachelor's degree from a regionally-accredited college/university or recognized international institution. Each application is evaluated on the basis of: (1) transcripts of all prior undergraduate and graduate coursework; (2) performance on the Graduate Management Admissions Test (GMAT) or Graduate Records Exam (GRE); (3) a statement of career goals and objectives; (4) two letters of recommendation; and (5) curriculum vitae (C.V.) or resume and any other evidence that can help the committee assess the applicant's qualifications. International applicants are required to submit proof of English proficiency. Test of English as a Foreign Language (TOEFL) score of 550 on the paper-based test (or, equivalently, 213 on the computer-based test, or 79 on the internet-based test). A minimum score of 6.5 on the International English Language Testing System (IELTS), a minimum score of 100 on the Duolingo or a minimum score of 53 on the Pearson English Language Test. All transcripts from foreign countries must be professionally evaluated on a course-by-course basis by an evaluation service that is a member of NACES (<https://www.naces.org/members>) for equivalence to our degrees.

The MBA program requires an undergraduate cumulative GPA of at least 2.75 (on a 4.0 scale) and a GMAT score of at least 450 or an equivalent GRE score computed using the published GRE conversion table (generally, 149 on each part of GRE is equivalent to 450 on GMAT).

Minimum competency in Mathematics (i.e., Finite Mathematics, Business Calculus, or their equivalent) will be expected before entry into the program. Those who have not acquired appropriate mathematical skills as part of their undergraduate programs may be required by the Graduate Program Coordinator to take the appropriate remedial course(s).

## Admission to provisional status:

Applicants may be admitted to provisional status if their GPA or GMAT/GRE score is slightly lower than the minimum requirement as specified above, provided that the composite index score calculated following the formula below is greater than or equal to 1,000.

$$\text{Composite index score} = (\text{GPA} \times 200) + \text{GMAT score (or equivalent GMAT score in the case of GRE)}$$

Each applicant admitted to provisional status is required to obtain a letter grade of B or A in all courses in the first 9 credit hours.

## Exceptions policy for GMAT/GRE:

An applicant may request a GMAT/GRE waiver during the application process, if one of the following three conditions is satisfied.

1. An advanced degree (e.g., masters or higher) from a U.S. regionally-accredited institution with a GPA of 3.5 or higher;
2. A combination of an undergraduate GPA of 3.25 or higher from a U.S. regionally-accredited institution, at least five years of management experience, and at least 7 years of work experience in total;
3. A combination of an undergraduate GPA of 3.25 or higher from a U.S. regionally-accredited institution, and active (or current) certification of ongoing continuing education (i.e., CPA, CMA, CIA, PHR, SPHR)).

If upon review by the Admissions Committee, the applicant is considered admissible without a GMAT/GRE score, then the GMAT/GRE requirement will be waived. An applicant may also request a personal interview.

Note: A GMAT preparation course is available through the Office of Community and Professional Education (<https://www.neiu.edu/academics/our-centers-and-programs/community-and-professional-education/>) (CAPE).

## Course Scheduling

All MBA Core courses being offered are scheduled on the evenings of workdays while electives are generally offered Online (self-paced). The College of Business and Technology makes an effort to schedule the graduate courses by following a predictable pattern. Students are cautioned to consult with the MBA Program Advisor, make course choices carefully, and plan well in advance so that program completion will not be delayed.

Additional information for the MBA Program can be found on the website of the College of Business and Technology (<https://www.neiu.edu/academics/college-of-business-and-technology/>).

## MBA Program Requirements

### Cores and Capstone --- 24 cr.

All MBA students are required to finish the following **EIGHT** courses.

Code	Title	Hours
ABF-403	Management Of Information Systems & Technology	3
ACTG-402	Managerial Accounting	3
FINA-402	Issues In Corporate Finance	3
MKTG-402	Marketing Management	3
MNGT-402	Applied Business Research	3
MNGT-403	Leadership And Organizational Behavior	3
MNGT-404	Operations Management	3
MNGT-502	Business Policy And Strategy	3
<b>Total Hours</b>		<b>24</b>

### Electives --- 9 cr.

Each MBA student is required to take **THREE** elective courses from the list below. Students may choose any combination of three courses for the general MBA. If they choose to concentrate in one of the areas offered, they are required to choose all three courses from that area.

Code	Title	Hours
<b>General MBA - Take 3 classes from any area (9 hrs.)</b>		
ACTG-406	Governmental & Not-For-Profit Accounting	3
ACTG-407	Auditing Theory And Practice	3
ACTG-409	Forensic And Investigative Accounting	3
ACTG-412	Accounting For Planning And Control	3
ACTG-421	Current Topics In Financial Accounting	3
ACTG-422	Financial Statement Analysis	3
ACTG-430	Research Methodology In Accounting	3
ACTG-440	Tax Research And Procedure	3
ACTG-441	Estate, Gift And Trust Taxation	3
COBM-482	Business Internship/ Practicum For Graduate Students	3
<b>ENTREPRENEURSHIP CONCENTRATION (9 hrs.)</b>		
MNGT-474	Human Resources Policy And Decision Making	3
MNGT-480	Entrepreneurship	3
MNGT-487	Strategy And Organization	3
MNGT-489	Management Of Organizational Change	3
MNGT-490	Innovation And Creativity	3
<b>FINANCE CONCENTRATION (9 hrs.)</b>		
FINA-462	Investment Strategies	3
FINA-469	Mergers And Acquisitions	3
FINA-470	Corporate Financial Strategy	3
FINA-474	Seminar On Futures And Options Markets	3
FINA-475	Management Of Financial Institutions	3
<b>GLOBAL/INTERNATIONAL CONCENTRATION (9 hrs.)</b>		
ACTG-480	Issues In International Accounting And Multinational Business Operations	3
BLAW-410	International Business Law	3
FINA-471	International Financial Management	3
MNGT-481	International Management	3
MNGT-498	International Business	3
MKTG-458	Global Marketing	3
<b>HUMAN RESOURCES MANAGEMENT CONCENTRATION (9 hrs)</b>		
MNGT-474	Human Resources Policy And Decision Making	3

HRD-400	Hrd And The Organization	3
HRD-403	Leadership & Political Savvy In The Workplace	3
HRD-407	Measurement And Evaluation In Hrd	3
HRD-410	Talent Management	3
HRD-415	Seminar In Human Resource Development- Organizational Development	3
HRD-418E	Topical Seminar In Global/Cultural Issues In Human Resource Development	3
HRD-418F	Topical Seminar: Group Dynamics In Human Resource Development	3
<b>INFORMATION TECHNOLOGY CONCENTRATION (9 hrs.)</b>		
ACTG-408	Information Technology Auditing	3
ACTG-451	Accounting Information Systems	3
CS-401	Software Engineering	3
CS-415	Design Of Data Base Systems	3
CS-419	Informatics	3
CS-423	Enterprise Architecture & IT Strategy	3
<b>MARKETING CONCENTRATION (9 hrs.)</b>		
MKTG-451	Consumer Behavior And Marketing Action	3
MKTG-452	Advertising Management	3
MKTG-453	Marketing Research - Techniques And Applications	3
MKTG-454	Digital Marketing Strategy	3
MKTG-458	Global Marketing	3
MKTG-461	Services Marketing Management	3
<b>PUBLIC HEALTH CONCENTRATION (9 Hrs.)</b>		
PH-400	Introduction To Public Health	3
PH-450	Health Care Program And Services Administration	3
PH-460	Design And Development Of Public Health Programs	3
<ul style="list-style-type: none"> <li>Note: Students may earn a Certificate in Public Health with only 3 additional courses from the PH Graduate Program</li> </ul>		
<b>SPORTS/EXERCISE MANAGEMENT CONCENTRATION (9 hrs.)</b>		
EXSC-404	Exercise Testing And Prescription	3
EXSC-413	Development And Management Of Physical Education, Recreation, And Sport Programs	3
EXSC-418	Current Topics In Exercise And Sport Science	3
EXSC-419	Psychology Of Exercise & Health Behaviors	3
EXSC-427	Adapted Physical Education, Recreation, And Sport Programs	3
PEMT-400	Adventure Education	3

## Managerial Competencies

Prior to enrolling in MBA cores and/or electives, students must demonstrate certain managerial competencies. This requirement can be fulfilled by completing, with an average GPA of 3.0 or higher, four graduate-level courses given below:

- COBM 401 Accounting for Managers
- COBM 402 Business Economics and Finance for Managers
- COBM 403 Topics in Management and Marketing
- COBM 404 Business Statistics and Operations Decisions for Managers

The managerial competencies can also be satisfied by having successfully completed equivalent coursework from a regionally-accredited institution. For example, the corresponding conversion table for NEIU undergraduate coursework is given below.

Graduate-Level Courses	Prior Coursework at Undergraduate Level
COBM-401 Accounting for Managers	ACTG-201 and ACTG-202
COBM-402 Business Economics and Finance for Managers	FINA-360 and ECON-215
COBM-403 Topics in Management and Marketing	MNGT-370 and MKTG-350
COBM-404 Business Statistics and Operations Decisions for Managers	MNGT-368 and MNGT-377

# Minor in Business Analytics

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The minor in Business Analytics is intended to arm students with the tools and skills to answer data-driven questions relevant to their field. To meet this goal, the required courses will cover the five pillars of business analytics - Data Collection, Data Preparation, Data Modeling, Data Visualization and Analysis, and Reporting - both in theory and practice using cutting-edge software. Electives tailor to students from a variety of majors and allow students to build their own "concentration." Consult an advisor to discuss courses and prerequisites in this minor.

## Admission Requirements

One of the following courses or pairs of courses:

- MNGT-368 Business Statistics
- MATH-275 Applied And Computational Statistics
- MATH-305 Probability And Statistics
- ECON-220 Business And Economics Statistics I
- PSYC-202 Writing Intensive Program: Statistics And Research Methods I AND PSYC-302 Statistics And Research Methods II

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

## Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.



**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

- \* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.
- \*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

Code	Title	Hours
<b>Required Courses:</b>		
MNGT-379	Business Analytics	3
MNGT-351	Data Visualization And Management	3
MNGT-352	Model-Based Decision Making	3
Electives (choose 2):		6
CS-315	Modern Database Management	
CS-327	Computational Methods In Biology	
CS-335	Artificial Intelligence	
ECON-318	Introduction To Econometrics And Forecasting	
ECON-343	Macroeconomic Data Analysis	
ECON-346	Applied Economic Statistics Using R	
GES-372	GIS Across Disciplines	
MATH-307	Introduction To Stochastic Processes	
MATH-365	Statistical Computer And Data Analysis Packages	
MKTG-353	Marketing Research	
MNGT-353	Supply Chain Analytics	
MNGT-369	Introduction To Data Science	
MNGT-377	Production/Operations Management	
PSYC-307	Psychological Tests And Measurements	
<b>Total Hours</b>		<b>15</b>

# Minor in Entrepreneurship for Business Majors

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This minor is designed to develop entrepreneurial skills for business majors interested in the entrepreneurial activities in start#up and corporate organizations.

## Admission Requirements for Minor in Entrepreneurship

The following admission standards must be fulfilled to become eligible to officially declare a minor in Entrepreneurship:

1. Fulfill the University's General Education Requirement (See the Academic Catalog or Schedule of Classes for details on fulfilling the General Education Requirement).
2. Complete each of the nine Foundation Courses (listed above) with a grade of "C" or better in each course AND earn a Foundation Course grade point average of 2.50 or higher (on a 4-point scale). COBM does not round up GPA. A 2.49 GPA would require re-taking a course(s) to earn a 2.5 foundation GPA.
3. Complete at least 45 college credit hours of course work, including the Foundation Courses and General Education Courses, with a cumulative grade point average of 2.00 or higher.

Contact the Office of Program Advisement at (773) 442-6111 to schedule an advisement appointment to officially declare an entrepreneurship minor.

## Program Completion

Entrepreneurship Minors must earn a 2.50 or higher GPA for all required and elective courses in the Minor.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

## Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

## Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Entrepreneurship for Business Majors requirements**

Code	Title	Hours
<b>Required courses:</b>		<b>6</b>
MNGT-355	Creativity And Innovation	
MNGT-380	Entrepreneurship	
<b>Three Elective Courses From The List Below</b>		<b>9</b>
BLAW-383	Legal Aspects Of Entrepreneurship	
FINA-380	Entrepreneurial Finance	
MNGT-376	Small Business Management	
MNGT-392	Business, Technology And Society	
MKTG-353	Marketing Research	
MKTG-355	Digital Marketing	
MKTG-359	Marketing Management	
<b>Total Hours</b>		<b>15</b>

Courses applied to this minor can not be applied to other majors and minors.

# Entrepreneurship Minor for Non-Business Majors

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This minor is designed to develop entrepreneurial skills for non-business majors interested in the entrepreneurial activities in start-up and corporate organizations.

## Admission Requirements:

The following admission standards must be fulfilled to become eligible to officially declare the Entrepreneurship Minor for Non-Business Majors:

1. Fulfill the University's General Education Requirement (See the Academic Catalog or Schedule of Classes for details on fulfilling the General Education Requirement).
2. Complete at least 45 credit hours of course work, including General Education Courses, with a cumulative grade point average of 2.00 or higher.
3. Declare a major in the student's area of study.
4. Contact the Office of Program Advisement at (773) 442-6111 to schedule an advisement appointment to officially declare Entrepreneurship Minor for Non-Business Majors.

## Program Requirements

Entrepreneurship Minors (for Non-Business Majors) must earn a 2.50 or higher GPA for all required courses with a total of 15 credit hours in the Minor.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

## Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

- \* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.
- \*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Entrepreneurship Minor for Non-Business Majors requirements**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>Required Courses</b>		
BLAW-285	Legal Environment Of Business	3
MNGT-201	Introduction To Business	3
MNGT-350	Introduction To Entrepreneurship	3
MNGT-355	Creativity And Innovation	3
MNGT-380	Entrepreneurship	3
<b>Total Hours</b>		<b>15</b>

# Minor in Global Business Management

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The Global Business Management Minor is intended for any student who is interested in enhancing his or her business and management skills for working in an increasingly complex global business environment.

## Admission Requirements

The following admission standards must be fulfilled to become eligible to officially declare the Global Business Management minor:

- 1) Fulfill the University's General Education Requirement (See the Academic Catalog or Schedule of Classes for details on fulfilling the General Education Requirement).
- 2) Complete at least 45 college credit hours of course work, including General Education Courses, with a cumulative grade point average of 2.00 or higher.
- 3) Declare a major in the student's area of study.
- 4) Contact the Office of Program Advisement at (773) 442-6111 in the College of Business and Management to schedule an advisement appointment to officially declare a Global Business Management minor.

## Global Business Management Minor Program Completion

Global Business Management Minors must earn a 2.50 or higher GPA for all required and elective courses in the Minor.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

- \* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.
- \*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Global Business Management Requirements**

Code	Title	Hours
<b>Required Courses</b>		<b>6</b>
MNGT-370	Writing Intensive Program: Managing Global Business Organization	
MNGT-381	Managing International Business	
<b>One of The Following</b>		<b>3</b>
COBM international study tour (MNGT 386 Independent study in management)		
SWK-203	Analysis Of Cross Culture Interaction	
WLC-200A	Introduction To Arab Cultures	
WLC-200B	Introduction To Brazilian Culture	
WLC-200C	Introduction To Chinese Culture	
WLC-200E	Intermediate Studies In Foreign Language: Introduction To Korean Culture	
WLC-200F	Introduction To French And Francophone Cultures	
WLC-200I	Introduction To Italian Culture	
WLC-200J	Introduction To Japanese Culture	
WLC-200L	Introduction To Latin American Cultures	
WLC-200P	Introduction To Polish Culture	
<b>Two Elective Courses From The List Below</b>		<b>6</b>
ACTG-380	International Accounting	
BLAW-310	Legal Issues In International Business Transactions	
FINA-371	International Financial Management	
MKTG-358	International Marketing	
MNGT-378	Managing Diversity In Organizations	
GS-399	Capstone Global Studies	
PSCI-378	International Political Economy	
ECON-322	International Economics	
One of the following		
SOC-365	Sociology Of Globalization	
PSCI-386	Globalization & Politics	
<b>Total Hours</b>		<b>15</b>

# Minor in Human Resource Management

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The Human Resource Management (HRM) Minor is designed to expose students to the key functional areas of human resource management. The minor prepares students to effectively manage a company's human resources in different positions, including HR professionals who are tasked with attracting, developing, retaining, and managing an organization's employees; line managers who have day-to-day responsibilities to implement HR policies in the workgroup; entrepreneurs who need fundamental knowledge of HRM to successfully meet a myriad of HR-related challenges in their new firms; and members of not-for-profit organizations who should recruit and manage employees, often with no specialist HR staff.

## Admission Requirements

60 semester hours completed

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.



\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in HRM Requirements

Code	Title	Hours
<b>Required Courses</b>		<b>6</b>
MNGT-370	Writing Intensive Program: Managing Global Business Organization	
MNGT-373	Human Resource Management	
<b>Three Elective Courses From The List Below</b>		<b>9</b>
BLAW-384	Labor & Employment Law	
MNGT-374	Staffing & Selection	
MNGT-375	Management And Organization Communications	
MNGT-390	Compensation Management	
HRD-300	Principles And Practices In Human Resource Development	
<b>Total Hours</b>		<b>15</b>

# Minor in Management

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This minor is designed for students interested in entry-level management positions and/or general managerial careers in business organizations.

## Admission Requirements

The following admission standards must be fulfilled to become eligible to officially declare the Management minor:

- 1) Fulfill the University's General Education Requirement (See the Academic Catalog or Schedule of Classes for details on fulfilling the General Education Requirement).
- 2) Complete at least 45 college credit hours of course work, including General Education Courses, with a cumulative grade point average of 2.00 or higher.
- 3) Declare a major in the student's area of study.
- 4) Contact the Office of Program Advisement at (773) 442- 6111 in the College of Business and Management to schedule an advisement appointment to officially declare a Management minor.

## Program Requirements

- a) Management Minors must earn a 2.50 or higher GPA for all required and elective courses in the Minor.
- b) Successful completion of ENGL 102.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

## Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

- \* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.
- \*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Management requirements**

Code	Title	Hours
<b>Required Course</b>		<b>3</b>
MNGT-370	Writing Intensive Program: Managing Global Business Organization	
<b>Five Elective Courses From The List Below</b>		<b>15</b>
MNGT-355	Creativity And Innovation	
MNGT-371	Organizational Behavior	
MNGT-372	Organization Theory And Design	
MNGT-373	Human Resource Management	
MNGT-374	Staffing & Selection	
MNGT-375	Management And Organization Communications	
MNGT-376	Small Business Management	
MNGT-378	Managing Diversity In Organizations	
MNGT-380	Entrepreneurship	
MNGT-381	Managing International Business	
MNGT-392	Business, Technology And Society	
MNGT-399	Management Of Change	
<b>Total Hours</b>		<b>18</b>

NOTE: All prerequisites for a course above must be met in order for it to be authorized.

# Minor in Marketing

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This program is for students interested in complementing their major discipline (either another field of business other than marketing, or a non-business field) with a minor in marketing.

## Admission Requirements

The following admission standards must be fulfilled to become eligible to officially declare the marketing minor:

1. Fulfill the University's General Education Requirement (See the Academic Catalog or Schedule of Classes for details on fulfilling the General Education Requirement).
2. Complete at least 45 credit hours of course work, including General Education Courses, with a cumulative grade point average of 2.00 or higher.
3. Declare a major in the student's area of study.
4. Contact the Office of Program Advisement at (773) 442-6111 in the College of Business and Management to schedule an advisement appointment to officially declare a marketing minor.

## Program Requirements

Marketing Minors must earn a 2.50 or higher GPA for all required and elective courses with a total of 15 credit hours in the Minor.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

- \* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.
- \*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Marketing requirements**

Code	Title	Hours
<b>Required Courses</b>		<b>6</b>
MKTG-350	Principles Of Marketing	
MKTG-351	Consumer Behavior	
<b>Three Elective Courses From The List Below</b>		<b>9</b>
MKTG-352	Integrated Marketing Communication	
MKTG-353	Marketing Research	
MKTG-354	Personal Selling	
MKTG-355	Digital Marketing	
MKTG-356	Retail Management	
MKTG-357	Sales Management	
MKTG-361	Social Media Marketing	
MKTG-362	Mobile Marketing	
ART-281	Graphic Design I	
CMTM-370	Public Relations	
CS-300	Client Side Web Development	
ECON-310	Writing Intensive Program: Business And Economic Statistics II	
<b>Total Hours</b>		<b>15</b>

NOTE: All prerequisites for a course above must be met in order for it to be authorized.

# Minor in Pre-MBA

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The Pre-MBA Minor is designed for non-business undergraduate students who wish to pursue a masters program in a business field. More specifically, it aims to expose students to the important foundation of theory/practices in Accounting, Economics, Finance, Management, Marketing, Operations Management and Business Statistics.

## Pre-MBA Minor Admission

The following admission standards must be fulfilled to become eligible to officially declare the Pre-MBA minor:

- 1) Fulfill the University's General Education Requirement (See the Academic Catalog or Schedule of Classes for details on fulfilling the General Education Requirement).
- 2) Complete at least 45 college credit hours of course work, including General Education Courses, with a cumulative grade point average of 2.00 or higher.
- 3) Declare a major in the student's area of study.
- 4) Contact the Office of Program Advisement at (773) 442- 6111 in the College of Business and Management to schedule an advisement appointment to officially declare a Pre-MBA minor.

## Pre-MBA Minor Program Completion

To earn a Minor in Pre-MBA, students need to have a cumulative GPA of 2.5 or above for all the required courses in the Minor with a grade of C or better.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Pre-MBA Requirements**

Code	Title	Hours
<b>Required (8 courses) <sup>1</sup></b>		<b>24</b>
<b>Accounting</b>		
ACTG-201	Introduction To Financial Accounting	
ACTG-202	Introduction To Managerial Accounting	
<b>Economics <sup>2</sup></b>		
ECON-217	Principles Of Microeconomics	
<b>Finance</b>		
FINA-360	Principles Of Financial Management	
<b>Management</b>		
MNGT-368	Business Statistics	
MNGT-370	Writing Intensive Program: Managing Global Business Organization	
MNGT-377	Production/Operations Management	
<b>Marketing</b>		
MKTG-350	Principles Of Marketing	

<sup>1</sup> At least 5 courses must be taken from the College of Business and Management, NEIU.

<sup>2</sup> The MBA Program at NEIU requires also completion of ECON 215.

# Daniel L. Goodwin College of Education

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**Thomas Phillion, Ph.D., Professor, Dean**

**Alberto López-Carrasquillo, Ph.D., Professor, Associate Dean**

The faculty and staff of the Daniel L. Goodwin College of Education of Northeastern Illinois University are dedicated to excellence and innovation in education and professional program preparation. Serving the greater Chicago metropolitan area, our teaching, research, and service efforts respond to the needs and aspirations of a diverse student body and community. The Goodwin College of Education as a fundamental component of a comprehensive public urban university, dedicates itself to using current and reliable evidence of teaching and learning as a source of continuous improvement of its programs, policies, and practices. We regard diversity as a source of strength and as the foundation for our work. We offer high quality experiential learning opportunities to help our candidates bridge the gap from research to practice.

## Goodwin College of Education Goals

**The Goodwin College of Education cultivates professionals who:**

1. Embrace diversity in individuals and perspectives as a source of strength and as the foundation for excellence and innovation in one's professional practice
2. Create equity, inclusiveness and social justice for individuals, groups, communities and organizations
3. Anchor excellent professional practice in inquiry, evidence, scholarship, and real world application
4. Apply lifelong learning to expand one's knowledge, abilities, practice, and perspectives
5. Create positive change in environments, communities, organizations, and individuals by forging positive relationships with others

## Shared Beliefs

**Goodwin College of Education's shared beliefs are reflected in our conceptual framework.** The Daniel L. Goodwin College of Education (GCOE) community is proud of its commitment to the exemplary professional preparation of P-12 educators, school and community leaders, counselors, and health care professionals as well as its human resource professionals. Central to this purpose is the guiding belief that professional practice in education should be reflective, collaborative, and personally and socially transformative. Therefore, the GCOE adheres to its conceptual framework, a statement of the fundamental principles to guide our work: Professional Practitioners: Reflective, Collaborative, Transformative.

The Goodwin College of Education takes an all-university approach, requiring its candidates to have a well-rounded general education in the liberal arts, thorough training in professional education courses, and extensive school-community clinical experiences. Candidates completing teacher preparation programs receive entitlement to licensure from the Illinois State Board of Education. Occasionally, state requirements for endorsements may change. Consult the Program Advisor regarding licensure and endorsement requirements.

## Accreditation and Approval

The Goodwin College of Education is proud of its distinction of being nationally accredited (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/>) for its teacher preparation and school leadership programs by the Council for the Accreditation of Educator Preparation (CAEP) (<http://caepnet.org/provider-search/?tab=provider&state=IL#provresults>). As well, the college's excellent counseling programs are accredited through the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Finally, the school social work specialization in the MSW graduate program is accredited by Council on Social Work Education.

Northeastern also has full approval for all of its undergraduate and graduate licensure programs for teachers, administrators, and school service personnel by the Illinois State Board of Education (ISBE). These licensure programs are:

- **Early Childhood Education (Birth - Grade 2)**
- **Administrative (PK-Age 21)** (Graduate level only)
  - Principal
  - Teacher Leader
- **Elementary Education (1-6)**
  - Self-Contained General Elementary Education
  - Self-Contained General Elementary Education with Bilingual Endorsement
- **Middle Level Education (5-8)**
  - Language Arts
  - Mathematics



- Science
- Social Studies
- **Literacy Education(PK-12)**
  - Reading Specialist (Graduate level only)
  - Reading Teacher
- **Secondary Education (9-12)**
  - English Language Arts
  - Mathematics
  - Social Science: History
  - Science: Biology
  - Science: Chemistry
  - Science: Earth Science
  - Science: Physics
- **PK-12 Programs**
  - Visual Arts
  - Music Education
  - Physical Education
  - Foreign Language: Spanish
- **Special Education (K-Age 21)**
  - Learning Behavior Specialist I (LBS I)
  - Learning Behavior Specialist (LBS II)
    - Behavior Intervention Specialist
    - Curriculum Adaptation Specialist
- **School Support Personnel (PK-Age 21)**
  - School Counselor (Graduate level only)
  - School Social Worker (Graduate level only)
- **Endorsements (PK-12)**
  - Bilingual/ESL option

## Undergraduate Majors

The Goodwin College of Education offers the following undergraduate programs:

- Community Health (E003) <sup>1</sup>
- Early Childhood Education (E113)
- Elementary Education (E100)
- Elementary Education with Bilingual Endorsement (E101)
- Human Resource Development (E004) <sup>1</sup>
- Middle Level Education (area of concentration in Language Arts or Mathematics or Science or Social Studies) (E170)
- Music Education PK-12 (F291)
- Physical Education PK-12 (E261)
- Spanish PK-12 (F276)
- Special Education (E320)
- Urban Community Studies (E119) <sup>1</sup>
- Visual Arts PK-12 (F206)

<sup>1</sup> In order to graduate, majors not seeking licensure must complete all the requirements for their academic programs and complete major declaration form.

## Undergraduate Minors

The Goodwin College of Education offers minor programs that supplement other academic programs offered at Northeastern Illinois University. These minors include:

### Educational Foundations

- Educational Studies (L020)

#### **Health Sciences and Physical Education**

- Health Promotion (L027)
- Exercise Science (L046)

#### **Human Resource Development**

- Human Resource Development (L034)

#### **Bilingual/Bicultural Education**

- Bilingual Endorsement minor (L052)

#### **Urban Community Studies**

- Urban Community Studies minor (L047)

## **Graduate Programs**

The Goodwin College of Education offers the following graduate programs:

#### **Master of Arts (MA) in:**

- Educational Leadership:
  - School Leadership
  - Higher Education
- Community and Teacher Leaders
- Couple and Family Counseling
- School Counseling
- Clinical Mental Health Counseling
- Rehabilitation Counseling
- Human Resource Development
- Urban Community Studies
- Literacy Education
- Special Education
  - Learning Behavior Specialist I (LBS I)
- Teaching: Early Childhood Education
- Teaching: Elementary Education
- Teaching: Middle-Level Education (areas of concentration in Language Arts, Mathematics, General Science, Social Studies)
- Teaching: Secondary Education (areas of concentration in English Language Arts, Mathematics, Social Science: History, Science: Biology/Chemistry/Physics/Earth Science)

#### **Master of Science (MS) in:**

- Special Education (LBS II):
  - Behavior Intervention Specialist (BIS)
  - Curriculum Adaptation Specialist (CAS)
  - Combined BIS-CAS
- Exercise Science
- Teaching and Inquiry

#### **Master of Public Health (M.P.H)**

(In collaboration with the MSW in the College of Arts & Sciences, we provide guidance and resources for the School Social Work specialization.)

#### **Focus Programs in:**

- Bilingual Education Endorsement
- Early Childhood (B-2)
- Elementary Education (1-6)

- Middle-Level Education (5-8)
- Secondary Education (9-12)
- Special Education (LBS I Endorsement) (K-Age 21)
- Health Education (9-12)
- Visual Arts (PK-12)
- Physical Education (PK-12)
- School Counselor (PK-Age 21)
- Reading Teacher (PK-12)
- Special Education (LBS II --Learning Behavior/Curriculum Adaptation-- Endorsement) (K-Age 21)

**Teacher Licensure Program (TLP) in:**

- Early Childhood Education (B-2)
- Elementary Education (1-6)
- Secondary Education (9-12):
  - English Language Arts
  - Mathematics
  - Social Science: History
  - Science: Biology
  - Science: Chemistry
  - Science: Physics
  - Science: Earth Science
- PK-12 Education:
  - Foreign Language: Spanish
  - Music Education
  - Physical Education
  - Visual Arts

**Certificate Program in:**

- Couple and Family Counseling
- Addiction Counseling
- Public Health
- Rehabilitation Counseling
- School Health
- Trauma-Informed Counseling
- Workplace Learning & Performance

**Cross Program Course Offerings in Education**

Cross Program Courses in Education (EDUC) are offered in the area of Educational Foundations.

**Educational Foundations Courses**

Code	Title	Hours
EDFN-302	Philosophical And Historical Foundations Of Early Childhood Education	3
EDFN-303	Early Childhood Development	3
EDFN-305	Philosophical And Historical Foundations Of Public Education	3
EDFN-306	Education And Individual Differences	3

Catalog descriptions of these courses are located in the Educational Foundations section of the catalog.

**Advisement**

**Undergraduate Programs**

The University Advising Center (<https://neu.edu/academics/advising-center/>) advises freshman and sophomores who have not yet declared a major. Students who are interested in becoming teachers should seek guidance from one of the Goodwin College of Education advisors according to the

program to which they are interested in applying. Please see contact and program information on the Goodwin College of Education Undergraduate Advisors List (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/advisors/>).

## Graduate Programs

Students who are interested in graduate programs, please see contact and program information on the Graduate Advisors List (<https://www.neiu.edu/academics/college-of-graduate-studies-and-research/graduate-advising/>).

## Declaring a Major

1. Candidates who have already been admitted to NEIU and are seeking to major in undergraduate programs offered at the Goodwin College of Education must complete a major declaration form after receiving approval from the program advisor. Transfer students who have been admitted to NEIU with 60 credit hours, and have met all general education and specialized content courses but have not met the minimum retention GPAs required by their NEIU academic major, will be approved for one semester of study in their academic major if it is possible to meet the retention requirements within the one semester of study.
2. A program may request an interview with any candidate or have any candidate meet with the respective Department Professional Standards Committee. That candidate's continuation, admission, retention, or graduation may be withheld until the candidate meets and complies with the Committee's recommendations.
3. A program may deny a student admission or retention based on information that indicates the candidate lacks professional judgment or has exhibited behavior that calls into question the student's suitability for the teaching profession. Any student denied admission or not retained in a graduate or graduate-level licensure program may appeal in writing to the Appeals Committee (AC) within ten days of receiving the determination. The student will send the written appeal to [gcoe@neiu.edu](mailto:gcoe@neiu.edu) with attention to the Associate Dean. Students enrolled in graduate programs will contact the College of Graduate Studies and Research to follow their procedures to appeal. The Dean of Students will be informed about these cases.
4. Prior conviction of certain felonies may preclude State Teacher Licensure. Candidates should contact the Licensure Officer at [cgcoe@neiu.edu](mailto:cgcoe@neiu.edu) before declaring a major in any licensure program. Prior conviction of certain felonies may also prevent placement in certain field experiences. Individuals must notify the Clinical Experiences and Student Teaching Office at [cstdept@neiu.edu](mailto:cstdept@neiu.edu) of felony convictions before placement in any field experience.
5. Candidates with degrees seeking licensure under Illinois House Bill 2207 must seek admission to the Teacher Licensure Program (TLP) for Post-Baccalaureate Students. These are separate processes. For requirements and advisement, contact the program advisor.

## Undergraduate Teacher Licensure Programs

The Goodwin College of Education offers the following programs that lead to licensure, which is required for teaching in the state of Illinois:

ECED (Birth – Grade 2)

ELED (Grades 1-6)

Elementary Education with Bilingual Endorsement

MLED (Grades 5-8 in ELA, Science, Math, Social Studies)

Physical Education

Special Education

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## Graduation Requirements

To be eligible for graduation all candidates must:

- be admitted to the Program (Goodwin College of Education for undergraduate, and College of Graduate Studies and Research for graduate candidates)
- follow College retention policies (Goodwin College of Education for undergraduate students, and College of Graduate Studies and Research for graduate students)
- have a cumulative GPA of 2.50 and have a GPA of 2.75 or higher in all professional courses (some programs might have a different GPA requirement, please consult your program advisor). Grade of "B" or better in all Clinical Experiences and Student Teaching is required.
- successfully complete:

- required courses in the professional education sequence
- all requirements of their academic program
- all University graduation requirements

## Licensure Requirements

General Education and coursework Requirements: Undergraduate candidates pursuing teacher licensure are required to complete general education and professional coursework as specified by their respective programs. For further information concerning the general education requirements, candidates should consult with the Goodwin College of Education departments offering teacher licensure programs. All candidates in licensure programs at undergraduate or graduate (including TLP and Focus) level programs must meet all the State of Illinois current requirements pertaining to the specific endorsement(s) to be recommended for licensure through university entitlement by the Goodwin College of Education.

Compensated Student Teaching Policy: Per IL. School Code [ISBE Rule Section 25.620 f)] –see appendix I -- student teachers may be compensated for their services. Consult with your program advisor regarding the college policy allowing compensation in student teaching.

## Educator Licensure Information System (ELIS)

The State of Illinois requires that all candidates seeking endorsements in early childhood education, elementary education, middle-level education, secondary education, PK-12 programs, reading specialist, reading teacher, special education, school service personnel, or administrative endorsements must pass a series of examinations in order to be licensed. All candidates in licensure programs must also pass the Content Area Test (when applicable), for which endorsement is sought prior to receiving the authorization for any student teaching, practicum, or culminating internship.

Candidates seeking licensure in early childhood education, elementary education, middle-level education, secondary education, PK-12 programs, or special education (LBS I) must also pass the Teacher Performance Assessment (edTPA) during the student teaching experience. edTPA is only required for the initial licensure in Illinois. Subsequent or advanced endorsements do not require edTPA. Per ISBE Rules 25.127, the Goodwin College has approved an edTPA policy that includes a section on plagiarism and cheating on the edTPA. This section includes disciplinary actions. Additional information is available at edTPA Important Information. Per the Illinois School Code, this assessment has been paused as a licensure requirement until September 2025.

Additional information for these tests is available at ISBE Licensure Testing (<https://www.isbe.net/Pages/Educator-Licensure-Testing.aspx>).

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# PROFESSIONAL STANDARDS FOR STUDENTS' ACADEMIC AND NON-ACADEMIC PERFORMANCE AND BEHAVIOR

## PREAMBLE

The Daniel L. Goodwin College of Education (GCOE) community is proud of its commitment to the exemplary professional preparation of P-12 educators, school and community leaders, counselors, and health and human development resource professionals. Central to this purpose is the guiding belief that professional practice in education and training should be reflective, collaborative, and personally and socially transformative.

Accordingly, GCOE candidates are expected to abide by certain academic and non-academic behaviors that align with this mission. Adherence to high standards of behavior enables candidates to have a positive influence on their colleagues and those individuals directly and indirectly impacted by their professional practice.

Therefore, the GCOE sets forth the following professional standards of academic and non-academic performance and behavior for students to observe and adhere to.

## OVERVIEW OF STANDARDS

The following professional standards for students' performance and behavior have been developed in line with all the University documents pertaining to academic and non-academic standards, which are included in Northeastern Illinois University's Academic Catalog, Student Handbook, and the Goodwin Clinical Experiences and Student Teaching Handbook.

The NEIU Academic Catalog and Student Handbook contain the following policies:

- Academic Conduct
- Americans with Disabilities Act (ADA)
- Crime Awareness and Campus Security Act
- Family Educational Rights and Privacy Act (FERPA)
- Grade Appeal
- NEIU Policy on Nondiscrimination

- National Voter Registration Act
- Oral Proficiency
- Policy on Drug and Alcohol Abuse
- Reasonable Accommodation of Religious Observances
- Sexual Misconduct
- Smoke-Free University Policy
- Student Conduct
- Student Grievance Policy
- Student Right to Know Act
- University Email

Additionally, students must adhere to academic and non-academic behaviors in accordance with the Daniel L. Goodwin Clinical Experiences and Student Teaching Handbook, the GCOE Diversity Proficiencies, and the GCOE Technology Proficiencies.

Finally, students are expected to adhere to the professional code of ethics governing their profession and department policies pertaining to academic and non-academic standards.

Students are to achieve the following standards in a satisfactory manner and timely fashion or risk a lower grade and/or removal from the professional degree, endorsement or licensure program. Students in GCOE courses are expected to abide by all policies and procedures contained in the Academic Catalog and Student Handbook, which cover academic and non-academic performance and behavior.

## **ACADEMIC STANDARDS OF BEHAVIOR**

- A. Students in the GCOE are expected to demonstrate and maintain a satisfactory level of academic competency in all courses and experiences pertinent to their profession.
- B. Students in the GCOE are expected to complete all required assignments as delineated in the syllabus and determined by the instructor's preference.
- C. Students in the GCOE are expected to demonstrate developmentally appropriate levels of proficiency in language skills (listening, speaking, reading, writing, spelling, handwriting, etc.) as commensurate with those required of the competent professional.
- D. Students in the GCOE are expected to demonstrate developmentally appropriate professional, affective, and physical competencies as necessary for their profession.
- E. Students in the GCOE are expected to demonstrate attentiveness, disciplined cooperation, interaction, and appropriately timed participation and civility.
- F. Students in the GCOE are expected to demonstrate awareness of all the information stated in the above NEIU, GCOE, and department documents, especially the NEIU Student Conduct Code pertaining to academic honesty, plagiarism, fabrication, and cheating.

## **NON-ACADEMIC STANDARDS OF BEHAVIOR**

- A. Students in the GCOE are expected to demonstrate fidelity to the NEIU Student Conduct Code regarding the creation of false information, forgery of documents, abusive/ threatening conduct, theft, possession/use/sale of narcotics, unauthorized possession of alcohol and weapons, harassment, etc.
- B. Students in the GCOE are expected to demonstrate dependability and punctuality at the University and in any related professional settings.
- C. Students in the GCOE are expected to interact with learners and clients within University courses and professional preparation experiences, both face-to-face and online, in a nurturing and appropriate manner.
- D. Students in the GCOE are expected to set a positive example by their dress. A student's appearance will be clean, neat, and conducive to the professional environment.
- E. Students in the GCOE are expected to maintain a professional identity on all searchable social media and refrain from making available media (e.g., pictures, video, text) that reflect poorly on their professional dispositions.
- F. Students in the GCOE are expected to adhere to the confidentiality practices of their profession by not sharing sensitive information or information protected under the Family Educational Rights and Privacy Act (FERPA) or Health Insurance Portability and Accountability Act (HIPAA) outside of a classroom setting or online.
- G. Students in the GCOE are expected to interact with mentors and other people in professional settings in a respectful manner, including receiving advice, feedback, and criticism of tasks performed.
- H. There will be no evidence of disruptive conduct as stipulated in the Student Handbook.

I. Students are expected to maintain consistent attendance and abide by the attendance policies established in each course syllabus.

J. Students are expected to communicate in a manner professionally appropriate to the subject matter and/or internship situation.

K. Students are expected to adhere to the University's value of diversity as stipulated in the Student Code of Conduct.

Certain provisions in these Academic and Non-Academic Standards of Behavior may not be applicable to every GCOE program. In addition, some programs within the GCOE may stipulate performances and behaviors above and beyond those described above as these pertain to standards for quality program preparation, licensure, and accreditation.

## PROFESSIONAL STANDARDS COMMITTEE PROCESS

The faculty and professional staff of the Daniel L. Goodwin College of Education (GCOE) will monitor students' adherence to the Academic and Non-Academic Standards of Behavior through the GCOE Disposition and Professional Behaviors Assessment and program or department-specific assessments.

The following procedures will be applied as needed. All involved parties will maintain appropriate levels of confidentiality throughout the application of these procedures.

1. The faculty or professional staff member observing a student's conduct or attitudes that fail to meet expected standards shall meet with the student/candidate directly to discuss these concerns. At this stage, the faculty member will clarify the expectations and may provide the student with a plan to remediate the concerns. The faculty member will summarize the plan in writing and inform the Department Chair about the incident. This communication is for progress monitoring purposes only, should other or similar concerns arise about the student at a later point in the student's program.
2. If the student does not follow his/her plan and/or concerns persist, the faculty shall complete an evaluation of the student's dispositions and professional behaviors and forward this assessment to the respective Department Chair. The faculty member may also provide additional written documentation of relevance to the student's case.
3. The Department Chair will refer to the reported incident to the Department's Professional Standards Committee (PSC) Chair requesting the PSC Chair to convene the PSC meeting.
4. The Department Chair shall inform the student in writing of the incident and the referral to the PSC within 3 working days. The Department Chair also will describe for the student the role and procedures of the PSC and the student's rights and responsibilities within the process.
5. The PSC and its designees shall investigate and review referred incidents. This review may include but may not be limited to (1) review of relevant documentation, (2) interview with the student(s) involved, (3) interview with the faculty or staff involved, (4) interview with other appropriate universities personnel.
6. Upon completion of the investigation, the PSC will render a written recommendation to the Department Chair regarding the student's academic status and standing in his/her program(s) within 3 working days. The recommendation may or may not include a remediation plan for the student's growth. If a remediation plan is recommended, the plan will include the specific action steps to be taken by the student along with deadlines by which these steps will be performed.
7. The Department Chair shall then render a determination of the student's academic status and standing in his/her program(s) within 3 working days. The Department Chair shall inform the student, the PSC Chair, the involved faculty or staff, and the appropriate Department Chair in other colleges of the University of his/her determination in writing.
8. The student, faculty, or staff may appeal to the Department Chair's decision to the Office of the Dean of the GCOE. The appeal must be initiated within 10 working days of the date of the Department Chair's notification.

## Communication

Per FERPA Rules, all communication from the Goodwin College of Education Admissions Office will be sent exclusively through Nmail, the NEIU email system. It is the candidates' responsibility to regularly check their NEIU email account. Failure to do so may cause the candidates to miss important information, including critical updates about program changes and deadlines. Also, per FERPA Rules all communication between NEIU employees and NEIU enrolled students must occur exclusively through the NEIU email system.

## Dean's List Requirements

The Dean's List recognizes undergraduate students in the Goodwin College of Education who have achieved academic success in the fall and spring semesters. Currently, there is no Dean's List recognition for TLP and graduate students.

Criteria for determining eligibility for the Dean's List:

- Major, including second majors, must have been declared by the start of the semester being awarded
- A semester GPA of 3.80 or higher for the semester being awarded

- Successful completion of six (6) or more credit hours with letter grades of A, B, C, or D
- Student may not have any incomplete grades

## CPDUs: Clock Hours of Professional Development Activity Policy

The Goodwin College of Education has been approved provider of CPDUs by the State of Illinois. Please contact the Goodwin College of Education Dean's office at [gcoecpdu@neiu.edu](mailto:gcoecpdu@neiu.edu) for further information about professional development opportunities.

## Kappa Delta Pi at Daniel L. Goodwin College of Education

The Goodwin College of Education students with a GPA of 3.50 or higher will be invited to join NEIU's Sigma Epsilon Chapter of the Kappa Delta Pi International Education Honor Society. Learn more about the advantages of membership in this International Society by visiting Kappa Delta Pi website (<http://www.kdp.org/>). For questions about the local chapter, please contact the Goodwin College of Education, Office of Dean, at [gcoe@neiu.edu](mailto:gcoe@neiu.edu).

## Teacher Preparation Candidacy Policy for Undergraduate Programs

Undergraduate students are considered candidates for teacher licensure when they have declared a major in one of the above areas, have earned at least 60 credit hours including grades of C or higher in professional sequence courses\*, and have a GPA of at least 2.5. Students should consult their academic advisors to determine whether they have met these requirements and are eligible to begin taking upper level program courses.

\*grades of C or higher are also required for content area coursework for middle-level licensure.

Once this eligibility has been met, the Goodwin College will enter the initial license in pre-completion status in the Educator Licensure Information System (ELIS). Students considered teacher candidates must create an ELIS account immediately. If this is the first time, they have created one by visiting: <https://www.isbe.net/Pages/Educator-Licensure-Information-System.aspx>.

Candidates should consult with program advisors if they have questions about how to create an ELIS account. Once a candidate has started taking courses in their teacher licensure program, they are expected to meet additional academic and dispositional standards, including, but not limited to, maintaining the GPA required by the program; completing applications and state-mandated tests; and meeting deadlines and expectations for clinical experiences.

## Undergraduate Non-Licensure Programs

The Goodwin College of Education provides non-licensure programs that prepare students seeking degrees to acquire knowledge and professional dispositions in various fields without obtaining a Professional License issued by the Illinois State Board of Education (ISBE). These programs are available in Human Resource Development, Urban Community Studies, Early Childhood Education Non-Licensure, Physical Education Non-Licensure, and Community Health.

## Retention Policies for Admitted Undergraduates

Once a student has declared a major (licensure and non-licensure tracks) in the Goodwin College of Education, they must maintain specific academic and professional standards to be retained within their academic program. These standards include maintaining the following:

1. A University cumulative GPA of at least 2.50 (on a 4.0 scale) is required for retention after completing sixty semester hours of undergraduate courses. Some programs may require a higher cumulative GPA.
2. A cumulative GPA of 2.75 (on a 4.0 scale) in professional courses and majors within the Goodwin College of Education. Students should check with their major advisor, as departmental requirements may vary. Some programs may require a higher cumulative GPA in professional courses and majors.
3. A "C" or better grade in professional education courses and majors within the Goodwin College of Education must be in good standing. 4. A "C" grade or better is required in ENGL-101 and ENGL-102 and college-level math, leading to NEIU math competency (at least three credit hours). All undergraduates must complete these requirements by the time they achieve junior status (60 credit hours) in their academic program.

**Students receiving a grade lower than "C" will be placed on academic probation by their programs and will not be permitted to do the major field experience, practicum, Internship, or student teaching. See specific program requirements for courses requiring a "B" or better.**

## Probation and Petition for Extension Procedures

Students will be placed on probation when they do not meet the minimum retention requirements of the Goodwin College or their program. The department chair or their representative (e.g., program coordinator/facilitator) will send a letter notifying the student that they have not met the retention requirements; therefore, the program will place the student on academic probation. Students are allowed one term (subsequently attended) while on probation to raise their cumulative GPA to 2.50. Students are permitted one term (during the next feasible semester) to retake a professional education course to earn a "C" or higher grade. Professional education courses can be retaken only once.

The Goodwin College of Education recommends that students take the following actions when on probation:



# Meet with their academic advisor before the Change of Registration period ends in the next semester the student enrolls.

# Meet at least three times per semester with the academic advisor.

# Utilize appropriate University and community support services.

By the end of the probation period, the Department Chair or their representative will notify the student in writing if the probation terms have been met. Students not meeting the probation terms will be dismissed from the program. Once the five-day petition for an extension period ends, the department chair will write to the university registrar about the dismissal.

## PETITION FOR AN EXTENSION OF THE PROBATION

If a student does not meet the terms of the probation and exceptional circumstances exist, the student may petition for an extension within five business days of being notified by the department chair that the terms of the probation have yet to be met. The student will write the petition to the Department Chair with attention to the Department Professional Standards Committee (DPS). The Department Chair will convene the DPS committee to consider the petition's merits. The Committee may request a hearing with the student. The Committee will render a decision in writing within 15 business days of receiving the petition. The committee chair will notify the student, the program advisor, the University Registrar, and the department chair about the decision. During the Summer term, the Department Chair will decide within 15 business days of receiving the petition to extend the probation period when the DPS members are unavailable.

## APPEAL PROCESS

If the Department Professional Standards Committee or the Department Chair during the Summer term denies an extension of probation, the student has the right to appeal in writing to the Associate Dean of the Goodwin College of Education within 15 business days after receiving the decision from the DPS committee using the following email: gcoe (gcoe@neiu.edu)@neiu.edu. The Associate Dean will consider the appeal and decide whether to approve or deny it. The Associate Dean's decision is final, and all parties will be notified of the outcome.

If requested by the Associate Dean, the ARA Committee will hold a hearing to discuss the merits of the appeal and make a recommendation. In all instances, the Committee will conclude and submit its recommendation in writing to the Associate Dean. Based on these recommendations, the Associate Dean will render a final decision. The decision of the Associate Dean shall be final. All parties will be notified.

## Grade Appeal Policy: Undergraduate Grade Appeal Policy

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

### Procedure:

1. The student should consult the faculty member who issued the grade for the reconsideration of the grade.
2. If, after seeing the faculty member, the student wishes to pursue the issue or if the faculty member is unavailable, he/she should then approach the faculty member's Coordinator or Department Chair and ask for an investigation of the grade appeal. At this time the student must present a written statement to the Coordinator or Department Chair explaining the reasons for believing the grade to be unreasonable, unjust, or capricious. The Department/Unit Head is responsible for consulting the parties involved, gathering all pertinent information, and for preparing a written statement of the facts which will be given to the student and faculty member and be used in reviewing the facts with the student and the faculty member. The Coordinator or Department Chair shall be responsible for:
  - either concurring with the faculty member that the grade should remain as recorded, or
  - suggesting to the faculty member that the grade be reviewed.
  - The student and faculty member shall be informed in writing of this conclusion. If the student believes the grade appeal has not been resolved satisfactorily, he/she may appeal the grade in writing to the appropriate dean.
3. If the Coordinator or Department Chair is the teacher of record, the student shall appeal in writing directly to the appropriate dean, instead of to the Department/Unit Head as in 2 above. The appropriate dean is the Dean of the College in which the academic department is located. The Academic Dean shall be responsible for requesting a written statement from the Coordinator or Department Chair. If the issue is not resolved to the student's satisfaction, the student may write to the Dean and request a hearing by the Grade Appeal Committee.
4. The Dean, in consultation with the Grade Appeal Committee, will review the statement prepared by the Coordinator or Department Chair. If the Dean believes the issue should be pursued, he/she will convene the Grade Appeal Committee for a hearing. If the Dean decides the issue should not be pursued, the grade remains as recorded. The decision of the Dean is final. All parties must be so notified
5. The Academic Dean will have a standing Grade Appeal Committee, to be selected each year, composed of five members as follows:

- Two faculty members and two alternates selected by the college assembly.
- Two student members with two alternates selected by the Student Senate.
- The dean of the college involved, or his/her representative.

6. The Grade Appeal Committee will investigate the case and hold a hearing in which the student, the faculty member, and the Coordinator or Department Chair shall be invited to participate. The Committee deliberations following the hearing will be confidential.

7. If the Committee decides the challenged grade is unreasonable, unjust, or capricious, it shall so recommend to the Dean, who shall have the power to change the grade from a letter grade to a grade of "P" (pass). The credits for this course will count toward undergraduate degree requirements. If the committee decides there is insufficient evidence to support the student's claim, it shall recommend to the Dean that the original grade should stand.

8. In all instances, the Committee will reach a conclusion and submit its recommendation in writing to the Dean, who shall render a written decision, copies of which shall be sent to the student and faculty member. The decision of the Dean shall be final.

## Miscellaneous Petition and Appeal Policy

### Introduction:

The Daniel L. Goodwin College of Education (GCOE) allows admitted students with unusual and/or extenuating circumstances to petition their case to the Associate Dean of the GCOE and the Admission, Retention, and Appeals (ARA) Committee. Individual exceptions to the published policies of the GCOE may be made only after following the submission of a written petition as established in this policy. Northeastern Illinois University and the GCOE reserve the right to make policy changes from time to time when necessary.

PLEASE NOTE: The Miscellaneous Petition and Appeal Policy is not applicable to any cases for which specific petition and appeal policies already exist (e.g., grade appeal).

### Before starting a petition:

The student should consult with his/her academic program representative (e.g., academic/faculty advisor, program coordinator, department chair) prior to initiating the petition process. This initial step ensures that a student is fully informed of the process prior to submitting a formal petition. Additionally, the program representative can offer student guidance regarding general petition information and necessary documentation/evidence.

### The Petition Process:

If the student wishes to pursue the petition process after consultation with the appropriate program/department representative, the student shall follow the required steps. First, the student shall write a formal letter detailing the nature and reason(s) for the petition and provide appropriate supporting documentation/evidence. Second, the student shall submit the written petition to the Dean's Office, to the attention of the Associate Dean, and include supporting documentation/evidence. The petition and documentation/evidence should be sent to COE@neiu.edu.

The Associate Dean shall determine the merit of the petition and, within 10-business days, inform the student if the petition was accepted or denied. If requested by the Associate Dean, the ARA Committee will hold a hearing to discuss the petition's merits and make a recommendation. In all instances, the Committee will write its recommendation to the Associate Dean. Based on these recommendations, the Associate Dean will render a decision. All parties will be notified.

### The Appeal Process:

The student has the right to appeal the decision of the Associate Dean or a decision made by a department chair for outcomes of petitions requested at department-level policies. If the student wishes to pursue the Appeal Process, the student has five business days after receiving the decision to initiate the process. The student shall follow the required steps. First, the student shall write a formal letter detailing the reasons for appealing the Associate Dean's decision or department chair. Second, the student shall submit the written appeal to the Goodwin College of Education Dean's office to the attention of the Dean, which must include supporting documentation/evidence. The petition and documentation/evidence should be sent to COE@neiu.edu. The Dean shall evaluate the appeal and render a decision to the student within 10 business days. The Dean may uphold the decision of the Associate Dean or the department chair or render a new decision. The decision of the Dean is final. The Department Chair, academic/faculty advisor, program coordinator, ARA chair, and Associate Dean will receive a copy of the Dean's letter.

## Credit for Prior Learning (CPL) Policy

### Section I: Illinois Board of Education Authorization to Approved Programs

#### A. Section 25.25 Requirements for the Professional Educator License

The Illinois Administrative Rules: Section 25.25 a) 2) A) states that applicants for a Professional Education License (PEL) shall *have completed an approved Illinois educator preparation program for the type of endorsement (i.e., teaching, administrative, or school support personnel) sought on the PEL (see Subpart C). (Thirty-two semester hours of content and pedagogy coursework, or a combination of experience and coursework, with at least 18 hours of content coursework (or its equivalent experience) specific to the endorsement sought, are required for teaching endorsements.)*

## B. ISBE Form 83-85: Verification of Individualized Pathway to Licensure

Educator preparation providers shall use this form when honoring prior learning assessments or other alternative means in place of coursework required as part of a licensure program. The form should be verified by the licensure officer or department dean and uploaded to the educator's ELIS account before program completion.

<https://www.isbe.net/Documents/83-85-Verification-Individualized-Pathways.pdf>

## Section II: Goodwin College of Education Internal Policy

### A. Credit by Portfolio Evaluation

At Daniel Goodwin College of Education, personal and prior professional experience and knowledge may be worth college credit via Credit for Prior Learning (CPL). Credit for Prior Learning (CPL) is academic credit awarded to students who successfully demonstrate college or university-level learning achieved through informal or formal learning outside of the classroom. CPL offers only one option, credit by portfolio development and evaluation. This policy applies to all approved licensure programs authorized by the State Board of Education at Northeastern Illinois University. A student may earn a maximum of 12 credit hours in the Professional Pedagogy Sequence by CPL evaluation; other courses required for the degree (i.e., General Education Requirements, minor requirements) or license do not qualify as part of this policy. No partial credit will be earned; hence the portfolio must demonstrate the equivalent experience for the total credit hours of the course. Only one attempt per course will be allotted via CPL. Students will pay a fee of \$100 per credit hour per portfolio before submission.

## Section III: Procedures for Requesting and Evaluating Credit for Prior Learning (CPL)

### A. Request Process

A student requesting Credit for Prior Learning (CPL) should consult the program coordinator or graduate advisor before formally initiating the process. Each course will be requested individually. To request CPL, the Student will follow these steps:

1. Submit an in-writing petition to the Associate Dean and a letter of support from the program coordinator or graduate advisor, specifying what course and a brief narrative with the equivalent experience to earn CPL. Send the petition and the letter of support to [gcoe@neiu.edu](mailto:gcoe@neiu.edu), with attention to the Associate Dean.
2. The Associate Dean will determine the petition's merits in consultation with the program. The Associate Dean will decide within ten business days of receiving the request. If the petition is approved, the student will continue with the next steps. If the petition is denied, the student has the right to appeal the decision to the Dean of the college in writing within five business days of receiving the decision. Send the petition to [gcoe@neiu.edu](mailto:gcoe@neiu.edu), with attention to the Dean.
3. Once the petition is approved, the student will pay a fee of \$100 per credit hour to the Office of Students Payment Services.
4. Once the payment has been processed, the candidate will receive a letter from the Associate Dean with further details about the portfolio submission electronically and the evaluation process.
5. If the student only would like to request waiving of clinical hours prior to student teaching related to field experience associated with a course (excluding student teaching) and not credit hours, submit a written petition to the Associate Dean and Licensure Officer explaining how their prior experience meets the hours required by the program. The student will include any documentation as evidence along with the letter. The Associate Dean and Licensure Officer will consult with the program coordinator and notify the student in writing if partial, full, or no waiver of clinical hours is approved. The request for waiving clinical hours must be submitted at least one semester before registering for the class. The Associate Dean will notify the decision within five weeks of receiving the request. The decision of the Associate Dean is final. The other sections of this policy do not apply to Section III, A5.

### B. Evaluation Process

The following steps shall be followed to submit and evaluate a portfolio:

1. In consultation with the department chair, the Associate Dean will identify a course syllabus and a program faculty with expertise in the area who agree to evaluate the portfolio. The faculty will receive a compensation of \$80 per credit hour for each portfolio.
2. The student will receive a copy of the course syllabus to demonstrate that their prior learning meets each course's objectives. Each portfolio component included in Section C of this part will be written around the course's objectives. The portfolio will be submitted electronically. The Dean's Office will send further instructions to the student on how to submit the electronic portfolio.
3. The student will meet with the faculty assigned as the evaluator to delineate an action plan for developing and submitting the portfolio. The action plan will include due dates and the final submission due date. The faculty will send a copy of the action plan to the Department Chair, the program advisor, and the Associate Dean. An action plan should not exceed ten weeks.
4. Once the portfolio is submitted, the faculty will render an evaluation within the next 13 business days. A rubric aligned with The Council for Adult and Experiential Learning (CAEL (<https://www.cael.org/>)) Standards will be used to evaluate the student's prior experience. No partial credit will be earned; hence the portfolio must demonstrate the equivalent experience for the total credit hours of the course and meet all the course's objectives.
5. Students who receive a positive portfolio evaluation will earn a grade of P in the course and the total amount of credit hours.

6. Students who receive a negative portfolio evaluation must register and pass the course to earn credit. Only one attempt per course will be allowed via CPL.

### C. Portfolio Components

A Portfolio comprises four major components around the course's objectives: *Course Narrative, Documentation, Autobiographical Essay, and Chronological Record.*

The Course Narrative describes the learning in detail and is often like a major term paper for a course. The narrative discusses theories, concepts, and corresponding literature, demonstrating the student's mastery of the subject area. The narrative must be well documented. Documentation supports the experiential statements in the narrative. Examples of supporting documentation are Job descriptions, letters from employers, certificates, work products like lesson plans, assessments, instruction videos, rubrics, transcripts, performance evaluations, and employee records.

Autobiographical Statement describes learning experiences and educational goals. It is a method for the students to introduce themselves to the faculty who will evaluate the portfolio, and it will establish a context of experiential learning. The autobiographical Statement should describe the values as a student and short- and long-term educational goals.

The Chronological Records include an account of each event that describes the student's learning experiences and circumstances. A Chronological Record lists the significant life experiences the student has had since they began working in the professional field.

## Clinical Experience and Student Teaching (CEST)

Programs that prepare candidates to obtain an Illinois Professional Educator License require students to participate in a variety of courses that include field-based experiences as required by State Law. These field-based experiences occur in public, charter, private, and parochial schools, child care centers, and community agencies, depending on the program of stud.. The Clinical Experiences and Student Teaching Office collaborates with school partners to identify a variety of diverse field sites for placements.

Candidates complete supervised field-based activities at these partner sites to develop a practical skill set 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 licensed teacher at the field site and a university supervisor. The candidate is evaluated by both.

## Office of Clinical Experiences and Student Teaching (CEST)

Catherine E. Wycoff, Director

### OVERVIEW

Clinical and student teaching experiences support the development of knowledge, skills, and dispositions future teachers require to educate diverse student populations. These are managed, assigned, supervised, and evaluated through the CEST Office. Design, implementation, and evaluation of field experiences are done in collaboration with faculty, staff, and school-based partners to provide optimum opportunities for the growth and development of candidates. Illinois state law requires those seeking an Illinois Initial Professional Educator License to complete field-based experiences which include student teaching. These must be completed while enrolled in a State Approved Program under the direct supervision of a teacher holding the appropriate teaching certificate/license and a university supervisor.

All field-based experiences are components of university courses and are completed at field sites selected solely by the university. One or more placements will be in diverse and/or urban settings. Field sites are selected to assure compliance with CAEP Standards, Illinois State Law, School District/School policies, procedures, and regulations, and NEIU policies and procedures. Processes or procedures may be altered in response to changes made by any of the aforementioned.

All clinical and student teaching experiences include a field-based component and university-based coursework and/ or a seminar. In addition, concurrent registration in other courses may be required. Students must demonstrate success in the field and with seminar and classroom course components. A candidate, who is successful in one, but not the other, will be unable to successfully complete the course, without exception.

### REQUIREMENTS

Multiple requirements must be met prior to participation in any course, other than EDFN courses, that includes a field-based component. These are listed below and apply to all candidates, including those pursuing a Focused Program of study to obtain a subsequent endorsement or an Illinois Professional Educator License.

1. GPA of 2.5/4.0 overall
2. GPA of 2.75/4.0 in all professional education courses and majors within the Daniel L. Goodwin College of Education
3. Grades of "C" or better in all professional education courses required within the licensure program being pursued
4. All "I" grades converted to grades of "C" or better in professional education and major courses
5. Evidence of freedom from tuberculosis and communicable diseases dated less than one year prior to the start of the semester for clinical students and within 90 days of the start of the semester for student teachers

6. Grade of "B" or better in all previous clinical experiences, unless the course is being re-taken for a second time
7. Any additional requirements established by the department or program in which the course is housed, or defined within a Remediation Plan
8. Evidence of completion of required Illinois State Police and Federal Fingerprint background check for pre-student teaching placement site.
9. Evidence of a successful LIVESCAN Illinois State Police and Federal Fingerprint Background Check less than 90 days prior to the start of the semester in which student teaching is taken
10. Successful completion of the Chicago Public School Field Experience Registration process
11. Successful completion of the Chicago Public School Student Teaching On-Line Application
12. Departmental approval
13. Evidence of passing the Illinois Licensure Testing System test for the appropriate content area prior to student teaching (Consult <http://www.il.nesinc.com> for dates, times, locations, and requirements.)
14. Attendance at the Goodwin College of Education Student Teaching Orientation prior to the start of the student teaching semester.

## COMMUNICATION

Per FERPA Rules, all communications from the CEST Office will be sent only through NEIU email.

### The Application Process:

**Mandatory CEST Clinical and Student Teaching Information sessions:** Candidates who intend to apply for a clinical/ student teaching experience must attend one **CEST information session**. Candidates may attend either a "live" clinical/student teaching information session or watch the recorded meeting through D2L. The information sessions explain application procedures, policies, expectations, timelines, and other related field experience matters. After candidates attend the "live" or recorded clinical/student teaching information session, they may submit their clinical/student teaching application. Students who do not attend an information session within the specified time frame must contact the Director of the CEST Office. This may result in a delay of their field experience.

**Application deadlines:** November (fall applications) and May (spring applications), one year in advance of the semester in which a clinical or student teaching course will be taken. Candidates will submit their clinical/student teaching applications electronically via D2L and Google. Candidates must submit a new clinical application for each clinical experience.

## REGISTRATION FOR COURSES WITH FIELD-BASED EXPERIENCES

Courses requiring field-based experiences require the following:

1. submission of application materials and other required items to the CEST Office by the established deadlines,
2. registration in the course(s) using regular university procedures during registration and payments made on schedule to assure that registration is maintained, and
3. final approval from the CEST Office and respective academic department 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. Candidates 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

Candidates will be administratively dropped by their academic department when prerequisites or requirements for courses, having field placements have not been fulfilled, for the following reasons: 1) when procedures have not been followed, 2) registration in required concurrent courses has not occurred, 3) student has been removed from their placement site by school administration or NEIU.

## PLACEMENT

Field placements are solely managed by the CEST Office. Placements are driven by CAEP 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 as well as other requirements including but not limited to a successful background check, negative TB test results, and passing medical physical examination. 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. Unless given written permission by the CEST Office to do so, candidates may NOT contact schools or districts in attempts to secure a placement. This behavior is cause for disciplinary action, including potential 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 so that candidates receive an experience that is free of bias and external influence. Candidates will not be placed in schools they attended or where they serve on LSCs or school boards., Candidates also will not be placed in schools where family members or significant others attend, are employed, or, serve on school boards or LSCs.

## PLACEMENT SITE LOCATIONS

Placements will be made in diverse settings within a 25-mile radius of the NEIU Main Campus.

Field placement sites are selected to prepare teacher candidates to effectively teach students with special needs, newcomers, English Language Learners (ELLs), students in high needs schools, and students from varied racial, cultural, ethnic and socioeconomic groups. Every effort is made to provide candidates with a variety of experiences within the grade range required under the endorsement; however, this may not always be possible. All placements are made within the age/grade span covered on the endorsement under the Professional Educator License (PEL) candidates are seeking to earn as follows:

PEL Endorsement	Placement
Early Childhood Education	Birth-Grade 2
Elementary Education	Grades 1-6
Middle Level Education	Grades 5-8 (specific subject)
Secondary Education	Grades 9-12 (specific subject)
PK-12 Education Programs	PK-12 (specific subject)
Special Education	K-Age 21

## POLICY AND PROCEDURES TO REQUEST TO RETURN TO CLINICAL PLACEMENT SITE FOR STUDENT TEACHING

Teacher candidates may return to their clinical site for student teaching. Please note that a candidate may only return to their clinical placement site if the following criteria are met.

- The teacher candidate has had a minimum of one field experience in a diverse setting.
- The candidate receives student teaching placement approval from the respective school/school district to return to the clinical placement site.

During the third week of the fall/spring semester, the Director of Clinical Experiences and Student Teaching (CEST) will contact candidates via email and inquire as to whether they wish to return to their clinical placement site with the same cooperating teacher for their student teaching. Teacher candidates will have 10 working days to submit a written request to the CEST Director if they wish to return to a clinical placement site.

If a teacher candidate submits a written request to return to a clinical placement site for student teaching after the given deadline, the CEST Office will consider the request. However, if the teacher candidate already has pending placement requests or a confirmed alternative student teaching placement, the CEST Office will not attempt to place the teacher candidate at the requested clinical site. All pending or confirmed student teaching placements will be honored and only cancelled at the request of the respective school/district.

Please note that while a candidate may request to return to their clinical placement site for student teaching, the Clinical Experiences and Student Teaching Office cannot guarantee any placement site due to the complexity of the placement process.

If the teacher candidate is declined by the clinical placement site for student teaching, they will be informed by the CEST Office after the decline is received. The respective department chair will be copied on the email sent to the teacher candidate informing her/him of the student teaching placement decline. The CEST Office will immediately work on a different student teaching placement for the teacher candidate.

A teacher candidate who is asked to conduct their student teaching at a non-clinical placement site by a school administrator or teacher should inform the CEST Director by the fifth week of the semester prior to student teaching. In the written request, the teacher candidate should indicate how long they have known the cooperating teacher and in what capacity. The teacher candidate should copy their department chair on the email request sent to the CEST Director. The CEST Director and appropriate department chair will discuss the teacher candidate's request and a decision will be made as to whether the teacher candidate may conduct their student teaching with the requested teacher and/or school site. The CEST Director will inform the teacher candidate of this decision.

## Candidates conducting their clinical experiences and student teaching at their own school sites

Other teacher candidate may request to conduct their pre-student teaching clinical experience at their own school. The teacher candidate must contact the Director of Clinical Experiences and Student Teaching to make such a request prior to the submission of their CEST pre-student teaching clinical application. The teacher candidate must provide the required "School Administrator Agreement" form to their building principal and/or school district administration. The teacher candidate is responsible for obtaining the necessary signatures from school/district administration and a cooperating teacher



assignment in their licensure area for the pre-student teaching clinical experience. The candidate must submit their completed "School Administrator Agreement" form to the Director of Clinical Experiences and Student Teaching on or before the CEST clinical application deadline. The candidate is responsible for arranging with their school administration how to complete the required pre-student teaching clinical hours while a full-time employee.

A teacher candidate may conduct their second clinical experience at their place of employment provided they are assigned to a different cooperating teacher in their licensure area.

A teacher candidate may conduct his/her student teaching at their own school site provided they have the approval of their academic program and building principal and school district administration.

During the first three weeks of the fall/spring semester, the Director of Clinical Experiences and Student Teaching (CEST) will contact student teaching applicants via email and inquire as to whether they wish to conduct their student teaching at their own school site. Teacher candidates will have five working days to submit a written request to the CEST Director if they wish to conduct their student teaching at their own school site.

The teacher candidate will need to provide the "Student Teaching School Administrator Agreement" form to their building principal and/or school district administration. The teacher candidate is responsible for obtaining the necessary signatures from the school/district administration and being assigned to a cooperating teacher in their licensure area.. The candidate must submit their completed "School Administrator Agreement" form to the Director of Clinical Experiences and Student Teaching by the given deadline.

A teacher candidate conducting their student teaching at their own school site must take a leave of absence or resign from their position during the student teaching semester. A teacher candidate who wishes to receive compensation from their school site during student teaching may submit a petition to do so. To have their petition considered, the student teacher must follow the directions on the policy available on the Goodwin College of Education website at this LINK (<https://www.neiu.edu/sites/default/files/documents/2022/06/29/Paid%20student%20teaching%20policy%20Fall%202022.pdf>) .

## 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 CAEP accredited institution in the event of a move out of the area. Such situations generally occur due to a move out of state with student teaching the only class left for completion. If permission is granted, the candidate registers at NEIU and pays tuition and fees and the Director defines procedures for supervision and evaluation. The candidate usually incurs additional fees to be paid to the host institution directly.

### STUDENTS SEEKING A SUBSEQUENT ENDORSEMENT

Illinois State Law allows those possessing a current Illinois Teaching License to obtain one or more subsequent teaching endorsements by pursuing a focused program of study. The configuration of clinical experiences and student teaching required will be based on the results of 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 TEST

NEIU requires clinical students and student teachers to provide evidence of freedom from communicable diseases, including tuberculosis. Such evidence shall consist of a tuberculin skin test (TB 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. T.B. Test 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 TB test may be obtained in the Health Services Office or from a health provider outside the university.

## PHYSICAL EXAM

Candidates may have to complete a physical exam. Illinois School Code, 105 ILCS 5/24-5) (from Ch. 122, par. 24-5) identifies the need for new employees, including *student teachers*, to provide evidence of physical fitness to perform the duties assigned and freedom from communicable disease. It will be the student teacher's responsibility to comply with the Illinois School Code physical exam requirements if requested by a hosting school district/ school during your student teaching assignment.

In accordance with the Illinois School Code (105 ILCS 5/24-5 (a) and (b)):

- (a) *In this Section, "employee" means any employee of a school district, a student teacher, an employee of a contractor that provides services to students or in schools, or any other individual subject to the requirements of Section 10-21.9 or 34-18.5 of this Code.*
- (b) *School boards shall require of new employees evidence of physical fitness to perform duties assigned and freedom from communicable disease. Such evidence shall consist of a physical examination 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 time of presentation to the board, and the cost of such examination shall rest with the employee. A new or existing employee may be subject to additional health examinations, including screening for tuberculosis, as required by rules adopted by the Department of Public Health or by order of a local public health official. The board may from time to time require an examination of any employee by a physician licensed in Illinois 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 and shall pay the expenses thereof from school funds.

## 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.

In addition, convictions related to certain offenses, other than those listed in Section 21B-80 of the School Code [105 ILCS 5/21B-80] that result in automatic revocation or *denial of licensure*, may lead to denial of licensure if they demonstrate that the applicant is not of good character as required by Section 21B-15 of the School Code. Accordingly, each applicant for the issuance, registration, or renewal of an Illinois professional educator license, educator license with stipulations or substitute teaching license or for the addition of another credential (e.g., endorsement, approval, designation), including any credential issued under Subpart G of this Part, shall be required to indicate on the relevant form whether he or she has ever been convicted of a felony or of any sex, narcotics, or drug offense (whether felony or misdemeanor) in Illinois or any other state.

The Daniel L. Goodwin College of Education requires LIVESCAN Illinois State Police and Federal Fingerprint Background Checks of those registering to complete *field-based experiences*. Students may be subject to multiple checks if enrolling or participating in a field experience where an additional background check is required.

The Daniel L. Goodwin College of Education requires LIVESCAN Illinois State Police and Federal Fingerprint background checks of those registering to complete *student teaching* less than three months prior to the start of the semester in which student teaching is taken.

## CLINICAL AND STUDENT TEACHING CALENDARS

All courses requiring students to complete field-based clinical components are University courses and follow the University calendar. Pre-student teaching clinical students may not begin at their placement site until they have had their first on-campus clinical course after the official start of the semester. Clinical students follow the calendar of NEIU, not their placement site, with respect to holidays and vacations.

Student teachers begin and end on the first and last day of the NEIU semester as published in the University Schedule. Students may not report to a school to begin student teaching before the official first day of the NEIU semester, without written approval of the principal/school district 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 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 to a placement site by the CEST Office.

Candidates must conduct their clinical hours at a school in no less than half day increments. Additionally, clinical candidates should plan to be at their clinical site more than one day a week throughout the semester.

Pre-student teaching clinicals may not be completed sporadically or clustered into a two or three week period.

Pre-student teaching clinical students must create a written schedule for the completion of their required clinical hours. This schedule must include the dates and times the clinical student will be at their placement site during the semester. It must be presented to and approved by both the cooperating teacher(s) and university supervisor within two weeks of the start of the semester. Clinical students must adhere to this schedule throughout the semester. Any changes to the schedule must first be approved by the cooperating teacher and university supervisor in writing.

Pre-student teaching clinical students 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.

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 candidate 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 because the University is responsible to maintain program integrity.

## SEMINARS

All clinical and student teaching courses include a class seminar held on or off campus. Dates and times are 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 also are required. Discussions will include reflections about the field-based experience and progress toward becoming a professional educator.

Seminars may 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.

## STUDENT TEACHER ORIENTATION

The Student-Teacher Orientation is **mandatory**. Student teachers who fail to attend may be prohibited from student teaching during that semester. Additional professional development days may be scheduled at other times during the semester in which student teaching occurs and attendance is required.

Student teachers who are full-time teachers and teaching in their own classroom as permitted by law may request an exemption from attendance at the Student Teacher Orientation only if the event conflicts with the school work calendar.

Additional days may be scheduled during the semester, as deemed necessary by the Daniel L. Goodwin College of Education and/or CEST Director.

## EVALUATION

The university supervisor assigns a final grade with input from the cooperating teacher(s). A teacher candidate must be successful in the field-based component to successfully complete any course requiring a component regardless of the quality of work in the non-field based component of the course. Failure to successfully complete non-field based work or assignments will negatively impact a course grade.

A grade of "A" or "B" must be earned in a pre-student teaching clinical course to enroll in a subsequent course requiring a field-based clinical component, and in student teaching to be entitled to receive an Illinois Professional Educator License. Student teachers receiving a grade of "C" or "D" will not be entitled to Illinois Licensure but may be eligible for graduation.

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 (Incomplete Grade Policy). 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 academic program and CEST Director. Lack of success in the placement is not cause to issue an "I" grade.

The Teacher Candidate may appeal a final grade in accordance to University Policy, see Student Handbook.

## RE-ENROLLMENT IN A CLINICAL COURSE OR STUDENT TEACHING

Those earning less than a "B" in any course requiring a field-based component must submit a written appeal to the chair of their respective academic department. The chair will then forward the appeal to the department's professional standards committee (PSC). The PSC will review the teacher candidate's appeal to determine eligibility to re-enroll in the course. Re-enrollment in a field experience course will not be permitted in the semester following the candidate's first attempt at a clinical or student teaching experience. If allowed to re-enroll in a clinical or student teaching course, the teacher candidate will have a remediation plan.

## INTERRUPTED PLACEMENTS

Interruptions in placements may occur due to changes in staffing at the school or personal or health issues. 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.

## 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 or notifying their cooperating teacher and school site.

A final decision to self-terminate a clinical experience 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 submit a letter of appeal to the respective academic program and/or department 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 respective department's PSC will review and make a decision as to whether to allow the candidate to re-enroll in the clinical or student teaching course. Candidates who self-terminate will not be allowed to re-take the respective clinical/student teaching course in the subsequent semester. A candidate who receives PSC approval to re-enroll in a clinical/student teaching course typically will have an action/remediation plan.

A teacher candidate who self-terminates without discussing the matter with the University Supervisor and without submitting a written notice to the CEST Director may receive a "F" in the clinical/student teaching course, be referred to the respective academic department's professional standards committee, and/or dismissed from the academic program.

## TERMINATED PLACEMENTS

Placements may be terminated due to a lack of candidate success in the field experience. A request to terminate any field-based clinical/student teaching experience may be initiated by the University supervisor, cooperating teacher, school/site administrator, the academic program, CEST Director, or other NEIU faculty or administrators.

If asked to leave a field experience placement by the placement site/school district, cooperating teacher, or NEIU, the teacher candidate will receive an automatic "F" in the respective clinical/student teaching course and will not be given a new placement or allowed to continue his/her field experience within the same semester. The teacher candidate also may be referred to his/her respective academic department's professional standards committee and/or dismissed from his/her academic program.

If a teacher candidate is asked to leave his/her field experience placement, he/she may not have any further communication with the school administration, the cooperating teacher, school staff, or students at the school. If the teacher candidate does so, he/she may be referred to his/her respective academic department's professional standards committee and/or dismissed from his/her academic program.

Candidates who are removed from the field experience site may submit a letter of appeal to the respective academic program and/or department for permission to reapply in a future semester. The respective department's PSC will review and make a decision as to whether to allow the candidate to re-enroll in the clinical or student teaching course. A candidate who receives PSC approval to re-enroll in a clinical/student teaching course may not do so in the semester following his/her first attempt at the respective field experience course. If allowed to re-enroll in a clinical or student teaching course, the teacher candidate will have a remediation plan.

Candidates who do not successfully complete a second field-based clinical/student teaching experience will not be permitted to complete the program.

## CAUSES FOR REMOVAL

The following is a representative, not exhaustive, list of events that are generally considered serious enough to warrant removal from a placement site by the supervisor, cooperating teacher, or site administration:

- failure to abide by school/school district or NEIU regulations and policies
- frequent absences and tardiness (regardless of reason)

- completing personal work at the school site
- leaving the building, classroom, or assignment area without authorization
- inappropriate interactions with students, teachers, school staff, parents
- verbal or physical abuse
- fighting
- falsification of time sheets by failing to sign in/out at actual times
- failure to sign in/out
- 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
- sleeping
- inability to cope with the demands of teaching
- lack of appropriate and professional dispositions as determined by the CT and/or US
- failure to implement directions and/or suggestions for improvement
- disruptive to classroom or school (e.g. misuse of cellphone and social media)
- failure to abide by the school/school district's technology policies
- failure to return student grading by given deadline
- failure to meet the expectations and requirements of the candidate's action/remediation plan

## LEVELS OF CLINICAL/STUDENT TEACHING SUPPORT AND SUPERVISION

The Goodwin College of Education provides extensive support and supervision of teacher candidates participating in clinical experiences and student teaching. Support and supervision are provided at three levels: course, program and college.

### LEVEL 1: Clinical Performance Alert Meeting

University supervisors are responsible for supporting and supervising clinical students and student teachers for the purpose of enhancing their content and pedagogical knowledge and professional dispositions and ensuring that all licensure requirements are met. University supervisors are expected to address issues related to course performance, such as tardiness, absences, missing assignments, grades, and class participation. University supervisors also are responsible for identifying and addressing areas for improvement related to performance at placement sites (for example, lesson planning, classroom management, professional dispositions, attendance, instructional delivery and receptiveness to feedback). When appropriate, university supervisors will ask cooperating teachers to participate in discussions about areas for improvement and, in some cases, the creation of an informal improvement plan. University supervisors are expected to apprise program coordinators when the issues that they have identified have the potential to impede a candidate's normal progress toward the completion of the clinical/student teaching experience. In these situations, program coordinators may be invited to participate in discussions with candidates to provide additional support and guidance.

### LEVEL 2: PROGRAM

In some instances, teacher candidates may experience significant issues in their clinical/student teaching experiences. For example, candidates may not improve their performance after a Level 1 intervention in a way sufficient enough to meet professional expectations for program completion. Alternatively, they may be informed that they are in danger of being removed from a placement site because their behavior and/or performance is not meeting professional expectations.

When the issues are significant, a *Program Performance Alert* will be completed by the university supervisor, cooperating teacher, program coordinator, and/or Director of the Clinical and Student Teaching (CEST) Office. *The Program Performance Alert* will provide details about the nature of the concerns and any evidence to support the claims, including completed assessments. The alert and all evidence will be submitted to the CEST Office, the appropriate program coordinator, and the chair of the department. Within five (5) working days of the submission of the *Program Performance Alert*, the program coordinator or department chair (in cases where the program coordinator is the initiator of the alert or not available) will schedule a meeting to discuss the issues and determine an appropriate response. The participants in the meeting will be the teacher candidate and the university supervisor, the program coordinator and/or department chair, the Director of the CEST Office, and at least one program faculty member. Program advisors, other program faculty members, and school personnel may be invited by the program coordinator and/or department chair to provide relevant information and perspective. If the teacher candidate does not respond to the meeting invitation or does not attend the meeting, they will be terminated from their field experience, initiating a Level III intervention by the Associate Dean.

The meeting to discuss the *Program Performance Alert* and determine a resolution will be held within ten (10) working days of its initial submission. The program coordinator or department chair will lead the meeting. No later than five working days after the *Program Performance Alert* meeting, the program coordinator or department chair will communicate the program response and proposed resolution to the teacher candidate and the CEST Office director. While candidates await a *Program Performance Alert* meeting and resolution, they should attend the courses in which they are enrolled

and continue to participate in activities at their placement site, unless explicitly directed not to by their university supervisor, program coordinator or department chair.

Three outcomes are possible from a Level 2 *Program Performance Alert* meeting. First, the program may decide to allow the teacher candidate to proceed with their clinical experiences or student teaching, but only under the terms of a formal Professional Improvement Plan. *Professional Improvement Plans are developed by the program coordinator or department chair in collaboration with the other participants in the Program Performance Alert meeting.* Program Improvement Plans will be communicated to teacher candidates and the CEST Office within five (5) working days of the *Program Performance Alert* meeting. Professional Improvement Plans will identify a) areas in need of remediation, b) professional development activities and timelines, c) outcomes expected and/or deliverables, d) assigned roles and responsibilities, and e) future actions or steps to be taken. Within two working days of receiving their Professional Improvement Plans, teacher candidates must sign and return them to their program coordinators or department chairs and the CEST Office. If the teacher candidate does not do so, they will be removed from their field experience, initiating a Level III intervention by the Associate Dean. University supervisors will review Professional Improvement Plans with teacher candidates and cooperating teachers to ensure that everyone is fully aware of the activities, timelines and outcomes expected.

A second possible outcome from a *Program Performance Alert* meeting is that the program may request immediate withdrawal from the clinical/student teaching course and placement and at the same time approve a Professional Improvement Plan that includes an opportunity to repeat the clinical/student teaching course and experience at a time jointly agreed to by the CEST Office and the program coordinator or department chair. Within five (5) working days of the *Program Performance Alert* meeting, the program coordinator or department chair will 1) consult with the Associate Dean of the Goodwin College of Education to ensure that all communications about the decision adhere to college and university policies for withdrawals, and 2) prepare and communicate a Professional Improvement Plan that has the components listed above but also explicitly identifies any intermediate steps, such as the completion of additional coursework or the completion of additional clinical experiences, that must be completed prior to the repetition of the experience. The Professional Improvement Plan will be communicated to the teacher candidate, the CEST Office, and the GCOE Associate Dean. The program coordinator or department chair will indicate in their communication that a W grade is to be given for the course. University policy regarding withdrawals will determine the tuition and fees due for the withdrawal. Requests for waivers of university tuition and fee charges will not be accepted through the program, department, or the Goodwin College of Education.

A third possible outcome is that the program may terminate the clinical/student teaching placement and recommend the teacher candidate for dismissal from the program. Typically, these decisions are the product of the teacher candidate's failure to fulfill Professional Improvement Plan requirements or the program's inability to identify effective remediation measures. Termination and dismissal decisions will be communicated by the program coordinator or department chair to the teacher candidate, the CEST Office, and the GCOE Associate Dean. The communication will explain the rationale for the decision and will require the candidate to immediately cease all communications with and activities at the placement site and in the clinical experience/student teaching courses. The program coordinator or department chair will describe any impacts on the student's grade or ability to complete the course and will explain that they are referring the recommendation for dismissal to the department's Professional Standards Committee. The dismissal recommendation will then be considered and reviewed, as outlined in the Professional Standards for Academic and Non-Academic Performance and Behavior section of the NEIU Academic Catalog.

### **LEVEL 3: COLLEGE**

Although it is rare, placements for clinical experiences and student teaching are sometimes terminated. Typically, termination occurs when a school site decides that it is no longer able to support and supervise a teacher candidate due to extraordinary dispositional or performance shortcomings. Less frequently, the Office of Clinical Experiences and Student Teaching decides to terminate placements because it receives substantial evidence that the supervision and support of teacher candidates at their placement sites is inconsistent with licensure rules or expectations of the Goodwin College of Education.

The Associate Dean or their designee will inform teacher candidates in writing when their placement has been terminated. Teacher candidates are required to immediately cease all communications with and activities at the placement site. They may continue to attend all required classes while the termination decision is reviewed.

The Associate Dean of the Goodwin College of Education leads the process to review terminations from clinical experiences and student teaching. The Associate Dean or their designee (e.g., the Director of Clinical Experiences) will collect completed assessments, observation reports, notes, emails, and other evidence and request any additional written documentation of the events, activities or behavior that led to the termination. University supervisors, cooperating teachers, and other school and university personnel with direct knowledge of the reasons for the termination are expected to cooperate with the investigation and may be asked to complete key assessments that are missing or unavailable. Evidence that the teacher candidate has not ceased all communications with and activities at the placement site also will be considered as part of the investigation, should such evidence emerge.

Within ten (10) working days of the termination, the Associate Dean will schedule a meeting to discuss the termination and determine appropriate next steps. The participants in the meeting will be the teacher candidate and the university supervisor, the program coordinator, the department chair, and the Director of Clinical Experiences. Program advisors, other program faculty members, and school personnel may be invited by the Associate Dean to provide relevant information and perspective.

The Associate Dean will lead the meeting to review the termination of the placement. No later than five working (5) days after it is held, the Associate Dean will communicate the college response to the termination. Three outcomes are possible.

First, the Associate Dean may determine that the teacher candidate is not substantially responsible for the termination. The Associate Dean will explain in a written communication to the teacher candidate, the program, the department and the Office of Clinical Experiences and Student Teaching what is required to obtain a new placement within the current semester (if possible) or repeat the required course and placement in the following semester. The Associate Dean will advise the teacher candidate about how to withdraw from courses, if needed. University policy regarding withdrawals will determine the tuition and fees due for the withdrawal.

Second, the Associate Dean may determine that the teacher candidate is substantially responsible for the termination, but the areas of concerns are remediable. With input from the program and department, the Associate Dean will communicate and approve a Professional Improvement Plan that will allow the teacher candidate to repeat the required courses and experiences in a future semester if outcomes and deliverables are met. The Associate Dean will explain what is required to withdraw from courses associated with the terminated placement and will advise as to whether a grade of W or F will be given. The grade determination will depend on the timing and the level of responsibility that the Associate Dean assigns to the student for the termination. The communication of the decision will be sent to the teacher candidate, the program, the department and the Office of Clinical Experiences and Student Teaching.

A third possible outcome is that the Associate Dean may dismiss the teacher candidate from the teacher licensure program. If a dismissal decision is recommended, the Associate Dean will communicate it to the teacher candidate, the CEST Office, the program, and the department. The communication will explain the rationale for the decision and any impacts on the student's grade or ability to complete the course.

Should teacher candidates wish to appeal the dismissal decisions of the Associate Dean, they should follow the process outlined in the subsection of the Academic Catalog entitled "The Appeal Process," within the larger section entitled Miscellaneous Petition and Appeal Policy of the Goodwin College of Education.

## **OBTAINING AN INITIAL ILLINOIS PROFESSIONAL EDUCATOR LICENSE**

Successful completion of one of the teacher preparation programs on the Daniel L. Goodwin College of Education entitles one to obtain an Illinois Professional Educator License (PEL). Applications and procedures are available under the Goodwin College of Education Webpage: Teacher Licensure. For additional information about licensure, please contact [coe@neiu.edu](mailto:coe@neiu.edu). The CEST office does not work directly with this process.

Those who meet the requirements for additional endorsements will have them added at the time the License is processed. An application for additional endorsement is available in the Daniel L. Goodwin College of Education Dean's Office (LWH 4040) and online at Teacher Licensure. Candidates must submit this form online. While NEIU informs the State of those entitled to receive a license, the License is issued by the State, and regulations for maintaining and renewing it are governed by the State. Illinois licensure laws and procedures are online (<https://www.isbe.net/Pages/Educator-Licensure.aspx>).

## **INSURANCE**

Accidents or unforeseen health challenges may occur at any time. Teacher Candidates are especially vulnerable due to contact with large numbers of people. Students completing field-based clinicals/student teaching 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.

# Counselor Education

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The Department of Counselor Education has been offering Master of Arts in Counseling programs in preparing professional counselors for over forty years. Students are attracted to our counseling program because it is a terminal degree leading to a career in counseling with a foundation that is both theoretical and applied. Our faculty models this orientation with scholarly activities and a strong emphasis in the applied. Most of the Counselor Education faculty have many years of work experience in the field as professional counselors and psychologists providing services to children, youth, and adults in individual, couples, and family counseling. The Counselor Education programs are nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

## The Department of Counselor Education Counseling Programs

**CLINICAL MENTAL HEALTH COUNSELING, M.A.** (<https://www.neiu.edu/academics/college-of-education/departments/counselor-education/clinical-mental-health-counseling-ma/>)

- 60-credit hour program
- Accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Eligible for Illinois licensure: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC)
- Eligible for the Certificate in Clinical Mental Health Counseling (CCMHC) upon completion of required post-degree clinical experience and supervision

**FAMILY COUNSELING, M.A.** (<https://www.neiu.edu/academics/college-of-education/departments/counselor-education/family-counseling-ma/>)

- 60-credit hour program
- Accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Eligible for Illinois licensure: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC)
- Eligible for Illinois Licensure: Associate Licensed Marriage & Family Therapist (ALMFT) and Licensed Marriage & Family Therapist (LMFT)
- Eligible for the Clinical Fellow credential of the American Association for Marriage and Family Therapy upon completion of required post-degree clinical experience and supervision

**SCHOOL COUNSELING, M.A.** (<https://www.neiu.edu/academics/college-of-education/departments/counselor-education/school-counseling-ma/>)

- 60-credit hour program (for applicants with a Professional Educator License)
- 72-credit hour program (for applicants without a Professional Educator License)
- Accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Eligible for Illinois licensure: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC)
- Eligible for an Illinois Professional Educator License (PEL) with an Endorsement in School Counseling

**REHABILITATION COUNSELING, M.A.** (<http://catalog.neiu.edu/education/counselor-education/master-arts-rehabilitation-counseling/>)

- 60-credit hour program
- Accredited by the Council Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Eligible for Illinois licensure: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC)
- Eligible for certification as a certified rehabilitation counselor (CRC)

## The Department of Counselor Education Mission

The Mission of the Department of Counselor Education at Northeastern Illinois University is to provide a quality graduate education in Clinical Mental Health, Family, School, and Rehabilitation Counseling. Through a reflective, collaborative pedagogical approach, graduate students acquire transformative as well as culturally-sensitive knowledge and skills that promote personal, interpersonal, and professional development. The programs train graduate students to become skilled counselors in a diverse and changing world.



## Mission Objectives

1. The Department of Counselor Education will recruit qualified applicants from culturally diverse backgrounds 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 outcome-based research in their coursework.
3. Syllabi will include current CACREP standards, as well as information from other sources to maintain an open and engaging curriculum that equips students to work in a variety of counseling settings.
4. The Department will conduct program evaluations, including recommendations and feedback from advisory board meetings, employers, program faculty, and current and former students. The information obtained will be reviewed annually for program evaluation purposes and incorporated into the program as appropriate.

## Student Learning Outcomes

At completion of their training program, Counselor Education students will:

1. understand ethical standards of professional counseling organizations in all program areas and credentialing bodies, and demonstrate application of ethical and legal considerations in professional counseling in a multicultural context;
2. demonstrate the ability to integrate awareness, knowledge and skills in advocacy and social justice competencies within a multicultural counseling context;
3. understand and consider the application of developmental theories across the lifespan, including ethical and culturally relevant strategies for promoting resilience, optimum development, and wellness;
4. demonstrate understanding of career development in a multicultural setting and demonstrate the application of clinical interventions that consider the interrelationships among related life factors including work, well-being, mental health, relationships, and other life roles;
5. demonstrate understanding and competent application of counselor characteristics, behaviors, interviewing, techniques and counseling skills that influence the helping relationship for diverse clients across the lifespan;
6. demonstrate understanding and competent application of the dynamics, strategies, and conditions associated with effective group work with diverse clients in various counseling settings;
7. demonstrate understanding of principles and practice of culturally-informed and ethical use of strategies for the assessment and diagnosis of mental and emotional disorders, academic/education, career, personal, and social development; and
8. understand how to critique research to inform culturally informed and trauma-sensitive clinical practice and demonstrate competent use of research methods, needs assessment, and program evaluation skills important to the counseling profession.

Student Learning Outcome for Each Program Speciality

9. Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.
10. Students who are preparing to specialize as marriage, couple, and family counselors are expected to possess the knowledge and skills necessary to address a wide variety of issues in the context of relationships and families.
11. Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs.
12. Students who are preparing to specialize as rehabilitation counselors will demonstrate the knowledge, skills, and attitudes necessary to address varied issues within the rehabilitation counseling context.

## Accreditation

Accreditation is the primary means of assuring both a high quality program and a systematic evaluation leading to its improvement. Northeastern Illinois University is accredited by the Higher Learning Commission (HLC) of the North Central Association. The Daniel L. Goodwin College of Education and the Department of Counselor Education are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Illinois State Board of Education (ISBE).

## CACREP Accreditation

The Department's Clinical Mental Health, Family, School, and Rehabilitation Counseling programs are accredited through the year 2024 by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) (<https://www.cacrep.org>). The department has submitted the self-study of all four programs to CACREP and awaiting their decision for re-accreditation. The department has been informed by CACREP if the review goes beyond October 30, 2024, the program's accreditation will be extended for an additional year until their review is completed.

## Licensure and Certification

### LPC/LCPC LICENSURE

Graduates of the Clinical Mental Health, Couple and Family, School, and Rehabilitation Counseling programs are also eligible to apply for and receive licensure as a Licensed Professional Counselor (LPC) (<http://www.idfpr.com/profs/ProfCounselor.asp>) upon successful completion of the educational requirements, receiving a passing score on the National Counselor Examination (NCE), licensure application(s), and other requirements set forth by the state of Illinois.

Counselor Education's graduate students are eligible to sit for the 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. A passing score on the NCE is one of the requirements for obtaining Illinois licensure (LPC and/or LCPC).

### ALMFT/LMFT LICENSURE

Graduates of the M.A. in Family Counseling program are immediately eligible for the Associate Licensed Marriage and Family Therapist (ALMFT) credential in Illinois upon approval of their ALMFT application. Family Counseling graduates can apply for the Illinois Licensed Marriage and Family Therapist license (LMFT) upon successful completion of the post-degree credentialing exam, clinical experience, and supervision requirements as set forth by the state of Illinois.

### CRC

Graduates of the Rehabilitation Counseling Program qualify to take the Certified Rehabilitation Counselor (CRC) (<https://www.crccertification.com/>) exam. Passage of this examination and its designation is an indication of an advanced level of specialized education and training.

## ILLINOIS SCHOOL COUNSELOR ENDORSEMENT

The School Counseling program meets the educational requirements for the state of Illinois for a Professional Educator License (PEL) with a School Counselor Endorsement (PK-Age 21). Further information on school counseling and teacher education can be found at the Illinois State Board of Education (ISBE) (<https://www.isbe.net/>). In addition, students with an M.A. in Counseling (other than school counseling) or related degree who complete the School Counselor Endorsement component meet the educational requirements for the PEL, with a School Counselor Endorsement.

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## Non-Degree Endorsement in School Counselor Option

Contact the Department at (773) 442-5550 or [counsedu@neu.edu](mailto:counsedu@neu.edu)

- Master of Arts in Clinical Mental Health Counseling (<http://catalog.neiu.edu/education/counselor-education/master-arts-clinical-mental-health-counseling/>)
- Master of Arts in Couple and Family Counseling (<http://catalog.neiu.edu/education/counselor-education/master-arts-family-counseling/>)
- Master of Arts in Rehabilitation Counseling (<http://catalog.neiu.edu/education/counselor-education/master-arts-rehabilitation-counseling/>)
- Master of Arts in School Counseling (<http://catalog.neiu.edu/education/counselor-education/master-arts-counseling-education/>)
- Certificate in Couple & Family Counseling (<http://catalog.neiu.edu/education/counselor-education/couple-family-counseling-certificate/>)
- Addiction Counseling Certificate (<http://catalog.neiu.edu/education/counselor-education/addiction-counseling-certificate/>)
- Graduate Certificate in Trauma-Informed Counseling (<http://catalog.neiu.edu/education/counselor-education/graduate-certificate-trauma-informed-counseling/>)
- Certificate in Rehabilitation Counseling (<http://catalog.neiu.edu/education/counselor-education/certificate-rehabilitation-counseling/>)
- Sharon Bethea, Ph.D., Professor (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/counselor-education/faculty-and-staff-profiles/>)
- Zachary Bloom, Ph.D., Associate Professor (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/counselor-education/faculty-and-staff-profiles/>), Department Chair (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/counselor-education/about/faculty-and-staff-profiles/>)
- Kirsis Depri, Ph.D., Assistant Professor (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/counselor-education/about/faculty-and-staff-profiles/>)



- Diana Gallardo, Ph.D., Assistant Professor (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/counselor-education/about/faculty-and-staff-profiles/>)
- Kyle Goodwin, Ph.D., Assistant Professor (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/counselor-education/about/faculty-and-staff-profiles/>)
- Hulya Ermis-Demirtas, Ph.D., Associate Professor (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/counselor-education/faculty-and-staff-profiles/>)
- Beth Gilfillan, Ph.D., Associate Professor (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/counselor-education/about/faculty-and-staff-profiles/>)
- Craig S. Johnston, Ph.D., CRC, Associate Professor (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/counselor-education/faculty-and-staff-profiles/>)
- Sharon Song, Ph.D., Assistant Professor (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/counselor-education/about/faculty-and-staff-profiles/>)
- Shedah Tavakoli, Ph.D., Professor (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/counselor-education/about/faculty-and-staff-profiles/>)
- Jia-Rung Wu, Ph.D., Associate Professor (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/counselor-education/about/faculty-and-staff-profiles/>)

**COUN-401. Professional Orientation & Legal/Ethical Practices. 3 Hours.**

This course offers an orientation to the counseling profession, including professional identity issues and the professional career options. Students will study the history of the profession, ethical and legal standards and practices, credentialing, professional organizations, functions of a counselor, and professional journals. Students will also be oriented to skills required for multicultural counseling competency.

**COUN-402. Developmental Counseling. 3 Hours.**

Course focuses on the concept of developmentally oriented counseling. It is based upon lifespan theory which makes the assumption that there is developmental logic to behavior. Counselors learn to assess and understand the client's developmental processes and provide appropriate helping strategies for clients working through developmental blocks. Students study developmental theories, concepts and principles, including psychosocial, cognitive, moral, emotional, family, career, self and cultural development.

**COUN-403. Theories Of Counseling. 3 Hours.**

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.

**COUN-404. Assessment And Evaluation In Counseling. 3 Hours.**

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.

**COUN-405. Individual Counseling Skills. 3 Hours.**

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.

**Prerequisite:** (COUN-401 with a minimum grade of C or COUN-433 with a minimum grade of C) and COUN-403 with a minimum grade of C and COUN-430 with a minimum grade of C.

**COUN-406. Group Counseling. 3 Hours.**

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.

**Prerequisite:** COUN-405 with a minimum grade of B.

**COUN-407. Advanced Clinical Mental Health Counseling. 3 Hours.**

This advanced clinical mental health counseling course will address the contextual complexity of the constructs of "mental health" and "mental illness." Students will review service delivery strategies and evaluate the effectiveness of clinical mental health counseling approaches through the lenses of strengths-based and wellness-informed practices. Students will work to foster resilience in their clients and practice self-care strategies to prevent against burnout in themselves. Students will apply these skills within a theoretical framework, consistent with best practices, in a laboratory setting with community clients under live supervision of the faculty supervisor.

**Prerequisite:** COUN-405 with a minimum grade of B.

**COUN-408. Research Seminar. 3 Hours.**

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.

**Prerequisite:** COUN-404 with a minimum grade of C.

**COUN-409. Career Development. 3 Hours.**

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 student in the Counselor Education Program.

**COUN-410. Seminar In School Counseling. 3 Hours.**

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 Program.

**COUN-411. Post Secondary College & Career Counseling. 3 Hours.**

This course is intended to provide school counseling students with specialized information about the college and career search, admissions, and financial aid processes. This course will provide an overview of the field of college counseling and the basics of the college admission and selection process. It will emphasize the role of the school counselor in providing information, assistance, and support in the students' and families' decision-making.

**Prerequisite:** COUN-410 with a minimum grade of B.

**COUN-412. Topics In School Counseling. 3 Hours.**

This course examines important topics for professional school counselors: collaboration and consultation in schools; crisis management in schools; and academic development of students. It also addresses current Illinois Learning Standards for counselors: reading methods, social/emotional learning, and bilingual/bicultural education. Critical analysis of best practice is considered as well as strategies to maximize learning and development of Pre K - Age 21 students.

**Prerequisite:** COUN-410 with a minimum grade of C.

**COUN-414. Advanced Career Counseling. 3 Hours.**

Advanced Career Counseling provides students with an in-depth laboratory experience in career counseling which will require them to integrate their knowledge of career and counseling theories, individual counseling skills, evaluation techniques and skills related to the job search process. Students will be required to formulate, present and write an in-depth client case study. This course is required of all students in the career development sequence.

**Prerequisite:** COUN-409 with a minimum grade of C.

**COUN-415. Children And Youth In School And Family Systems. 3 Hours.**

This clinically-focused graduate course offers an in-depth exploration of play therapy, blending theory, research, and practice. Students will study its application in diverse settings, engage in comparative analysis of therapeutic models, and develop practical skills through supervised laboratory experience. This course aims to advance student's clinical practice with children and youth using play-based assessment and therapeutic techniques.

**Prerequisite:** COUN-402 with a minimum grade of C.

**COUN-416. Introduction To Play Therapy. 3 Hours.**

Study of play therapy theory, research, and utility in school and clinical settings. Application of play-based assessment, treatment planning, and therapeutic skills through supervised laboratory experience.

**Prerequisite:** COUN-401 with a minimum grade of B and COUN-402 with a minimum grade of B and COUN-403 with a minimum grade of B and COUN-405 with a minimum grade of B and COUN-415 with a minimum grade of B.

**COUN-420. Introduction To Family Counseling. 3 Hours.**

Course focuses on major theories and techniques of family counseling. Lectures, student research and role playing are utilized as presentation forms.

**Requirement:** Master's degree candidacy in Counseling or consent of the instructor.

**COUN-421. Advanced Couple And Family Counseling. 3 Hours.**

This advanced clinical class and lab experience in couple and family counseling will increase the student's knowledge and skills in the practice of relational therapy within a culturally-responsive framework. Students will study couple and family therapy treatment models which focus on promoting relational wellness and strengths. Students will apply these skills in a laboratory setting with community clients under the live supervision of the faculty instructor. Skills in clinical assessment and record-keeping will be taught and practiced. Introductory self-supervision strategies will be explored.

**Prerequisite:** COUN-401 with a minimum grade of C and COUN-403 with a minimum grade of C and COUN-420 with a minimum grade of C.

**COUN-422. Interventions For Grief & Traumatic Bereavement Across The Lifespan. 3 Hours.**

This skill-building course will present an overview of clinical interventions for grief and traumatic bereavement across the lifespan. Evidence-based, developmentally-appropriate and culturally-informed intervention models to build and repair attachment bonds and resilience will be taught. Students will practice skills in active role plays during class sessions.

**Prerequisite:** (COUN-401 with a minimum grade of C or COUN-433 with a minimum grade of C) and COUN-403 with a minimum grade of C and COUN-420 with a minimum grade of C.

**COUN-423. Counseling For Business And Industry. 3 Hours.**

This course is designed for students in the Career Development Sequence. Focuses on the counseling needs in business and industry. The course builds on the work done in COUN-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.

**Prerequisite:** COUN-409 with a minimum grade of C.

**COUN-424. Resiliency, Wellness, And Self-Care In Trauma Counseling. 3 Hours.**

This course provides an overview of the complexities of working with trauma survivors and the role of mental health professionals within the context of lifespan development of resiliency, posttraumatic growth, resistance, and recovery skills during prevention and intervention. Students learn about countertransference reactions, vicarious trauma, and symptoms of compassion fatigue. The course provides an overview of stress management techniques to enhance sense of well-being, develop resilience and skills to apply self-care strategies. Each student designs, implements and evaluates a personal self-care program appropriate to their own needs and resources. Students engage in research and support group activities to work with various aspects of self-care.

**COUN-425. Diagnosis And Treatment Of Addictive Disorders. 3 Hours.**

This course is an introduction to alcoholism, substance abuse, and other addictive disorders. The course provides an overview of screening, assessment, and treatment models of addictive disorders. 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.

**Prerequisite:** (COUN-401 with a minimum grade of C or COUN-433 with a minimum grade of C) and COUN-403 with a minimum grade of C.

**COUN-426. Advanced Treatment Of Addictive Disorders. 3 Hours.**

This course focuses on the examination and evaluation of evidence based treatment practices for addictive disorders, including process addictions. The course also examines core functions of the alcohol and other drug therapist. Clinical concepts, terminology, and treatment modalities including group, individual, couple, and family counseling techniques are reviewed. The importance of the clinical continuum of care is discussed with additional emphasis on prevention, intervention, treatment and aftercare. Other topics relevant to the ATOD counselor from the treatment perspective, ethical practices, and legal aspects are presented.

**Prerequisite:** COUN-425 with a minimum grade of C.

**COUN-427. Diagnostic Systems For Counseling. 3 Hours.**

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.

**Prerequisite:** COUN-403 with a minimum grade of C.

**COUN-428. Advanced Issues In Co-occurring Disorders And Counseling Interventions. 3 Hours.**

This advanced course builds on foundation knowledge from Diagnosis and Treatment of Addictive Disorders (COUN-425) and Crisis and Trauma Counseling (COUN-438). This course explores selected theories and methods for engaging and retaining clients in substance abuse and trauma treatment. In addition, the course reviews and discusses advanced issues resulting from co-morbid substance abuse and mental health problems and identifies system interventions and support strategies for this population. The course specifically focuses on the intersection of traumatic experiences, substance misuse, and mental illness. The behavioral health model and dual-diagnosis are also covered. This course meets curricular requirements for CACREP standards.

**COUN-429. Psychopharmacology. 3 Hours.**

This is an introductory course to psychopharmacology for non-medical, helping professionals. Students will be informed about the pharmacological aspects of addiction, psychotherapeutic medications and drugs of abuse. Emphasis is placed on the basic principles of pharmacology, the effects of drugs on the human central and peripheral nervous systems; and psychoactive drug effects and side effects. It is also designed to provide an overview of pharmacological classification systems and pharmacological interventions for psychiatric disorders. It will address benefits and side effects, trends and physiological principles as well as medical and pharmacological lexicon.

**COUN-430. Social & Cultural Diversity In Counseling. 3 Hours.**

Students will be introduced to the training model for multicultural competency, which includes awareness of cultural assumptions, knowledge of cultural diversity and racial/ethnic issues, and skills for social and cultural diversity counseling. Students will gain understanding of the impact of their own cultural identity on behavior, functioning, and the therapeutic relationship. Skills for successful social and cultural diversity counseling will be taught, including assessment of cultural identity and worldview, acculturation, spirituality, gender, socioeconomic status, and oppression.

**COUN-431. Couple And Family Systems Study. 3 Hours.**

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.

**Prerequisite:** COUN-420 with a minimum grade of C and COUN-405 with a minimum grade of B.

**COUN-432. Couples Counseling And Human Sexuality. 3 Hours.**

This course provides students with knowledge and understanding of principal theoretical frameworks and the existing clinical approaches to human sexuality and counseling couples. The course exposes students to a variety of clinical topics a counselor is most likely to encounter in clinical work with couples and when addressing issues of human sexuality.

**Prerequisite:** COUN-420 with a minimum grade of C and COUN-405 with a minimum grade of B.

**COUN-433. Foundation Of Rehabilitation Counseling. 3 Hours.**

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.

**COUN-434. Medical & Psychosocial Aspects Of Disability. 3 Hours.**

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.

**COUN-435. Work & Disability. 3 Hours.**

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.

**Prerequisite:** COUN-433 with a minimum grade of C.

**COUN-436. Case Management In Rehabilitation Counseling. 3 Hours.**

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.

**Prerequisite:** COUN-433 with a minimum grade of C and COUN-434 with a minimum grade of C and COUN-435 with a minimum grade of C.

**COUN-437. Trauma-Focused Assessment And Integrative Counseling Interventions. 3 Hours.**

The purpose of this course is to advance the student's knowledge and skills in trauma-informed integrative approaches. The course covers commonly used trauma-informed counseling assessments and interventions with an emphasis on the integration of neuroscience. Students will learn the roles and responsibilities of helping professionals working with clients who have experienced trauma by examining the affective, neurobiological, developmental, cognitive, behavioral, and systemic issues that emerge from exposure to crisis and trauma.

**Prerequisite:** COUN-405 with a minimum grade of B and COUN-427 with a minimum grade of C.

**COUN-438. Trauma And Crisis Counseling. 3 Hours.**

This course provides the counseling student with an introduction to research, theory, and practices within the field of trauma and crisis diagnosis, assessment and intervention. The course will cover the historical evolution of the field; biopsychosocial underpinnings of trauma and trauma spectrum disorders; issues in diagnosis, assessment, and intervention from a culturally diverse and systemic framework; and a synthesis of best practices as they are currently evolving.

**Prerequisite:** COUN-405 with a minimum grade of B and COUN-427 with a minimum grade of C.

**COUN-439. Case Conceptualization & Treatment Planning. 3 Hours.**

This course will focus on using integrative conceptualization and counseling models and a basis for on-going assessment (clinical understanding of the client), diagnosis (identification and labeling of a problem), and treatment planning (interventions and strategies) to help clients make changes and improve their coping and resiliency. The course builds on the knowledge of theories of counseling (COUN-403) and diagnosis of mental disorders with the current, Diagnostic and Statistical Manual of Mental Disorders of the American Psychiatric Association (COUN-427).

**Prerequisite:** COUN-403 with a minimum grade of C and COUN-427 with a minimum grade of C.

**COUN-442. Practicum I: Group Supervision In School Counseling. 3 Hours.**

This 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. Clinical experiences in school counseling, in which these strategies are applied in supervised counseling sessions with individuals and groups, will be discussed in group supervision. This course contributes to the counseling proficiency component of the program, and is required of all students enrolled in the school counseling program.

**Prerequisite:** COUN-401 with a minimum grade of C and COUN-402 with a minimum grade of C and COUN-403 with a minimum grade of C and COUN-404 with a minimum grade of C and COUN-405 with a minimum grade of B and COUN-406 with a minimum grade of B and COUN-409 with a minimum grade of C and COUN-410 with a minimum grade of C and COUN-412 with a minimum grade of C and COUN-430 with a minimum grade of C.

**COUN-444. Practicum: Group Supervision In Clinical Mental Health Counseling. 3 Hours.**

This course focuses on group supervision of clinical experiences. Students receive weekly supervision from university supervisor and site supervisor, while practicing their skills in conducting intake, mental health assessment, diagnosis, case conceptualization, treatment planning, and mental health counseling. This course contributes to the counseling proficiency component of the program and is required of all students in the Clinical Mental Health Counseling program.

**Prerequisite:** COUN-403 with a minimum grade of C and COUN-404 with a minimum grade of C and COUN-401 with a minimum grade of C and COUN-402 with a minimum grade of C and COUN-405 with a minimum grade of B and COUN-406 with a minimum grade of B and COUN-407 with a minimum grade of B and COUN-409 with a minimum grade of C and COUN-420 with a minimum grade of C and COUN-427 with a minimum grade of C and COUN-430 with a minimum grade of C.

**COUN-445. Practicum I: Group Supervision In Couple And Family Counseling. 3 Hours.**

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.

**Prerequisite:** COUN-401 with a minimum grade of C and COUN-402 with a minimum grade of C and COUN-403 with a minimum grade of C and COUN-404 with a minimum grade of C and COUN-405 with a minimum grade of B and COUN-406 with a minimum grade of B and COUN-409 with a minimum grade of C and COUN-415 with a minimum grade of C and COUN-420 with a minimum grade of C and COUN-421 with a minimum grade of B and COUN-427 with a minimum grade of C and COUN-430 with a minimum grade of C and COUN-432 with a minimum grade of C.

**COUN-446. Practicum In Rehabilitation Counseling. 3 Hours.**

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.

**Prerequisite:** COUN-402 with a minimum grade of C and COUN-403 with a minimum grade of C and COUN-404 with a minimum grade of C and COUN-405 with a minimum grade of B and COUN-406 with a minimum grade of B and COUN-409 with a minimum grade of C and COUN-433 with a minimum grade of C and COUN-434 with a minimum grade of C and COUN-435 with a minimum grade of C and COUN-436 with a minimum grade of C.

**COUN-462. Internship I: School Counseling. 3 Hours.**

This is the first of two supervised internship courses required for the school counseling program. The focus of the course 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.

**Prerequisite:** COUN-442 with a minimum grade of B.

**COUN-463. Internship I: Rehabilitation Counseling. 3 Hours.**

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.

**Prerequisite:** COUN-446 with a minimum grade of B.

**COUN-464. Internship I: Clinical Mental Health Counseling. 3 Hours.**

The course focuses on group supervision of students in the Clinical Mental Health Counseling program during their internship experience. Students receive supervision from faculty supervisor and site supervisor while they master skills learned throughout their program by demonstrating effective counseling skills with actual clients in individual and group counseling sessions. Students are required to complete a minimum of 300-hours of supervised field-related experience such as intake, mental health assessment, diagnosis, case conceptualization, treatment planning, and mental health counseling.

**Prerequisite:** COUN-444 with a minimum grade of B.

**COUN-465. Internship I: Group Supervision In Couple And Family Counseling. 3 Hours.**

This is the first of the supervised internship courses required for the family counseling program. 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.

**Prerequisite:** COUN-445 with a minimum grade of B.

**COUN-466. Independent Study In Guidance And Personnel Work. 3 Hours.**

Intensive guided study in selected areas of guidance and personnel work. Consultation with instructor prior to registration is mandatory.

**COUN-468H. Seminar In Counseling: Student Personnel Work In Higher Education. 3 Hours.****COUN-469. Independent Study In Guidance And Personnel Work. 1 Hour.**

Intensive guided study in selected areas of guidance and personnel work. Consultation with instructor prior to registration is mandatory.



**COUN-470. Independent Study In Guidance And Personnel Work. 2 Hours.**

(See COUN-469 for description.)

**COUN-472. Internship II:School Counseling. 3 Hours.**

Second of two supervised internship courses required for the school counseling program. A continuation of COUN-462 focusing on the implementation of the role of the school counselor in school settings. Additionally, Illinois Professional Teaching Standard 6: Reading, Writing, and Oral Communication is addressed in the course. 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.

**Prerequisite:** COUN-442 with a minimum grade of C.

**COUN-473. Internship II:Rehabilitation Counseling. 3 Hours.**

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.

**Prerequisite:** COUN-463 with a minimum grade of B.

**COUN-474. Internship II: Clinical Mental Health Counseling. 3 Hours.**

This course is a continuation of COUN-464 which further involves the intern in mastering individual and group counseling skills. Students are required to complete a minimum of 300-hours of supervised field-related experience such as intake, mental health assessment, diagnosis, case conceptualization, treatment planning, and mental health counseling.

**Prerequisite:** COUN-464 with a minimum grade of B.

**COUN-475. Internship II:Group Supervision In Couple And Family Counseling. 3 Hours.**

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.

**Prerequisite:** COUN-465 with a minimum grade of B.

**COUN-476. Internship II:Rehabilitation Counseling. 3 Hours.**

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.

**Prerequisite:** COUN-466 with a minimum grade of B.

**COUN-477. Current Issues:Marriage And Family Therapy. 1 Hour.**

Presents detailed treatment of selected issues and concerns in Marriage and Family Therapy. Consult the Schedule of Classes for current offerings. Prospective topics will include the Theory and Treatment of Sexual Dysfunction, Treating the Sexually Abusive Family, and Divorce Mediation.

**COUN-478. Advanced Counseling. 3 Hours.**

The purpose of this course is to provide the counselor education students with advanced practice in individual counseling. Students will serve as graduate mentors to those who are taking COUN-405 Individual Counseling Skills. The students in this course will assist the instructor in demonstrations of proper counseling skills, in supervision of counseling sessions held in the counselor education laboratory, and in giving feedback to students in COUN-405.

**Prerequisite:** COUN-405 with a minimum grade of C.

**COUN-479. Supervision:Marriage And Family Therapy. 3 Hours.****COUN-490. Thesis Research. 3 Hours.**

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.

**Prerequisite:** COUN-408 with a minimum grade of C.

**COUN-499. Clinical Supervision. 3 Hours.**

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 a group and individual supervision-of-supervision will be a component of the class.

**COUN-5901. Thesis Research. 1 Hour.**

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. Students will enroll in a total of 3 credits of thesis hours over one or more semesters while working on the thesis.

**Requirement:** consent of Department or Instructor

**Prerequisite:** COUN-403 with a minimum grade of C and COUN-404 with a minimum grade of C and COUN-408 with a minimum grade of C.

**COUN-5902. Thesis Research. 2 Hours.**

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. Students will enroll in a total of 3 credits of thesis hours over one or more semesters while working on the thesis.

**Requirement:** consent of Department or Instructor

**Prerequisite:** COUN-403 with a minimum grade of C and COUN-404 with a minimum grade of C and COUN-408 with a minimum grade of C.

**COUN-5903. Thesis Research. 3 Hours.**

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. Students will enroll in a total of 3 credits of thesis hours over one or more semesters while working on the thesis.

**Requirement:** consent of Department or Instructor

**Prerequisite:** COUN-403 with a minimum grade of C and COUN-404 with a minimum grade of C and COUN-408 with a minimum grade of C.

# Master of Arts in Clinical Mental Health Counseling

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NEIU's Counseling Department strives to remain committed to equity, diversity, and inclusion throughout our scholarship, service, advocacy, leadership, mentorship, and teaching. Therefore, we seek candidates who advocate for social justice and antiracist policies, and utilize culturally relevant teaching, clinical practice, research, and service. We are dedicated to preparing counselors who are leaders and advocates in social justice and who will provide professional counseling services to adults, children, youth, individuals, couples, groups, and families.

The Department of Counselor Education offers a 60-credit hour program (20 courses) leading to the Master of Arts in Counseling: Clinical Mental Health Counseling (CMHC). This degree fulfills the educational requirements for the two levels of licensure as professional counselors in the State of Illinois: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC).

The Clinical Mental Health Counseling (CMHC) program at NEIU delivers a comprehensive academic curriculum and supervised clinical experiences that integrate the standards of CACREP. CMHC students will demonstrate understanding of foundational knowledge, contextual dimensions, and competence in clinical mental health counseling practice with individuals from diverse cultural backgrounds who seek counseling for a wide array of clinical issues. The NEIU CMHC program emphasizes social justice, advocacy, and structural competence, particularly to affect systemic change and promote diversity, equity, and inclusion.

The Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Find out more information at Counselor Education accreditation, licensures, and credentialing (<https://www.neiu.edu/academics/college-of-education/departments/counselor-education/accreditation-licensure-and-credentialing/>).

## Admission Requirements

Counselor Education admits students twice a year, in January and August. The deadline to submit a complete application for the program for the spring term is Aug. 15. The deadline to apply for the fall term is March 15. Counselor Education deadline dates differ from other Northeastern M.A. program deadline dates.

Applicants can apply to the program through NEIU's online application system (<https://apply.neiu.edu/apply/>). The online application requires submission of the following:

- Application form
- Application fee
- Official transcripts from all colleges and universities attended
- Two recommenders (applicants will be prompted to enter contact information for 2 professional recommenders)
- Current resume
- Signed informed consent
- An Essay (500-700 words or less), typed and double-spaced (instructions provided in the application).

Application materials will be evaluated in regard to an applicant's academic aptitude, relevance of career goals, cultural competence, and potential for fostering therapeutic relationships. Applicants who meet the minimum requirements in their specific program (i.e., Clinical Mental Health Counseling, Couple and Family Counseling, School Counseling, Rehabilitation Counseling) will be invited to attend a Pre-admission Workshop (PAW). The PAW involves applicants participating in a series of group discussions facilitated by Counselor Education faculty. Dates and times to attend a PAW session are available on Slate.

## MINIMUM STANDARDS FOR ADMISSION TO THE PROGRAM

- Graduate Admissions and Records has established a minimum grade point average of 2.75 for undergraduate degrees. Applicants with undergraduate GPAs below 2.75 will not be admitted. Applicants who have earned a graduate degree from an accredited university are exempt from this requirement.
- Problematic or poor performance during the PAW will make an applicant ineligible for admission.
- Meeting the minimum academic requirements is no guarantee of admission.
- Admission to the Counselor Education Department is competitive. It is possible for an otherwise acceptable applicant to be denied admission due to the competitive strength of the applicant pool. The number of applicants that can be admitted to the program is limited. Those not selected for admission may reapply only once.

## ADMISSION DECISIONS

Admission decisions are based on the following:

- Relevance of career goals
- Aptitude for graduate-level study



- Potential success in forming effective counseling relationships
- Respect for cultural differences

## Eligibility to Enroll in Classes

Once applicants are officially admitted to a program, they may register for classes during online registration periods. Those who have not yet been reviewed for selection may take only one course before being admitted: COUN 401 Professional Orientation and Legal/Ethical Practices. If an applicant is formally accepted into the program, the credits for the course will count towards their degree requirements. However, taking a course as a student-at-large does not guarantee admission to the program. Applicants admitted to the fall semester may begin taking classes in the summer semester.

The Department of Counselor Education allows non-degree-seeking students to take courses as a student-at-large under certain circumstances, such as completing deficiencies for licensure. To request approval to take a course as a non-degree seeking student, please click on the following link and complete the form: <https://www.neiu.edu/academics/college-of-education/content/permission-take-courses-counselor-education-student-large>. We will contact you with an answer within five working days of receiving your form.

Authorization to enroll in courses as a non-degree seeking student in Counselor Education does not constitute admission to any of the Department's programs. Students who wish to pursue a master's degree in counseling must submit a formal application to Graduate Admissions. Non-degree seeking students can enroll only in courses for which they have been authorized by this Department. Some of the courses in the Department are not open to non-degree seeking students.

## Clinical Mental Health Counseling

The Clinical Mental Health Counseling Program requires completion of 60-credit hours (20 courses):

Code	Title	Hours
<b>Clinical Mental Health Counseling required courses:</b>		
COUN-401	Professional Orientation & Legal/Ethical Practices	3
COUN-402	Developmental Counseling	3
COUN-403	Theories Of Counseling	3
COUN-404	Assessment And Evaluation In Counseling	3
COUN-405	Individual Counseling Skills	3
COUN-406	Group Counseling	3
COUN-407	Advanced Clinical Mental Health Counseling	3
COUN-408	Research Seminar	3
COUN-409	Career Development	3
COUN-415	Children And Youth In School And Family Systems	3
COUN-420	Introduction To Family Counseling	3
COUN-425	Diagnosis And Treatment Of Addictive Disorders	3
COUN-427	Diagnostic Systems For Counseling	3
COUN-429	Psychopharmacology	3
COUN-430	Social & Cultural Diversity In Counseling	3
COUN-438	Trauma And Crisis Counseling	3
COUN-439	Case Conceptualization & Treatment Planning	3
COUN-444	Practicum: Group Supervision In Clinical Mental Health Counseling	3
COUN-464	Internship I: Clinical Mental Health Counseling	3
COUN-474	Internship II: Clinical Mental Health Counseling	3
<b>Total Hours</b>		<b>60</b>

## PROGRAM COMPLETION REQUIREMENTS

Clinical Mental Health Counseling students must complete all course requirements, successfully pass each transition level, and meet the graduation requirements.

### PROGRAM TRANSITION LEVELS:

Students must successfully complete all the program transition levels. Students cannot obtain more than two grades of "C" in graduate work as per the College of Graduate Studies and Research Policy. Students are required to earn a grade of "B" or better in their clinical courses (e.g., COUN 405, COUN 406, Practicum and Internship).

## TRANSITION LEVEL I

- Successful completion of prerequisites for clinical skills training courses
- Completion of first-semester student survey
- Demonstration of appropriate professional and ethical behaviors and dispositions
- Minimum GPA of 3.00
- Passing key program assessments for level I

## TRANSITION LEVEL II

- Successful completion of clinical skills training coursework
- Demonstration of appropriate professional and ethical behaviors and dispositions
- Minimum GPA of 3.00
- Satisfactory rating on professional disposition evaluation
- Complete the Practicum application and submit to the Coordinator for Clinical Experiences
- Passing key program assessments for level II

## TRANSITION LEVEL III

- Successful completion of clinical experiences including Practicum and Internship
- Completion of minimum of 100 hours of Practicum
- Completion of minimum 600 hours of Internship
- Satisfactory ratings on all evaluations from site and university supervisors
- Demonstration of appropriate professional and ethical behaviors and dispositions
- Minimum GPA of 3.00
- Passing key program assessments for level III

## TRANSITION LEVEL IV

- Completion of student exit survey
- Passing of the departmental proficiency examination (DPE) prior to graduation

## EXIT REQUIREMENTS FOR DEGREE COMPLETION:

- Successful completion of all transition levels and required credit hours
- Minimum GPA of 3.00

## Clinical Experience

During the fall semester of the year before planning to do Practicum/Internship, students meet with their advisor to review readiness for Practicum and to sign the application form. Applications for clinical experience are distributed at the mandatory Practicum Orientation meeting or may be printed from the forms tab of the Department website. Applications for Practicum/Internship are due November 1 for fall placements of the following year. Students must attend a mandatory orientation meeting before submitting the application form. The date and the place of the orientation meeting are posted on the Department website, listserv, and Departmental bulletin boards. All applications must be reviewed and signed by the student's advisor. The student may then submit the signed application and the student's resume to the Coordinator of Clinical Experiences.

Practicum and Internship consists of 700 hours of documented field-related experience, of which 280 hours of face-to-face counseling is required. COUN 444 Practicum: Ethical/Legal Issues in Mental Health Counseling is a 100-hour, field-based experience requiring a minimum of 40 hours of direct contact with clients. COUN 464 Internship I: Mental Health Counseling and COUN 474 Internship II: Mental Health Counseling together consist of a 600-hour, field-based experience requiring a minimum of 240 hours of clinical contact with clients.

## Departmental Proficiency Examination (DPE)

Prior to graduation, all students are required to pass a comprehensive examination. The DPE application (<https://www.neiu.edu/sites/neiu.edu/files/migrated-education-body/documents/2014/11/DPE-application-11-2014.pdf>) must be completed and signed by the student and their advisor and submitted to the Department of Counselor Education no later than two weeks prior to the exam date. Students in Clinical Mental Health Counseling program may take the examination after completion of 33 credit hours of coursework including, but not limited to:

Code	Title	Hours
COUN-401	Professional Orientation & Legal/Ethical Practices	3
COUN-402	Developmental Counseling	3
COUN-403	Theories Of Counseling	3
COUN-404	Assessment And Evaluation In Counseling	3

COUN-405	Individual Counseling Skills	3
COUN-406	Group Counseling	3
COUN-407	Advanced Clinical Mental Health Counseling	3
COUN-408	Research Seminar	3
COUN-409	Career Development	3
COUN-427	Diagnostic Systems For Counseling	3
COUN-430	Social & Cultural Diversity In Counseling	3
<b>Total Hours</b>		<b>33</b>

***Please make note of this important correction to the above DPE information: The DPE is offered once each semester: Fall, Spring, and Summer. The dates are subject to change. All degree-seeking counselor education students are required to successfully pass the DPE to graduate. See the Counselor Education Current Student Resources Webpage (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/counselor-education/current-student-resources/>) for the most recent and accurate dates and instructions.***

## Notification of Student Recess

Once having begun the Clinical Mental Health Counseling program, if a student does not attend classes for more than two consecutive semesters (Fall, Spring, Summer), the student must notify the College of Graduate Studies and Research and their program advisor regarding intent to continue in the program. The Department reserves the right to review the student's course work upon reentry by the student and to require that certain courses be repeated if necessary. Students have a maximum of six years in which to complete their degree programs.

***This sample curricular map is provided to guide program planning for graduate students who plan to attend as full-time students. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor. Please note that students may choose to attend either full-time or part-time, depending on their need.***

***The Plans of Study for the programs in Counselor Education should be used as general guidelines for the completion of courses. These plans suggest how a student might complete a program in two calendar years by beginning in the fall semester and attending through two summer semesters. There are many factors that affect how students complete their programs, including whether they begin in the fall or spring semesters and whether they attend full-time or part-time.***

***All students in the Clinical Mental Health Counseling program have a mandatory orientation at the beginning of their program and have a faculty advisor who will help in the planning of each student's course of study.***

### Plan of Study Grid

#### First Year

Term 1		Hours
COUN-401	Professional Orientation Legal/Ethical Practices	3
COUN-403	Theories Of Counseling	3
COUN-430	Social Cultural Diversity In Counseling	3
<b>Term Hours</b>		<b>9</b>
<b>Term 2</b>		
COUN-402	Developmental Counseling	3
COUN-404	Assessment And Evaluation In Counseling	3
COUN-405	Individual Counseling Skills	3
<b>Term Hours</b>		<b>9</b>
<b>Term 3</b>		
COUN-420	Introduction To Family Counseling	3
COUN-427	Diagnostic Systems For Counseling	3
<b>Term Hours</b>		<b>6</b>
<b>Second Year</b>		
<b>Term 1</b>		
COUN-406	Group Counseling	3
COUN-438	Trauma And Crisis Counseling	3
COUN-409	Career Development	3
<b>Term Hours</b>		<b>9</b>

<b>Term 2</b>		
COUN-407	Advanced Clinical Mental Health Counseling	3
COUN-415	Children And Youth In School And Family Systems	3
COUN-439	Case Conceptualization Treatment Planning	3
<b>Term Hours</b>		<b>9</b>
<b>Term 3</b>		
COUN-425	Diagnosis And Treatment Of Addictive Disorders	3
COUN-429	Psychopharmacology	3
<b>Term Hours</b>		<b>6</b>
<b>Third Year</b>		
<b>Term 1</b>		
COUN-408	Research Seminar	3
COUN-444	Practicum: Group Supervision In Clinical Mental Health Counseling	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
COUN-464	Internship I: Clinical Mental Health Counseling	3
<b>Term Hours</b>		<b>3</b>
<b>Term 3</b>		
COUN-474	Internship II: Clinical Mental Health Counseling	3
<b>Term Hours</b>		<b>3</b>
<b>Total Hours:</b>		<b>60</b>

# Master of Arts in Couple & Family Counseling

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NEIU's Counseling Department strives to remain committed to equity, diversity, and inclusion throughout our scholarship, service, advocacy, leadership, mentorship, and teaching. Therefore, we seek candidates who advocate for social justice and antiracist policies, and utilize culturally relevant teaching, clinical practice, research, and service. We are dedicated to preparing counselors who are leaders and advocates in social justice and who will provide professional counseling services to adults, children, youth, individuals, couples, groups, and families.

The Couple & Family Counseling, M.A., offered through the Department of Counselor Education, fulfills the educational requirements for the two levels of licensure as a Professional Counselor and Marriage and Family Therapist in the State of Illinois: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC), and Associate Licensed Marriage and Family Therapist (ALMFT) and the Licensed Marriage and Family Therapist (LMFT). Graduates of this program also meet the educational requirements for Clinical Membership in the American Association for Marriage and Family Therapy. The Couple and Family Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) through the year 2024. In addition, the program's graduate students are eligible to sit for the National Counselor Examination (NCE) during their last year of study. A passing score on the NCE is one of the requirements for the LPC or LCPC. Graduates from the Couple and Family Counseling Program are eligible to sit for the MFT National Examination upon application for the ALMFT credential, a requirement for the Illinois LMFT.

## Admission Requirements

Counselor Education admits students twice a year, in January and August. The deadline to submit a complete application for the program for the spring term is Aug. 15. The deadline to apply for the fall term is March 15. Counselor Education deadline dates differ from other Northeastern M.A. program deadline dates.

Applicants can apply to the program through NEIU's online application system (<https://apply.neiu.edu/apply/>). The online application requires submission of the following:

- Application form
- Application fee
- Official transcripts from all colleges and universities attended
- Two recommenders (applicants will be prompted to enter contact information for 2 professional recommenders)
- Current resume
- Signed informed consent
- An Essay (500-700 words or less), typed and double-spaced (instructions provided in the application).

Application materials will be evaluated in regard to an applicant's academic aptitude, relevance of career goals, cultural competence, and potential for fostering therapeutic relationships. Applicants who meet the minimum requirements in their specific program (i.e., Clinical Mental Health Counseling, Couple and Family Counseling, School Counseling, Rehabilitation Counseling) will be invited to attend a Pre-admission Workshop (PAW). The PAW involves applicants participating in a series of group discussions facilitated by Counselor Education faculty. Dates and times to attend a PAW session are available on Slate.

## MINIMUM STANDARDS FOR ADMISSION TO THE PROGRAM

- Graduate Admissions and Records has established a minimum grade point average of 2.75 for undergraduate degrees. Applicants with undergraduate GPAs below 2.75 will not be admitted. Applicants who have earned a graduate degree from an accredited university are exempt from this requirement.
- Problematic or poor performance during the PAW will make an applicant ineligible for admission.
- Meeting the minimum academic requirements is no guarantee of admission.
- Admission to the Counselor Education Department is competitive. It is possible for an otherwise acceptable applicant to be denied admission due to the competitive strength of the applicant pool. The number of applicants that can be admitted to the program is limited. Those not selected for admission may reapply only once.

## ADMISSION DECISIONS

Admission decisions are based on the following:

- Relevance of career goals
- Aptitude for graduate-level study
- Potential success in forming effective counseling relationships
- Respect for cultural differences

## Eligibility to Enroll in Classes

Once applicants are officially admitted to a program, they may register for classes during online registration periods. Those who have not yet been reviewed for selection may take only one course before being admitted: COUN 401 Professional Orientation and Legal/Ethical Practices. If an applicant is formally accepted into the program, the credits for the course will count towards their degree requirements. However, taking a course as a student-at-large does not guarantee admission to the program. Applicants admitted to the fall semester may begin taking classes in the summer semester.

The Department of Counselor Education allows non-degree seeking students to take courses as a student-at-large under certain circumstances, such as completing deficiencies for licensure and applying for licensure directly through ISBE or a Regional Office of Education. To request approval to take a course as a non-degree seeking student, please click on the following link and complete: form (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/counselor-education/permission-take-courses-counselor-education-non-degree-seeking-student/>)

We will contact you with an answer within five working days of receiving your form.

Authorization to enroll in courses as a non-degree seeking student in Counselor Education does not constitute admission to any of the Department's programs. Students who wish to pursue a master's degree in counseling must submit a formal application to Graduate Admissions. Non-degree seeking students can enroll only in courses for which they have been authorized by this Department. Some of the courses in the Department are not open to non-degree seeking students.

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## Minimum Standards for the Program

Graduate Admissions and Records has established a minimum grade point average of 2.75 for undergraduate degrees. Applicants with undergraduate GPAs below 2.75 will not be admitted unless their overall application suggests areas of exceptionality. Applicants who have earned M.A. degrees are exempt from this requirement:

- Problematic or poor performance during the PAW will make an applicant ineligible for admission.
- Meeting the minimum requirements is no guarantee of admission.
- Admission to the Counselor Education Department is competitive. It is possible for an otherwise acceptable applicant to be denied admission due to the competitive strength of the applicant pool. The number of applicants that can be admitted to the program is limited. Those not selected for admission may reapply only once.
- Applicants with undergraduate GPA below 2.75 may consider submitting GRE scores with a verbal reasoning and analytical writing scores within the 50th percentile as a measure of exceptionality.

**Find out more information at Counselor Education accreditation, licensures, and credentialing (<https://www.neiu.edu/academics/college-of-education/departments/counselor-education/accreditation-licensure-and-credentialing/>).**

## Curriculum in Couple & Family Counseling

Couple & Family Counseling requires a minimum of 60-credit hours (20 courses):

Code	Title	Hours
COUN-401	Professional Orientation & Legal/Ethical Practices	3
COUN-402	Developmental Counseling	3
COUN-403	Theories Of Counseling	3
COUN-404	Assessment And Evaluation In Counseling	3
COUN-405	Individual Counseling Skills	3
COUN-406	Group Counseling	3
COUN-408	Research Seminar	3
COUN-409	Career Development	3
COUN-415	Children And Youth In School And Family Systems	3
COUN-420	Introduction To Family Counseling	3
COUN-421	Advanced Couple And Family Counseling	3
COUN-425	Diagnosis And Treatment Of Addictive Disorders	3
COUN-427	Diagnostic Systems For Counseling	3
COUN-430	Social & Cultural Diversity In Counseling	3

COUN-431	Couple And Family Systems Study	3
COUN-432	Couples Counseling And Human Sexuality	3
COUN-445	Practicum I:Group Supervision In Couple And Family Counseling	3
COUN-465	Internship I:Group Supervision In Couple And Family Counseling	3
COUN-475	Internship II:Group Supervision In Couple And Family Counseling	3
Elective #1 (Consult with faculty advisor)		3

**Total Hours****60**

## Clinical Experience

During the fall semester of the year before planning to do Practicum/Internship, students meet with their advisor to review readiness for Practicum.

Applications for Practicum/Internship are due each fall for placements in fall of the following year. Students must attend a mandatory orientation meeting before submitting the application form. The date and the place of the orientation meeting are posted on the Department website, listserv, and Departmental bulletin boards. All applications must be reviewed and approved by the student's advisor. Applications are then reviewed by the Coordinator of Clinical Experiences.

Practicum and Internship consists of 700 hours of documented field-related experience, of which a cumulative 300 hours of face-to-face counseling is required. COUN 445 Practicum: Group Supervision in Couple and Family Counseling is a 100-hour, field-based experience requiring a minimum of 40 hours of direct contact with clients. COUN 465 Internship I: Group Supervision in Couple and Family Counseling and COUN 475 Internship II: Group Supervision in Couple and Family Counseling together consist of a 600-hour, field-based experience requiring a minimum of 240 hours of clinical contact with clients. A minimum of 150 of these clinical contact hours must be counseling couples and/or families.

## Departmental Proficiency Examination (DPE)

Prior to graduation, all students are required to pass a comprehensive examination. The DPE application must be completed **and signed** by the student and **approved by their program advisor and submitted to the Department of Counselor Education** no later than two weeks prior to the exam date. Students in the Family Counseling program may take the examination after completion of 36 credit hours of the following coursework:

Code	Title	Hours
COUN-401	Professional Orientation & Legal/Ethical Practices	3
COUN-402	Developmental Counseling	3
COUN-403	Theories Of Counseling	3
COUN-404	Assessment And Evaluation In Counseling	3
COUN-405	Individual Counseling Skills	3
COUN-406	Group Counseling	3
COUN-408	Research Seminar	3
COUN-409	Career Development	3
COUN-415	Children And Youth In School And Family Systems	3
COUN-420	Introduction To Family Counseling	3
COUN-421	Advanced Couple And Family Counseling	3
COUN-430	Social & Cultural Diversity In Counseling	3
<b>Total Hours</b>		<b>36</b>

## PROGRAM TRANSITION LEVELS:

Students must successfully complete all the program transition levels. Students are required to earn a grade of "B" or better in their clinical courses (e.g., COUN 405, COUN 406, Practicum and Internship).

Students are also required to maintain good academic standing, in accordance with university graduate policies (<http://catalog.neiu.edu/graduate-studies-research/graduate-policies/>), which can be found in the Academic Catalog in the section of the College of Graduate Studies and Research.

### TRANSITION LEVEL I

- Successful completion of prerequisites for clinical skills training courses
- Completion of first-semester student survey
- Demonstration of appropriate professional and ethical behaviors and dispositions
- Minimum GPA of 3.00
- Passing key program assessments for level I

## TRANSITION LEVEL II

- Successful completion of clinical skills training coursework
- Demonstration of appropriate professional and ethical behaviors and dispositions
- Minimum GPA of 3.00
- Satisfactory rating on professional disposition evaluation
- Complete the Practicum application and submit to the Coordinator for Clinical Experiences
- Passing key program assessments for level II

## TRANSITION LEVEL III

- Successful completion of clinical experiences including Practicum and Internship
- Completion of minimum of 100 hours of Practicum
- Completion of minimum 600 hours of Internship
- Satisfactory ratings on all evaluations from site and university supervisors
- Demonstration of appropriate professional and ethical behaviors and dispositions
- Minimum GPA of 3.00
- Passing key program assessments for level III

## TRANSITION LEVEL IV

- Completion of student exit survey
- Passing of the departmental proficiency examination (DPE) prior to graduation

## EXIT REQUIREMENTS FOR DEGREE COMPLETION:

- Successful completion of all transition levels and required credit hours
- Minimum GPA of 3.00

***Please make note of this important change: The DPE is offered once each semester: Fall, Spring, and Summer. The dates are subject to change. All degree-seeking counselor education students are required to successfully pass the DPE to graduate. See the Counselor Education Current Student Resources Webpage (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/counselor-education/current-student-resources/>) for the most recent and accurate dates and instructions.***

***This sample curricular map is provided to guide program planning for graduate students in the Family Counseling program. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor. Please note that students may choose to attend either full-time or part-time, depending on their need.***

***The Plans of Study for the programs in Counselor Education should be used as general guidelines for the completion of courses. These plans suggest how a student might complete a program in two calendar years by beginning in the fall semester and attending through two summer semesters. There are many factors that affect how students complete their programs, including whether they begin in the fall or spring semesters and whether they attend full-time or part-time.***

***All students in the Family Counseling program have a mandatory orientation at the beginning of their program and have a faculty advisor who will help in the planning of each student's course of study.***

### First Year

Term 1		Hours
COUN-401	Professional Orientation Legal/Ethical Practices	3
COUN-402	Developmental Counseling	3
COUN-403	Theories Of Counseling	3
<b>Term Hours</b>		<b>9</b>
<b>Term 2</b>		
COUN-405	Individual Counseling Skills	3
COUN-420	Introduction To Family Counseling	3
COUN-430	Social Cultural Diversity In Counseling	3
<b>Term Hours</b>		<b>9</b>
<b>Term 3</b>		
COUN-406	Group Counseling	3



COUN-427	Diagnostic Systems For Counseling	3
COUN-432	Couples Counseling And Human Sexuality	3
<b>Term Hours</b>		<b>9</b>
<b>Second Year</b>		
<b>Term 1</b>		
COUN-409	Career Development	3
COUN-415	Children And Youth In School And Family Systems	3
COUN-431	Couple And Family Systems Study	3
<b>Term Hours</b>		<b>9</b>
<b>Term 2</b>		
COUN-421	Advanced Couple And Family Counseling	3
COUN-404	Assessment And Evaluation In Counseling	3
Elective #1 (Consult with faculty advisor)		3
<b>Term Hours</b>		<b>9</b>
<b>Term 3</b>		
COUN-425	Diagnosis And Treatment Of Addictive Disorders	3
COUN-408	Research Seminar	3
<b>Term Hours</b>		<b>6</b>
<b>Third Year</b>		
<b>Term 1</b>		
COUN-445	Practicum I:Group Supervision In Couple And Family Counseling	3
<b>Term Hours</b>		<b>3</b>
<b>Term 2</b>		
COUN-465	Internship I:Group Supervision In Couple And Family Counseling	3
<b>Term Hours</b>		<b>3</b>
<b>Term 3</b>		
COUN-475	Internship II:Group Supervision In Couple And Family Counseling	3
<b>Term Hours</b>		<b>3</b>
<b>Total Hours:</b>		<b>60</b>

# Master of Arts in Rehabilitation Counseling (GG12)

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NEIU's Counseling Department strives to remain committed to equity, diversity, and inclusion throughout our scholarship, service, advocacy, leadership, mentorship, and teaching. Therefore, we seek candidates who advocate for social justice and antiracist policies, and utilize culturally relevant teaching, clinical practice, research, and service. We are dedicated to preparing counselors who are leaders and advocates in social justice and who will provide professional counseling services to adults, children, youth, individuals, couples, groups, and families.

The Department of Counselor Education offers a 60-credit hour program (20 courses) leading to the Master of Arts in Counseling: Rehabilitation Counseling. The Rehabilitation Counseling (RC) program at NEIU delivers a comprehensive academic curriculum and supervised clinical experience that integrates the standards of CACREP. Students who are preparing to specialize as rehabilitation counselors will demonstrate knowledge, skills, and attitudes necessary to address varied issues within the rehabilitation counseling context. Students will learn how to work collaboratively with individuals with disabilities, their support systems, and their environments to achieve their personal, social, psychological, and vocational goals. The NEIU RC program emphasizes social justice, advocacy, and structural competence, particularly to affect systemic change and promote diversity, equity, and inclusion.

The degree in Rehabilitation Counseling fulfills the educational requirements for the two levels of licensure as professional counselors in the State of Illinois: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC). Graduates of the Rehabilitation Counseling program can also obtain Certified Rehabilitation Counseling (CRC) certification.

On July 1, 2017, the Council for Rehabilitation Education (CORE), the accrediting body of this rehabilitation counseling program, merged with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). CACREP now has the responsibility for the review of Rehabilitation Counselor graduate programs. Find out more information at Counselor Education accreditation, licensures, and credentialing (<https://www.neiu.edu/academics/college-of-education/departments/counselor-education/accreditation-licensure-and-credentialing/>).

## Admission Requirements

Counselor Education admits students twice a year, in January and August. The deadline to submit a complete application for the program for the spring term is Aug. 15. The deadline to apply for the fall term is March 15. Counselor Education deadline dates differ from other Northeastern M.A. program deadline dates.

Applicants can apply to the program through NEIU's online application system (<https://apply.neiu.edu/apply/>). The online application requires submission of the following:

- Application form
- Application fee
- Official transcripts from all colleges and universities attended
- Two recommenders (applicants will be prompted to enter contact information for 2 professional recommenders)
- Current resume
- Signed informed consent
- An Essay (500-700 words or less), typed and double-spaced (instructions provided in the application).

Application materials will be evaluated in regard to an applicant's academic aptitude, relevance of career goals, cultural competence, and potential for fostering therapeutic relationships. Applicants who meet the minimum requirements in their specific program (i.e., Clinical Mental Health Counseling, Couple and Family Counseling, School Counseling, Rehabilitation Counseling) will be invited to attend a Pre-admission Workshop (PAW). The PAW involves applicants participating in a series of group discussions facilitated by Counselor Education faculty. Dates and times to attend a PAW session are available on Slate.

## MINIMUM STANDARDS FOR ADMISSION TO THE PROGRAM

- Graduate Admissions and Records has established a minimum grade point average of 2.75 for undergraduate degrees. Applicants with undergraduate GPAs below 2.75 will not be admitted. Applicants who have earned a graduate degree from an accredited university are exempt from this requirement.
- Problematic or poor performance during the PAW will make an applicant ineligible for admission.
- Meeting the minimum academic requirements is no guarantee of admission.
- Admission to the Counselor Education Department is competitive. It is possible for an otherwise acceptable applicant to be denied admission due to the competitive strength of the applicant pool. The number of applicants that can be admitted to the program is limited. Those not selected for admission may reapply only once.

## ADMISSION DECISIONS

Admission decisions are based on the following:

- Relevance of career goals
- Aptitude for graduate-level study
- Potential success in forming effective counseling relationships
- Respect for cultural differences

## Eligibility to Enroll in Classes

Once applicants are officially admitted to a program, they may register for classes during online registration periods. Those who have not yet been reviewed for selection may take only one course before being admitted: COUN 433 Foundations of Rehabilitation Counseling (Rehab). If an applicant is formally accepted into the program, the credits for the course will count towards their degree requirements. However, taking a course as a student-at-large does not guarantee admission to the program. Applicants admitted to the fall semester may begin taking classes in the summer semester.

The Department of Counselor Education allows non-degree seeking students to take courses as a student-at-large under certain circumstances, such as completing deficiencies for licensure. To request approval to take a course as a non-degree seeking student, please click on the following link and complete the form: <https://www.neiu.edu/academics/college-of-education/content/permission-take-courses-counselor-education-student-large>. We will contact you with an answer within five working days of receiving your form.

Authorization to enroll in courses as a non-degree seeking student in Counselor Education does not constitute admission to any of the Department's programs. Students who wish to pursue a master's degree in counseling must submit a formal application to Graduate Admissions. Non-degree seeking students can enroll only in courses for which they have been authorized by this Department. Some of the courses in the Department are not open to non-degree-seeking students.

## Rehabilitation Counseling

Rehabilitation Counseling requires a minimum of 60-credit hours (20 courses):

Code	Title	Hours
<b>Rehabilitation Counseling required courses:</b>		
COUN-401	Professional Orientation & Legal/Ethical Practices	3
COUN-402	Developmental Counseling	3
COUN-403	Theories Of Counseling	3
COUN-404	Assessment And Evaluation In Counseling	3
COUN-405	Individual Counseling Skills	3
COUN-406	Group Counseling	3
COUN-408	Research Seminar	3
COUN-409	Career Development	3
COUN-420	Introduction To Family Counseling	3
COUN-425	Diagnosis And Treatment Of Addictive Disorders	3
COUN-427	Diagnostic Systems For Counseling	3
COUN-430	Social & Cultural Diversity In Counseling	3
COUN-433	Foundation Of Rehabilitation Counseling	3
COUN-434	Medical & Psychosocial Aspects Of Disability	3
COUN-435	Work & Disability	3
COUN-436	Case Management In Rehabilitation Counseling	3
COUN-438	Trauma And Crisis Counseling	3
COUN-446	Practicum In Rehabilitation Counseling	3
COUN-463	Internship I:Rehabilitation Counseling	3
COUN-473	Internship II:Rehabilitation Counseling	3
<b>Total Hours</b>		<b>60</b>

## PROGRAM COMPLETION REQUIREMENTS

Rehabilitation Counseling students must complete all course requirements, successfully pass each transition level, and meet the graduation requirements.

## PROGRAM TRANSITION LEVELS:

Students must successfully complete all the program transition levels. Students cannot obtain more than two grades of "C" in graduate work as per the College of Graduate Studies and Research Policy. Students are required to earn a grade of "B" or better in their clinical courses (e.g., COUN 405, COUN 406, Practicum and Internship).

### TRANSITION LEVEL I

- Successful completion of prerequisites for clinical skills training courses
- Completion of first-semester student survey
- Demonstration of appropriate professional and ethical behaviors and dispositions
- Minimum GPA of 3.00
- Passing key program assessments for level I

### TRANSITION LEVEL II

- Successful completion of clinical skills training coursework
- Demonstration of appropriate professional and ethical behaviors and dispositions
- Minimum GPA of 3.00
- Satisfactory rating on professional disposition evaluation
- Complete the Practicum application and submit to the Coordinator for Clinical Experiences
- Passing key program assessments for level II

### TRANSITION LEVEL III

- Successful completion of clinical experiences including Practicum and Internship
- Completion of minimum of 100 hours of Practicum
- Completion of minimum 600 hours of Internship
- Satisfactory ratings on all evaluations from site and university supervisors
- Demonstration of appropriate professional and ethical behaviors and dispositions
- Minimum GPA of 3.00
- Passing key program assessments for level III

### TRANSITION LEVEL IV

- Completion of student exit survey
- Passing of the departmental proficiency examination (DPE) prior to graduation

## EXIT REQUIREMENTS FOR DEGREE COMPLETION:

- Successful completion of all transition levels and required credit hours
- Minimum GPA of 3.00

## Clinical Experience

During the fall semester of the year before planning to do Practicum/Internship, students meet with their advisor to review readiness for Practicum and to sign the application form. Applications for clinical experience are distributed at the mandatory Practicum Orientation meeting or may be printed from the forms tab of the Department website. Applications for Practicum/Internship are due November 1 for fall placements of the following year. Students must attend a mandatory orientation meeting before submitting the application form. The date and the place of the orientation meeting are posted on the Department website, listserv, and Departmental bulletin boards. All applications must be reviewed and signed by the student's advisor. The student may then submit the signed application and the student's resume to the Coordinator of Clinical Experiences.

**Practicum:** Practicum is a 100 hour, field-based experience which requires a minimum of 40 hours of clinical contact with clients (contact hours), and is a prerequisite for Internship. Practicum is offered in the Fall semester.

**Internship:** Internship is a 600 hour, field-based experience which requires a minimum of 240 hours of clinical contact with clients. Students earn six credit hours for Internships I and II.

## Departmental Proficiency Examination (DPE)

Prior to graduation, all students are required to pass a comprehensive examination. The DPE application (<https://www.neiu.edu/sites/neiu.edu/files/migrated-education-body/documents/2014/11/DPE-application-11-2014.pdf>) must be completed and signed by the student and their advisor and submitted to the Department of Counselor Education no later than two weeks prior to the exam date. Rehabilitation Counseling students may take the examination after completion of 48 credit hours of coursework:

Code	Title	Hours
COUN-401	Professional Orientation & Legal/Ethical Practices	3
COUN-402	Developmental Counseling	3
COUN-403	Theories Of Counseling	3
COUN-404	Assessment And Evaluation In Counseling	3
COUN-405	Individual Counseling Skills	3
COUN-406	Group Counseling	3
COUN-408	Research Seminar	3
COUN-409	Career Development	3
COUN-420	Introduction To Family Counseling	3
COUN-425	Diagnosis And Treatment Of Addictive Disorders	3
COUN-430	Social & Cultural Diversity In Counseling	3
COUN-433	Foundation Of Rehabilitation Counseling	3
COUN-434	Medical & Psychosocial Aspects Of Disability	3
COUN-435	Work & Disability	3
COUN-436	Case Management In Rehabilitation Counseling	3
COUN-438	Trauma And Crisis Counseling	3
<b>Total Hours</b>		<b>48</b>

## Notification of Student Recess

Once having begun the Counselor Education program, if a student does not attend classes for more than two consecutive semesters (Fall, Spring, Summer), the student must notify the College of Graduate Studies and Research and the advisor of his/her intent to continue in the program. Faculty members reserve the right to review the student's course work upon reentry by the student and to require that certain courses be repeated if necessary. Students have a maximum of six years in which to complete their degree programs.

**Please take note of the following critical update to the preceding DPE information:** Each of the three semesters—Fall, Spring, and Summer—offers the DPE just once. To graduate, all students pursuing degrees in counselor education must pass the DPE. The scheduled dates are subject to change annually. For the most up-to-date and correct dates and instructions, visit the Counselor Education Current Student Resources (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/counselor-education/current-student-resources/>) Website.

***This sample curricular map is provided to guide your program planning. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.***

***The Plans of Study for the programs in Counselor Education should be used as general guidelines for the completion of courses. These plans suggest how a student might complete a program in two calendar years by beginning in the fall semester and attending through two summer semesters. There are many factors that affect how students complete their programs, including whether they begin in the fall or spring semesters and whether they attend full-time or part-time.***

***All students in Counselor Education will have a mandatory orientation at the beginning of their programs and have a faculty advisor who will help in the planning of each student's course of study.***

First Year		Hours
<b>Term 1</b>		
COUN-401	Professional Orientation Legal/Ethical Practices	3
COUN-403	Theories Of Counseling	3
COUN-433 (only offered in Fall term)	Foundation Of Rehabilitation Counseling	3
<b>Term Hours</b>		<b>9</b>
<b>Term 2</b>		
COUN-402	Developmental Counseling	3
COUN-404	Assessment And Evaluation In Counseling	3
COUN-430	Social Cultural Diversity In Counseling	3
<b>Term Hours</b>		<b>9</b>
<b>Term 3</b>		
COUN-405	Individual Counseling Skills	3

COUN-409	Career Development	3
<b>Term Hours</b>		<b>6</b>
<b>Second Year</b>		
<b>Term 1</b>		
COUN-408	Research Seminar	3
COUN-425	Diagnosis And Treatment Of Addictive Disorders	3
COUN-434	Medical Psychosocial Aspects Of Disability	3
<b>Term Hours</b>		<b>9</b>
<b>Term 2</b>		
COUN-406	Group Counseling	3
COUN-435	Work Disability	3
COUN-427	Diagnostic Systems For Counseling	3
<b>Term Hours</b>		<b>9</b>
<b>Term 3</b>		
COUN-420	Introduction To Family Counseling	3
COUN-436	Case Management In Rehabilitation Counseling	3
<b>Term Hours</b>		<b>6</b>
<b>Third Year</b>		
<b>Term 1</b>		
COUN-438	Trauma And Crisis Counseling	3
COUN-446	Practicum In Rehabilitation Counseling	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
COUN-463	Internship I:Rehabilitation Counseling	3
<b>Term Hours</b>		<b>3</b>
<b>Term 3</b>		
COUN-473	Internship II:Rehabilitation Counseling	3
<b>Term Hours</b>		<b>3</b>
<b>Total Hours:</b>		<b>60</b>

# Master of Arts in School Counseling (GG11)

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NEIU's Counseling Department strives to remain committed to equity, diversity, and inclusion throughout our scholarship, service, advocacy, leadership, mentorship, and teaching. Therefore, we seek candidates who advocate for social justice and antiracist policies, and utilize culturally relevant teaching, clinical practice, research, and service. We are dedicated to preparing counselors who are leaders and advocates in social justice and who will provide professional counseling services to adults, children, youth, individuals, couples, groups, and families.

The Department of Counselor Education offers a 60 credit-hour program leading to the Master of Arts in School Counseling. Additional coursework is required for students without an Illinois Professional Educator License. The School Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Find out more information at Counselor Education accreditation, licensure, and credentialing (<https://www.neiu.edu/academics/college-of-education/departments/counselor-education/accreditation-licensure-and-credentialing/>). The School Counseling program at Northeastern Illinois University prepares students for employment as school counselors in elementary, middle and high schools. The School Counseling program emphasizes a developmental counseling approach integrating the philosophy and standards of the American School Counselor Association's (ASCA) National Model, the Developmental Counseling Model for Illinois schools, and the Illinois State Standards for School Counselors. NEIU school counseling program emphasizes social justice and advocacy in schools and data-driven practices, particularly to affect systemic change in educational settings to promote diversity, equity, and inclusion.

Students completing the master's degree in school counseling will meet the educational requirements for the Professional Educator License (PEL) in Illinois with an endorsement as a School Counselor, Pre-K-Age 22. The degree also meets the educational requirements for licensure in Illinois as a Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC).

The Department of Counselor Education also offers a Non-Degree School Counselor Endorsement leading to licensure as a school counselor for individuals with an advanced graduate degree in counseling or related fields.

## Admission Requirements

Counselor Education admits students twice a year, in January and August. The deadline to submit a complete application for the program for the spring term is Aug. 15. The deadline to apply for the fall term is March 15. Counselor Education deadline dates differ from other Northeastern M.A. program deadline dates.

Applicants can apply to the program through NEIU's online application system (<https://apply.neiu.edu/apply/>). The online application requires submission of the following:

- Application form
- Application fee
- Official transcripts from all colleges and universities attended
- Two recommenders (applicants will be prompted to enter contact information for 2 professional recommenders)
- Current resume
- Signed informed consent
- An Essay (500-700 words or less), typed and double-spaced (instructions provided in the application).

Application materials will be evaluated in regard to an applicant's academic aptitude, relevance of career goals, cultural competence, and potential for fostering therapeutic relationships. Applicants who meet the minimum requirements in their specific program (i.e., Clinical Mental Health Counseling, Couple and Family Counseling, School Counseling, Rehabilitation Counseling) will be invited to attend a Pre-admission Workshop (PAW). The PAW involves applicants participating in a series of group discussions facilitated by Counselor Education faculty. Dates and times to attend a PAW session are available on Slate.

## MINIMUM STANDARDS FOR ADMISSION TO THE PROGRAM

- Graduate Admissions and Records has established a minimum grade point average of 2.75 for undergraduate degrees. Applicants with undergraduate GPAs below 2.75 will not be admitted. Applicants who have earned a graduate degree from an accredited university are exempt from this requirement.
- Problematic or poor performance during the PAW will make an applicant ineligible for admission.
- Meeting the minimum academic requirements is no guarantee of admission.
- Admission to the Counselor Education Department is competitive. It is possible for an otherwise acceptable applicant to be denied admission due to the competitive strength of the applicant pool. The number of applicants that can be admitted to the program is limited. Those not selected for admission may reapply only once.

## ADMISSION DECISIONS

Admission decisions are based on the following:

- Relevance of career goals
- Aptitude for graduate-level study
- Potential success in forming effective counseling relationships
- Respect for cultural differences

**Prerequisites:**

- An Illinois Professional Educator License (PEL) meets the requirement.
- School Counseling applicants without a PEL are required to provide results of a state and federal fingerprint background check as part of the application process

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## Non-Degree School Counselor Endorsement

The Department of Counselor Education offers a Non-Degree School Counselor Endorsement program designed for individuals who have completed a graduate degree in counseling or a closely related field and are seeking to meet the academic and clinical requirements to be eligible for endorsement as a school counselor in the state of Illinois.

**Applicants who are not current Counselor Education students must have a degree in counseling or a closely related mental health degree from an accredited university program that meets the academic and clinical requirements for licensure as a master's level mental health professional. Applicants can apply through NEIUs online application system. The online application (<https://apply.neiu.edu/apply/>) requires the following:**

### Admission Requirements for Non-Degree School Counselor Endorsement:

To be considered for admission, the applicant must have a GPA of 3.0 on a 4.0 scale and can apply to the program through NEIUs online application system. The online application (<https://apply.neiu.edu/apply/>) requires the following:

- Application form (<https://apply.neiu.edu/apply/>)
- Application fee
- Official transcripts from all colleges/universities attended
- Current resume
- Two recommenders (applicants will be prompted to enter contact information for two professional recommenders)
- Signed Informed Consent
- Essay: In 500-700 words, please respond to the following prompts:  
How do you see yourself aligning with NEIU's Counseling Department?  
Talk about your personal and/or professional experiences that make you a strong candidate.
- For applicants who hold a Professional Educator License (PEL): upload the PEL to your application portal
- For applicants who do not hold a PEL: results of a state and federal fingerprint background check. Review the instructions (<https://www.neiu.edu/sites/default/files/documents/2022/02/16/Accurate.Biometrics.Information.pdf>) for taking and submitting your background check results. The state results will be sent directly to the Goodwin College of Education. Upload the federal results to your application portal. If you are a DACA student we recommend going through Scenario B exclusively, listed on the GCOE (<https://www.neiu.edu/academics/daniel-i-goodwin-college-of-education/admission-requirements/federal-and-state-fingerprint-background-check-instructions-0/>) website under the Federal and State Fingerprint Background Check Instructions. Please contact the Associate Dean of the Goodwin College of Education at [gcoe@neiu.edu](mailto:gcoe@neiu.edu) for more information.
- Successful completion of coursework in the following areas: counseling theories and interviewing, human growth and development; assessment and evaluation; individual and group counseling; career development; family counseling; and multicultural counseling.

Contact Counselor Education at (773) 442-5550 or [counsedu@neiu.edu](mailto:counsedu@neiu.edu) for further questions or if the links are not working.

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## Eligibility to Enroll in Classes

Once applicants are officially admitted to a program, they may register for classes during online registration periods. Those who have not yet been reviewed for selection may take only one course before being admitted: COUN 401 Professional Orientation and Legal/Ethical Practices. If an applicant is formally accepted into the program, the credits for the course will count towards their degree requirements. However, taking a course as a student-at-large does not guarantee admission to the program. Applicants admitted to the fall semester may begin taking classes in the summer semester.

The Department of Counselor Education allows non-degree seeking students to take courses as a student-at-large under certain circumstances, such as completing deficiencies for licensure. To request approval to take a course as a non-degree seeking student, please click on the following link and complete the form: <https://www.neiu.edu/academics/college-of-education/content/permission-take-courses-counselor-education-student-large>. We will contact you with an answer within five working days of receiving your form.

Authorization to enroll in courses as a non-degree seeking student in Counselor Education does not constitute admission to any of the Department's programs. Students who wish to pursue a master's degree in counseling must submit a formal application to Graduate Admissions. Non-degree seeking students can enroll only in courses for which they have been authorized by this Department. Some of the courses in the Department are not open to non-degree seeking students.

## Master of Arts in School Counseling

The Department of Counselor Education offers a 60 credit-hour program leading to the Master of Arts in School Counseling that also meets the educational requirements for obtaining an Illinois Professional Educator License (PEL).

Code	Title	Hours
<b>School Counseling required courses:</b>		
COUN-401	Professional Orientation & Legal/Ethical Practices	3
COUN-402	Developmental Counseling	3
COUN-403	Theories Of Counseling	3
COUN-404	Assessment And Evaluation In Counseling	3
COUN-405	Individual Counseling Skills	3
COUN-406	Group Counseling	3
COUN-408	Research Seminar	3
COUN-409	Career Development	3
COUN-410	Seminar In School Counseling	3
COUN-411	Post Secondary College & Career Counseling	3
COUN-412	Topics In School Counseling	3
COUN-415	Children And Youth In School And Family Systems	3
COUN-425	Diagnosis And Treatment Of Addictive Disorders	3
COUN-427	Diagnostic Systems For Counseling	3
COUN-430	Social & Cultural Diversity In Counseling	3
COUN-442	Practicum I:Group Supervision In School Counseling	3
COUN-462	Internship I:School Counseling	3
COUN-472	Internship II:School Counseling	3
Elective #1 (Consult with Advisor)		3
Elective #2 (Consult with Advisor)		3
<b>Total Hours</b>		<b>60</b>

### Program Completion Requirements

School Counseling students must complete all course prerequisites and pass the School Counselor (235) exam prior to beginning Practicum.

### Program Transition Levels:

Students must successfully complete all the program transition levels. Students cannot obtain more than two grades of "C" in graduate work as per the College of Graduate Studies and Research Policy. Students are required to earn a grade of "B" or better in their clinical courses (e.g., COUN 405, COUN 406, Practicum and Internship).

### Transition Level I

- Successful completion of prerequisites for clinical skills training courses
- Completion of first-semester student survey
- Demonstration of appropriate professional and ethical behaviors and dispositions
- Minimum GPA of 3.00
- Passing key program assessments

### Transition Level II

- Successful completion of clinical skills training coursework
- Demonstration of appropriate professional and ethical behaviors and dispositions
- Minimum GPA of 3.00
- Satisfactory rating on professional disposition evaluation
- Complete the Practicum application and submit to the Coordinator for Clinical Experiences
- Passing key program assessments for level II

### Transition Level III

- Successful completion of clinical experiences including Practicum and Internship
- Completion of minimum of 100 hours of Practicum
- Completion of 600 hours of Internship
- Satisfactory ratings on all evaluations from site and university supervisors
- Demonstration of appropriate professional and ethical behaviors and dispositions
- Minimum GPA of 3.00
- Passing key program assessments for level III

### Transition Level IV

- Completion of Exit Survey
- Passing of the departmental proficiency examination (DPE) prior to graduation

### Exit requirements for degree completion:

- Successful completion of all transition levels and required credit hours
- Minimum GPA of 3.00

## Clinical Experience

During the fall semester of the year before planning to do Practicum/Internship, students meet with their advisor to review readiness for Practicum and to sign the application form. Applications for clinical experience are distributed at the mandatory Practicum Orientation meeting or may be printed from the forms tab of the Department website. Applications for Practicum/Internship are due November 1 for fall placements of the following year. Students must attend a mandatory orientation meeting before submitting the application form. The date and the place of the orientation meeting are posted on the Department website, listserv, and Departmental bulletin boards. All applications must be reviewed and signed by the student's advisor. The student may then submit the signed application and the student's resume to the Coordinator of Clinical Experiences.

#### Practicum

Practicum is a 100 hour, field-based experience which requires a minimum of 40 hours of clinical contact with clients (contact hours), and is a prerequisite for Internship. Practicum is offered in the Fall semester.

#### Internship

Internship is a 600 hour, field-based experience which requires a minimum of 240 hours of clinical contact with clients. Students earn six credit hours for Internships I and II.

## Departmental Proficiency Examination

Prior to graduation, all students are required to pass a comprehensive examination. The DPE application (<https://www.neiu.edu/sites/neiu.edu/files/migrated-education-body/documents/2014/11/DPE-application-11-2014.pdf>) must be completed and signed by the student and their advisor and submitted to the Department of Counselor Education no later than two weeks prior to the exam date. School Counseling students may take the examination after completion of 36 credit hours of the following coursework:

Code	Title	Hours
COUN-401	Professional Orientation & Legal/Ethical Practices	3
COUN-402	Developmental Counseling	3
COUN-403	Theories Of Counseling	3
COUN-404	Assessment And Evaluation In Counseling	3
COUN-405	Individual Counseling Skills	3
COUN-406	Group Counseling	3
COUN-408	Research Seminar	3
COUN-409	Career Development	3
COUN-427	Diagnostic Systems For Counseling	3
COUN-430	Social & Cultural Diversity In Counseling	3
COUN-410	Seminar In School Counseling	3
COUN-412	Topics In School Counseling	3

## Requirements for Non-Degree School Counselor Endorsement

To complete the requirements for Non-Degree School Counseling Endorsement, students must successfully pass the following courses:

Code	Title	Hours
COUN-410	Seminar In School Counseling	3
COUN-411	Post Secondary College & Career Counseling	3
COUN-412	Topics In School Counseling	3
COUN-415	Children And Youth In School And Family Systems	3
COUN-442	Practicum I:Group Supervision In School Counseling	3
COUN-462	Internship I:School Counseling	3
COUN-472	Internship II:School Counseling	3

Please take note of the following critical update to the preceding DPE information: Each of the three semesters—Fall, Spring, and Summer—offers the DPE just once. To graduate, all students pursuing degrees in counselor education must pass the DPE. The scheduled dates are subject to change annually. For the most up-to-date and correct dates and instructions, visit the Counselor Education Current Student Resources (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/counselor-education/current-student-resources/>) Website.

### Notification of Student Recess

Once having begun the Counselor Education program, if a student does not attend classes for more than two consecutive semesters (Fall, Spring, Summer), the student must notify the College of Graduate Studies and Research and the advisor of his/her intent to continue in the program. Faculty members reserve the right to review the student's course work upon reentry by the student and to require that certain courses be repeated if necessary. Students have a maximum of six years in which to complete their degree programs.

*This sample curricular map is provided to guide program planning for graduate students who plan to attend as full-time students. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor. Please note that students may choose to attend either full-time or part-time, depending on their need.*

*The Plans of Study for the programs in Counselor Education should be used as general guidelines for the completion of courses. These plans suggest how a student might complete a program in two calendar years by beginning in the fall semester and attending through two summer semesters. There are many factors that affect how students complete their programs, including whether they begin in the fall or spring semesters and whether they attend full-time or part-time.*

*All students in Counselor Education will have a mandatory orientation at the beginning of their programs and have a faculty advisor who will help in the planning of each student's course of study.*

First Year		Hours
Term 1		
COUN-401	Professional Orientation Legal/Ethical Practices	3
COUN-403	Theories Of Counseling	3
COUN-410	Seminar In School Counseling	3
<b>Term Hours</b>		<b>9</b>

<b>Term 2</b>		
COUN-402	Developmental Counseling	3
COUN-412	Topics In School Counseling	3
COUN-430	Social Cultural Diversity In Counseling	3
<b>Term Hours</b>		<b>9</b>
<b>Term 3</b>		
COUN-404	Assessment And Evaluation In Counseling	3
COUN-409	Career Development	3
<b>Term Hours</b>		<b>6</b>
<b>Second Year</b>		
<b>Term 1</b>		
COUN-405	Individual Counseling Skills	3
COUN-415	Children And Youth In School And Family Systems	3
COUN-408	Research Seminar	3
<b>Term Hours</b>		<b>9</b>
<b>Term 2</b>		
COUN-406	Group Counseling	3
COUN-425	Diagnosis And Treatment Of Addictive Disorders	3
Elective #1		3
<b>Term Hours</b>		<b>9</b>
<b>Term 3</b>		
COUN-427	Diagnostic Systems For Counseling	3
COUN-411	Post Secondary College Career Counseling	3
Elective #2		3
<b>Term Hours</b>		<b>9</b>
<b>Third Year</b>		
<b>Term 1</b>		
COUN-442	Practicum I:Group Supervision In School Counseling	3
<b>Term Hours</b>		<b>3</b>
<b>Term 2</b>		
COUN-463	Internship I:Rehabilitation Counseling	3
COUN-472	Internship II:School Counseling	3
<b>Term Hours</b>		<b>6</b>
<b>Total Hours:</b>		<b>60</b>

# Certificate in Couple & Family Counseling

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The Certificate in Couple & Family Counseling (CCFC) provides specialized training for counseling students and counseling professionals interested in learning how to apply evidence-based systemic theory, assessment, and intervention to their work with individuals, couples, and families. Mental health professionals with qualifying graduate degrees and students in graduate mental health professional counseling programs who complete the 6 course (18 credits) CCFC are eligible to accrue hours of supervised clinical experience and complete the MFT National Examination for licensure as a Marriage and Family Therapist (LMFT) in the State of Illinois. Additional information regarding licensure as an LMFT can be found on the website of the Illinois Department of Financial and Professional Regulation (<https://idfpr.illinois.gov/profs/marrfamtherapy.html>).

## Admission Requirements:

A graduate degree in Counseling or closely-related mental health field from an accredited university program in counseling, social work, clinical or counseling psychology that meets the academic and clinical requirements for licensure as a Master's level mental health professional  
OR

Enrollment as a student in good standing in one of Northeastern Illinois University's Counselor Education programs.

## Application terms:

To be considered for admission, the applicant must submit the following to Graduate Admissions:

### For applicants who are current Northeastern Illinois University students in Clinical Mental Health, Rehabilitation, or School Counseling:

- Certificate in Couple and Family Counseling application for Current Counselor Education Students (<https://www.neiu.edu/sites/neiu.edu/files/documents/dmwisnie/Application-CFC-current-students.pdf>)

For additional information regarding the application process for the CFC, or if the links are not working, please contact the Department at (773) 442-5550 or email [counsedu@neiu.edu](mailto:counsedu@neiu.edu).

**For applicants who are not current Counselor Education students, the applicant must have a degree in counseling or a closely-related mental health degree from an accredited university that meets the academic and clinical requirements for licensure as a master's level mental health professional, and submit:**

- Application for Admission to Graduate Programs - use the online application (<https://apply.neiu.edu/apply/>) (with \$30 application fee)
- Certificate in Couple and Family Counseling application (<https://www.neiu.edu/sites/neiu.edu/files/documents/dmwisnie/Application-Cert-Couple-Family-Counseling.pdf>)
- Official transcripts from all colleges and universities attended
- Two letters of recommendation
- Current resume
- Essay (see p. 2 of the Certificate in Couple and Family Counseling application)

## Curriculum in the Certificate in Couple and Family Counseling

The courses required to complete the CFC program are listed below. The two graduate-level elective courses are selected in consultation with the advisor for the Family Counseling Program in the Department of Counselor Education. All courses are 3-credit hour graduate courses. Students must successfully complete 18 credit hours of the following courses:

Code	Title	Hours
<b>Required Core Courses:</b>		
COUN-420	Introduction To Family Counseling	3
COUN-421	Advanced Couple And Family Counseling	3
COUN-431	Couple And Family Systems Study	3
COUN-432	Couples Counseling And Human Sexuality	3
<b>Elective Courses. Choose any two (total of 6 credit hours) of the following:</b>		
COUN-415	Children And Youth In School And Family Systems	
COUN-425	Diagnosis And Treatment Of Addictive Disorders	
COUN-429	Psychopharmacology	
COUN-434	Medical & Psychosocial Aspects Of Disability	
COUN-438	Trauma And Crisis Counseling	
COUN-439	Case Conceptualization & Treatment Planning	
PSYC-406	Aging And The Family	

# Addiction Counseling Certificate

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The Addiction Counseling Certificate (ACC) provides specialized education and training in the prevention, intervention, and treatment of Alcohol and Other Drug Abuse (AODA) disorders. Specifically, the coursework provides education in the theories, techniques, and core functions of substance abuse counseling, focusing on evidence-based research and best practice standards. Specialized clinical experience complements coursework. This certificate program fulfills the educational requirements for Certified Alcohol and Drug Abuse Counselor (CADC).

**Applicants who are not current Counselor Education students must have a degree in counseling or a closely related mental health degree from an accredited university program that meets the academic and clinical requirements for licensure as a master's-level mental health professional. Applicants can apply through NEIU's online application system. The online application (<https://apply.neiu.edu/apply/>) requires the following:**

- Application form
- Application fee
- Official transcripts from all universities and colleges attended
- Current resume
- Two recommenders (applicants will be prompted to enter contact information for two professional recommenders)
- Signed Informed Consent
- Essay: In 500-700 words, please respond to the following prompts:  
How do you see yourself aligning with NEIU's Counseling Department?  
Please talk about your personal and/or professional experiences that make you a strong candidate for this program.

An application is reviewed only if all application materials are received by Graduate Admissions by the deadline date for the semester applied for.

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**For applicants who are current Northeastern Illinois University students in Clinical Mental Health, Couple and Family, Rehabilitation or School Counseling:**

- Minimum GPA 3.0 on a 4.0 scale
- Addiction Counseling Certificate Application for Current Students ([https://www.neiu.edu/sites/default/files/documents/2022/05/12/Application.Current.Students.rev1\\_10.22.pdf](https://www.neiu.edu/sites/default/files/documents/2022/05/12/Application.Current.Students.rev1_10.22.pdf)). Once all signatures are collected, submit to Graduate Records at [graduate-records@neiu.edu](mailto:graduate-records@neiu.edu).
- Graduate Program Add Request Form (<https://www.neiu.edu/sites/neiu.edu/files/documents/2020/10/22/Program%20Add%20Request.pdf>). Once all signatures are collected, submit to Graduate Records at [graduate-records@neiu.edu](mailto:graduate-records@neiu.edu).
- An application is reviewed only if all application materials are received by Graduate Records by the deadline date for the semester applied for.

Contact Counselor Education at (773) 442-5550 or [counsedu@neiu.edu](mailto:counsedu@neiu.edu) if you have further questions or if the links are not working.

## The proposed Addiction Counseling Certificate (ACC) requires completion of 21 graduate credits.

### Required Core Courses

Code	Title	Hours
COUN-425	Diagnosis And Treatment Of Addictive Disorders	3
COUN-426	Advanced Treatment Of Addictive Disorders	3
COUN-428	Advanced Issues In Co-occurring Disorders And Counseling Interventions	3
COUN-429	Psychopharmacology	3
COUN-438	Trauma And Crisis Counseling	3

### Required Clinical Courses

Completion of 500 supervised clinical experience at an approved addiction counseling site. Students may choose from **one** of the four counselor education programs' Practicum and Internship courses:

**Clinical Mental Health Counseling:**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
COUN-444	Practicum: Group Supervision In Clinical Mental Health Counseling	3
COUN-464	Internship I: Clinical Mental Health Counseling	3

**family counseling:**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
COUN-445	Practicum I:Group Supervision In Couple And Family Counseling	3
COUN-465	Internship I:Group Supervision In Couple And Family Counseling	3

**rehabilitation counseling:**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
COUN-446	Practicum In Rehabilitation Counseling	3
COUN-463	Internship I:Rehabilitation Counseling	3

**School counseling:**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
COUN-442	Practicum I:Group Supervision In School Counseling	3
COUN-462	Internship I:School Counseling	3

# Certificate in Rehabilitation Counseling

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The graduate certificate program in Rehabilitation Counseling prepares students to assist individuals with psychiatric, developmental, cognitive, emotional, or physical disabilities to achieve their maximum level of independence, integration, and inclusion into employment and the community. The certificate program is open to applicants who already possess a Masters or Doctoral degree in a related field of study, and desire to obtain certification in rehabilitation counseling through Category 3 eligibility requirements set forth by the Commission on Rehabilitation Counselor Certification.

The applicant must have a degree in counseling or a closely-related field from an accredited university program that meets the academic and clinical requirements for certification from the Commission on Rehabilitation Counseling Certification (CRCC), and submit the following to Graduate Admissions. Applications are accepted for the Fall semester only:

- Application for Admission to Graduate Programs (with \$30 application fee)
- Certificate in Rehabilitation Counseling application
- Official transcripts from all colleges and universities attended (must be in a sealed envelope or protectively e-scripted/mailed to Graduate Admissions from the sending institution)
- A letter of recommendation (must be mailed to Graduate Admissions if not submitted through the Graduate Programs online application)
- Current resume
- Informed Consent

The courses required to complete the 30-credit hour Certificate in the Rehabilitation Counseling program are listed below. All are graduate level courses offered via remote instruction:

Code	Title	Hours
Required Courses:		
COUN-403	Theories Of Counseling	3
COUN-408	Research Seminar	3
COUN-409	Career Development	3
COUN-433	Foundation Of Rehabilitation Counseling	3
COUN-434	Medical & Psychosocial Aspects Of Disability	3
COUN-435	Work & Disability	3
COUN-436	Case Management In Rehabilitation Counseling	3
COUN-446	Practicum In Rehabilitation Counseling	3
COUN-463	Internship I:Rehabilitation Counseling	3
COUN-473	Internship II:Rehabilitation Counseling	3
<b>Total Hours</b>		<b>30</b>



# Graduate Certificate in Trauma-Informed Counseling

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The graduate certificate program in Trauma-Informed Counseling is designed for current students, alumni, and professionals who have already earned their Master's degree in the field to enhance their understanding of the effects of trauma on clients' emotional, cognitive, behavioral, neurological, and physical systems across the lifespan. Courses focus on topics such as the effects of trauma exposure, grief and complex trauma, culturally appropriate and gender-responsive assessment and interventions, relational trauma, developmental trauma, secondary trauma, self-care, and self-compassion. The certificate program meets the educational requirements of Certified Clinical Trauma Professional (CCTP) certification standards.

## Admission Requirements

The graduate certificate in Trauma-Informed Counseling is designed for current NEIU graduate students in the Department of Counselor Education, students in mental health-related graduate programs at NEIU, and post-graduates with a master's degree or above in a mental health-related field.

Applicants who are not current Counselor Education students must have a degree in counseling or a closely related mental health field from an accredited university program that meets the academic and clinical requirements for licensure as a master's level mental health professional. Applicants can apply through NEIU's online application system. For applicants **not** enrolled in one of NEIU's graduate programs in mental-health related fields:

- Minimum GPA of 3.0 on a 4.0 scale
- Application for Admission to Graduate Programs
- Application for Certificate in Trauma-informed Counseling
- Official Transcripts from all universities and colleges attended
- Two letters of recommendation
- Current resume
- Informed Consent
- Successful completion of graduate coursework in the following areas: counseling theories and interviewing, human growth and development, assessment and evaluation, individual and group counseling, and family counseling. Applicants who have not successfully completed the required coursework may fulfill them during the course of their studies toward the certificate in trauma-informed counseling program.

For applicants enrolled at NEIU in a mental health-related graduate program:

- Minimum GPA 3.0 on a 4.0 scale
- Application for Certificate in Trauma-informed Counseling
- A letter of support from current graduate advisor

Please contact Counselor Education at (773) 442-5550 or [counselu@neu.edu](mailto:counselu@neu.edu) if you have further questions or if the links are not working.

The courses required to complete the 18-credit hour Certificate in Trauma-Informed Counseling program are listed below. All courses are graduate courses:

Code	Title	Hours
Required Courses:		
COUN-422	Interventions For Grief & Traumatic Bereavement Across The Lifespan	3
COUN-424	Resiliency, Wellness, And Self-Care In Trauma Counseling	3
COUN-428	Advanced Issues In Co-occurring Disorders And Counseling Interventions	3
COUN-437	Trauma-Focused Assessment And Integrative Counseling Interventions	3
COUN-438	Trauma And Crisis Counseling	3
Choose from one of the following elective courses:		3
COUN-429	Psychopharmacology	
COUN-439	Case Conceptualization & Treatment Planning	
COUN-432	Couples Counseling And Human Sexuality	
COUN-412	Topics In School Counseling	
COUN-434	Medical & Psychosocial Aspects Of Disability	
PH-410	Epidemiology	
<b>Total Hours</b>		<b>18</b>

# Health Sciences, Physical Education, Educational Foundations, and Urban Community Studies

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The Department of Health Sciences & Physical Education (HSPE) is located in the Physical Education Complex at the south end of the campus. This facility includes two gymnasias, a suspended jogging track, a climbing wall, one high ropes course, four racquetball courts, two mirrored fitness studios, a 25 yard swimming pool and diving well, a fitness center, four tennis courts, a baseball field, a softball field, a soccer field, classrooms, the Department of HSPE'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, 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 many areas of the discipline; and
4. A basis and desire for continued professional growth following graduation.

The Department of Health Sciences and Physical Education offers a Bachelor of Arts in Physical Education K-12 Licensure, Bachelor of Science in Community Health, Master of Public Health, Master of Science in Exercise Science, Graduate Certificate in Public Health, Graduate Certificate in School Health, Minor in Health Promotion, and Minor in Exercise Science.

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## Educational Foundations

The Educational Foundations is home to coursework for those seeking to become educators in alternative contexts, to develop as community and teacher leaders, or to enhance their understanding of the historical, political, and social underpinnings of education in and out of classrooms within urban areas and beyond. Our students leave our department uniquely prepared as reflective, collaborative, and transformative education professionals.

The coursework introduces students to content and application of educational ideas from the disciplines of philosophy, psychology, history, anthropology, economics, political science and sociology as basic to understanding educational processes. Each program in the Goodwin College of Education requires specific Educational Foundations coursework. Please refer to the specific program for the program's required Educational Foundations courses.

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## Urban Community Studies

Programs in Urban Community Studies (UCS) 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 programs of the Carruthers Center.

The Programs in Urban Community Studies, through the Goodwin College of Education, offer the following degrees:

Bachelor of Arts in Urban Community Studies  
 Minor in Urban Community Studies  
 Master of Arts in Urban Community Studies

### Health Sciences and Physical Education

- Major in Physical Education PreK-12 Licensure (<http://catalog.neiu.edu/education/health-sciences-physical-education/physical-education-k-12-licensure/>)
- Major in Community Health (<http://catalog.neiu.edu/education/health-sciences-physical-education/community-health/>)
- Minor in Health Promotion (<http://catalog.neiu.edu/education/health-sciences-physical-education/minor-health-education/>)
- Minor in Exercise Science (<http://catalog.neiu.edu/education/health-sciences-physical-education/minor-exercise-science/>)

### Educational Foundations

- Educational Foundations Coursework (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/educational-foundations-sequence/>)
- Minor in Educational Studies (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/minor-educational-foundations/>)

### Urban Community Studies

- Major in Urban Community Studies (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/inner-city-studies-education/>)
  - Minor in Urban Community Studies (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/minor-inner-city-careers/>)
-

Students considering a major or minor in the Department of Health Sciences, Physical Education, Educational Foundations, and Urban Community Studies should make an appointment with the program advisor and/or the Department Chair.

Students pursuing a degree in the Department must maintain a 2.75 (on a 4.0 scale) grade point average in all major courses for admission and retention.

NOTE: For all undergraduate programs, students must receive a grade of "C" or above in all major courses. Students with a grade below a "C" will have the opportunity to repeat the course only once.

The Department Professional Standards Committee reviews faculty recommendations for students requiring special attention and meets with the student to discuss and remedy any areas of improvement.

### **Health Sciences and Physical Education**

Master of Science in Exercise Science (<http://catalog.neiu.edu/education/health-sciences-physical-education/master-science-exercise-science/>)

Master of Public Health (<http://catalog.neiu.edu/education/health-sciences-physical-education/master-public-health/>)

Graduate Certificate in Public Health (<http://catalog.neiu.edu/education/health-sciences-physical-education/graduate-certificate-public-health/>)

School Health Graduate Certificate (<http://catalog.neiu.edu/education/health-sciences-physical-education/school-health-graduate-certificate/>)

### **Educational Foundations**

- Master of Arts (MA) in Community and Teacher Leaders (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/master-arts-community-teacher-leader/>)

### **Urban Community Studies**

- Master of Arts (MA) in Urban Community Studies (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/master-arts-inner-city-studies-education/>)

James Ball, Ph.D., Professor, Department Chair

Sunni Ali, Ph.D., Associate Professor

Hua Bai, Ph.D., Professor

Jennifer Banas, Ed.D., Professor

Kimya Barden, PhD., Associate Professor, Director of Nontraditional Programs

Karen Hand, Ed.D., Associate Professor

Nicole Holland, Ph.D., Professor

Zada Johnson, Ph.D., Professor

Eleni Makris, Ph.D., Associate Professor

Kim Maljak, Ph.D., Associate Professor

Erica Meiners, Ph.D., Professor

Isaura Pulido, Ph.D., Professor

Kamau Rashid, PhD., Professor, Director of Ed.D. program

Maira E. Stuart, Ph.D., Professor

Isidore Udoh, Ph.D., Associate Professor

Julia Valley, Ph.D., Associate Professor

Durene Wheeler, Ph.D., Professor

Lance Williams, Ph.D., Professor

## **educational foundations**

### **EDFN-109. First Year Experience: Schooling Chicago: Communities, Public Education And Change. 3 Hours.**

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 use of new information technologies in k-12 education.

### **EDFN-202. Laboratory In The Foundations Of Education. 1 Hour.**

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.

**EDFN-203. Laboratory In The Foundations Of Education. 2 Hours.**

(See EDFN-202 for description.).

**EDFN-204. Laboratory In The Foundations Of Education. 3 Hours.**

(See EDFN-202 for description.).

**EDFN-206. Laboratory In Foundations Of Education. 1 Hour.**

(See EDFN-202 for general description) Specific to understanding and utilization of concepts developed in EDFN-306 (Educational and Individual Differences).

**EDFN-207. Laboratory In Foundations Of Education. 1 Hour.**

(See EDFN-202 for general description) Specific to understanding and utilization of concepts developed in EDFN-307 (Psychology of Instruction and Learning).

**EDFN-214. Technology In The Classroom. 3 Hours.**

This course focuses on instructional use of media technology and helps participants develop foundational skills in technology integration in the classroom. They will learn to use various programs and tools in the educational context. Participants will understand how to enhance teaching and learning experiences through the meaningful integration of technology.

**EDFN-215. Schools As A Social Institution. 3 Hours.**

This course explores the underpinnings of American public education. Students explore key historical moments, within broader social, cultural, political and economic developments, that shape responses to questions about the role of schools in society. For example, what is the purpose of schools? Who should be educated? What should that education consist of? Students will unpack the different perspectives surrounding these questions and explore parallels to debates in education today. This course lays the foundations to understand schools as a complex social institution that can potentially empower individuals and simultaneously operate in contradictory ways.

**EDFN-216. Child And Adolescent Development:Individual Differences. 3 Hours.**

Consideration of Human developmental individual differences, including diversity within physical, social, emotional, and cognitive domains from birth through adolescence. Focus will include: 1) genetic, maturational, and environmental factors effects on development; 2) impact of special education and other federal laws on working with children in the classroom; 3) building observational skills for assessing differences to aid student development; 4) study of selected individual children or adolescents; 5) application of principles to classroom practice. Ten hours of classroom observation required. Ten hours of service required.

**EDFN-217. Educational Psychology. 3 Hours.**

Principles of educational psychology, focusing on learning, assessment of learning, motivation and classroom management for a diverse, global society, including special need students. Ten hours of classroom observation required. Ten hours of service learning required.

**EDFN-302. Philosophical And Historical Foundations Of Early Childhood Education. 3 Hours.**

This course examines the philosophical, historical, and psychological underpinnings of early childhood education for children from birth to age eight in public and private school settings. It evaluates trends in the field, current social and family issues that affect young children and their families. It examines children's health, wellness, safety and nutrition and how families' access to resources often impacts these factors. The course also evaluates different types of programs and services for young children and families, and examines early childhood educators' professional standards with an emphasis on linking theory with classroom practice.

**EDFN-303. Early Childhood Development. 3 Hours.**

This course is designed to study the growth and development of young children from birth through second grade, including physical, cognitive, language and socio-emotional development. The course presents major theories, principles, concepts and research in child development and how to provide learning opportunities that support these areas of development. Candidates learn how early brain development is promoted through developmentally and culturally appropriate learning experiences, and discuss how children differ in their development and approaches to learning. The course also addresses the basic principles of health, nutrition, children's safety needs, and trauma and resiliency.

**EDFN-305. Philosophical And Historical Foundations Of Public Education. 3 Hours.**

The exploration of differing views of the aims of public education in America. The study of the historic settings in which the system developed. Identification of major social and cultural problems in relation to their historic antecedents. The study of various philosophic schools of thought and their impact on educational theory and practice, past and present.

**EDFN-306. Education And Individual Differences. 3 Hours.**

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. A federal background check will be required for in-person school observations.

**EDFN-307. Psychology Of Instruction And Learning. 3 Hours.**

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. A federal background check will be required for in-person school observations.

**Prerequisites:** College of Education Admission YES and (EDFN-306 minimum grade of C or ZFND-306 minimum grade of C).

**EDFN-308. Teaching And Learning. 1.5 Hour.**

This course is designed to have the learner study and apply psychological theories and principles of instruction, learning (cognitive, affective, and behavioral), classroom and school-wide diversity, motivation, productive learning environments, assessment strategies, achievement, classroom management including inclusion, standardized testing and interpreting test scores. Offering this course concurrently with student teaching will allow students an authentic learning experience allowing them to directly apply theory learned in this course to real life issues that they are experiencing in their student teaching.

**Prerequisite:** College of Education Admission YES.

**EDFN-312. Seminar In Current Educational Literature. 3 Hours.**

An examination of current educational literature included would be recent research findings, important views of educational critics, newly developed theories of learning and education and innovative practices in educational institutions.

**EDFN-313. Problems, Issues And Practices In Education. 3 Hours.**

An in-depth examination of salient issues confronting contemporary American education. Topics selected are varied in accordance with student interest.

**Prerequisite:** College of Education Admission YES.

**EDFN-314B. Race, Identity, & Cultures In Education. 3 Hours.**

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.

**EDFN-314K. Social Justice And The Politics Of Education. 3 Hours.**

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?.

**EDFN-314L. Gender, Race, And Class Issues In Education. 3 Hours.**

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.

**EDFN-319. Adolescent Development. 3 Hours.**

This course focuses on adolescent development of middle level students with attention to its impact on psychology and education. The content includes theories related to middle school students' self-concept, affect, motivation, effective thinking, interpersonal skills, classroom diagnosis, individualization, teacher effectiveness, roles and problems of teachers, moral development, diversity, inclusion, effective parenting, learning styles, and developing independent learners.

**Prerequisite:** College of Education Admission YES.

**EDFN-342. Teaching With Technology. 3 Hours.**

This course focuses on instructional use of computer technology and helps students develop technology integration skills. Students will understand how to enhance learning experiences through meaningful integration of technology. They will learn to use different programs and tools to facilitate teaching and learning in classrooms.

**Prerequisite:** College of Education Admission YES.

**EDFN-343. Using Technology In Classrooms. 2 Hours.**

This course focuses on the instructional use of computer technology and helps students develop foundational skills in technology integration in K-8 classrooms. Students will understand how to enhance learning experiences through meaningful integration of technology. They will learn to use different programs and tools to facilitate teaching and learning in classrooms.

**EDFN-350. Philosophy Of Curriculum Integration In Middle Grades. 3 Hours.**

This course focuses on the philosophical, theoretical, and practical tenets of middle level education. The course explores interdisciplinary project-, problem-, and challenge-based curriculum to learn various approaches for developing cohesive, integrated curriculum and authentic assessment in the middle grades 5-8. Particular attention will focus on developing skills through inquiry and justice-oriented projects that transcend disciplinary boundaries and are relevant and responsive to students' questions and curiosities.

**Prerequisite:** EDFN-305 with a minimum grade of C and EDFN-319 with a minimum grade of C and ELED-300 with a minimum grade of B and SPED-317 with a minimum grade of B and MLED-302 with a minimum grade of B and MLED-310 with a minimum grade of B and BLBC-338 with a minimum grade of B and MLED-328A with a minimum grade of B and ELED-303 with a minimum grade of B and MLED-309 with a minimum grade of B and MLED-305 with a minimum grade of B.

**EDFN-405. Development Of Educational Thought. 3 Hours.**

An examination of the historical development of American education and some of its antecedents. A study of the educational theories of selected philosophies; an examination of the purposes of education in pluralistic America; an evaluation of educational institutions and practices in terms of present circumstances.

**EDFN-406. Human Development And Learning. 3 Hours.**

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. A federal background check will be required for in-person school observations.

**EDFN-407. Learning Theories And Educational Practices. 3 Hours.**

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. A federal background check will be required for in-person school observations.

**Prerequisite:** College of Education Admission YES.

**EDFN-409. Individual Differences And Educational Practice. 3 Hours.**

This course is designed to have candidates consider individual differences of human development and how these changes impact learning. Current educational and human development theories and research will be used to understand that children and adolescents are individuals with differing abilities, aptitudes, interests and emotional responses due to genetic, maturational, cultural, societal and environmental factors. Candidates will apply theories and principles of instruction, learning, diversity, motivation, bullying prevention and intervention, social emotional development and socially just classroom management to guide and inform teaching practice.

**Prerequisite:** College of Education Admission YES.

**EDFN-410. Education As A Social Institution. 3 Hours.**

Study of the school as a social system and as an institution which influences and is shaped by other institutions of society. Particular attention is given to urban education. Laboratory experiences are expected.

**EDFN-411. Comparative Education. 3 Hours.**

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 students's mastery of international and comparative education elements of the course topic.

**EDFN-411B. Leadership In Communities And School. 3 Hours.**

This course provides the student with an opportunity to analyze and examine leadership as a theoretical process with consideration of practical applications. Leadership models will be used to plan, evaluate, implement and facilitate positive change in and among schools and communities.

**EDFN-413. Power, Communities And Change. 3 Hours.**

The purpose of this course is to provide a forum and structure for community and school leaders to increase their understanding of school-community relations while enhancing their ability to implement effective programs and act as change agents. Participants will deepen their understanding of salient and critical global and local policy issues and develop skills to actively and participate in the public life of their communities. Course involves out of class time activities and community engagement.

**EDFN-415. Educational Thought And Secondary Schooling. 3 Hours.**

In this course, candidates examine critical issues in U.S. education and discuss them in light of the social, economic, and political conditions of the times. Throughout the course, candidates focus on the following recurring themes: (a) sociopolitical consciousness; (b) cultural competence; and (c) academic success. Candidates will analyze how these themes manifest in contemporary contexts, examine their own educational experiences and philosophies, and identify curricular and pedagogical strategies for promoting success among diverse students. This course includes a variety of instructional strategies: reading, research, lecture, guided discussion, small group discussion, candidate presentations, group projects, directed writing assignments and community engagement/experiences.

**Corequisite:** SCED-415.

**EDFN-416. Cultural Pluralism And Schools. 3 Hours.**

The study of multicultural groups: differences and commonalities. Special emphasis is on the investigation and evaluation of various concepts and models of cultural and subcultural relationships as manifested in the schools. Study and application of ethnographic methods to sub-cultures related to and within the educational context.



**EDFN-420A. Seminar In Development & Learning: Contemporary Issues In Middle Level Education. 3 Hours.**

This course examines theory and key components involved in middle level education settings relating to historical and contemporary issues facing middle schools. In focusing on historical, organizational, and philosophical characteristics of middle schools, and how these impact middle level education as well as educators, the course explores social and cultural issues and their impact on middle level students, and his/her school. Topics include but not limited to an overview of challenging curriculum and instruction, empowering and equitable schools and classrooms for all middle level students and their families, and dealing with special aspects of middle school design and development.

**EDFN-421. Middle School Advisory & Counseling. 3 Hours.**

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.

**EDFN-441. Digital Literacy: Learning And Leadership. 3 Hours.**

This course is intended to foster digital literacy among participants as it applies to education and leadership. Course content will emphasize contemporary issues and utilize authentic learning experiences to improve participants' digital technology knowledge and skills. Through the improvement of technology knowledge and skills, participants' leadership capacity will be developed or enhanced so that they may be able to use technology effectively as school leaders or community leaders.

**EDFN-442. Media Technology For Educators. 3 Hours.**

The media technology course will encompass all types of curricular/learning materials in varied formats  $\zeta$  CD-ROM, laser disc technology, telecommunications, satellite learning, and online databases. Multimedia educational software will be integrated into computer instruction in multicultural/multiethnic learning presentations. Electronic data management, classroom application, and integrated learning systems will be utilized in educational settings.

**EDFN-443. Integrating Media Technology Into Elementary Classroom. 3 Hours.**

This class will familiarize participants with media and technology for instructional use in K-8 classroom settings. Participants will learn to utilize current media technology to enhance teaching, learning, and assessments. The learning activities in this class include the development of projects that enhance the creativity and media technology knowledge base of teacher candidates. This knowledge base will be developed through readings, interactive discussions, reflections, creative process, and presentations. This course focuses on both the knowledge and skills needed to use technology to teach, to design curriculum, and also to enable elementary students use the technology in their assignments.

**EDFN-450. African Studies Institute (AfSI). 3 Hours.**

As the origin of humanity, Africa's history is steeped in culture, biodiversity, and indigenous knowledge. The African Studies Institute (AfSI) introduces students to Africa and heightens their curiosity to research and explore more about this fascinating continent. AfSI is a good fit for students in education who are interested in learning about Africa and/or will be working with students, refugees and immigrants from Africa. Moreover, AfSI provides the necessary tools for teachers and other professionals who are interested in integrating African sociocultural, linguistic, historical, political, human rights, and economic contexts into their teaching practice and workplace.

**Requirement:** Graduate standing or approval from the instructor and the Dean of the College of Graduate Studies and Research for undergraduates.

**EDFN-451. Research Methods. 3 Hours.**

The purpose of this course is to help develop knowledge, skills and dispositions related to standardized and action research methods. This course will include quantitative, qualitative and mixed methods designs, data collection, analysis and interpretation as they relate to teaching and leadership. Students will understand how assessment is used to improve learning and achievement, how professional development improves learning and how leadership enhances learning and development.

**EDFN-452. Technology In Content Area Teaching. 1.5 Hour.**

This course intends to familiarize participants with technology for instructional use in secondary school classrooms. Participants will gain insights into how technology could be used for instructional applications, and learn to implement current technology to enhance teaching and learning in content areas. Participants in this course will gain hands-on experience in technology integration in instructional activities. The activities in this class include the development of projects that enhance the creativity and technology knowledge base of teacher candidates. This knowledge base will be developed through readings, reflections, interactive discussions, creative process, and presentations.

**EDFN-453. E-learning Design And Development. 3 Hours.**

This course is designed to empower participants to create effective e-learning experiences for instruction, training, professional development and other learning environments. Educators, instructional designers, trainers or anyone who is interested in e-learning will be equipped with the essential guidelines and multimedia programs to design and develop e-learning content and activities. Participants will also explore the trends of e-learning.

**EDFN-455A. Seminar I. 3 Hours.**

This seminar provides an opportunity for students to synthesize educational, intellectual and experiential interests. Students apply relevant research to their area of inquiry and utilize this research to write a master's level research paper. This process will involve both intensive individual work and significant engagement with peers' projects creating an interdisciplinary learning community through interaction and collaboration. Students are expected to follow a prescribed procedure under the direct guidance and supervision of the instructor that will produce a research proposal.

**EDFN-455B. Seminar II. 3 Hours.**

This seminar provides an opportunity for students to synthesize educational, intellectual and experiential interests. Students apply relevant research to their area of inquiry and utilize this research to write a master's level research paper. This process will involve both intensive individual work and significant engagement with peers' projects creating an interdisciplinary learning community through interaction and collaboration which implements a research proposal and culminates in a completed research study. Students are expected to follow a prescribed procedure under the direct guidance and supervision of the instructor.

**Prerequisite:** EDFN-455A with a minimum grade of C.

**EDFN-492. Social Justice Education In Schools. 3 Hours.**

This course engages students in an examination of historical and contemporary approaches to promoting equity and justice in K-12 education, including curricular, pedagogical, and policy-related interventions. Topics include but are not limited to the relationship between social justice education and student outcomes, strategies for enacting social justice in standards-based classrooms, and approaches to designing, implementing and evaluating social justice curriculum and policy.

**EDFN-497. Critical Race Theory In Education. 3 Hours.**

The purpose of this course is to provide an introduction to the tenets of Critical Race Theory (CRT) in legal scholarship and education as a means to interpret education in school and community contexts. Incorporating legal, historical, policy analysis and sociological approaches, this class develops analysis and praxis through CRT in the examination of educational concerns. Through the incorporation of various segments of critical theory (e.g. post-modern, post-structural, post-colonial, critical feminism, etc.) the class seeks to place CRT in the realm of education for social justice. This course is reading and writing intensive.

**Exercise Science****EXSC-210. Group Exercise Instructor. 3 Hours.**

In this course students will learn how to design resistance and cardiovascular training programs based on periodization principles that are specific to group exercise classes. Successful completion of this course will allow students to sit for the exam to become a Certified Group Exercise Instructor.

**EXSC-215. Resistance & Cardiovascular Training For Health & Fitness. 3 Hours.**

In this course students will learn how to design a resistance and cardiovascular training program based on periodization principles that are specific to an individual. Successful completion of this course will allow students to sit for the exam to become a Certified Personal Trainer.

**EXSC-304. Testing And Prescription For Health And Fitness. 3 Hours.**

This course focuses on the physiological rationale for health-related fitness tests (i.e., cardiorespiratory endurance, muscular strength/endurance, muscular flexibility, and body composition) and covers the procedures for utilizing the information collected from these tests. The course also provides laboratory and field experiences on how to conduct and evaluate health-related fitness tests.

**Prerequisite:** PEEMT-306 with a minimum grade of C.

**EXSC-315. Design Of Specific Exercise Programs. 3 Hours.**

In this course students will learn how to design a resistance and cardiovascular training program based on periodization principles that are specific to an individual or sport. Successful completion of this course will allow students to sit for the exam to become a Certified Strength and Conditioning Specialist.

**Prerequisite:** EXSC-215 with a minimum grade of C.

**EXSC-350. Independent Study Exercise Science. 3 Hours.**

In this course the instructor will work with the student to develop classroom materials as well as field experiences that are directly related to the students' future career interests. This course is taken in the students' final semester and needs departmental approval to enroll in it.

**Requirement:** Departmental Approval.

**EXSC-403. Research Methods In Exercise Science, Physical Education, Sport, And Recreation Settings. 3 Hours.**

This course provides an introduction to the types of research methods and design utilized in exercise science, physical education, sport, and recreation settings. Students will learn how to read and interpret peer-reviewed literature and use that literature to develop a research proposal.

**EXSC-404. Exercise Testing And Prescription. 3 Hours.**

The laboratory component 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 component of the course focuses on the physiological rationale for these tests and covers the procedures for utilizing the information collected in laboratory and field testing. Specifically, students will be instructed on the evaluation the health-related fitness status of tested individuals and on the prescription of exercise training regimens for health-related fitness status alteration and physical performance enhancement. An equipment fee of \$125 is required.

**EXSC-405. Applied Nutrition. 3 Hours.**

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.



**EXSC-413. Development And Management Of Physical Education, Recreation, And Sport Programs. 3 Hours.**

The course provides instruction on the development and management of physical education, recreation, and sport programs in schools, universities, corporations, and recreational facilities. Specifically, an overview and the underlying principles of operating facilities, sales/marketing strategies, member/ staff recruitment, management practices, equipment purchase/ maintenance, health/ safety considerations, financial management, legal issues, and insurance considerations will be discussed.

**EXSC-414. Program Development And Management In Health Promotion. 3 Hours.**

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.

**EXSC-415. Exercise Management In Chronic Diseases And Disabilities. 3 Hours.**

The course expands on the exercise testing and prescription information covered in EXSC-404 to include special population 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 disease/ 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.).

**Prerequisite:** EXSC-404 with a minimum grade of D.

**EXSC-416. Practices In Cardiac Rehabilitation. 3 Hours.**

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.

**Prerequisite:** EXSC-404 with a minimum grade of D.

**EXSC-418. Current Topics In Exercise And Sport Science. 3 Hours.**

The course provides students with the opportunity to explore the current research in the various areas that encompass the Exercise Sciences. Additionally, students are provided with a venue in which to discuss, with their peers and their professors, these topics salient to their professional growth and development. Understanding of these current topics is evaluated through the students' written reviews, oral presentations, and participation in class discussions of the presented reviews.

**EXSC-419. Psychology Of Exercise & Health Behaviors. 3 Hours.**

Research and psychological theories are examined in relation to Exercise and Physical activity behaviors across the lifespan; Psychological responses to exercise, sport and physical activity are examined in relation to behavior change and adherence. Students learn how to develop psychological interventions for increasing exercise participation and adherence.

**EXSC-420. Prevention Of Chronic Disease Through Diet & Exercise. 3 Hours.**

The course covers the molecular and cellular basis of prevention of chronic diseases. The emphasis is on the biological mechanisms of the causes of chronic diseases and on how dietary components and repeated stressful exercise alter the mechanisms of cause to reduce risk for these diseases. The major topics include: inflammation, obesity, metabolic syndrome and diabetes, atherosclerosis, and cancer.

**EXSC-421. Motor Control And Learning. 3 Hours.**

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.

**EXSC-422. Biomechanics. 3 Hours.**

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 biomechanics of work and energy, balance and movement control, force load and force production, and fatigue during exercise and performance will be discussed.

**EXSC-427. Adapted Physical Education, Recreation, And Sport Programs. 3 Hours.**

The course provides instruction on the history, current status, and future directions of adapted physical education, recreation, and sport programs within our society. The course will include discussions on the psychosocial and medical issues that must be considered when working with individuals with disabilities. Students will learn about existing sports, sport modifications, participation opportunities, and participation barriers for individuals with performance-altering impairments. Field work and visits to various agencies included in these programs.

**EXSC-430. Internship. 3 Hours.**

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.

**EXSC-431. Independent Study/Research. 3 Hours.**

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.

**Prerequisite:** EXSC-403 with a minimum grade of D.

**EXSC-433. Rehabilitation And Performance Injuries. 3 Hours.**

The course provides instruction in the prevention, management, and rehabilitation of performance injuries. The topics discussed include an overview of the prevention and care of injury, techniques for injury risk management, the pathology of injury, various injury management skills (e.g., psychosocial intervention, injury evaluation/emergency care, therapeutic modalities, and exercise rehabilitation), and an overview of the evaluation, care, and rehabilitation of various specific performance-related injuries.

**EXSC-434. Physiology Of Aging And Physical Activity. 3 Hours.**

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.

**Prerequisite:** EXSC-402 with a minimum grade of D.

**EXSC-435. Theory & Methodology Of Coaching. 3 Hours.**

The course provides instruction on the theories and methodologies of sport coaching. Specific emphasis will be placed on the planning, implementation and assessment aspects of coaching, including the philosophical foundations of coaching, technical and tactical coaching principles and player assessment strategies.

**EXSC-442. Sports-Specific Exercise Training. 3 Hours.**

This course integrates the cellular basis of performance enhancement with the components of fitness and of skill enhancement to develop an integrated and applied-science approach to exercise training for: the maximum-performance/moderate-skill sports of sprint & long-distance running, cycling, and swimming; the high-level fitness/high-skill sports of gymnastics, hockey, and soccer, and to the lower-level fitness/high-skill sports of basketball, football, and golf.

**EXSC-444. Cellular Physiology Of Exercise. 3 Hours.**

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.

**EXSC-445. Cardiovascular & Respiratory Physiology Of Exercise. 3 Hours.**

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, neuro-muscular fatigue, ergogenic aids (i.e., human performance enhancement substances), gender-related performance differences, and youth exercise/performance.

**EXSC-5901. Thesis Hours. 1 Hour.**

For those students selecting the Thesis Option for the Master of Science in Exercise and Sport 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.

**EXSC-5902. Thesis Hours. 2 Hours.**

For those students selecting the Thesis Option for the Master of Science in Exercise and Sport 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.

**EXSC-5903. Thesis Hours. 3 Hours.**

For those students selecting the Thesis Option for the Master of Science in Exercise and Sport 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.

## Health Science

**HSCI-107. Health For Effective Living. 3 Hours.**

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.

**HSCI-109. First Year Experience: Health And Wellness In Chicago. 3 Hours.**

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 of health, wellness, and the urban environment of Chicago. Students will learn basic skills and identify resources throughout the city to help them become successful students. Students will learn the importance of addressing issues related to health in the urban environment and the professions they might pursue to address these issues.

**HSCI-200. Community Health. 3 Hours.**

This course is an introduction to community health, public health, and health education that includes health services, environmental health, behavioral health, public policy, healthcare systems, occupational health and other subfields. Students will explore the concepts of advocacy and health disparities on local and global levels in the context of historical and contemporary events. Students will locate and interpret valid health information, practice assessment skills, develop educational interventions for priority populations, act as a resource person, and advocate for the profession and health of others. This will be accomplished through course discussions, assignments, and presentations.

**HSCI-203. Fitness Education. 3 Hours.**

This course will cover the development and implementation of numerous fitness-related activities and current trends in fitness for physical education. Students will be introduced to the components of health and skill related fitness, principles of training and fitness pedagogy through experiential activities. Students will achieve a thorough understanding of fitness.

**HSCI-303. Human Sexuality And Sex Education. 3 Hours.**

This course provides a foundation for educating others in the area of human sexuality. Students will acquire knowledge about anatomy, pregnancy, childbirth, contraception, sexually transmitted infections, and the consequences of inadequate sex education at the individual, community, and societal levels. An emphasis will be placed on social, cultural, political, and religious influences and historical context. Students will evaluate their own values and beliefs and apply health education, learning, and behavior principles to the design and development of sex education.

**HSCI-307. Human Diseases. 3 Hours.**

This course uses a multidisciplinary approach to discuss the etiology, the major underlying determinants, transmission, prevention, control, and treatment of communicable, chronic, and degenerative diseases. It examines the relationship between disease and political, social and economic development. Drawing upon the sciences, social sciences and humanities, students are introduced to the nature and determinants of communicable, non-communicable, and neglected tropical diseases; and they explore the factors shaping the distribution of disease, as reflected in local, national, and international health goals and research. They also will examine modern approaches disease prevention and health promotion priorities.

**HSCI-309. Nutrition And Health. 3 Hours.**

This course provides a foundation in nutrition through the examination of the connection between eating and personal health. It also discusses the biological, socioeconomic, cultural, environmental and psychological factors that impact dietary intake. Using a prevention framework, students will explore chronic diseases and intuitive eating. Emphasis will be placed on the relationships between dietary nourishment, health, and quality of life.

**HSCI-312. Global And Environmental Health. 3 Hours.**

This course will address the relationships between global health, environmental health, and political, social and economic development. Drawing upon the biological, social, and behavioral sciences, students will examine the determinants related to population health throughout the world. Understanding historical context and applying theoretical constructs are critical to this process. Local, national, and international goals, as well as current research, serve as both evidence and resources.

**HSCI-314. Epidemiology And Human Diseases. 3 Hours.**

Presents principles and practices related to the cause, prevention and control of disease. Emphasis is placed on understanding the occurrence and distribution of 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.

**HSCI-315. Writing Intensive Program: Writing In The Health Sciences And Physical Education. 3 Hours.**

This course is a writing intensive experience, offering students the opportunity to develop written communication skills in their profession. Topics include evaluating sources of information, conducting an annotated bibliography using library databases, citing references using APA format, ethical use of resources, utilizing a multi-step writing process, summarizing communications, building a persuasive argument, proposing a solution to a problem, and explaining a phenomenon. Exercises include developing press releases, memo, article critiques, newsletter articles, a grant application, resume, and cover letter in application for a job. Information sources include peer-reviewed and popular periodicals, videos, websites, textbook, and other appropriate media.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**HSCI-316. Health Disparities: Individual, Communities, And Systems. 3 Hours.**

In this course, learners will examine how health disparities are defined and discuss the major underlying determinants of poor health and the relationship between health and key socio-demographic variables, including race, sex/gender, age, income, education, and immigrant status. It explores the factors shaping the distribution of poor health, locally and globally, and their connection with historical, social, environmental, economic, and political systems. It also considers the impact of global income inequality on health risks, availability and access to health resources. Learners will explore local and global efforts to narrow and eliminate inequalities via a variety of interventions.

**HSCI-317. Age, Death, And Dying. 3 Hours.**

This course will provide students with an interdisciplinary understanding of the human experiences of aging, death and dying, focusing primarily on psychosocial, mental health, behavioral, and ethical issues. Students will examine the way individuals, communities, and societies perceive and manage the elderly and the issues surrounding the end of life. The causes and effects of attitudes towards these subjects will be explored as well as how these perceptions relate to health behavior.

**HSCI-318. Consumer Health. 3 Hours.**

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.

**HSCI-319. Substance Use And Abuse Education. 3 Hours.**

This course provides a foundation for educating others in the area of substance use and abuse. Students will acquire knowledge about addiction and legal/illegal drug use and the consequences of inadequate drug education at the individual, community, and societal levels. An emphasis will be placed on social, cultural, political, and religious influences and historical context. Students will evaluate their own values and beliefs about substance usage and apply health education, learning, and behavior principles to the design and development of drug education.

**HSCI-320. Cancer Health Policy. 3 Hours.**

This course on cancer-related policy cross-examines topics related to cancer as a chronic degenerative disease from diverse disciplinary lenses including public health, biology, economics, and social science. Students will be exposed to various cancer-related issues under the guidance of an instructor and experts in the oncological, social sciences and health policy fields. This course will also explore socio-political issues that influence cancer related policy in United States and other countries.

**HSCI-323. Mental And Emotional Health. 3 Hours.**

This course covers the principles of community and personal mental, emotional, and social well-being. Employing a socio-ecological approach, students study the individual, family, organizational, biological, historical, and societal factors influencing mental health. Students learn how to improve personal mental health through reflective practice and behavioral strategies, promote community mental health through educational strategies, and advocate for the mental health of others. Ethical use of technology to support learning, reflection, communication, and collaboration is foundational to this course.

**HSCI-340. Health Behavior Theory & Practice. 3 Hours.**

This course is an introduction to the fundamental theories in behavior. Because theory and practice are driven by research, the course will also introduce students to examples of health promotion research. Students will analyze constructs that explain or predict behavior including intrapersonal capacity, interpersonal supports, and environmental contexts. They also will apply individual and community-based theories to the design of a community health intervention.

**HSCI-350. Community And Public Health Education Methods. 3 Hours.**

In this course, students develop skills to communicate health information effectively and positively affect population health at the individual, community, and societal levels. Students apply health behavior, communication, and learning theories and models to develop, implement, and evaluate community and public health messages for selected audiences. Emphasis is placed on multicultural humility and competence, health literacy, empowerment, and equity. Ethical use of technology to support learning, reflection, communication, and collaboration is foundational to this course.

**Prerequisite:** College of Education Admission with a score of Y and HSCI-340 with a minimum grade of C.

**HSCI-355. Organization & Administration Of School Health. 3 Hours.**

This course introduces students to the connections between health and student learning and to the components of a coordinated school health approach. Students will explain the role of the school health coordinator, assess and advocate for school health needs, plan a school health initiative, and identify opportunities for professional growth. Collaboration and the ethical use of technology to support learning, reflection, and communication is foundational to this course.

**HSCI-357. Introduction To Health Care Management And Leadership. 3 Hours.**

This course will provide a general introduction to leadership and management in the field of health care. Students will explore concepts, processes, and theoretical content considered necessary for persons who intend to practice in a health care administrative position. Emphasis is placed on the differences between leadership and management, profit and nonprofit, and health care and other commodities with ongoing attention to social, cultural, economic, and environmental accountability.

**HSCI-360. Health Program Management & Evaluation. 3 Hours.**

In this course, students develop skills to design, develop, and implement a health promotion program that addresses population health. After identifying stakeholders and partners, students conduct a community health assessment, establish program goals, and develop implementation, management, and evaluation plans. Emphasis is placed on multicultural humility and competence, empowerment, and equity. Ethical use of technology to support learning, reflection, communication, and collaboration is foundational to the course.

**Prerequisite:** HSCI-340 with a minimum grade of C or HSCI-350 with a minimum grade of C.

**HSCI-364. Theories And Concepts Of School Health Education. 3 Hours.**

This course introduces theories and concepts of health education. Students will explain the role of the health education teacher as a resource person and consider professional and ethical issues in health education. Students also will apply principles and procedures for planning, implementing, and evaluating school health education. This process includes utilizing best practices in instructional and assessment strategies to foster health literacy in the health education classroom. Collaboration and the ethical use of technology to support learning, reflection, and communication is foundational to this course.

**HSCI-365. Health Education For The High School. 3 Hours.**

This course provides future and practicing educators the functional knowledge and skills needed to teach high school health education effectively. Developing a health education learning segment, that aligns with state and national standards, integrates technology to improve learning outcomes, and meets the needs of a diverse student population will form the focus of the course. Inquiry and theoretical approaches, collaboration, and reflective practice are employed.

**HSCI-370. Field Experience: Community Health. 9 Hours.**

The 200-hour community health field experience affords students the opportunity to integrate concepts and skills, learned in the curriculum, while immersed in a community and public health setting. A weekly seminar provides interns a forum to debrief field experiences, learn about the profession, and prepare for a job search. Completion of performance-based assessments aligned with public health competencies support the development of a professional portfolio.

**Prerequisite:** HLED-360 with a minimum grade of C.

**HSCI-375. Health Promotion Field Experience. 3 Hours.**

This course provides a 100-hour field experience for Community Health minors. Students meet weekly to share and debrief their field experiences, collectively solve instructional and site management problems, revisit research and theory regarding addressing the needs of a diverse learning audience, and learn about the health promotion profession. Observation, reflection, presenting, and assessment are critical activities in this course.

## Physical Education

**PEMA-105. Beginning Swimming. 1 Hour.**

The course is designed for participants with little or no swimming ability or experience. Students will acquire basic swimming and water safety skills.

**PEMA-110. Yoga For Beginners. 1 Hour.**

The course is designed for participants with little or no yoga experience. Students will acquire basic yoga skills and practice yoga poses.

**PEMA-115. Meditation For Stress, Anxiety, And Mental Clarity. 1 Hour.**

In this course students will practice a range of meditative techniques ranging from guided meditation, mantra meditation, silent sitting and yoga nidra-deep dreamless yoga sleep. Each class will consist of practice and reflection. Outside class work will include select readings to assist students in understanding the benefits of meditation. Students will develop their own practice using a practice guidebook of their own making.

**PEMA-152. Judo And Self-Defense. 1 Hour.**

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 Hour.**

Introduction to basic skills: clear shots, serves, drop shots, smashes, offensive and defensive strategies. Rules, singles and doubles; tournaments.

**PEMA-162. Bowling. 1 Hour.**

Theory and practices; rules, regulations, skill practice, tournament play and handicapping and coaching.

**PEMA-163. Golf. 1 Hour.**

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; visitation to driving range and golf course.

**PEMA-166. Recreational Games. 1 Hour.**

Choosing, teaching and organizing informal recreational activities, including non-traditional, creative activities, sedentary, competitive and cooperative play situations.

**PEMA-172. Basketball. 1 Hour.**

This course will cover the basic skills of basketball including dribbling, passing, and shooting as well as offensive and defensive strategies. Students will be introduced to small game play and team strategies. They will gain a basic understanding of basketball rules and officiating. Students will achieve proficiency in the fundamentals of basketball.

**PEMA-203. Weight Training. 3 Hours.**

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-210. Lifeguard Certification American Red Cross. 2 Hours.**

This course is designed to teach the skills required to become an American Red Cross Lifeguard. This will include swimming skills in order to perform lifeguarding skills, Cardiopulmonary Resuscitation (CPR), and Automated External Defibrillation (AED). Students who qualify may be certified as a Lifeguard. Student must pass a pre-course swimming skills test and meet all the requirements by the American Red Cross Lifeguard Course in order to be certified. This will include attendance at a minimum of 25 hours in class and passing the written and skills exams.

**PEMA-215. Water Safety Instructor Certification American Red Cross. 2 Hours.**

This course is designed for physical education students and other professionals who will be expected to teach aquatics. It includes progressive swimming instruction, observation, and participation in other aquatic activities and peer teaching. Students who qualify may be certified as Water Safety instructors (WSI). Students must pass a pre-course swimming skills test and meet all the requirements by the American Red Cross WSI in order to be certified. This will include attendance at a minimum of 32 hours in class.

**PEMA-332. Fundamentals Of Yoga Philosophy And Practice. 3 Hours.**

Introduction to the philosophy and practice of yoga. The philosophical view will be based on Pantanjali's yoga system. In addition, proper breathing techniques, nutrition, positive thinking, relaxation, concentration and stress management will be covered.



**PEMA-334. Philosophy And Practice Of Yoga II. 3 Hours.**

This course builds on PEMA-332: Fundamentals Of Yoga Philosophy And Practice. Through reading, discussion, and practice the following will be covered: anatomy and body systems in relation to advanced yoga asana, advanced yoga asana practice, overcoming obstacles to develop your own personal practice and teaching of advanced asana yoga, historical concepts of Western and Vedic ideas, and metaphors present in Eastern thinking.

**Prerequisite:** PEMA-332 with a minimum grade of C.

**PEMT-109. First Year Experience: Chicago Body Works. 3 Hours.**

This course will give students a comprehensive and practical view of the importance of fitness and nutrition in their daily lives. Students will be engaged in activities that they can participate in for life. They will learn the underlying fundamentals of a fit for life attitude. Each student will be provided with the knowledge and understanding of how to assess their current level of fitness and how to make improvements in the five health-related fitness component areas (cardiovascular fitness, body composition, flexibility, muscular strength and muscular endurance) through various physical and skill related activities. Also emphasized will be the importance and application of proper nutrition. A strong focus will be the multifaceted and diverse challenges faced by individuals committed to pursuing wellness in Chicago.

**PEMT-109B. First Year Experience: Adventure In Chicago. 3 Hours.**

This course is a hands-on experiential based approach to learning about and using cooperative learning, teams, challenge and adventure education, simulations and debriefing processes to create positive learning environments that promote engaged active learning. The course will focus on themes of self-knowledge, diversity, dealing with conflict, classroom dynamics, establishing effective learning environments, building peer and teacher-student trust and relationships that promote a "caring classroom".

**PEMT-151. Fundamentals Of Rhythms. 3 Hours.**

This course will cover basic locomotor movements, choreography skills (movements with music), and several genres of dance (i.e. ballet, jazz, and modern). Students will be introduced to a wide range of dance forms (social, cultural, and creative dance) and dance pedagogy. Students will achieve proficiency in a variety of fundamental dance skills and basic teaching strategies.

**PEMT-201. Introduction To Principles And Methods In Physical Education. 3 Hours.**

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-203. Fitness Education. 3 Hours.**

This course will cover the development and implementation of numerous fitness-related activities and current trends in fitness for physical education. Students will be introduced to the components of health and skill related fitness, principles of training and fitness pedagogy through experiential activities. Students will achieve a thorough understanding of fitness.

**PEMT-231. Teaching Target, Net, And Wall Activities In Physical Education. 3 Hours.**

A content course focused on movement skills and knowledge for students in grades 3-12 within activity categories aligned to National Standards and Grade Level Outcomes for K-12 Physical Education. Teacher candidates will develop common and specialized content knowledge related to target, net, and wall activity categories. In addition, teacher candidates will recognize and understand academic language and theory related to teaching and learning target, net, and wall activity categories.

**PEMT-235. Teaching Physical And Health Education Concepts For Classroom Teachers. 3 Hours.**

This course will cover the fundamental principles and basic methodology of teaching physical and health education concepts for elementary classroom teachers. Students will be introduced to fundamental content knowledge and introductory teaching methodology. Students will achieve a broad understanding of quality physical and health education concepts and a variety of strategies to successfully implement them into active, developmentally appropriate lessons.

**PEMT-242. Cooperative Learning In Adventure Education. 3 Hours.**

This course is a hands-on experiential based approach to learning about and using cooperative learning, teams, challenge and adventure education, simulations and debriefing processes to create positive learning environments that promote engaged active learning. The course will focus on themes of self-knowledge, diversity, dealing with conflict, classroom dynamics, establishing effective learning environments, building peer and teacher-student trust and relationships that promote a "caring classroom".

**PEMT-251. Fundamentals Of Rhythms. 3 Hours.**

This course will cover basic locomotor movements, choreography skills (movements with music), and several genres of dance (i.e. ballet, jazz, and modern). Students will be introduced to a wide range of dance forms (social, cultural, and creative dance) and dance pedagogy. Students will achieve proficiency in a variety of fundamental dance skills and basic teaching strategies.

**PEMT-276. Teaching Invasion, Striking, And Fielding Activities In Physical Education. 3 Hours.**

A content course focused on movement skills and knowledge for students in grades 3-12 within activity categories aligned to National Standards and Grade Level Outcomes for K-12 Physical Education. Teacher candidates will develop common and specialized content knowledge related to invasion, striking, and fielding activities. In addition, teacher candidates will recognize and understand academic language and theory related to teaching and learning invasion, striking, and fielding activity categories.

**PEMT-300. Adventure Education Programming. 3 Hours.**

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-302. Kinesiology. 3 Hours.**

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.

**PEMT-303. Adapted Physical Education And Recreation. 3 Hours.**

The purpose of PEMT-303 is to provide students with the knowledge and basic skills required to meet the professional and legal mandates pertaining to kinesiology for individuals with disabilities. This course encompasses all sub-specialties in the profession with particular emphasis on children and their physical and motor development in schools. The course provides lesson plan writing, practical teaching opportunities and experiences for each student enabling each learner to gain the following; understanding of the knowledge and skills for students with disabilities, and planning and teaching students with disabilities in K-12 setting.

**PEMT-305. Functional And Structural Human Anatomy. 3 Hours.**

This course will cover the fundamental functional and structural anatomical aspects of the human body. Students will be introduced to the skeletal, muscular, nervous, respiratory, cardiovascular, endocrine and reproductive systems. Students will achieve a broad understanding of the function and structure of these systems and how this knowledge can be applied in health and physical activity settings.

**PEMT-306. Exercise Physiology. 3 Hours.**

This course will cover a broad understanding of the metabolic processes and various physiological systems that underlie human movement. Students will be introduced to the specific adaptations that occur within the body as a result of various types of physical activity. Students will achieve a strong understanding of how physiological concepts, related to human movement, explain the impact of exercise and physical activity on the body. Additionally, students will be able to apply their knowledge of these systems to provide more effective exercise, sport and physical activity programs. Departmental approval required.

**PEMT-307. Assessment In Physical Education. 3 Hours.**

This course will cover the role of assessment in k-12 physical education programs. Students will be introduced to the development of assessments in the psychomotor, cognitive and affective learning domains. In addition they will learn basic statistics, introductory data manipulation, presentation, and analysis. Students will achieve an understanding of the basic principles of assessment, creation of developmentally appropriate assessments, and achieve proficiency in the manipulation, presentation, and interpretation of assessment data.

**PEMT-308. Motor Skill Behavior. 3 Hours.**

This course will cover the central theories of motor skill behavior, concepts of motor skill behavior, and their practical application in instructional settings. Students will be introduced to motor skill learning theories, concepts explaining central and sensory control of movement, childhood motor development, and factors influencing motor skill learning. Students will achieve a broad understanding of how to apply these theories and concepts in practitioner based settings such as teaching, coaching, clinical and therapeutic environments.

**PEMT-309. Sport & Exercise Psychology. 3 Hours.**

This course will cover the psychological theories and constructs that underlie performance in sport, exercise and physical activity settings. Students will be introduced to the foundational theories that explain individual and contextual factors that influence behavior in the physical realm. A theory to practice approach will be used to understand the psychology of sport and exercise behavior.

**PEMT-310. Socio-Cultural Influences On Physical Activity. 3 Hours.**

This course will cover the contemporary and historical perspectives on social and cultural issues that influence youth in physical activity settings. Students will be introduced to issues including race, gender, sexuality, body image, and socioeconomic status and how they influence physical activity. Students will achieve a broader understanding of how these issues influence physical activity and strategies to encourage participation.

**PEMT-311. Introduction To The Theory And Methodology Of Coaching. 3 Hours.**

This course will cover the basic theory, methodology, and principles of athletic coaching. Students will be introduced to sport and exercise science theory, instructional methodology, and pedagogical principles related to athletic coaching. Students will achieve a broad understanding of how theory and methodology underpin quality athletic coaching and the ability to apply these concepts in practice. Requires Departmental authorization/approval.

**PEMT-341. Physical Education Curriculum Design. 3 Hours.**

This course will cover the design and implementation of current physical education curricular models. Students will be introduced to developmentally appropriate methodologies for lessons, units, and semester planning for a variety of models. Students will achieve an understanding of how to develop and apply these models in k-12 physical education settings.

**Prerequisite:** PEMT-201 with a minimum grade of C and PEMT-203 with a minimum grade of C.

**PEMT-343. Foundations Of Physical Education In Early And Elementary Education. 3 Hours.**

This course will cover the basic pedagogical principles and methodologies for the design and implementation of physical education in PreK thru 6th grades. Students will be introduced to planning, pedagogy, behavior management, assessment, and evaluation of student performance. Students will achieve the theoretical knowledge (classroom) and the practical experiences (field experience) required to fulfill the professional responsibilities of a successful elementary school physical educator. Additionally, students will be required to observe 20 hours in an elementary physical education setting.

**Prerequisite:** PEMT-201 with a minimum grade of C and PEMT-203 with a minimum grade of C.

**PEMT-344. Foundations Of Physical Education For Middle & High Schools. 3 Hours.**

This course will cover the basic pedagogical principles and methodologies for the design and implementation of physical education at the middle and high school levels. Students will be introduced to planning, pedagogy, behavior management, and assessment and evaluation of student performance. Students will achieve the theoretical knowledge (classroom) and the practical experiences (field experience) required to fulfill the professional responsibilities of a successful middle or high school physical educator. Additionally, students will be required to observe 20 hours in middle or high school physical education settings.

**Prerequisite:** PEMT-201 with a minimum grade of C and PEMT-203 with a minimum grade of C.

**PEMT-351. Independent Study In Physical Education. 1 Hour.**

Special project of the student's choosing relating to some facet of physical education.

**PEMT-352. Independent Study In Physical Education. 2 Hours.**

(See PEMT-351 for description.).

**PEMT-353. Independent Study In Physical Education. 3 Hours.**

(See PEMT-351 for description.).

**PEMT-355. Physical Education Clinical Experience. 3 Hours.**

In this course students will be introduced to authentic physical education classroom settings and the planning, implementation, and assessment processes that occur. Students will be required to complete a minimum of 100 hours of clinical observation (50 elementary, 50 secondary) during this course. This course also will cover basic components of the edTPA portfolio, including a review of planning, implementation, and assessment in physical education. Students will achieve a broad understanding of the edTPA process and the factors that influence quality physical education within the school setting. Departmental Authorization/Approval required.

**PEMT-375. Student Teaching And Seminar In Physical Education. 12 Hours.**

This course requires sixteen weeks of full-day student teaching and practical teaching experience in a preK-12 physical education setting. Students enrolled in this course are supervised by a cooperating teacher and a university supervisor, who conducts a weekly seminar associated with student teaching.

**Prerequisite:** PEMT-355 with a minimum grade of C.

**PEMT-375B. Student Teaching And Seminar In Physical Education. 6 Hours.**

This course requires sixteen weeks of full-day student teaching and practical teaching experience in a preK-12 physical education setting. Students enrolled in this course are supervised by a cooperating teacher and a university supervisor, who conducts a weekly seminar associated with student teaching.

**Prerequisite:** PEMT-355 with a minimum grade of C.

**PEMT-400. Adventure Education. 3 Hours.**

The course will focus on how to integrate an interdisciplinary adventure-based program into physical education and recreational settings. The course is an experiential based approach to learning that uses cooperative learning, team building, simulations, and debriefing processes to create positive learning environments that promote engaged active learning. Liability and safety measures to consider when designing and developing adventure education programs will be addressed as well.

**PEMT-410. Socio/Cultural Influences On Physical Activity, Sport, And Recreation. 3 Hours.**

This course will cover contemporary and historical perspectives on social and cultural issues that influence youth and adults in physical activity, sport, and recreation settings. Students will be introduced to issues including race, gender, sexuality, body image, and socioeconomic status and how these factors influence physical activity, sport, and recreation.

**PEMT-440. Contemporary Curricula In Physical Education. 3 Hours.**

This course will cover the design and implementation of current physical education curricular models. Students will be introduced to developmentally appropriate methodologies for lessons, units, and semester planning for a variety of models. Students will discuss the application of these curricula and how to implement them into their current physical education teaching setting.

**PEMT-445. Contemporary Teaching Methods In Physical Education. 3 Hours.**

This course will cover contemporary pedagogical principles and methodologies for the design and implementation of physical education at the elementary, middle, and high school levels. Students will discuss, apply, and implement the most current theoretical knowledge and practical experiences within physical education pedagogy.

## Public Health

**PH-400. Introduction To Public Health. 3 Hours.**

In this course, students will be introduced to the profession and science of public health, inclusive of its history, philosophy, values, and roles. Students also will be introduced to the intersecting factors influencing human health and healthy equity including environmental, biological, genetic, behavioral, psychological, social, political, racism, and economic. With a particular focus on marginalized communities, students examine major trends of morbidity and mortality, explain the role of prevention, and compare the US's and other countries' health care systems. Instruction recognizes students' lived experiences and insights and integrates these into discussions and other exercises that promote critical thinking and analysis.



**PH-405. Social And Behavioral Health Theory. 3 Hours.**

This course will cover theories of social and behavioral health and their application to the assessment, implementation, and evaluation of public health initiatives. In this course students will learn how to implement health behavior interventions that use intrapersonal, interpersonal, and ecological/community theories and models to create positive health behavior changes within individuals, communities, and societies. The assessment, implementation, and evaluation of health behavior interventions will focus particularly on marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location.

**Requirement:** Accepted to the MPH program or Program coordinator approval.

**PH-410. Epidemiology. 3 Hours.**

This course provides a foundation in the occurrence, distribution, and determinants of health, diseases, injuries, disability, and mortality in populations. Content includes epidemiological measurements and study designs, their key ethical issues, and their relationship to disease prevention, treatment, and control. Students examine the social, behavioral, and psychological determinants of vulnerability to disease among groups classified by race, ethnicity, sexuality, gender, socio-economic position, gender, age, ability, and location, as well as the intersections of these classifications. Students also practice strategies for designing and supporting public policies that appropriately and effectively promote health in the communities where they live.

**PH-415. Biostatistics. 3 Hours.**

This course provides an introduction to statistical methods with a focus on public health. Topics include collection, summarization, and analysis of data and the interpretation of and inferences from results. It will include analyses of data that demonstrate how bias affects marginalized communities, with specific and ongoing attention to the intersections they experience including, but not limited to race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. Students will study current research articles to develop their ability to distinguish bias in data collection, data analysis, and resulting government policy. The course includes a project focusing on health disparities.

**Requirement:** Accepted to the MPH program or Program coordinator approval.

**PH-420. Environmental Health. 3 Hours.**

This course addresses topics in Environmental Health as they relate to public health. Students develop the knowledge to discuss topics such as air quality; water quality; food safety; risk assessment; indoor health; vector and pest management; and the management of chemical, biological, and physical environmental agents. The context will focus on marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. This will be accomplished through case analyses and with the goal to advocate for equity and justice in legislation and policy.

**Requirement:** Accepted to the MPH program or Program coordinator approval.

**PH-425. Global Health. 3 Hours.**

This course uses a multidisciplinary approach to discuss the major underlying determinants of poor health. Students will be introduced to the evolution of modern approaches, the setting of global health priorities, the functions and roles of global health systems, and an overview of current global health practices. Students will explore the factors shaping the global distribution of disease and their connection with issues of social, economic, and political development. Students will also consider the impacts of globalization, climate change, and other environmental factors on health risks and availability of health resources.

**PH-430. Health Literacy & Health Communications. 3 Hours.**

In this course, students critically examine the implications of health literacy on health and health outcomes and the role of health communication in helping individuals and populations to access, obtain, understand and act on health information. Students will develop skills in conducting a needs assessment; identifying communication goals, objectives, and strategies; designing and testing messages and materials; and developing an implementation and evaluation plan. Central to this process is the accurate measurement of literacy and sensitivity to marginalized communities, with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location.

**PH-440. Health Disparities & Health Advocacy. 3 Hours.**

This course provides students with the theoretical applications to conduct research and to identify the primordial, historical, and contemporary sources of health disparities in the United States and around the world. Content focuses on how health disparities are defined, their prevalence, why and among whom they exist, issues and methods of measurement, and approaches to addressing them. Students learn why scholars and practitioners describe health disparities as unnecessary, avoidable, and unfair. Using multidisciplinary, multisectoral, and culturally-appropriate approaches, students will develop advocacy strategies to target and eliminate health disparities.

**PH-450. Health Care Program And Services Administration. 3 Hours.**

This course is designed to develop skills in healthcare program and services administration, including organizational structures, management styles and challenges in public health and healthcare organizations. Students will practice how to successfully manage change, appropriately solve problems, and make ethical decisions with consideration for social determinants of health. Examples will focus on marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. Achieving quality outcomes through planning, organizing, administering, managing, and evaluating public health policy is integral to this course.

**PH-460. Design And Development Of Public Health Programs. 3 Hours.**

This course develops public health program planning, management, and evaluation skills. Planning activities include conducting a needs assessment, setting goals and objectives, selecting intervention strategies, and building an implementation timeline. Management activities include preparing a budget and developing a marketing plan. Evaluation activities include establishing program performance standards and developing an evaluation plan. Emphasis will be placed on evidence-based approaches to reduce health disparities among marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location.

**Prerequisite:** PH-400 with a minimum grade of C.

**PH-470. Research Methods In Public Health. 3 Hours.**

This course will cover all aspects of conducting qualitative and quantitative research in the social sciences. Students will learn how to collect and interpret data in an ethical and diversity-sensitive manner. The assessment, implementation, and evaluation of research-related processes and outcomes will include discussion of the general public as well as marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. Students will learn about the proper reporting of data, the accurate interpretation of findings, and the use of ethical inferential procedures.

**Prerequisite:** PH-400 with a minimum grade of C.

**PH-480. Internship I. 3 Hours.**

This course is a mentored learning experience that serves as a bridge between public health training and practice. During the internship, students complete a site-based project related to one or more core areas of public health and with a focus on marginalized communities and the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. In addition to the project, the course includes coaching meetings, ongoing self-assessment and reflection, synthesis of professional ethics, collaborative and peer-driven problem-solving, and case-based learning exercises that require critical analysis, systems-based thinking, and transformative approaches.

**PH-485. Internship II. 3 Hours.**

This course is an expansion of Internship I, a mentored learning experience that serves as a bridge between public health training and practice. This course includes additional field experience hours and professional development exercises and opportunities. Internship I and II can be taken in the same semester if it can be clearly established that the student has time for the extended commitment and that the field experience site and site supervisor have the capacity and interest to support this commitment. Department, program, and academic advisor approval are required.

**PH-490. Capstone. 3 Hours.**

This course is an individualized, mentored, culminating learning experience to support students in synthesizing and integrating their public health coursework. Guided by evidence-based approaches, students conduct mixed-method research to identify community health needs, assets, and resources. Students present their findings in ways that reveal a deep understanding of public health functions, an ecological perspective of health, and a capacity to be competent, reflective, collaborative, transformative, and ethical public health researchers, practitioners, and managers. Students also participate in a self-study project during which they examine and reflect on their career interests, personal values, and experiential capital.

**PH-498. Public Health Independent Research Project. 3 Hours.**

This course is for students majoring in public health who choose to fulfill graduation requirements via an approved Independent Study. Directed research, analysis, and presentation of a research paper on an important topic in public health are the focus of the course.

**PH-503. Human Sexuality And Sex Education. 3 Hours.**

This course provides a basic foundation in the area of human sexuality and sex education. In addition to acquiring knowledge in anatomy, pregnancy, childbirth, contraception, sexually transmitted infections, and relationships, students also will examine the evolutionary factors, historical foundations, and contemporary influences on human sexuality and sex education. Students will locate and interpret health data and information, evaluate policy, reflect on personal beliefs, develop educational interventions, and acquire the skills to act as a resource person and advocate for science-based instruction and policies.

**PH-519. Substance Use And Abuse Education. 3 Hours.**

This course is an introduction to substance use and abuse including the role of and effects on human behavior, the neurobiology and complexity of addiction, the impact on health and society, historical foundations and outcomes of substance use laws, and the influence of religion, politics, and other factors on substance use, abuse, and perceptions. Students will locate and interpret health data and information, evaluate policy, reflect on personal beliefs, develop educational interventions, and acquire the skills to act as a resource person.

**PH-523. Mental Health Education And Promotion. 3 Hours.**

This course develops knowledge and competencies related to mental health, education, and promotion. Learners gain insight into the factors that impact mental health across the lifespan, including historical, environmental, biological, genetic, behavioral, psychological, cultural, sociological, political, and economic. Learners administer a community-level mental health assessment, develop culturally and linguistically appropriate mental health curricula, evaluate mental health promotion interventions, and advocate for transformative mental health policies, programs, and services. They also conduct a self-care self-study, examine personal dispositions, and create personal and professional action plans. Cultural humility, ethical practices, and ecological approaches are emphasized throughout.

**PH-555. Organization And Administration Of School Health. 3 Hours.**

This course provides foundational content and builds skills related to the organization and administration of school health. Emphasis is placed on the factors that contribute to a healthy school environment and the social determinants that impact PK-12th grade students' motivation and ability to learn. Learners interpret data to identify school health needs; conduct a personal inventory; make plans to engage stakeholders in the formation of a school health council; select and use sources to advocate for school health; interpret and analyze school health policies; design and develop school health initiatives; and prepare to become a school health leader.

**PH-564. Theories And Concepts Of School Health Education. 3 Hours.**

This course provides foundational knowledge about effective school health education curricula, health behavior theories, health education standards, the whole child approach, risk and protective factors, and the multidimensionality of health. Students practice assessing learners' needs, applying principles of learning towards curriculum design, employing instructional strategies to engage learners, utilizing multiple methods of assessment, and cultivating an inclusive classroom environment. Students also analyze the role of the health education teacher as a resource person; consider professional and ethical issues in health education; and make plans for ongoing professional development.

## urban community studies

**UCS-103. Introduction To Urban Community Studies. 3 Hours.**

Introduction to Urban Community Studies is an overview of the Urban Community Studies program and its interdisciplinary approach to examining the political, economic, social, and cultural forces that impact urban communities in this country and throughout the world. The course is designed to introduce students to core analytical concepts and build their critical thinking and analytic writing skills.

**UCS-201. Power And Oppression In The Urban Community. 3 Hours.**

The purpose of this course is to examine social organization and theories of power and oppression to determine who rules the United States. Moreover, review the "center" of power as a matrix to decide how it impinges in various ways on those who live within the United States society.

**UCS-203. Activism And Community Engagement In The Urban Context. 3 Hours.**

Activism and Community Engagement in the Urban Context explores historic and contemporary forms of activism and community engagement in local, national and global urban communities. Students will become familiar with the analytic frameworks that inform community activism and trace the connections between activism and community engagement. Through an examination of course readings, guest lecturers and visits to community events, students will investigate forms of activism and community engagement as they relate to issues including education, food security, violence prevention, police reform, equal rights, homelessness, health and wellness and voting rights.

**UCS-302. Urban Education And The Art Of Critical Pedagogy. 3 Hours.**

The course provides educational practitioners with multimodal approaches to better engage students in a curriculum to improve the child's learning experiences. Research-based strategies are reviewed to enhance teachers' delivery of instruction to promote student outcomes.

**UCS-303. Writing Intensive Program: Research Writing In Urban Community Studies. 3 Hours.**

Research Writing in Urban Community Studies provides an overview in research methodology. In this course students will learn how to design and write a scholar-activist oriented research proposal on a social science topic pertinent to the urban community. The course covers the following topics: the selection of a research topic, the articulation of research questions, writing a literature review, the development and application of social science theory, the development of methodology, research design, data analysis, research ethics, and research dissemination.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**UCS-304. Contemporary Issues In Urban Community Studies. 3 Hours.**

This course focuses on the contemporary issues surrounding urban communities in the United States. It specifically examines the economic, political, educational, and environmental underpinnings of such communities. Throughout this course the major issues affecting the environment of urban communities, specifically educational inequalities, and the misuse and abuse of economic and political power are discussed. In addition, the discussion of racism as the underlying cause of the historic and contemporary issues in the urban community is explored.

**Prerequisite:** College of Education Admission with a score of Y.

**UCS-305. Urban Entrepreneurship. 3 Hours.**

Urban Entrepreneurship explores the fundamentals of entrepreneurship and its connections to community engagement in the urban context. Students will learn the stages of entrepreneurship including idea generation, developing a business model and financing an entrepreneurship venture. Students will also have an opportunity to explore their own entrepreneurship interests and learn the ways that community engagement and social entrepreneurship can play a role in their entrepreneurial ventures.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**UCS-327. Media And Popular Culture In Urban Communities. 3 Hours.**

Media and Popular Culture in the Urban Community will examine basic concepts of popular culture as they apply to the urban experience. The course will focus on the socio-cultural factors that influence popular culture as well as the way urban communities are represented in mainstream media.

**UCS-328. Trauma, Resilience, And Resistance In Urban Communities. 3 Hours.**

Trauma, Resilience, and Resistance in Urban Communities explores psychological trauma symptomatology and interventions in an urban context. In this course students will use books, articles, and film to learn about: 1) the relationship between trauma and neurobiology; 2) historical trauma impacts affecting multigenerational communities of color, 3) structural factors that impact community violence-induced trauma; and 4) contemporary trauma treatments for individuals, children, families, and groups.

**UCS-329. Structural Violence In The Urban Community. 3 Hours.**

In an attempt to present a holistic perspective of violence in urban spaces, this course will delve into the systemic causes of violence in the urban community. Also, the course will identify the common contributing factors associated with violence, like individual-level influences, to probe deeper into the root causes of violence like misguided public policies, environmental injustices, and the United State's culture producing industries.

**UCS-330. Film Analysis In The Urban Context. 3 Hours.**

This course examines featured films and historical dramas on various topics to provide evidence and information as an alternative source for understanding critical issues and social events.

**UCS-341. Motherhood Studies In The Urban Community. 3 Hours.**

Motherhood Studies in the Urban Community will explore the institution and experience of motherhood as a site of power and healing. Specific emphasis will be given to theorizing about the specific ways African American, Latinx, indigenous, and immigrant mothers experience mothering in an urban context. In addition, this course will use memoirs, articles, and film to explore: 1) the labors of motherhood; 2) how race, socioeconomic status, and sexuality impact mothering; 3) how mothers navigate and resist structural oppression found in education, economic, and political systems; and 4) mothers' hope and resiliency in the wake of urban community violence.

**UCS-342. A Critical Analysis Of Hip Hop Culture. 3 Hours.**

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 involved with hip hop for classic capitalism purposes or a combination of both.

**UCS-343. Racism, Xenophobia, And Bias In The Urban Context. 3 Hours.**

Racism, Xenophobia, and Bias in the Urban Context addresses how the construct of race and racism produces economic inequities, biased policy formations, and social injustices toward people of color. The course is designed and framed around contemporary and historic topics allowing students to critically analyze and review the concept of racism as a destructive philosophy and theoretical application.

**UCS-344. Seminar In Urban Community Studies. 3 Hours.**

Seminar in Urban Community Studies explores selected topics in Urban Community Studies including urban history, urban sociology, urban education, urban art/literature, urban social services, urban structural violence, urban politics, urban architecture, and urban culture. Course content varies. Course can be repeated on different topics up to three times.

**Prerequisite:** UCS-303 with a minimum grade of C.

**UCS-411. Theoretical Foundations In Urban Community Studies. 3 Hours.**

This is the orientation for the Master's Degree program in Urban Community Studies. This course is designed to provide students with a rigorous grounding in the theoretical frameworks that analyze and understand the Inner City. This course will explore the intellectual foundations of the human condition in the part of urban America referred to as the "inner city" by comparative investigation of cultural, education, economic, social, and political issues in these spaces.

**UCS-412. Methods In Urban Community Research. 3 Hours.**

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. The primary objective of the course is to train students to read research studies with understanding and to apply the findings to their own research projects.

**UCS-415. Urban Ethnography. 3 Hours.**

Urban Ethnography introduces students to ethnographic data collection methods associated with the study of urban environments. Students will explore the foundations of urban ethnography through classical sociological and anthropological studies. Students will conduct their own ethnographies and learn how to incorporate ethnographic analysis into their research writing.

**Prerequisite:** UCS-411 with a minimum grade of C.

**UCS-416. The African-American Experience In Urban Communities. 3 Hours.**

This course explores how pull and push factors influence social, political, and economic outcomes for African Americans living in urban spaces. Students will examine how issues of race, class, gender, urban development gentrification and displacement impact African-American urban life.

**UCS-420. Migration And Diaspora In Urban Communities. 3 Hours.**

Migration and Diaspora in Urban Communities is an examination of movement and diaspora in the historical, cultural and socio-political development of urban communities. Special emphasis is placed on the Great Migration and the Bronzeville community as well as migration experiences in local Chicago communities such as Englewood, Austin, Humboldt Park and Pilsen.

**Prerequisite:** UCS-411 with a minimum grade of C.

**UCS-421. Faith Institutions As Political Instruments. 3 Hours.**

The focus of this course is to examine faith institutions as sites of political discourse, engagement, and activism. Special attention is given to examining the history of Black institutions, the intersection of race and gender on religiosity, and the role of resistance movements from contemporary faith-based institutions.

**UCS-426. History And Philosophy Of Urban Education. 3 Hours.**

Examine the various theoretical constructs, pedagogy, and policies defining urban education since the Post Reconstruction Era. Navigate the journey of how school reform from a philanthropic paradigm and urban policy-planning framework develop and influence textbook selections, curriculum benchmarks, testing requirements, school arrangements, and employment trends.

**Prerequisite:** UCS-411 with a minimum grade of C.

**UCS-431. Systemic Challenges In Public Education. 3 Hours.**

The course contrasts and compares how educational ordeals and outcomes are universal throughout many school districts. From addressing minority teacher shortages to cultural curriculum applications, the course will examine a variety of best practices, policy interventions, and instructional strategies required to better teach and service marginalized and traditional youth impacted from external school forces, e.g. family issues, parental arrangements, drugs, social media, poverty.

**UCS-432. Curriculum And Pedagogy In Urban Schools. 3 Hours.**

The course offers a historical analysis, contemporary examination, and ethnographic review of educational policies and school initiatives framing urban America's curriculum pedagogy. The purpose of the course is to advance an interpretive understanding of how urban policy planning and school equity influences the construction of a school curriculum.

**UCS-433. Popular Culture. 3 Hours.**

Popular Culture is an examination of critical issues and theoretical approaches to the study of popular culture with special attention of popular culture within an urban context. The course will explore the way that Popular culture analysis occurs in a number of different fields, including Sociology, Communications, Anthropology, History, Cultural Studies, English, Women's Studies, Ethnic Studies, and Urban Studies. Special focus will be placed on the relationship between urban communities and several areas of popular culture including television, film, advertising, popular music, and social media.

**Prerequisite:** UCS-411 with a minimum grade of C.

**UCS-441. Urban Culture. 3 Hours.**

Urban Culture examines the social practices and shared expression of groups that live in urban settings. This course is intended to introduce students to the changing nature of community, social inequality, political power, socio-spatial change, technological change, and the relationship between the built environment and human behavior. Special emphasis will be placed on the urban cultures of various ethnic groups in Chicago.

**UCS-443. Research Writing. 3 Hours.**

This course will offer instruction in writing reports, proposals, papers and the thesis with consideration given to form and style. Moreover, this course is intended to help you master the strategies and conventions of academic research writing. In the broadest terms, we do research whenever we gather information to answer a question that solves a problem. At its most fundamental level, the basis for research writing is to collect all of the available information/data (within reason) on a specific topic, read it, categorize and analyze the information (process) and produce a written report of your findings.

**UCS-445. Critical Analysis Of Hip Hop Culture. 3 Hours.**

This course explores the social, political, and cultural forces that influence hip-hop culture and the rap music industry. The conceptual paradigm used in this course will be guided by an activist-scholarship paradigm which involves the shaping of public policy via participatory research and community empowerment. The research presented and conducted in this course is intended to contribute to the forces of activism for social justice in the inner city. An outcome of this course will be to use hip-hop to mobilize inner-city populations to become involved in the shaping of public policy and civic engagement.

**Prerequisite:** UCS-411 with a minimum grade of C.

**UCS-446. Urban Health And Wellness. 3 Hours.**

Urban Health and Wellness examines the historical development and current state of urban health and wellness particularly the ability of urban health agencies to meet community health needs. The course will pay special attention to contemporary public health issues and the ways these issues are addressed by urban health agencies and communities as a whole.

**Prerequisite:** UCS-411 with a minimum grade of C.

**UCS-447. Urban Youth Culture And Development. 3 Hours.**

The focus of this course is to examine complexities of youth development within an urban context. Specifically, this course will use critical race theory and systems theory to explore youth development within the context of neurobiology, violence management, sexuality, civic engagement, and media consumption.

**Prerequisite:** UCS-411 with a minimum grade of C.

**UCS-452. Field Internship. 1 Hour.**

The field internship allows students to receive professional training aligned to their existing research topics and thesis to support their completion of the master thesis requirement. Students are not only directly engaged in the fields of varied organizational agencies to gain work-related experience, but also asked to write reflective exercises as a means to apply various data tools to summarize varied learning experiences. Furthermore, students are to develop a portfolio/e-portfolio that captures the intellectual and practical experiences encountered servicing people in urban environments. To be taken concurrently with UCS-453. Students are required to complete 100 intern hours.

**UCS-453. Seminar. 3 Hours.**

ICSE-453 is the seminar section of ICSE-452, which allows students to review and analyze qualitative methodology and data collection tools in the fields including social work, criminal justice, and education. The seminar research course also investigates the theories, perspectives, and data used to assess and interpret urban challenges and social phenomena. To be taken concurrently with UCS-452.

**UCS-5901. Research And Thesis. 1 Hour.**

Supervision and advisement in the research and writing of a thesis to fulfill the requirements for the Master of Arts degree in Urban Community Studies. This course requires the approval of the instructor, program facilitator and the appropriate College Dean(s). Students will have completed the required courses with a B average or higher, and have obtained the approval of their graduate advisor before registering for the thesis hours.

**UCS-5902. Research And Thesis. 2 Hours.**

Supervision and advisement in the research and writing of a thesis to fulfill the requirements for the Master of Arts degree in Urban Community Studies. This course requires the approval of the instructor, program facilitator and the appropriate College Dean(s). Students will have completed the required courses with a B average or higher, and have obtained the approval of their graduate advisor before registering for the thesis hours.

**UCS-5903. Research And Thesis. 3 Hours.**

Supervision and advisement in the research and writing of a thesis to fulfill the requirements for the Master of Arts degree in Urban Community Studies. This course requires the approval of the instructor, program facilitator and the appropriate College Dean(s). Students will have completed the required courses with a B average or higher, and have obtained the approval of their graduate advisor before registering for the thesis hours.



# Major in Physical Education PreK-12 Licensure

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## MAJOR IN PHYSICAL EDUCATION PreK-12 FOR THE BACHELOR OF ARTS DEGREE

Physical Education majors, upon successful completion of the program and graduation from Northeastern Illinois University, are entitled to the Illinois Professional Educator License (PEL), endorsed in Physical Education PreK-12. Students are encouraged to complete the minor program in Health Education.

### Program Maintenance Criteria

Students must make an appointment to meet with the Physical Education student advisor Marianne Morrissey (mmorris@neiu.edu) to complete the declaration of major form and to review the requirements for admission into the Physical Education program.

Students must maintain a minimum 2.5 grade point average every semester. Should the candidate's cumulative GPA fall below 2.5, the student is allowed two semesters to raise the GPA back to 2.5. Students must receive a grade of "C" or above in all major courses. Students with a grade below a "C" will have the opportunity to repeat the course only twice.

**Student teaching** requires prior to passage of the Physical Education Content Test #213. If passing scores are not reflected in the student's ELIS account, the student will not be able to complete student teaching and will have to sit out each semester until the test is passed. To be entitled for licensure a student must earn a grade of "B" or better in Student Teaching.

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\*Note: Consult department regarding a non-licensure undergraduate degree.

## ADMISSION REQUIREMENTS

Students must make an appointment to meet with the Physical Education student advisor Marianne Morrissey (mmorris@neiu.edu) to complete the declaration of major form and to review the requirements for admission into the Physical Education program.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

**Discipline Specific (ELE-DS)**

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Major in Physical Education PreK-12 Program requirements**

Completion of the Physical Education Program and other requirements leads to the Illinois Professional Educator's License (PEL). Grades in all major courses must be a "C" or higher, with a major GPA of 2.5. Please see course descriptions for prerequisite requirements.

Code	Title	Hours
<b>Required Courses</b>		
Professional Preparation		
EDFN-306	Education And Individual Differences	3
EDFN-307	Psychology Of Instruction And Learning	3
BLBC-340	Teaching English Learners In Diverse Classrooms	3
Physical Education Core		
HSCI-315	Writing Intensive Program: Writing In The Health Sciences And Physical Education	3
PEMT-201	Introduction To Principles And Methods In Physical Education	3
PEMT-203	Fitness Education	3
PEMT-231	Teaching Target, Net, And Wall Activities In Physical Education	3
PEMT-251	Fundamentals Of Rhythms	3
PEMT-276	Teaching Invasion, Striking, And Fielding Activities In Physical Education	3
PEMT-300	Adventure Education Programming	3
PEMT-302	Kinesiology	3
PEMT-303	Adapted Physical Education And Recreation	3
PEMT-305	Functional And Structural Human Anatomy	3
PEMT-306	Exercise Physiology	3
PEMT-307	Assessment In Physical Education	3
PEMT-308	Motor Skill Behavior	3
PEMT-310	Socio-Cultural Influences On Physical Activity	3
PEMT-341	Physical Education Curriculum Design *	3
PEMT-343	Foundations Of Physical Education In Early And Elementary Education *	3
PEMT-344	Foundations Of Physical Education For Middle & High Schools *	3
PEMT-355	Physical Education Clinical Experience *	3
*Student Teaching		
PEMT-375	Student Teaching And Seminar In Physical Education *	12



\*Or PEEMT 375B taken for 2 consecutive semesters (fall and spring)

PEEMT-375B	Student Teaching And Seminar In Physical Education *	6
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## Exit Requirements for Degree Completion

Successful completion of all program and college requirements with exception of passing score on edTPA.

## EXIT REQUIREMENTS FOR PROGRAM COMPLETION / ENTITLEMENT

Successful completion of all Goodwin College of Education and Department program requirements, with evidence of passing score on edTPA.

Note: Per the State of Illinois School Code, the edTPA has been paused as a licensure requirement until September 2025.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

### First Year

Term 1		Hours
College Level Math		3
ENGL-101	Writing I	3
3 GenEd courses		9
<b>Term Hours</b>		<b>15</b>
<hr/>		
<b>Term 2</b>		
ENGL-102	Writing II	3
5 GenEd courses		15
<b>Term Hours</b>		<b>18</b>

### Second Year

Term 1		Hours
CMTC-101 or 202	Public Speaking	3
1 GenEd course		3
PEEMT-201	Introduction To Principles And Methods In Physical Education	3
PEEMT-203	Fitness Education	3
PEEMT-276	Teaching Invasion, Striking, And Fielding Activities In Physical Education	3
<b>Term Hours</b>		<b>15</b>
<hr/>		
<b>Term 2</b>		
3 GenEd courses		9
PEEMT-231	Teaching Target, Net, And Wall Activities In Physical Education	3
PEEMT-251	Fundamentals Of Rhythms	3
PEEMT-303	Adapted Physical Education And Recreation	3
<b>Term Hours</b>		<b>18</b>

### Third Year

Term 1		Hours
PEEMT-305	Functional And Structural Human Anatomy	3
PEEMT-307	Assessment In Physical Education	3
PEEMT-341	Physical Education Curriculum Design	3
PEEMT-343	Foundations Of Physical Education In Early And Elementary Education	3
EDFN-306	Education And Individual Differences	3
<b>Term Hours</b>		<b>15</b>

<b>Term 2</b>		
PEMT-300	Adventure Education Programming	3
PEMT-310	Socio-Cultural Influences On Physical Activity	3
PEMT-302	Kinesiology	3
PEMT-344	Foundations Of Physical Education For Middle High Schools	3
BLBC-340	Teaching English Learners In Diverse Classrooms	3
<b>Term Hours</b>		<b>15</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
PEMT-306	Exercise Physiology	3
PEMT-308	Motor Skill Behavior	3
PEMT-355	Physical Education Clinical Experience	3
EDFN-307	Psychology Of Instruction And Learning	3
<b>Term Hours</b>		<b>12</b>
<b>Fifth Year</b>		
<b>Term 1</b>		
PEMT-375 or 375B	Student Teaching And Seminar In Physical Education	12
<b>Term Hours</b>		<b>12</b>
<b>Total Hours:</b>		<b>120</b>

# Major in Community Health

## Major in Community Health for the Bachelor of Science Degree

The Community Health (HSCI) program prepares students to work in a variety of settings that include: city, county, and state health departments, hospitals, worksite wellness, college campuses, parks and recreation departments, non-profit organizations (American Diabetes Association, American Cancer Society, YMCA, Boys and Girls Club), and more. Example programs community health majors work with include: nutrition and exercise, alcohol and other drugs, sexual transmitted infections and contraception awareness, social and emotional health, environmental awareness, disease prevention, health disparities, immunization awareness, and many more. Graduates use their knowledge and skills to focus on how best to reach vulnerable community members and to better allocate resources to under-served populations. They may initiate wellness programs, write policies, implement educational and primary prevention activities, or create resources to promote healthy living.

Community Health students complete an internship. The internship is comprised of a semester-long fieldwork experience and a weekly seminar with assignments. Community Health students complete 200 clock hours of work in a community health related agency.

### ADMISSION and RETENTION REQUIREMENTS

Students pursuing a degree in the Department of Health Sciences and Physical Education must receive a grade of "C" or above in all major courses. Students with a grade below a "C" will have the opportunity to repeat the course only once.

#### Accelerated BS in Community Health to Master of Public Health Concentration

Students seeking admission into the accelerated BS in Community Health to the Master of Public Health (MPH) program should meet with their academic advisor **early** in the BS program to meet the requirements and maximize the benefits of this concentration. This concentration requires a 3.0 cumulative GPA average. Upon graduation from the BS, students in the accelerated program will meet with MPH academic advisor to plan the remaining coursework. After graduation with the BS in Community Health and commencement of the MPH, students may choose to substitute an elective for PH 480 should they wish not to complete an additional internship.

### EXIT REQUIREMENTS

Successful completion of all Goodwin College of Education and Department program requirements

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

**Discipline Specific (ELE-DS)**

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Major in Community Health for the Bachelor of Science degree**

Code	Title	Hours
<b>Community Health General Education Requirements</b>		
<b>Fine Arts - 6cr.</b>		<b>6</b>
<b>Humanities - 9cr.</b>		<b>9</b>
<b>Behavioral Sciences - 9 cr.</b>		<b>9</b>
<b>Natural Sciences - 9cr.</b>		<b>9</b>
<b>Math/Quantitative Reasoning - 3cr.</b>		<b>3</b>
<b>Other Requirements</b>		
ENGL-101	Writing I	3
ENGL-102	Writing II	3
Elective - Choose one (1)		3
CMTC-202	Voice and Diction	
CMTC-101	Public Speaking	
<b>Total Hours</b>		<b>45</b>

Public Health Sciences concentration:

Code	Title	Hours
<b>Community Health Required Courses</b>		
PEMT-305	Functional And Structural Human Anatomy	3
HSCI-200	Community Health	3
HSCI-303	Human Sexuality And Sex Education	3
HSCI-309	Nutrition And Health	3
HSCI-312	Global And Environmental Health	3
HSCI-314	Epidemiology And Human Diseases	3
HSCI-315	Writing Intensive Program: Writing In The Health Sciences And Physical Education	3
HSCI-316	Health Disparities: Individual, Communities, And Systems	3
HSCI-319	Substance Use And Abuse Education	3
HSCI-323	Mental And Emotional Health	3
<b>Professional Preparation Level 1</b>		
HSCI-340	Health Behavior Theory & Practice	3

HSCI-357	Introduction To Health Care Management And Leadership	3
<b>Professional Preparation Level 2</b>		
HSCI-350	Community And Public Health Education Methods	3
<b>Professional Preparation Level 3</b>		
HSCI-360	Health Program Management & Evaluation	3
HSCI-370	Field Experience: Community Health	9
<b>Elective Courses Public Health Sciences Concentration</b>		<b>24</b>
Choose eight (8) from the following:		
HSCI-317	Age, Death, And Dying	3
HSCI-320	Cancer Health Policy	3
HSCI-355	Organization & Administration Of School Health	3
HSCI-364	Theories And Concepts Of School Health Education	3
AFAM-200	Introduction To African And African American Studies	3
ANTH-201	Anthropology: Being Human	3
ANTH-212	Introduction To Cultural Anthropology	3
ANTH-213	Introduction To Archaeology	3
ANTH-215	Human Origins And Adaptations	3
ANTH-302	Human Osteology	4
ANTH-307	Anthropology Of Gender, Sexuality And The Body	3
ANTH-317	Medical Anthropology	3
ANTH-329A	Evolution Of The Human Diet	3
ANTH-332	Human Growth And Development In Evolutionary Perspective	3
ANTH-343	Anthropology Of The Body	3
ANTH-356	Human Diversity And The Question Of Race	3
ANTH-360	Scientific Racism: Eugenics Then And Again	3
BIO-300A	Foods And Drugs: Biology And Society	3
ECON-336	Health Economics	3
EDFN-306	Education And Individual Differences	3
GES-307	Environmental Education	3
GES-345	Medical Geography	3
GES-350	Climate Change: International Policy And Politics	3
GES-359	Environmental Planning	3
GES-361	Urban Planning	3
GES-391	Introduction To GIS	3
HRD-300	Principles And Practices In Human Resource Development	3
HRD-301	Adult Teaching/Learning Process	3
HRD-320	Dynamics Of Working With Groups And Individuals	3
JUST-301	Theories Of Justice And Social Change	3
MNGT-201	Introduction To Business	3
MNGT-350	Introduction To Entrepreneurship	3
MNGT-355	Creativity And Innovation	3
MNGT-371	Organizational Behavior	3
MNGT-373	Human Resource Management	3
MNGT-374	Staffing & Selection	3
MNGT-380	Entrepreneurship	3
MKTG-350	Principles Of Marketing	3
MKTG-351	Consumer Behavior	3
MKTG-353	Marketing Research	3
MKTG-354	Personal Selling	3
MKTG-355	Digital Marketing	3
MKTG-361	Social Media Marketing	3
PHIL-315	Medical Ethics	3

PSYC-311	Psychosexual Development	3
PSYC-312	Psychological Development In Women	3
PSYC-314	Psychology Of The African American Family	3
PSYC-324	Geropsychology	3
PSYC-325	Psychosocial Development And Aging	3
PSYC-370	Theories Of Learning	3
SOC-302	Sociology Of Aging	3
SOC-307	Men & Masculinities	3
SOC-311	Sociology Of Sports	3
SOC-312	Sociology Of Health And Illness	3
SOC-314	Urban Sociology	3
SOC-329	Sociology Of Violence	3
SOC-332	Schools, Domination & Liberation: Sociology Of Education	3
SOC-338	Environmental Sociology	3
SOC-340	Sociology Of Sexualities	3
SOC-347	Sociology Of Media	3
SOC-352	Sociology Of HIV/AIDS	3
SOC-358	Sociology Of Youth And Youth Culture	3
SOC-370	Sociology Of Food	3
SWK-200	Introduction To Social Work	3
UCS-201	Power And Oppression In The Urban Community	3
UCS-302	Urban Education And The Art Of Critical Pedagogy	3
UCS-304	Contemporary Issues In Urban Community Studies	3
UCS-328	Trauma, Resilience, And Resistance In Urban Communities	3
UCS-343	Racism, Xenophobia, And Bias In The Urban Context	3
WGS-210	Introduction To Lesbian, Gay, Bisexual, Transgender & Queer Studies	3
WGS-360	Queer Theory	3

Accelerated BS in Community Health / Master of Public Health concentration:

Code	Title	Hours
<b>Community Health Required Courses</b>		<b>33</b>
PEMT-305	Functional And Structural Human Anatomy	3
HSCI-303	Human Sexuality And Sex Education	3
HSCI-309	Nutrition And Health	3
HSCI-312	Global And Environmental Health	3
HSCI-315	Writing Intensive Program: Writing In The Health Sciences And Physical Education	3
HSCI-318	Consumer Health	3
HSCI-319	Substance Use And Abuse Education	3
HSCI-323	Mental And Emotional Health	3
HSCI-370	Field Experience: Community Health	9
<b>MPH Coursework</b>		<b>18</b>
PH-400	Introduction To Public Health	3
PH-405	Social And Behavioral Health Theory	3
PH-410	Epidemiology	3
PH-440	Health Disparities & Health Advocacy	3
PH-450	Health Care Program And Services Administration	3
PH-460	Design And Development Of Public Health Programs	3
<b>Elective Courses Accelerated BS/MPH Concentration</b>		<b>24</b>
Choose 8 courses from the following:		
HSCI-317	Age, Death, And Dying	3
HSCI-320	Cancer Health Policy	3

HSCI-355	Organization & Administration Of School Health	3
HSCI-364	Theories And Concepts Of School Health Education	3
AFAM-200	Introduction To African And African American Studies	3
ANTH-201	Anthropology: Being Human	3
ANTH-212	Introduction To Cultural Anthropology	3
ANTH-213	Introduction To Archaeology	3
ANTH-215	Human Origins And Adaptations	3
ANTH-302	Human Osteology	4
ANTH-307	Anthropology Of Gender, Sexuality And The Body	3
ANTH-317	Medical Anthropology	3
ANTH-329A	Evolution Of The Human Diet	3
ANTH-332	Human Growth And Development In Evolutionary Perspective	3
ANTH-343	Anthropology Of The Body	3
ANTH-356	Human Diversity And The Question Of Race	3
ANTH-360	Scientific Racism: Eugenics Then And Again	3
BIO-300A	Foods And Drugs: Biology And Society	3
ECON-336	Health Economics	3
EDFN-306	Education And Individual Differences	3
GES-307	Environmental Education	3
GES-345	Medical Geography	3
GES-350	Climate Change: International Policy And Politics	3
GES-359	Environmental Planning	3
GES-361	Urban Planning	3
GES-391	Introduction To GIS	3
HRD-300	Principles And Practices In Human Resource Development	3
HRD-301	Adult Teaching/Learning Process	3
HRD-320	Dynamics Of Working With Groups And Individuals	3
JUST-301	Theories Of Justice And Social Change	3
MNGT-201	Introduction To Business	3
MNGT-350	Introduction To Entrepreneurship	3
MNGT-355	Creativity And Innovation	3
MNGT-371	Organizational Behavior	3
MNGT-373	Human Resource Management	3
MNGT-374	Staffing & Selection	3
MNGT-380	Entrepreneurship	3
MKTG-350	Principles Of Marketing	3
MKTG-351	Consumer Behavior	3
MKTG-353	Marketing Research	3
MKTG-354	Personal Selling	3
MKTG-355	Digital Marketing	3
MKTG-361	Social Media Marketing	3
PHIL-315	Medical Ethics	3
PSYC-311	Psychosexual Development	3
PSYC-312	Psychological Development In Women	3
PSYC-314	Psychology Of The African American Family	3
PSYC-324	Geropsychology	3
PSYC-325	Psychosocial Development And Aging	3
PSYC-370	Theories Of Learning	3
SOC-302	Sociology Of Aging	3
SOC-307	Men & Masculinities	3
SOC-311	Sociology Of Sports	3
SOC-312	Sociology Of Health And Illness	3

SOC-314	Urban Sociology	3
SOC-329	Sociology Of Violence	3
SOC-332	Schools, Domination & Liberation: Sociology Of Education	3
SOC-338	Environmental Sociology	3
SOC-340	Sociology Of Sexualities	3
SOC-347	Sociology Of Media	3
SOC-352	Sociology Of HIV/AIDS	3
SOC-358	Sociology Of Youth And Youth Culture	3
SOC-370	Sociology Of Food	3
SWK-200	Introduction To Social Work	3
UCS-201	Power And Oppression In The Urban Community	3
UCS-302	Urban Education And The Art Of Critical Pedagogy	3
UCS-304	Contemporary Issues In Urban Community Studies	3
UCS-328	Trauma, Resilience, And Resistance In Urban Communities	3
UCS-343	Racism, Xenophobia, And Bias In The Urban Context	3
WGS-210	Introduction To Lesbian, Gay, Bisexual, Transgender & Queer Studies	3
WGS-360	Queer Theory	3

Exercise Science and Recreation concentration:

Code	Title	Hours
<b>Community Health Required Courses</b>		
Major Core Courses		
PEMT-305	Functional And Structural Human Anatomy	3
HSCI-200	Community Health	3
HSCI-303	Human Sexuality And Sex Education	3
HSCI-309	Nutrition And Health	3
HSCI-312	Global And Environmental Health	3
HSCI-314	Epidemiology And Human Diseases	3
HSCI-315	Writing Intensive Program: Writing In The Health Sciences And Physical Education	3
HSCI-316	Health Disparities: Individual, Communities, And Systems	3
HSCI-319	Substance Use And Abuse Education	3
HSCI-323	Mental And Emotional Health	3
<b>Professional Preparation Level 1</b>		
HSCI-340	Health Behavior Theory & Practice	3
HSCI-357	Introduction To Health Care Management And Leadership	3
<b>Professional Preparation Level 2</b>		
HSCI-350	Community And Public Health Education Methods	3
<b>Professional Preparation Level 3</b>		
HSCI-360	Health Program Management & Evaluation	3
HSCI-370	Field Experience: Community Health	9
<b>Elective Courses Exercise Science and Recreation Concentration</b>		<b>24</b>
HSCI-317	Age, Death, And Dying	3
EXSC-210	Group Exercise Instructor	3
EXSC-215	Resistance & Cardiovascular Training For Health & Fitness	3
EXSC-304	Testing And Prescription For Health And Fitness	3
EXSC-315	Design Of Specific Exercise Programs	3
EXSC-404	Exercise Testing And Prescription	3
EXSC-413	Development And Management Of Physical Education, Recreation, And Sport Programs	3
EXSC-421	Motor Control And Learning	3
EXSC-422	Biomechanics	3
PEMT-203	Fitness Education	3
PEMT-231	Teaching Target, Net, And Wall Activities In Physical Education	3



PEMT-251	Fundamentals Of Rhythms	3
PEMT-276	Teaching Invasion, Striking, And Fielding Activities In Physical Education	3
PEMT-300	Adventure Education Programming	3
PEMT-302	Kinesiology	3
PEMT-306	Exercise Physiology	3
PEMT-307	Assessment In Physical Education	3
PEMT-308	Motor Skill Behavior	3
PEMT-309	Sport & Exercise Psychology	3
PEMT-311	Introduction To The Theory And Methodology Of Coaching	3
BLAW-285	Legal Environment Of Business	3
MNGT-350	Introduction To Entrepreneurship	3
MNGT-355	Creativity And Innovation	3
MNGT-371	Organizational Behavior	3
MNGT-373	Human Resource Management	3
MNGT-374	Staffing & Selection	3
MNGT-380	Entrepreneurship	3
MKTG-351	Consumer Behavior	3
MKTG-353	Marketing Research	3
MKTG-354	Personal Selling	3
MKTG-355	Digital Marketing	3
MKTG-361	Social Media Marketing	3

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

#### First Year

Term 1		Hours
MATH-112	Statistics In Daily Life	3
ENGL-101	Writing I	3
BIO-100	Introduction To Biology	3
1 Fine Arts Course		3
1 Behavioral/Social Science Course		3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
ENGL-102	Writing II	3
CMTC-101 or 202	Public Speaking	3
BIO-104	The Changing Natural Environment	3
1 Fine Arts Course		3
1 Humanities Course		3
<b>Term Hours</b>		<b>15</b>
<b>Second Year</b>		
<b>Term 1</b>		
1 Behavioral/Social Science Course		3
HSCI-200	Community Health	3
HSCI-303	Human Sexuality And Sex Education	3
HSCI-309	Nutrition And Health	3
HSCI-319	Substance Use And Abuse Education	3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
PEMT-305	Functional And Structural Human Anatomy	3
2 Behavioral/ Social Science Courses		6
1 Humanities Course		3
2 HLED Elective Courses		6
<b>Term Hours</b>		<b>18</b>

**Third Year**

<b>Term 1</b>		
1 Behavioral/ Social Science Course		3
HSCI-312	Global And Environmental Health	3
HSCI-314	Epidemiology And Human Diseases	3
HSCI-315	Writing Intensive Program: Writing In The Health Sciences And Physical Education	3
HSCI-318	Consumer Health	3
		<b>Term Hours</b>
		<b>15</b>

<b>Term 2</b>		
1 Behavioral/ Social Science Course		3
4 Elective Courses		12
		<b>Term Hours</b>
		<b>15</b>

**Fourth Year**

<b>Term 1</b>		
HSCI-316	Health Disparities: Individual, Communities, And Systems	3
HSCI-340	Health Behavior Theory Practice	3
HSCI-350	Community And Public Health Education Methods	3
HSCI-357	Introduction To Health Care Management And Leadership	3
1 Elective Course		3
		<b>Term Hours</b>
		<b>15</b>

<b>Term 2</b>		
HSCI-360	Health Program Management Evaluation	3
HSCI-370	Field Experience: Community Health	9
Elective Course		3
		<b>Term Hours</b>
		<b>15</b>
		<b>Total Hours:</b>
		<b>123</b>

# Master of Science in Exercise and Sport Science (GR04)

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The Masters in Exercise and Sport Science program is a 30-credit hour program which offers two concentration options for degree completion. The Exercise Science concentration is for graduates interested in learning about human performance, disease prevention, and cardiac rehabilitation. The Physical Education, Sport, and Recreation concentration is for graduates interested in learning about contemporary curricula, teaching methods, and the management of programs and facilities in physical education, sport, and recreation.

## Admission Requirements

Applicants can find University Graduate Admissions requirements here (<http://catalog.neiu.edu/admissions/graduate-students/>) in the Academic Catalog. Additional application information can be found on the Admissions website (<https://admissions.neiu.edu/admission-requirements/>).

### **Exercise Science Concentration**

Code	Title	Hours
Required Courses		18
EXSC-403	Research Methods In Exercise Science, Physical Education, Sport, And Recreation Settings	3
EXSC-404	Exercise Testing And Prescription	3
EXSC-418	Current Topics In Exercise And Sport Science	3
EXSC-419	Psychology Of Exercise & Health Behaviors	3
EXSC-421	Motor Control And Learning	3
EXSC-422	Biomechanics	3

Code	Title	Hours
Elective Courses		12
EXSC-405	Applied Nutrition	
EXSC-416	Practices In Cardiac Rehabilitation	
EXSC-420	Prevention Of Chronic Disease Through Diet & Exercise	
EXSC-427	Adapted Physical Education, Recreation, And Sport Programs	
EXSC-430	Internship	
EXSC-431	Independent Study/Research	
EXSC-433	Rehabilitation And Performance Injuries	
EXSC-435	Theory & Methodology Of Coaching	
EXSC-442	Sports-Specific Exercise Training	
EXSC-444	Cellular Physiology Of Exercise	
EXSC-445	Cardiovascular & Respiratory Physiology Of Exercise	
EXSC-5901	Thesis Hours (Thesis Hours)	
EXSC-5902	Thesis Hours (Thesis Hours)	
EXSC-5903	Thesis Hours (Thesis Hours)	

or other courses as approved by the EXSC advisor.

### **Physical Education, Sport, and Recreation Concentration**

Code	Title	Hours
Required Courses		6
EXSC-403	Research Methods In Exercise Science, Physical Education, Sport, And Recreation Settings	3
EXSC-418	Current Topics In Exercise And Sport Science	3
Elective Courses		24
PEMT-400	Adventure Education	
PEMT-410	Socio/Cultural Influences On Physical Activity, Sport, And Recreation	
PEMT-440	Contemporary Curricula In Physical Education	

PEMT-445	Contemporary Teaching Methods In Physical Education
EXSC-404	Exercise Testing And Prescription
EXSC-413	Development And Management Of Physical Education, Recreation, And Sport Programs
EXSC-419	Psychology Of Exercise & Health Behaviors
EXSC-421	Motor Control And Learning
EXSC-422	Biomechanics
EXSC-427	Adapted Physical Education, Recreation, And Sport Programs
EXSC-430	Internship
EXSC-431	Independent Study/Research
EXSC-433	Rehabilitation And Performance Injuries
EXSC-435	Theory & Methodology Of Coaching
EXSC-444	Cellular Physiology Of Exercise
EXSC-445	Cardiovascular & Respiratory Physiology Of Exercise
EXSC-442	Sports-Specific Exercise Training
EXSC-5901	Thesis Hours
EXSC-5902	Thesis Hours
EXSC-5903	Thesis Hours

or other courses as approved by the EXSC advisor.

#### Graduate Student Requirements:

In addition to program-specific requirements, all graduate students must abide by university graduate policies (<http://catalog.neiu.edu/graduate-studies-research/graduate-policies/>), which can be found in the Academic Catalog in the section of the College of Graduate Studies and Research.

## Culminating Requirements for the Degree

In addition to satisfactorily completing the required concentration-specific coursework, students can select whether to complete coursework, an internship, a capstone project, or a thesis prior to earning the degree.

#### EXIT REQUIREMENTS

Successful completion of all program requirements.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

#### First Year

Term 1		Hours
EXSC-403	Research Methods In Exercise Science, Physical Education, Sport, And Recreation Settings	3
EXSC-404	Exercise Testing And Prescription	3
EXSC-418	Current Topics In Exercise And Sport Science	3
<b>Term Hours</b>		<b>9</b>

Term 2		Hours
EXSC-445	Cardiovascular Respiratory Physiology Of Exercise	3
EXSC-444	Cellular Physiology Of Exercise	3
EXSC-419	Psychology Of Exercise Health Behaviors	3
<b>Term Hours</b>		<b>9</b>

#### Second Year

Term 1		Hours
EXSC-421	Motor Control And Learning	3
EXSC-422	Biomechanics	3

1 Elective Course		3
	<b>Term Hours</b>	<b>9</b>
<b>Term 2</b>		
EXSC-430	Internship	3
EXSC 590 - Thesis Hours		
OR 1 Elective Courses		
	<b>Term Hours</b>	<b>3</b>
	<b>Total Hours:</b>	<b>30</b>

# Master of Public Health (GR03)

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The Master of Public Health (MPH) is a 42-credit hour program that offers broad, interdisciplinary training in public health that prepares students for work in various settings. Settings may include public and private healthcare organizations and businesses, health research facilities, social service, and environmental health agencies, and government institutions dedicated to public health policy, programming, and services. There are three concentrations from which students may choose:

## Public Health Promotion

The Public Health Promotion concentration prepares students to educate others, develop programming, conduct research, and advocate for public health. Attention to improving health equity and reducing health disparities among all populations is a central focus. Additionally, students will be prepared to pursue terminal degrees in the behavioral, epidemiological, or environmental health sciences and health-related law, policy, and healthcare administration.

## School Health

The School Health concentration prepares students for leadership roles in the field of school health. Through applied practice, students learn best practices in curriculum development, selection and design of assessments, skills-based teaching strategies, program planning and evaluation, and advocacy while also building foundational knowledge in health content areas. Additionally, the coursework meets Illinois requirements for certified teachers seeking an endorsement in Health Education. It also prepares them to take the Illinois Health Education content test.

## Healthcare Administration

The Healthcare Administration concentration prepares students for leadership and management positions in various healthcare settings. In addition to learning the basic principles of public health, students explore and apply concepts, processes, and theoretical content related to public policy, human resource management, marketing, financial planning, health economics, health equity, and global health. An emphasis is placed on the differences between leadership and management and the role of ethics, cultural competency, and social, economic, and environmental accountability in effective leadership.

All three concentrations prepare students to sit for the Community Health Education Specialist certification exam. More information about the exam can be found on the National Commission for Health Education Credentialing website.

## Admission Requirements

Applicants can find University Graduate Admissions requirements here (<http://catalog.neiu.edu/admissions/graduate-students/>) in the Academic Catalog. Additional application information can be found on the Admissions website (<https://admissions.neiu.edu/admission-requirements/>). Program-specific admissions information, including when the program accepts applications for admission, please contact department.

## MASTER OF PUBLIC HEALTH DEGREE REQUIREMENTS

Code	Title	Hours
<b>Public Health Promotion Concentration Required Courses</b>		
PH-400	Introduction To Public Health	3
PH-405	Social And Behavioral Health Theory	3
PH-410	Epidemiology	3
PH-415	Biostatistics	3
PH-420	Environmental Health	3
PH-430	Health Literacy & Health Communications	3
PH-440	Health Disparities & Health Advocacy	3
PH-450	Health Care Program And Services Administration	3
PH-460	Design And Development Of Public Health Programs	3
PH-470	Research Methods In Public Health	3
PH-480	Internship I	3
PH-490	Capstone	3
<b>Public Health Promotion Concentration Elective Courses</b>		
6 credits approved by the academic advisor		
<b>School Health Concentration Required Courses</b>		
PH-400	Introduction To Public Health	3
PH-405	Social And Behavioral Health Theory	3
PH-410	Epidemiology	3

PH-415	Biostatistics	3
PH-420	Environmental Health	3
PH-460	Design And Development Of Public Health Programs	3
PH-523	Mental Health Education And Promotion	3
PH-503	Human Sexuality And Sex Education	3
EXSC-405	Applied Nutrition	3
PH-519	Substance Use And Abuse Education	3
PH-555	Organization And Administration Of School Health	3
PH-564	Theories And Concepts Of School Health Education	3
PH-470	Research Methods In Public Health	3
PH-490	Capstone	3

**Healthcare Administration Concentration Required Courses**

PH-400	Introduction To Public Health	3
PH-405	Social And Behavioral Health Theory	3
PH-410	Epidemiology	3
PH-415	Biostatistics	3
PH-425	Global Health	3
PH-430	Health Literacy & Health Communications	3
PH-450	Health Care Program And Services Administration	3
PH-460	Design And Development Of Public Health Programs	3
PH-470	Research Methods In Public Health	3
PH-480	Internship I	3
PH-490	Capstone	3
COBM-403	Topics In Management And Marketing	3
MNGT-403	Leadership And Organizational Behavior	3

**Healthcare Administration Concentration Elective Courses (Pick 1 Course)**

HRD-400	Hrd And The Organization	3
HRD-410	Talent Management	3
MNGT-474	Human Resources Policy And Decision Making	3

**Graduate Student Requirements:**

In addition to program-specific requirements, all graduate students must abide by university graduate policies (<http://catalog.neiu.edu/graduate-studies-research/graduate-policies/>), which can be found in the Academic Catalog in the section of the College of Graduate Studies and Research.

**EXIT REQUIREMENTS**

Successful completion of all program requirements.

This is a sample plan of study for a student pursuing the MPH - Public Health Promotion concentration part-time. For a full-time plan of study or for part- and full-time plans of study for the School Health Promotion concentration, contact the program coordinator and/or academic advisor.

**First Year**

Term 1		Hours
PH-400	Introduction To Public Health	3
PH-415	Biostatistics	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
PH-440	Health Disparities Health Advocacy	3
PH-405	Social And Behavioral Health Theory	3
<b>Term Hours</b>		<b>6</b>
<b>Term 3</b>		
Elective Course		3
<b>Term Hours</b>		<b>3</b>

**Second Year**

<b>Term 1</b>		
PH-410	Epidemiology	3
PH-420	Environmental Health	3

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**Term Hours 6**

<b>Term 2</b>		
PH-450	Health Care Program And Services Administration	3
PH-460	Design And Development Of Public Health Programs	3

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**Term Hours 6**

<b>Term 3</b>		
Elective Course		3

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**Term Hours 3**

**Third Year**

<b>Term 1</b>		
PH-470	Research Methods In Public Health	3
PH-430	Health Literacy Health Communications	3

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**Term Hours 6**

<b>Term 2</b>		
PH-490	Capstone	3
PH-480	Internship I	3

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**Term Hours 6**

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**Total Hours: 42**



# Graduate Certificate in Public Health

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The Graduate Certificate in Public Health is designed to meet the needs of professionals seeking to gain supplemental knowledge in public health. With a unique emphasis on health disparities and health equity, the certificate prepares learners to collaborate with, conduct research in, and work in a variety of public health settings including public and private health care organizations, health research facilities, social service and environmental health agencies, and government institutions.

## Admission Requirements

Applicants can find University Graduate Admissions requirements here (<http://catalog.neiu.edu/admissions/graduate-students/>) in the Academic Catalog. Additional application information can be found on the Admissions website (<https://admissions.neiu.edu/admission-requirements/>). Program-specific admissions information, including when the program accepts applications for admission, can be found here.

## GRADUATE CERTIFICATE IN PUBLIC HEALTH REQUIREMENTS

Code	Title	Hours
<b>Required Courses</b>		
PH-400	Introduction To Public Health	3
PH-405	Social And Behavioral Health Theory	3
PH-410	Epidemiology	3
PH-440	Health Disparities & Health Advocacy	3
<b>Total Hours</b>		<b>12</b>
<b>Elective Courses</b>		
Two courses approved by the MPH advisor.		6
<b>Total Hours</b>		<b>6</b>

## Graduate Student Requirements:

In addition to program-specific requirements, all graduate students must abide by university graduate policies (<http://catalog.neiu.edu/graduate-studies-research/graduate-policies/>), which can be found in the Academic Catalog in the section of the College of Graduate Studies and Research.

## EXIT REQUIREMENTS

Successful completion of all program requirements.

# School Health Graduate Certificate

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The school health graduate certificate is designed to meet the needs of professionals who work in a school setting or with school-related partners. Through applied practice, students are engaged in learning best practices in curriculum development; selection and design of assessments, skills-based teaching strategies, program planning and evaluation, and advocacy while also building foundational knowledge in health content areas. Additionally, the certificate includes coursework that meets Illinois requirements for certified teachers seeking a cross-endorsement in health education.

Applicants can find University Graduate Admissions requirements here (<http://catalog.neiu.edu/admissions/graduate-students/>) in the Academic Catalog. Additional application information can be found on the Admissions website (<https://admissions.neiu.edu/admission-requirements/>). Program-specific admissions information, including when the program accepts applications for admission, can be found here.

## GRADUATE CERTIFICATE IN SCHOOL HEALTH REQUIREMENTS

Code	Title	Hours
PH-503	Human Sexuality And Sex Education	3
PH-523	Mental Health Education And Promotion	3
EXSC-405	Applied Nutrition	3
PH-519	Substance Use And Abuse Education	3
PH-555	Organization And Administration Of School Health	3
PH-564	Theories And Concepts Of School Health Education	3
<b>Total Hours</b>		<b>18</b>

### Graduate Student Requirements:

In addition to program-specific requirements, all graduate students must abide by university graduate policies (<http://catalog.neiu.edu/graduate-studies-research/graduate-policies/>), which can be found in the Academic Catalog in the section of the College of Graduate Studies and Research.

### EXIT REQUIREMENTS

Successful completion of all program requirements.

# Minor in Exercise Science

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## Minor in Exercise Science

The Minor in Exercise Science, when combined with the BS in Community Health or Physical Education, prepares individuals to work in a variety of health, wellness, recreation, and sport settings.

### ADMISSION and RETENTION REQUIREMENTS

Students pursuing a degree in the Department of Health Sciences and Physical Education must meet all of the Goodwin College of Education requirements for admission and retention. Students must receive a grade of "C" or above in all major courses. Students with a grade below a "C" will have the opportunity to repeat the course only once.

### EXIT REQUIREMENTS

Successful completion of all Goodwin College of Education and Department program requirements.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

#### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

#### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

- \* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.
- \*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Minor in Exercise Science (18 credit hours)**

Code	Title	Hours
<b>Required courses</b>		
PEMT-302	Kinesiology <sup>1</sup>	3
PEMT-309	Sport & Exercise Psychology	3
EXSC-304	Testing And Prescription For Health And Fitness	3
<b>Electives</b>		<b>9</b>
Select 3 of the following:		
PEMT-308	Motor Skill Behavior	
PEMT-311	Introduction To The Theory And Methodology Of Coaching	
EXSC-210	Group Exercise Instructor	
EXSC-215	Resistance & Cardiovascular Training For Health & Fitness	
EXSC-315	Design Of Specific Exercise Programs	
EXSC-350	Independent Study Exercise Science	
HLED-309	Nutrition And Health	
HSCI-357	Introduction To Health Care Management And Leadership	
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> PEMT-305 is a prerequisite for this course.

# Minor in Health Promotion

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## Minor in Health Promotion

The Health Promotion Minor is 18 hours. This minor is for students seeking to meet state requirements for an endorsement in health education and students who are interested in learning more about health promotion, community health, and public health.

### ADMISSION and RETENTION REQUIREMENTS

Students pursuing a degree in the Department of Health Sciences and Physical Education must meet all of the Goodwin College of Education requirements for admission and retention. Students must receive a grade of "C" or above in all major courses. Students with a grade below a "C" will have the opportunity to repeat the course only once.

### EXIT REQUIREMENTS

Successful completion of all Goodwin College of Education and Department program requirements

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

#### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

#### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

- \* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.
- \*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Required for the Minor in Health Promotion**

Code	Title	Hours
<b>Courses</b>		
Student must select 6 courses from the list below.		18
HSCI-200	Community Health	3
HSCI-303	Human Sexuality And Sex Education	3
HSCI-309	Nutrition And Health	3
HSCI-312	Global And Environmental Health	3
HSCI-314	Epidemiology And Human Diseases	3
HSCI-316	Health Disparities: Individual, Communities, And Systems	3
HSCI-317	Age, Death, And Dying	3
HSCI-318	Consumer Health	3
HSCI-319	Substance Use And Abuse Education	3
HSCI-320	Cancer Health Policy	3
HSCI-323	Mental And Emotional Health	3
HSCI-340	Health Behavior Theory & Practice	3
HSCI-350	Community And Public Health Education Methods	3
HSCI-355	Organization & Administration Of School Health	3
HSCI-357	Introduction To Health Care Management And Leadership	3
HSCI-360	Health Program Management & Evaluation	3
HSCI-364	Theories And Concepts Of School Health Education	3
HSCI-375	Health Promotion Field Experience	3

# Master of Arts in Community and Teacher Leaders (GI05)

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## Master of Arts in Community and Teacher Leaders

NEIU offers a Master of Arts degree for those individuals seeking an advanced degree in Community and Teacher Leaders. The program is designed to develop knowledge, dispositions, and skills to foster reflective, collaborative and transformative leaders in both community and school settings. Specifically, students will learn to harness the collective knowledge of community members and educators to have a positive impact on community and school success in both traditional and non-traditional settings; promote collaborative governance and leadership in communities and schools with a consistent focus on improved outcomes; model excellence in community leadership and teaching with a strong foundation in transforming the climate; and provide coaching, mentoring, and support to educators and community members to promote and influence change. Instructional strategies include research, inquiry, analysis, and evaluation as well digital literacy and technology skills.

Students may select one of two concentrations: community leadership or school-based teacher leadership. While both the Community and Teacher Leaders concentration lead to a Master of Arts degree, the Teacher Leader concentration also leads to a Teacher Leader Endorsement as recognized by the Illinois State Board of Education. Teachers who already have a Master's degree and an Illinois teaching license may take a subset of these courses to earn only the Teacher Leader endorsement. This school-based teacher leader concentration provides knowledge and skills related to leadership and mentoring, professional development, promoting school culture that focuses on student learning, using data to improve educational outcomes, and building collaborative relationships with stakeholders. The community-based leader concentration provides knowledge and skills that foster leadership in ethical and culturally sensitive public engagement, acknowledgement and consideration of the complexities of local and global communities, and leverages community assets to promote social justice.

For Endorsement only option, contact the program advisor. Teachers in the Master of Science in Teaching & Inquiry program can take the Teacher Leader Endorsement (only) courses as electives to earn the Teacher Leader Endorsement.

### Admission requirements:

All students must meet the eligibility requirements for admission to graduate status at NEIU.

Students seeking to earn only the Teacher Leader Endorsement must also hold a Master's degree from a regionally accredited institution and a current Illinois teaching license (PEL). The Master's degree is not required for students completing the Master of Science in Teaching & Inquiry program concurrently.

## Master of Arts in Community and Teacher Leaders

Code	Title	Hours
<b>Required Courses</b>		
EDFN-410	Education As A Social Institution	3
EDFN-411B	Leadership In Communities And School	3
EDFN-413	Power, Communities And Change	3
EDFN-441	Digital Literacy: Learning And Leadership	3
EDFN-455A	Seminar I	3
EDFN-455B	Seminar II	3
EDFN-497	Critical Race Theory In Education	3
Electives (choose 3 courses) in consultation with Advisor		9
<b>Total Hours</b>		<b>30</b>

### Exit Requirements for Degree Completion

Students must successfully complete 30 credit hours including all core courses and three electives. Maintain a GPA of 3.0 or above throughout the program.

### Licensure Requirements

Complete the program exit requirements and a current Illinois teaching license (PEL).

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

<b>First Year</b>		<b>Hours</b>
<b>Term 1</b>		
EDFN-410	Education As A Social Institution	3
EDFN-411B	Leadership In Communities And School	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
EDFN-413	Power, Communities And Change	3
EDFN-455A	Seminar I	3
<b>Term Hours</b>		<b>6</b>
<b>Term 3</b>		
EDFN-497	Critical Race Theory In Education	3
Elective		3
<b>Term Hours</b>		<b>6</b>
<b>Second Year</b>		
<b>Term 1</b>		
EDFN-441	Digital Literacy: Learning And Leadership	3
EDFN-455B	Seminar II	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
Elective		3
Elective		3
<b>Term Hours</b>		<b>6</b>
<b>Total Hours:</b>		<b>30</b>

The three electives (9 credit hours) can be taken in any semester as long as the student is in active status. The electives can be chosen by the student in consultation with the advisor and can be university wide depending on the student's interest and needs.



# Minor in Educational Studies

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The Minor in Educational Studies is designed to allow students to investigate the educational process in specific areas.

There are no admission requirements for this minor.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Educational Studies (15 credit hours)

The Minor in Educational Studies is designed to allow students to investigate the educational process in specific areas.

Code	Title	Hours
Required Courses		
EDFN-305	Philosophical And Historical Foundations Of Public Education	3
EDFN-306	Education And Individual Differences	3
EDFN Area Courses (pre-approved by the EDFN coordinator) <sup>1</sup>		3
Education Electives (pre-approved by the EDFN coordinator) <sup>2</sup>		6
<b>Total Hours</b>		<b>15</b>

<sup>1</sup> Courses are required in one or more of the following areas as related to education: anthropology, history, philosophy, program evaluation, psychology, quantitative analysis and/or sociology. Courses will be selected by the student in consultation with the EDFN coordinator.

<sup>2</sup> Electives will be selected by the student in consultation with the EDFN coordinator.

# Major in Urban Community Studies

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Programs in Urban Community Studies (UCS) 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 programs of the Carruthers Center.

The Programs in Urban Community Studies, through the Goodwin College of Education, offer the following degrees:

Bachelor of Arts in Urban Community Studies

Minor in Urban Community Studies

Master of Arts in Urban Community Studies

## Major in Urban Community Studies for the Bachelor of Arts Degree

The Urban Community Studies undergraduate program seeks to introduce undergraduate students to the social, cultural, political and economic forces that impact urban communities. It reflects the ongoing trends and developments that continue to be a part of the changing demographics of the city so that students become equipped with understanding the complexity, diversity, and history associated with urban spaces. UCS seeks to prepare students to acquire employment in the broad fields of social and human services including community organizations, alternative educational programs such as charter schools, contract schools, after school programs, and mentorship programs aimed at improving the condition of urban youth. This is not a teacher preparation program and does not lead to licensure.

## Specific Goals of the Bachelor of Arts Degree in Urban Community Studies

1. Identify, deconstruct, and decode the existing socio-economic forces that influence Urban Community structures.
2. Examine the literature, scholarship, social movements, and activism associated with understanding Urban Community issues.
3. Identify and analyze culturally relevant models to navigate dilemmas faced in the Urban Community.
4. Prepare UCS majors to pursue graduate degrees in Urban Community Studies and other related fields.

## Admission Requirements

Undergraduate admission to Northeastern Illinois University

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

## Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

**Discipline Specific (ELE-DS)**

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Major in Urban Community Studies requirements**

Code	Title	Hours
<b>Required Courses</b>		
UCS-103	Introduction To Urban Community Studies	3
UCS-201	Power And Oppression In The Urban Community	3
UCS-302	Urban Education And The Art Of Critical Pedagogy	3
UCS-303	Writing Intensive Program: Research Writing In Urban Community Studies	3
UCS-304	Contemporary Issues In Urban Community Studies	3
UCS-343	Racism, Xenophobia, And Bias In The Urban Context	3
<b>ELECTIVES</b>		<b>12</b>
UCS-327	Media And Popular Culture In Urban Communities	
UCS-328	Trauma, Resilience, And Resistance In Urban Communities	
UCS-329	Structural Violence In The Urban Community	
UCS-330	Film Analysis In The Urban Context	
UCS-341	Motherhood Studies In The Urban Community	
UCS-342	A Critical Analysis Of Hip Hop Culture	
UCS-344	Seminar In Urban Community Studies	
<b>Total Hours</b>		<b>30</b>

**Program Maintenance Criteria**

Students must maintain a minimum 2.5 grade point average every semester. Should the candidate's GPA fall below 2.5 in any semester or the cumulative GPA falls below 2.5, the student is allowed one semester to raise the GPA back to 2.5.

**Exit Requirements for Degree Completion**

Minimum credit hours for degree: 120 credit hours

A minimum cumulative GPA of 2.5

# Master of Arts in Urban Community Studies (GI03)

Programs in Urban Community Studies (UCS) 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 programs of the Carruthers Center.

The Programs in Urban Community Studies, through the Goodwin College of Education, offer the following degrees:

Bachelor of Arts in Urban Community Studies  
 Minor in Urban Community Studies  
 Master of Arts in Urban Community Studies

## Master of Arts in Urban Community Studies

The Urban Community Studies graduate program places intense emphasis on preparing students for scholar/activist work that addresses the interests and issues of urban residents, particularly communities of color. The graduate program is centered on the in-depth examination of social, cultural economic and institutional structures that impact urban communities. Using ethnographic data collection and other action-based research methodologies as a core focus, courses in Urban Community Studies aim to forge culturally relevant understandings of human relationships in urban 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 urban educational, human and social service agencies.

## Specific Goals of the Master of Arts Degree in URBAN COMMUNITY STUDIES

1. Students will identify, deconstruct and decode the existing socio-economic forces that influence urban structures.
2. Students will acquire a rigorous grounding in theory and research required to analyze and understand urban dilemmas
3. Students will identify and analyze culturally relevant models of behavior to navigate dilemmas faced in urban communities
4. Students will examine social movements and the role of scholar-activists in the solutions to address contemporary problems and issues in urban communities

**NOTE: This program does not lead to teacher licensure.**

## Master of Arts in Urban Community Studies (31 cr.)

Code	Title	Hours
<b>Required Courses</b>		
UCS-411	Theoretical Foundations In Urban Community Studies	3
UCS-412	Methods In Urban Community Research	3
UCS-415	Urban Ethnography	3
UCS-443	Research Writing	3
UCS-452	Field Internship	1
UCS-453	Seminar	3
<b>ELECTIVE COURSES</b>		
5 courses from list below (or other NEIU grad program 400 level courses with approval from UCS advisor)		15
(or Thesis Option - 3 courses from list and thesis hours)		
UCS-416	The African-American Experience In Urban Communities	
UCS-420	Migration And Diaspora In Urban Communities	
UCS-421	Faith Institutions As Political Instruments	
UCS-426	History And Philosophy Of Urban Education	
UCS-431	Systemic Challenges In Public Education	
UCS-432	Curriculum And Pedagogy In Urban Schools	
UCS-433	Popular Culture	
UCS-441	Urban Culture	
UCS-445	Critical Analysis Of Hip Hop Culture	
UCS-446	Urban Health And Wellness	
UCS-447	Urban Youth Culture And Development	

**Total Hours**

**31**

Elective Option 1:

Students who choose the Thesis will take 6 thesis hours and 3 elective courses (9 credit hours)

Elective Option 2:

Students who choose the Comprehensive Exam will take 5 elective courses, (15 credit hours) plus Comprehensive Exam

This program offers students a broader variety of areas of concentration that align with their research and professional interests:

- Urban Education and Culturally Relevant Pedagogy
- Urban Culture and Social Identity
- Youth Development and Social Services in the Inner City

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

**First Year**

Term 1	Hours
UCS-411	3
	Theoretical Foundations In Urban Community Studies
UCS-412	3
	Methods In Urban Community Research
<b>Term Hours</b>	
<b>6</b>	
<b>Term 2</b>	
UCS-415	3
	Urban Ethnography
UCS-443	3
	Research Writing
One UCS 400-level elective course	3
<b>Term Hours</b>	
<b>9</b>	
<b>Term 3</b>	
UCS-452	1
	Field Internship
UCS-453	3
	Seminar
One UCS 400-level elective course	3
<b>Term Hours</b>	
<b>7</b>	
<b>Second Year</b>	
<b>Term 1</b>	
3 UCS 400-level elective courses or Thesis option	9
<b>Term Hours</b>	
<b>9</b>	
<b>Total Hours:</b>	
<b>31</b>	

# Minor in Urban Community Studies

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Programs in Urban Community Studies (UCS) 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 programs of the Carruthers Center.

The Programs in Urban Community Studies, through the Goodwin College of Education, offer the following degrees:

Bachelor of Arts in Urban Community Studies

Minor in Urban Community Studies

Master of Arts in Urban Community Studies

## Minor in Urban Community Studies (18 credit hours)

The minor Urban Community Studies is designed to meet the needs of non-education majors as well as education majors who plan to work in inner urban communities and schools. It will provide an opportunity for students to engage with the social, political, economic, and cultural issues that define the urban context. It will also provide an opportunity for students to gain exposure to urban communities as well as community-based organizations and community institutions. This is not a teacher preparation program and coursework does not lead to licensure.

Specific Goals of the Minor in Urban Community Studies

Students will:

- Gain knowledge of the specific social, political, economic, and cultural issues related to urban communities.
- Value cultural diversity and individual differences in urban environments.
- Engage in positive interactions with key stakeholders in community settings or educational settings.

## Admission Requirements

undergraduate admission to Northeastern Illinois University

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

## Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

**Discipline Specific (ELE-DS)**

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

Minor in Urban Community Studies requirements

<b>Code</b>	<b>Title</b>	<b>Hours</b>
Required Courses		
UCS-201	Power And Oppression In The Urban Community	3
UCS-302	Urban Education and the Art of Critical Pedagogy	3
UCS-304	Contemporary Issues In Urban Community Studies	3
UCS-343	Racism, Xenophobia, and Bias in the Urban Context	3
ANY 2 UCS UNDERGRADUATE COURSES WITH APPROVAL OF PROGRAM FACILITATOR		6
<b>Total Hours</b>		<b>18</b>



# Literacy, Leadership, Development, and Special Education

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The Department of Literacy, Leadership, Development, and Special Education offers:

## Educational Leadership

Our programs include a strong emphasis on reflection and skill development and the ability to effectively apply theory in professional settings. Our aim is to prepare students for strategic leadership in educational and corporate organizations, and to train effective leaders and change agents. The curriculum highlights an integrated and interdisciplinary skill-based focus on leadership and administrative development. The programs build a strong sense of community by understanding and celebrating the diversity of the people and communities served by our faculty, graduates and students. Our faculty and students are comprised of professionals with widely diverse interests, expertise and experience. We take great pride in our alumni who serve in schools, universities and businesses throughout the Chicago Metropolitan area.

- Master of Arts degree in Educational Leadership

## Human Resource Development

The Human Resource Development (HRD) (<http://www.neiu.edu/academics/college-of-education/departments/literacy-leadership-and-development/>) 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.

- Bachelor and Master of Arts degree in Human Resource Development
- Undergraduate minor in Human Resource Development

## Literacy Education

Literacy Education offers two programs designed to meet the urgent need for highly effective teachers and instructional leaders with expertise in literacy education. The objectives of these programs are to increase candidates' knowledge of literacy processes and development; to advance professional knowledge in the teaching of literacy for all learners, including those from culturally and linguistically diverse backgrounds; and to provide specialized training in assessment and intervention for students who struggle with reading and writing.

The Master of Arts in Literacy Education, leading to PK-12 Reading Specialist endorsement, is designed for licensed teachers who wish to enhance their skills in teaching literacy in their own classroom or to work as Reading Specialists beyond their classroom. Candidates are prepared for leadership in literacy, including coaching and professional support, instructional planning, and curriculum development. The Master of Arts in Literacy Education requires 33 credit hours. Note: In addition to the completed MA, the Illinois State Board of Education requires candidates to have a minimum of two years full-time experience as teacher-of-record and a passing score on the ILTS Reading Specialist Exam for entitlement as a Reading Specialist.

The Reading Teacher Endorsement, PK-12, is a non-degree program designed for licensed teachers who wish to enhance their skills in teaching literacy in their own classroom. It requires 18 credit hours. Note: The Illinois State Board of Education requires a passing score on the Reading Teacher Exam for entitlement as a Reading Teacher, but does not require a minimum number of years as teacher-of-record.

You may also visit the Literacy Education website at Literacy, Leadership and Development (<http://www.neiu.edu/academics/college-of-education/departments/literacy-leadership-and-development/>).

- Master of Arts in Literacy Education
- Reading Teacher Endorsement PK-12

## Special Education

**The Department of Special Education** at Northeastern Illinois University prepares reflective professionals who aim to transform the lives of individuals with exceptionality and their families. We believe there is nothing more important than fostering with dignity and respect, the inclusion of students with exceptional learning needs in every aspect of life. Therefore, our work in teacher preparation is guided by one simple principle...it's about the kids.

One special feature of the department is the *William Itkin Children's Service Center*. Located within the special education department, the technology-enhanced Itkin Center is designed to provide assessment and remediation of learning and behavior problems in school-age children and youth and to provide training to graduate students.

**Program Offerings:**

- **Special Education-Learning Behavior Specialist (LBS) I**
  - Bachelor of Arts in Special Education
  - Master of Arts in Special Education
  - Endorsement-only (Focus LBS I) program (non-degree)
- **(Advanced) Special Education-Learning Behavior Specialist II**
  - Master of Science in Special Education-Behavior Intervention Specialist (BIS)
  - Master of Science in Special Education- Curriculum Adaptation Specialist (CAS)
  - Master of Science in Special Education -Dual BIS and CAS
  - BIS-Endorsement only (non-degree)
  - CAS-Endorsement only (non-degree)

Detailed information on all of our programs can be found on our website at SPED (<https://www.neiu.edu/academics/daniel-i-goodwin-college-of-education/departments/literacy-leadership-development-and-special-education/>).

- Major in Human Resource Development (<http://catalog.neiu.edu/education/human-resource-development/human-resource-development/>)
- Minor in Human Resource Development (<http://catalog.neiu.edu/education/human-resource-development/minor-human-resource-development/>)
- Major in Special Education (<http://catalog.neiu.edu/education/special-education/special-education/>)

#### Educational Leadership

- Master of Arts in Educational Leadership (<http://catalog.neiu.edu/education/educational-leadership-development/master-arts-educational-leadership/>)

#### Human Resource Development

- Master of Arts in Human Resource Development (<http://catalog.neiu.edu/education/human-resource-development/master-arts-human-resource-development/>)
- Graduate Certificate in Workplace Learning and Performance (<http://catalog.neiu.edu/education/human-resource-development/graduate-certificate-workplace-learning-performance/>)

#### Literacy Education

- Master of Arts in Literacy Education (<http://catalog.neiu.edu/education/literacy-education/master-arts-literacy-education/>)
- Reading Teacher Endorsement: (<http://catalog.neiu.edu/education/literacy-education/master-arts-literacy-education/>)

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#### Special Education:

There are two graduate programs-

- Master of Arts in Special Education (MA LBS I) (<http://catalog.neiu.edu/education/special-education/master-arts-special-education/>) leads to the Illinois Professional Education License with LBS I (K-21) endorsement. A four-course approval may be attached to the MA LBS I for candidates seeking the Early Childhood Special Education Approval.
- Master of Science in Special Education (LBS II) (<http://catalog.neiu.edu/education/special-education/master-science-special-education-lbs-ii/>) is for licensed teachers who hold the LBS I (K-21) Endorsement.

Graduates of a Master's program sequence will be able to

1. design and implement programs for students with exceptional learning needs;
2. consult and collaborate with others on the needs of the students; and
3. analyze and make instructional decisions based on reliable assessments.

There is also a **non-degree Focus LBS I Program in Special Education** for licensed teachers only. This non-degree, online program leads to LBS I endorsement (K-21) **without** a Master's degree.

## **Russell Wartalski, Ed.D., Department Chair & Associate Professor** **Gabriel Cortez, Ph.D., Professor, Leadership**

Wendy Gonzalez, Ph.D., Assistant Professor, Special Education  
Jolanta Jonak, Ed.D., Associate Professor, Special Education

Effie Kritikos, Ph.D., Professor, Special Education

Hsiao-Chin Kuo, Ph.D., Associate Professor, Literacy Education  
 Christina Mada, Ph.D., Professor, Literacy Education

Mark Melton, Ed.D., Associate Professor, Special Education

Gerardo Moreno, Ph.D., Professor, Special Education  
 April Nauman, Ph.D., Professor, Program Coordinator, Literacy Education

## **Noreen Powers, Ph.D., Associate Professor, Leadership Jody Siker, Ph.D., Assistant Professor, Special Education**

## **Jennifer Ventimiglia, Ed.D., Assistant Professor, Leadership Brian Vivona, Ed.D., Associate Professor, Human Resource Development**

### **leadership**

#### **LEAD-333. School Law For Teachers. 3 Hours.**

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.

#### **LEAD-401. Instructional Leadership. 3 Hours.**

An analysis of the basic determinants of curriculum PreK-12. Emphasis on significant psychological theories and development, learning and motivation for curricula development including impact of sociological, cultural, and ethnic factor. Special education programs are included. Methods are outlined for evaluating the effectiveness of curricula and programs. Roles and responsibilities of an instructional leader are highlighted as well as a focus on the improvement of instruction for school improvement and student achievement for all.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

#### **LEAD-413. Human Relations And Leadership. 3 Hours.**

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-415. Historical And Philosophical Perspectives In Higher Education. 3 Hours.**

#### **LEAD-421. Educational Leadership And Organizational Studies. 3 Hours.**

This course is designed to introduce the student to the field of educational leadership and management. The purpose of the course is to assist future educational leadership professionals to understand the philosophical, historical and organizational underpinnings of educational leadership. It provides students with a theoretical framework on which to develop and implement sound practical applications and decisions in the educational leadership tasks of communicating, planning, organizing, supervising, leading and evaluating strategies designed to build up highly effective learning communities. Further, it prepares the student to pursue alternative routes to excellence by understanding current education's challenges and by choosing the most successful leadership, management, motivational and decision-making strategies for a constantly changing educational environment.

#### **LEAD-422. The Principalship. 3 Hours.**

The Principalship is an examination of PK-12 schools with an emphasis upon the transforming instructional leadership and school improvement roles of the principal to enhance student learning for all students. The course focus is on practical problem solving through working collaboratively and transformatively with staff through creating a vision of leadership and learning, developing a positive school culture, managing the school and interacting with the external school environment.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

#### **LEAD-424. Introduction To Evaluation Of Certified & Support Staff. 3 Hours.**

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 Hours.**

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 for k-12 settings.

**LEAD-428A. Seminar In Educational Administration: Educational Decision-Making. 3 Hours.**

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.

**Prerequisite:** LEAD-421 with a minimum grade of C and LEAD-424 with a minimum grade of C.

**LEAD-428B. Seminar In Educational Administration: Administrative Theory And Practical Application. 3 Hours.**

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.

**Prerequisite:** LEAD-424 with a minimum grade of C and LEAD-421 with a minimum grade of C.

**LEAD-428F. Seminar In Educational Leadership In The Middle School. 3 Hours.**

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.

**Prerequisite:** LEAD-421 with a minimum grade of C and LEAD-424 with a minimum grade of C.

**LEAD-429. Research Design & Analysis Of Educational Data. 3 Hours.**

This course develops administrative skills in research design including program statements, hypothesis formulation, population/sample collection, data collection, statistical analysis and interpretation. Quantitative and qualitative research designs will be examined as they relate to effective schools, improving student achievement and administrative research.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-430. Thesis Seminar. 3 Hours.**

This course provides guidance in the preparation and submission of a master of arts thesis under the supervision of faculty. It will extend the student's knowledge of standard techniques in the collection and analysis of data and facilitate the development of skills in advanced research design for possible future study at the doctoral level.

**LEAD-431. School & Community Relations. 3 Hours.**

The purpose of this course is to provide a forum for the transfer of theory to practice in the area of school-community relations. Additionally a teacher-as-researcher model and community-based research pedagogy are required in order to assist prospective school leaders in investigating their local school communities and increase their leadership skills. Effective school-community relationships begin at home facilitated by skillful leaders who have effective communication, research, collaborative and problem solving skills. These skills form bonds between schools and the local and global communities.

**LEAD-432. School Finance & Budgeting. 3 Hours.**

The goal of the course is to enable a student to demonstrate an understanding of school finance and related issues and to apply that knowledge in hypothetical school leadership situations. The content includes local, state and federal revenue sources, the legal and political settings that influence school finance, budgeting processes, revenue and expenditure management, research on the relationship of expenditures to achievement, the characteristics of a financially healthy school district, the operation of support services and measures to protect school funds and property.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-433. School Law & Ethics. 3 Hours.**

This course studies the legal and ethical issues as related to practical problems of school administration. Constitutional provisions and court decisions are examined as they impact education. Issues of ethics pertaining to legal tenets will be integrated throughout the semester.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-434. Internship I. 3 Hours.**

The major purpose of the internship is to comply with Illinois PA 96-903 and to provide the student with a supervised experience in the roles and responsibilities associated with the principalship in Pre-K through grade 12 during the course of a year. Each student will participate in administrative activities related to instructional leadership and school management. The three internships, LEAD-434, LEAD-435 and LEAD-437, are defined as all the experiences that result from applying the strategic, instructional, organizational, and contextual leadership guidelines in a workplace. This course is the first internship experience.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-435. Internship II. 3 Hours.**

The purpose of this internship is to continue the instructional leadership and school management Pre-K through grade 12 tasks and experiences as described in the school intern's contract and developed in LEAD-434. This is the second internship experience.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-436. Human Resources Administration In Education. 3 Hours.**

This course provides a general understanding of the personnel functions in educational settings. Decision-making and problem-solving will be emphasized. The functions of planning, recruitment, selection, placement, induction, staff development, motivation, compensation, performance, appraisal, negotiations and dismissal are included.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-437. Internship III. 3 Hours.**

The purpose of this internship is to continue the instructional leadership and school management Pre-K through grade 12 tasks and experiences as described in the school intern's contract and developed in LEAD-434, and LEAD-435. This is the third internship experience.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-438. Collective Negotiations. 3 Hours.**

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-441. Independent Study In Educational Administration. 1 Hour.****LEAD-445. Practicum In School Business Management. 3 Hours.**

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 Hours.**

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 Hours.**

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. Administrative Use Of The Microcomputer. 3 Hours.**

An examination of the use of micro-computers in education 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 Hours.**

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 Hours.**

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. Adult Learner. 3 Hours.**

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 adult education.

**LEAD-491. Foundations In Higher Education. 3 Hours.**

This course provides students with knowledge of the historical development of higher education in the United States and its socio economic, political, legal and philosophical underpinnings. This course also provides students with an understanding of the structures and governance 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 Hours.**

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 Hours.**

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 Hours.**

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 Hours.**

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 Hours.**

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 Hours.**

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 Hours.**

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.

**LEAD-497. Student Personnel Work In Higher Education. 3 Hours.**

This course addresses issues relating to the philosophy, organization and administration of student affairs in post-secondary institutions, as well as, the development and implementation of student affairs policy and programs. It emphasizes the roles that student affairs professionals serve to promote intellectual, social, moral, ethical, spiritual, emotional, and physical development and wellbeing of students. Student affairs educators carry out their professional obligations by actively seeking collaborative relationships with each other across units, with students, faculty, and others on and off the campus in order to design, support, maintain, and/or change campus environments to optimally support student learning, wellness, and development.

## human resource development

**HRD-202. Career And Life Planning I. 3 Hours.**

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 Hours.**

Students explore their aptitudes and interests in relation to the roles of educators in non-school settings. They familiarize themselves with the overall purposes of organizations and the role of educators within such organizations.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**HRD-301. Adult Teaching/Learning Process. 3 Hours.**

Students study the principles of adult learning and instruction and the range and types of desired educational outcomes related to the characteristics of adult learners. Required: HRD-300 or can be taken at the same time as HRD-300; Completion of a Minimum of 45 College-Level Semester Hours.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**HRD-310. Instructional Techniques And Technology. 3 Hours.**

Students apply 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.

**Prerequisite:** HRD-300 with a minimum grade of C and HRD-301 with a minimum grade of C.

**HRD-313. Political Savvy In The Workplace. 3 Hours.**

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.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**HRD-313B. Program Development In Human Resource Development. 3 Hours.**

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.

**HRD-315. Computer Utilization In Human Resource Development. 3 Hours.**

Students in this course will be introduced to the use of computers for instructional purposes. Course will focus on design, storyboarding, logic and authoring software. Students will develop computer-based training programs.

**Prerequisite:** HRD-300 with a minimum grade of C and HRD-301 with a minimum grade of C and HRD-310 with a minimum grade of C.



**HRD-320. Dynamics Of Working With Groups And Individuals. 3 Hours.**

Students explore effective interpersonal and group behavior in organizations. Emphasis is placed on understanding the importance of such behaviors. Completion of a minimum of 45 college-level semester hours required.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**HRD-321. Designing Instruction In Human Resource Development. 3 Hours.**

Students apply major principles relating to the design and presentation of training/education programs for adults. Students demonstrate and improve their level of competency on major course tasks. Recommended: HRD-315 or may be taken concurrently.

**Prerequisite:** HRD-310 with a minimum grade of C and HRD-315 with a minimum grade of C and HRD-320 with a minimum grade of C.

**HRD-323. Independent Study In Human Resource Development. 3 Hours.**

In-depth study of special areas in human resource development.

**Prerequisite:** HRD-310 with a minimum grade of C.

**HRD-325. Writing Intensive Program: Communication In Human Resource Development. 3 Hours.**

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.

**Prerequisite:** HRD-300 with a minimum grade of C and ENGL-101 with a minimum grade of C.

**HRD-328. Organizational Project Management. 3 Hours.**

This three-credit hour course guides students through the process of creating a project management proposal including a timeline. The course examines issues relating to project structure and stakeholders. It explores responsibilities within a project as well as how to identify project sponsors and project tasks. Students will be exposed to project management as it relates to organizational goals, preparing them to participate in projects while maintaining an organizational perspective.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**HRD-329. Internship And Seminar In Human Resource Development. 6 Hours.**

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. Permission from the HRD Advisor or Program Coordinator required.

**Prerequisite:** HRD-301 with a minimum grade of C and HRD-310 with a minimum grade of C and HRD-315 with a minimum grade of C and HRD-321 with a minimum grade of C.

**HRD-362. Instructional Media In Human Resource Development. 3 Hours.**

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.

**Prerequisite:** HRD-301 with a minimum grade of C.

**HRD-390. Computer-Based Training. 3 Hours.**

Systematic approach to the design and use of computer-based and interactive video instructional materials. Course includes courseware development, implementation, training techniques, documentation and state-of-the-art technology.

**Prerequisite:** HRD-300 with a minimum grade of C and HRD-301 with a minimum grade of C and HRD-310 with a minimum grade of C and HRD-315 with a minimum grade of C.

**HRD-400. Hrd And The Organization. 3 Hours.**

Study of the role of HRD in relation to the needs, purposes, structures and processes of organizations in order to maximize the effectiveness and value of HRD to the organization.

**HRD-401. The Adult Learner I. 3 Hours.**

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.

**Prerequisite:** HRD-400 (may be taken concurrently) with a minimum grade of C or HR-400 with a minimum grade of C.

**HRD-402. Adult Learner II. 3 Hours.**

In-depth focus on individual difference characteristics of adults that affect learning. Consideration of such characteristics as motivation, learning styles, perception of self on other, culture, experiential background, memory/information processing, attribution, cognitive structures and metacognition. Research paper required that includes application to HRD field.

**Prerequisite:** HRD-401 with a minimum grade of D or HR-401 with a minimum grade of D.

**HRD-403. Leadership & Political Savvy In The Workplace. 3 Hours.**

Students will explore the relationship between leadership practices and politically-savvy behaviors in the workplace for human resource development professionals. Students will examine the theoretical and practical aspects of leadership, explore the political nature of the workplace, review the importance of power and influence, and refine interpersonal and communication skills necessary for personal career success.

**Prerequisite:** HRD-400 with a minimum grade of B.

**HRD-404. Applied Technology In Human Resource Development. 3 Hours.**

This course is an introduction to the use of computers and electronic communication devices for HRD-specific purposes. It focuses on the application of software tools and electronic communication devices in instructional design and workplace communication, utilizing storyboarding, mapping logic, and various platforms as authoring programs. Special emphasis is placed on development of proficiency with PowerPoint as an e-learning authoring tool.

**Prerequisite:** HRD-406 with a minimum grade of C and (HRD-400 with a minimum grade of C or HRD-401 with a minimum grade of C).

**HRD-405. Needs And Task Analysis In Hrd. 3 Hours.**

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.

**Prerequisite:** HRD-400 with a minimum grade of C or HR-400 with a minimum grade of C.

**HRD-406. Instructional Design In Hrd I. 3 Hours.**

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.

**Prerequisite:** HRD-401 with a minimum grade of C or HR-401 with a minimum grade of C.

**HRD-407. Measurement And Evaluation In Hrd. 3 Hours.**

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.

**Prerequisite:** HRD-406 with a minimum grade of C or HR-406 with a minimum grade of C.

**HRD-408. Instructional Design In Human Resource Development II. 3 Hours.**

In this course, students study advanced instructional design techniques as they go through the process of assessing needs, designing and developing instruction and developing both an assessment and an implementation plan for their training. Students develop an instructional program designed to meet client needs, giving them an opportunity to apply theories learned in earlier courses, as well as acquainting them with additional instructional strategies to developing an expanded instructional program.

**Prerequisite:** (HRD-406 with a minimum grade of D or HR-406 with a minimum grade of D) and (HRD-407 with a minimum grade of D or HR-407 with a minimum grade of D) and (HRD-490 with a minimum grade of D or HR-490 with a minimum grade of D or HRD-462 with a minimum grade of D).

**HRD-409. Television Production In Human Resource Development. 3 Hours.**

This course will explore techniques of television production and utilization as they apply to the field of human resource development. Students will learn the principles of camera operation, lighting, composition, video and audio recording, video editing, field production, directing and scripting. The approach will be hands-on; students will write and produce video training materials using instructional design principles.

**Prerequisite:** (HRD-362 with a minimum grade of C or HR-362 with a minimum grade of C) and (HRD-406 with a minimum grade of C or HR-406 with a minimum grade of C).

**HRD-410. Talent Management. 3 Hours.**

Exploration of the major aspects of talent management from developing core competencies to the design and employment of performance management systems. We will study the perspectives, methods, and theoretical framework employed by HRD practitioners in developing HRD strategies to improve organizational performance.

**Prerequisite:** HRD-400 with a minimum grade of C and HRD-401 with a minimum grade of C and HRD-405 with a minimum grade of C.

**HRD-411. Consulting In Human Resource Development. 3 Hours.**

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.

**Prerequisite:** (HRD-407 with a minimum grade of C or HR-407 with a minimum grade of C) and (HRD-406 with a minimum grade of C or HR-406 with a minimum grade of C).

**HRD-412. Project Management In Human Resource Development. 3 Hours.**

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.

**Prerequisite:** HRD-405 with a minimum grade of C or HR-405 with a minimum grade of C.

**HRD-413. Independent Study In Human Resource Development. 3 Hours.**

In-depth study of special areas in human resource development.



**HRD-414. Strategic Planning In Human Resource Development. 3 Hours.**

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.

**HRD-415. Seminar In Human Resource Development- Organizational Development. 3 Hours.**

This seminar guides students in developing a broad understanding of various aspects of Organization Development (OD), including: OD field and organizational change; the history of OD; how to manage the OD process; the elements of Action Research in OD; OD interventions; power, culture, and politics as an organization tool.

**Prerequisite:** (HRD-401 with a minimum grade of C or HR-401 with a minimum grade of C) and (HRD-400 with a minimum grade of C or HR-400 with a minimum grade of C) and (HRD-403 with a minimum grade of C or HR-403 with a minimum grade of C) and (HRD-405 with a minimum grade of C or HR-405 with a minimum grade of C) and (HRD-406 with a minimum grade of C or HR-406 with a minimum grade of C) and (HRD-407 with a minimum grade of C or HR-407 with a minimum grade of C).

**HRD-416. Masters Capstone. 3 Hours.**

Students in the MA in Human Resource Development program will complete a capstone course where they will complete one of three capstone projects:  
 Practitioner project: A front-end assessment or performance analysis, white paper, policy analysis, or program evaluation  
 Instructional design: A research-based lesson design and analysis project  
 Internship: A 15-week supervised practicum/internship, either in the field of training and development in an organization in which they are presently working, or in talent development within an appropriate, site-approved organization.  
 The selection of the capstone option must be approved by the instructor of record.

**Requirement:** Departmental Approval, completion of all required courses

**Prerequisite:** (HRD-401 with a minimum grade of C or HR-401 with a minimum grade of C) and (HRD-403 with a minimum grade of C or HR-403 with a minimum grade of C) and (HRD-405 with a minimum grade of C or HR-405 with a minimum grade of C) and (HRD-406 with a minimum grade of C or HR-406 with a minimum grade of C) and (HRD-407 with a minimum grade of C or HR-407 with a minimum grade of C).

**HRD-417. Practicum In Hrd II. 3 Hours.**

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.

**Prerequisite:** (HRD-401 with a minimum grade of C or HR-401 with a minimum grade of C) and (HRD-400 with a minimum grade of C or HR-400 with a minimum grade of C) and (HRD-403 with a minimum grade of C or HR-403 with a minimum grade of C) and (HRD-405 with a minimum grade of C or HR-405 with a minimum grade of C) and (HRD-406 with a minimum grade of C or HR-406 with a minimum grade of C) and (HRD-407 with a minimum grade of C or HR-407 with a minimum grade of C).

**HRD-418B. Topical Seminar: Human Performance Technology In Human Resource Development. 3 Hours.**

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.

**HRD-418E. Topical Seminar In Global/Cultural Issues In Human Resource Development. 3 Hours.**

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.

**HRD-418F. Topical Seminar: Group Dynamics In Human Resource Development. 3 Hours.**

This course will explore the principles of group dynamics as they affect individuals, groups, and team in organizations. This highly interactive course will explore group and team issues including: the nature of groups, group formation, development and socialization, structure, influence power, decision making, conflict, and additional issues.

**HRD-419. Project In Human Resource Development. 3 Hours.**

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.

**HRD-420. Thesis Seminar In Hrd. 3 Hours.**

Guidance of students conducting research and writing a thesis to fulfill the requirements of the program, Master of Arts in Human Resource Development.

**HRD-421. Leadership And Ethics In HRD. 3 Hours.**

This course presents historical and contemporary leadership theory and models and applies leadership theories and concepts in the context of Human Resource Development. This course also guides students through a personal assessment of leadership characteristics, utilizing different tools to measure the individual's strengths and focus on self-enhancement to better assist in ethical decision making.

**Prerequisite:** HRD-400 with a minimum grade of C and HRD-401 with a minimum grade of C.

**HRD-462. Instructional Strategies In Hrd. 3 Hours.**

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.

**HRD-490. Multimedia: Design And Application. 3 Hours.**

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.

**Prerequisite:** HRD-404 with a minimum grade of C.

## literacy education

**LTCY-301. Foundations Of Literacy Instruction In Secondary Grades. 3 Hours.**

This course will introduce preservice teachers to literacy teaching and learning across disciplines in middle and high school settings. This class explores theory, practices, and issues in teaching disciplinary literacy, including complex disciplinary texts, reading comprehension processes and strategies, academic vocabulary instruction, and the use of both print and digital materials to support learning across disciplines. Prerequisite: Junior in standing.

**LTCY-311. Foundations Of Literacy Instruction. 3 Hours.**

This course addresses foundations of PK-12 literacy teaching and learning including relevant theory, core components of the literacy curriculum, evidence-based practices, assessments, and materials to meet the needs of all learners across grades including within subject areas. Issues of diversity, equity, inclusion, motivation and engagement, as they relate to literacy learning, are emphasized.

**LTCY-402. Literacy Instruction Across Grades. 3 Hours.**

This course provides an overview of literacy teaching and learning in PK-12 classrooms. Topics include curriculum development, the literacy environment, assessment, and meeting the needs of all learners including culturally and linguistically diverse students and students with reading difficulties.

**LTCY-501. Literacy Instruction In Primary And Elementary Grades. 3 Hours.**

This course addresses emergent and early literacy development, teaching, and learning. Candidates will explore relevant theory, core components of the literacy curriculum, instructional methods, assessments, and materials to meet the needs of young learners through the elementary years. Additional topics include using a variety of print and digital texts to motivate and engage learners and building a literacy-rich learning environment for all students.

**LTCY-502. Disciplinary Literacy Instruction In Secondary Grades. 3 Hours.**

This course addresses the components of academic literacy development with an emphasis on instructional approaches to support and motivate adolescent learners. Candidates will explore literacy instructional practices to support student learning in various subject areas. Topics include comprehension of complex disciplinary text, academic vocabulary, and multimodal text types. Meeting the needs of all adolescent learners, including culturally and linguistically diverse students, is emphasized.

**LTCY-503. Theory And Research In Literacy Education. 3 Hours.**

Candidates develop a knowledge of major theoretical, conceptual, historical, and evidence-based understandings of literacy processes and development. Candidates are introduced to basic research design and methodologies, and will engage in the critical reading of scholarship in the field.

**Prerequisite:** LTCY-501 with a minimum grade of B and LTCY-502 with a minimum grade of B.

**LTCY-504. Children's And Young Adult Literature For Literacy Instruction. 3 Hours.**

This course focuses on the integration of children's and young adult literature to support teaching and learning in all grades and across disciplines. Candidates will develop foundational knowledge about children's and young adult literature, explore instructional approaches, and address relevant topics, including cultural authenticity, multicultural literature, and issues of diversity, equity, and inclusion.

**LTCY-505. Writing Instruction In Elementary Grades. 3 Hours.**

Candidates explore instructional practices for supporting students' writing development from K through fifth grade. Topics include motivation, assessment, and writing to support reading development. Meeting the needs of all learners, including culturally and linguistically diverse students, is emphasized.

**LTCY-506. Writing Instruction In Middle & High School. 3 Hours.**

Candidates explore instructional best practices for supporting students' writing development in middle and high school. Topics include motivation, assessment, and writing to support reading development. Meeting the needs of all learners, including culturally and linguistically diverse students, is emphasized.

**LTCY-507. Literacy Assessment And Instructional Planning. 3 Hours.**

In this course, candidates will learn about various types of literacy assessments, their purposes, strengths, and limitations. Candidates will select and administer multiple assessments to gather information about students' developing literacy skills, progress, and performance. Candidates will learn to analyze and interpret assessment results in order to plan instruction that meets the needs of a range of learners.

**Prerequisite:** LTCY-501 with a minimum grade of B and LTCY-502 with a minimum grade of B.

**LTCY-508. Practicum In Literacy Assessment & Intervention: Elementary Level. 3 Hours.**

In this supervised clinical practicum experience, candidates demonstrate their literacy knowledge and skills as they conduct assessments, analyze and communicate assessment results, and plan appropriate instruction for a K-5 student reading below grade level. Candidates apply theory and evidence-based practices as they design and teach a series of lessons that address the specific word recognition, comprehension, vocabulary, fluency, motivation, and self-efficacy needs of their assigned K-5 student. Candidates also engage in professional learning such as collegial coaching and reflection.

**Prerequisite:** LTCY-507 with a minimum grade of C.

**LTCY-509. Practicum In Literacy Assessment & Intervention: Middle Level. 3 Hours.**

In this supervised clinical practicum experience, candidates demonstrate their literacy knowledge and skills as they conduct assessments, analyze and communicate assessment results, and plan appropriate instruction for a middle grades (6-9) student reading below grade level. Candidates apply theory and evidence-based practices as they design and teach a series of lessons that address the specific word recognition, comprehension, vocabulary, fluency, motivation and self-efficacy needs of their assigned student. Candidates also engage in professional learning such as collegial coaching and reflection.

**Prerequisite:** LTCY-507 with a minimum grade of C or READ-407 with a minimum grade of C.

**LTCY-510. Practicum In Literacy Assessment & Intervention: Secondary Level. 3 Hours.**

In this supervised clinical practicum experience, candidates demonstrate their literacy knowledge and skills as they conduct assessments, analyze and communicate assessment results, and plan appropriate instruction for a grades 6-12 student reading below grade level. Candidates apply theory and evidence-based practices as they design and teach a series of lesson plans that address the specific word recognition, comprehension, vocabulary, fluency, motivation and self-efficacy needs of their assigned student. Candidates also engage in professional learning experiences such as collegial coaching and reflection during the course's seminar component.

**Prerequisite:** LTCY-507 with a minimum grade of C.

**LTCY-511. Research Seminar In Literacy Education. 3 Hours.**

Candidates design and conduct an original action/teacher research study based on a research question of their choosing. After collecting and analyzing data, candidates report their findings following the conventions of scholarly writing and present their study to peers. Advanced study of research methodologies and paradigms is included.

**Prerequisite:** LTCY-503 with a minimum grade of C.

**LTCY-512. Leadership In Literacy Instruction. 3 Hours.**

This course addresses the multifaceted leadership roles of specialized literacy professionals. Topics include the concept of leadership, formation of literacy teams, professional learning, coaching, instructional roles, comprehensive literacy programs, assessment, and school-family-community partnerships.

**Prerequisite:** LTCY-507 with a minimum grade of C.

**LTCY-513. Literacy Instruction For Middle Level Grades. 3 Hours.**

This course addresses motivating middle school learners to read and building the literacy skills needed for learning in subject areas. Topics include nurturing a love of reading, using instructional materials and text types to engage learners, and addressing the developmental needs of young adolescents. Meeting the needs of all students, including culturally and linguistically diverse middle school students, is emphasized.

**LTCY-514. Language And Literacy Instruction For Culturally And Linguistically Diverse Students. 3 Hours.**

This course focuses on instructional approaches and materials to support language and literacy development among culturally and linguistically diverse (CLD) students. Candidates will explore topics and issues of second language acquisition, bilingual and multicultural education, identity and CLD students, language diversity, language policy, and home and community engagement. Candidates will be able to apply their multifaceted knowledge across disciplines and professional contexts.

**Prerequisite:** LTCY-501 with a minimum grade of C and LTCY-502 with a minimum grade of C or LTCY-513 with a minimum grade of C or (READ-416 with a minimum grade of C and READ-417 with a minimum grade of C or READ-440 with a minimum grade of C).

**LTCY-515. Technology For Literacy Instruction. 3 Hours.**

In this course, candidates explore technology tools and digital media to support literacy teaching and learning among students of diverse backgrounds and abilities. Topics include selection and evaluation of technology tools; technology to support the developing needs of all learners; social, legal, and ethical issues related to classroom technology use; and technology use that promotes critical thinking and meaningful learning.

**Prerequisite:** LTCY-501 with a minimum grade of B or LTCY-502 with a minimum grade of B.

**LTCY-516. Advanced Practicum In Literacy Education. 3 Hours.**

This course provides candidates with the opportunity to examine more closely a particular facet of literacy development and/or to explore innovative diagnostic or instructional practices within a clinical setting.

**LTCY-517. Language Development And Early Literacy. 3 Hours.**

This course focuses on the relationship between children's oral language and early literacy development. Emphasis will be on the instructional implications for teachers working with children from infancy through Grade 3. Meeting the needs of all learners, including culturally and linguistically diverse students, is emphasized.

**Prerequisite:** LTCY-501 with a minimum grade of C.

**LTCY-521. Independent Study In Literacy Education. 1 Hour.**

Candidates who have interests in specific literacy topics may be invited by faculty members to conduct independent studies. They must collaborate with faculty members to develop proposals for departmental approval. Credit will be awarded commensurate with the scope of the proposed study and commitment required of faculty.

**Prerequisite:** LTCY-501 with a minimum grade of B or LTCY-502 with a minimum grade of B or LTCY-513 with a minimum grade of B.

**LTCY-522. Independent Study In Literacy Education. 2 Hours.**

Candidates who have interests in specific literacy topics may be invited by faculty members to conduct independent studies. They must collaborate with faculty members to develop proposals for departmental approval. Credit will be awarded commensurate with the scope of the proposed study and commitment required of faculty.

**Prerequisite:** LTCY-501 with a minimum grade of B or LTCY-502 with a minimum grade of B or LTCY-513 with a minimum grade of B.

**LTCY-523. Independent Study In Literacy Education. 3 Hours.**

Candidates who have interests in specific literacy topics may be invited by faculty members to conduct independent studies. They must collaborate with faculty members to develop proposals for departmental approval. Credit will be awarded commensurate with the scope of the proposed study and commitment required of faculty.

**Prerequisite:** LTCY-501 with a minimum grade of B or LTCY-502 with a minimum grade of B or LTCY-513 with a minimum grade of B.

**special education****SPED-109. First Year Experience: Gusty Chicago: Explore Your Inner Rush. 3 Hours.**

In this course, the student will discover strategies to help him or herself and others learn optimally. The student will visit off and on campus resources to become a robust learner and to learn the many pathways that are available for personal and academic success. Also, the student will communicate orally and in writing about the current field of special education and how it affects the lives of individuals with special needs. The student will obtain an opportunity to gain conceptual understanding of Chicago's resources designed to support and broaden strengths, which are critical in a first year experience.

**SPED-272. The Development And Characteristics Of Children And Youth With Exceptional Learning. 3 Hours.**

The development and characteristics of children and youth with exceptional learning needs is examined. Exceptionalities include but are not limited to Intellectual Disabilities, Learning Disabilities, Emotional and Behavior Disorders, ADD, Giftedness, Communication disorders, Physical Disabilities, Traumatic Brain Injury, Severe and Multiple Disabilities, Autism, Health Impairments, and Sensory impairments. Emphasis will be on understanding causes, theories and factors associated with the manifestation of various exceptional learning conditions.

**Prerequisite:** SPED-371 with a minimum grade of C.

**SPED-316. Professional Development Of The Special Educator. 1 Hour.**

Special Education 316 provides special education teacher candidates the opportunity to develop critical skills indicative of a prepared and highly qualified special educator. Candidates will demonstrate the foundational development of cultural competency/reciprocity to work with students from culturally/linguistically diverse (CLD) backgrounds, articulate specific practices/policies regarding professional obligations (e.g., child protection laws, digital etiquette and safety, rights on intellectual property and fair use), discuss collaborative approaches in working with various members of the school/home/community, examine the significance of self-initiated, continuous professional development and improvement for all educators and provide evidence of meeting the professional competencies required of a beginning special educator. Prerequisites: All Bachelor of Arts in Special Education coursework (Block I and II) prior to student teaching.

**SPED-317. Inclusive Teaching Strategies. 1.5 Hour.**

Inclusive Teaching Strategies is designed to provide pre-service teachers with an overview of curricular design and strategies used in teaching students with exceptional learning needs in inclusive elementary school classrooms. Specially designed instructional strategies include the integration of Universal Design for Learning (UDL) tenets to build differentiated learning structures which support learners of varying abilities. The course emphasizes curricular adaptation with focus on anchor skills within Common Core Student Standards (CCSS). The ability to develop instructional plans using multiple means of representation, engagement, and expression will be assessed.

**SPED-323. Consultation In Special Education. 3 Hours.**

This course is designed to foster effective communication skills in dealing with students, families, school professionals and outside agencies to build collaborative partnerships with an understanding of the roles of responsibilities of various stakeholders. Background, theory, and models of consultation and collaboration, co-teaching, pre-referral interventions and inclusion will be covered. Procedure for assuming leadership roles when planning and conducting collaborative meetings, parent participation and staff development will also be addressed.

**SPED-371. Writing Intensive Program: Foundations Of Special Education. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**SPED-374. Supervised Field Experience I. 3 Hours.**

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.

**Prerequisite:** SPED-272 with a minimum grade of C.

**SPED-376. Teaching Learners With Moderate To Severe Disabilities. 3 Hours.**

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.

**Prerequisite:** SPED-373 with a minimum grade of C.

**SPED-377. Supervised Field Experience II. 3 Hours.**

Candidates will be placed in a school setting, with supervision, to observe and help teach students with exceptional learning needs. Emphasis will be placed on assessment and the integration of technology appropriate for meeting the needs of diverse learners.

**Prerequisite:** SPED-373 with a minimum grade of C and SPED-374 with a minimum grade of B.

**SPED-379. Managing Behaviors In The Classroom. 3 Hours.**

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.

**Prerequisite:** SPED-272 with a minimum grade of C.

**SPED-381. Student Teaching In Special Education. 12 Hours.**

Supervised classroom teaching experience combined with seminar discussions. Study of the school community as a social unit; classroom management; candidate teacher's professional disposition and behavior; culture and personality dynamics; instructional/assistive technology; parent/family relationships; diagnoses of disability conditions; recommended teaching techniques and curriculum organization.

**Requirement:** Passing score on LBS I Exam (#155) and Special Education General Curriculum Exam (#163); Evidence of TB test (negative results); Satisfactory completion of all coursework (major and cognate categories) with acceptable final grades, Acceptable rating (or higher) on all key assessments.

**SPED-382. Strategies For Differentiating Instruction For Students With Exceptional Learning Needs. 3 Hours.**

This course focuses on evidence-based instructional strategies appropriate for individuals with disabilities who access the general education curriculum. Specialized strategies to build initial acquisition of knowledge and skills in the areas of reading, spoken and written language, mathematics, social/emotional development, and study skills will be addressed, as well as techniques across the curriculum that enable meaningful inclusion of individuals with a range of abilities. Emphasis will also be given to the development and planning of the individualized educational program (IEP).

**SPED-383. Informal Assessment And Progress Monitoring. 3 Hours.**

Special Education 383 establishes an understanding of the principles of assessment as a means to evaluate and address the academic and/or behavioral needs of students at-risk and students with disabilities. The course provides candidates the opportunity to develop professional skills in assessment administration, score interpretation of psychometric and curriculum-based measurements (CBM); use outcome data results to plan instruction, appropriate accommodations and modifications, monitor student progress, and use assessment data for problem-solving decision making and special education eligibility.

**Prerequisite:** SPED-382 with a minimum grade of C.

**SPED-384. Instructional Design For Individuals With Exceptional Learning Needs. 3 Hours.**

This course focuses on establishing an evidence-based framework for instructional planning appropriate for individuals with exceptional learning needs and grounded in the community assets and real life issues of the learner. Content will address critical features of instructional design including the impact of various cognitive processes and diversity characteristics that impact student learning. Emphasis will be on the developing short-and long-term objectives in an instructional sequence that supports learners' academic and social/emotional learning as well as language/communication needs.

**Prerequisite:** SPED-382 with a minimum grade of D.

**SPED-385. Community Partnership And Advocacy. 3 Hours.**

This course provides undergraduate candidates the opportunity to work collaboratively with peers and community partners to identify needs in Chicago and area communities through service learning projects. Candidates will examine key components in the development of effective community partnerships and the cultivation of advocacy/ leadership skills on behalf of students with exceptionalities. Candidates will engage in establishing partnerships among private and/or public organizations for the purposes of evaluating and improving the family-school-community relationship.

**Prerequisite:** SPED-377 with a minimum grade of B and SPED-379 with a minimum grade of C.

**SPED-395. Technology And Special Education. 3 Hours.**

Candidates will study administrative, assistive and instructional technology applications in the field of special education. Review of research and practices in the field regarding assistive and instructional technology.

**Prerequisite:** SPED-272 with a minimum grade of C and SPED-375 with a minimum grade of C and SPED-378 with a minimum grade of C and (SPED-304 with a minimum grade of D or SPED-404 with a minimum grade of D).

**SPED-400. Vocational/Career Planning For Adolescents With Disabilities. 3 Hours.**

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.

**Prerequisite:** SPED-404 with a minimum grade of C.

**SPED-404. Survey Of The Field Of Special Education. 3 Hours.**

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.

**SPED-417. Inclusive Teaching Strategies For Secondary Teachers. 1.5 Hour.**

Inclusive Teaching Strategies is a course designed to provide candidates with an overview of curricular design and strategies used in teaching students with exceptional learning needs in inclusive secondary school classrooms. Specially designed instructional strategies include the integration of Universal Design for Learning (UDL) tenets to build differentiated learning structures, which support learners of varying abilities. The course emphasizes curricular adaptation with focus on anchor skills within Common Core Student Standards (CCSS). The ability to develop instructional plans using multiple means of representation, engagement, and expression will be assessed.

**SPED-451. Creativity. 3 Hours.**

Discussion and inquiry into the nature and nurture of creative ability, review of research in creativity, practical application of creative processes, ways to develop creative thinking.



**SPED-454. Teaching Gifted Students In The Regular Classroom. 3 Hours.**

Overview of teaching strategies, materials and classroom organization to enhance and foster the potential of student who are gifted and talented.

**SPED-466. Assessing Students With Limited English Proficiency (LEP) And Disabilities. 3 Hours.**

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.

**Prerequisite:** SPED-404 with a minimum grade of C and SPED-409 with a minimum grade of C and SPED-410 with a minimum grade of C.

**SPED-467. Teaching Students With Limited English Proficiency (LEP) And Disabilities. 3 Hours.**

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.

**Prerequisite:** SPED-404 with a minimum grade of C and SPED-409 with a minimum grade of C and SPED-410 with a minimum grade of C.

**SPED-470. Administration And Supervision In Special Education. 3 Hours.**

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.

**SPED-481. Principles Of Diagnosis And Teaching The Child With Special Needs Aged Three To Six Years. 3 Hours.**

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.

**SPED-482. Principles Of Diagnosis & Teaching The Child With Special Needs: Birth To Six Years. 3 Hours.**

This course applies the principles of diagnosis and teaching infants, toddlers and young children with special needs. Students will use diagnostic information to design an individual family service plan and individualized education program. Topics include theory and practice of instructional techniques, adaptations, and modifications for infants, toddlers and young children with special needs. Course content will also address the role of the special educator in working with other members of the multidisciplinary team and with parents. Current research and issues will be reviewed.

**SPED-483. Working With Parents Of Young Children With Special Needs. 3 Hours.**

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.

**SPED-484. Psychology Of Language And Cognitive Development. 3 Hours.**

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 Hours.**

Advanced supervised professional clinical experience in educating young infants, toddlers, or preschoolers with special needs in an appropriate setting; seminar discussions.

**Prerequisite:** SPED-481 with a minimum grade of C and SPED-482 with a minimum grade of C and SPED-483 with a minimum grade of C and SPED-502 with a minimum grade of C and (ECED-403 with a minimum grade of C or ECED-338 with a minimum grade of C).

**SPED-490. Research Seminar In Special Education. 3 Hours.**

Review of research literature on special problems in exceptionality. Research project under the supervision of a faculty advisor.

**SPED-491. Thesis Credit In Special Education. 3 Hours.**

Research project within the area of applicant's field of specialization.

**SPED-494. Research Seminar In Exceptionality. 3 Hours.**

Experimental method applied in a group research project in a specialized area of exceptionality.

**SPED-500. Research I:Special Education. 3 Hours.**

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.

**SPED-501. Characteristics Of Children And Youth With Disabilities. 3 Hours.**

Review the psychological, sociological, and educational aspects of the lives of children and youth with disabilities, including legal foundations of special education services. Additionally, graduate students will be able to address the unique needs of working with children/adolescents with disabilities from culturally/linguistically diverse backgrounds as well as demonstrate initial skills in professional reflections as educators.

**SPED-502. Language, Learning And Cognition. 3 Hours.**

This is a graduate level human development course emphasizing cognitive and language development and acquisition and how these processes impact learning throughout the lifespan. Major learning theories and their implications for practice will be examined. Candidates will examine course concepts from the vantage point of supporting the learning of diverse students.

**SPED-503. Foundations Of Special Education. 3 Hours.**

This course examines the historical, philosophical and legal aspects of education that have defined the field of special education.

**SPED-504. Assessment I: Principles Of Educational Assessment In Special Education. 3 Hours.**

Special Education 504 establishes a foundational understanding of the principles of formal and informal assessment to evaluate and address the academic and behavioral needs of students with disabilities. It provides candidates the opportunity to develop professional skills in assessment administration, score interpretation of psychometric and curriculum-based measurements, utilizing ascertained score results to plan instruction and monitor student progress, a working understanding of the principles and practices of Response to Intervention, and understanding of critical considerations in working with students from culturally/linguistically diverse backgrounds.

**Requirement:** Earned minimum grade of C in program courses with no more than 2 'C' grades.

**SPED-505. Consultation & Collaboration. 3 Hours.**

This course prepares the special educator to develop collaborative relationships with a variety of stakeholders and to serve as an informed professional resource for school personnel and families. Topics covered include inclusion, consultation needs, conferencing techniques, collaboration models, in-service education and parent education supports and programs. Also, issues, resources and strategies for integration and transition of students from most restrictive to least restrictive environments will be addressed with emphasis on students who exhibit behavioral challenges.

**Requirement:** Earned minimum grade of C in program courses with no more than 2 'C' grades.

**SPED-506. Instructional & Assistive Technology In Special Education. 3 Hours.**

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.

**Requirement:** Earned minimum grade of C in program courses with no more than 2 'C' grades.

**SPED-507. Clinical Experience I: Fundamentals Of Teaching. 2-3 Hours.**

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 experience 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.

**Requirement:** Earned minimum grade of C in program courses with no more than 2 'C' grades.

**SPED-507A. Clinical Experience I: Fundamentals Of Teaching. 2 Hours.**

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 experience 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. SPED-507A is for students who were admitted prior to FA-2020.

**SPED-508. Methods II: General Curriculum & Methods In Special Education. 3 Hours.**

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.

**Prerequisite:** SPED-506 with a minimum grade of C and LTCY-402 with a minimum grade of C.

**SPED-509. Methods I: Specialized Curriculum & Methods In Special Education. 3 Hours.**

This course develops candidates' ability to understand the theoretical basis for and implementation of evidence-based strategies to facilitate the meaningful inclusion of students with mild to moderate disabilities in the least restrictive environment. Methodology and strategies to promote development of reading, oral and written expression in the content areas, including language arts, mathematics, science and social studies instruction will be addressed, as well as strategies to support students' social and emotional development. Candidates will demonstrate understanding of Universal Design for Learning to address individual student needs including individual educational goals and objectives.

**SPED-510. Methods III: Strategies Of Behavior Management. 3 Hours.**

Graduate candidates with the principles of applied behavior analysis, positive behavioral supports, and other contemporary approaches for behavior management. Additionally, candidates will be able to address the unique needs of working with children/adolescents with disabilities from culturally/linguistically diverse backgrounds.

**SPED-511. Methods IV: Alternative Programming And Curriculum In Special Education. 3 Hours.**

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.

**Requirement:** No more than 2 C grades in program.

**SPED-512. Clinical Experience II: Intermediate Teaching. 2-3 Hours.**

The purpose of SPED-512 is to involve candidates in working on site in special education programs where services are provided for children and youths with moderate to severe disabilities. It provides initial special education candidates opportunities to apply and reflect upon elements of teaching including instructional design based on the strengths, characteristics, cultural assets and needs of the learner, assessment of student learning, engagement of the learner and implementation of evidence-based strategies in the field. Candidates will learn more about the collaborative role special educators play within the context of the Least Restrictive Environment.

**Prerequisite:** SPED-507 with a minimum grade of C and SPED-509 with a minimum grade of C.

**SPED-512A. Clinical Experience II: Intermediate Teaching. 2 Hours.**

SPED-512A involves candidates in working on site in special education programs where services are provided for children and youths with moderate to severe disabilities. It provides initial special education candidates opportunities to apply and reflect upon elements of teaching, including instructional design, based on the strengths, characteristics, cultural assets and needs of the learner, assessment of student learning, engagement of the learner and implementation of evidence-based strategies in the field. Candidates will learn more about the collaborative role special educators play within the context of the Least Restrictive Environment. This course is for students admitted prior to Fall 2020.

**Prerequisite:** SPED-507 with a minimum grade of C and SPED-509 with a minimum grade of C.

**SPED-513. Assessment II: Applied Diagnostic Testing. 3 Hours.**

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.

**Prerequisite:** SPED-508 with a minimum grade of C and SPED-509 with a minimum grade of C and SPED-510 with a minimum grade of C and SPED-511 with a minimum grade of C.

**SPED-514. Student Teaching In Special Education. 3,6 Hours.**

The candidate will participate in supervised professional experiences in a school setting as a candidate teacher of pupils with disabilities (5-21). Applied teaching will be combined with seminar discussions and required assignments.

**Requirements:** Program approval.

**SPED-514A. Student Teaching In Special Education. 3 Hours.**

The candidate will participate in supervised professional experiences in a school setting as a candidate teacher of pupils with disabilities (5-21). Applied teaching will be combined with seminar discussions and required assignments. SPED-514A is for candidates who entered the program prior to Fall of 2020.

**Requirements:** Program approval

**Prerequisite:** SPED-508 with a minimum grade of C and SPED-509 with a minimum grade of C and SPED-510 with a minimum grade of C and SPED-511 with a minimum grade of C and SPED-520 with a minimum grade of C.

**SPED-514B. Applied Diagnostic Teaching In Special Education. 3 Hours.**

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.

**Prerequisite:** SPED-508 with a minimum grade of C and SPED-509 with a minimum grade of C and SPED-510 with a minimum grade of C and SPED-511 with a minimum grade of C and SPED-513 with a minimum grade of C.

**SPED-516. Professional Development Of The Special Educator. 1 Hour.**

SPED-516 provides special education teacher candidates the opportunity to develop critical skills indicative of a prepared and highly qualified special educator. Candidates will demonstrate the foundational development of cultural competency/reciprocity to work with students from culturally/linguistically diverse (CLD) backgrounds, articulate specific practices/policies regarding professional obligations (e.g., child protection laws, digital etiquette and safety, rights on intellectual property and fair use), discuss collaborative approaches in working with various members of the school/home/community, examine the significance of self-initiated, continuous professional development and improvement for all educators and provide evidence of meeting the professional competencies required of a beginning special educator. Prereq.: All Master of Arts in Special Education coursework (Block I, II and III) prior to student teaching.

**SPED-518. Practicum In Special Education. 3 Hours.**

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.

**Prerequisite:** SPED-501 with a minimum grade of C and SPED-503 with a minimum grade of C and SPED-506 with a minimum grade of C and SPED-504 with a minimum grade of C and SPED-509 with a minimum grade of C and SPED-510 with a minimum grade of C and SPED-511 with a minimum grade of C and SPED-513 with a minimum grade of C.

**SPED-519. Collaborative Relationships In Special Education. 3 Hours.**

SPED-519 prepares advanced credential special education candidates to develop skills and dispositions, which promote leadership in collaborative relationships relating to students with disabilities in school settings. Collaboration with a variety of stakeholders, including peer teachers, parents, community agencies, and related service providers, will be examined. Topics covered include the culture of schools, conferencing techniques, mentoring new teachers, and in-service education. Clinical experience involves mentoring a novice special education teacher.

**SPED-520. Assessment Lab-Applied Diagnostic Assessment. 3 Hours.**

Graduates students will apply assessment principles to design an instructional sequence for children/youth with disabilities served a clinical setting.

**Prerequisite:** SPED-504 with a minimum grade of C and SPED-508 with a minimum grade of C and SPED-509 with a minimum grade of C and SPED-511 with a minimum grade of C.

**SPED-521. Issues & Interventions For Individuals With Autism Spectrum Disorder, Social Communication Disorder. 3 Hours.**

This course 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.

**Prerequisite:** SPED-522 with a minimum grade of C and SPED-523 with a minimum grade of C.



**SPED-522. Foundations & Practices In Challenging Behaviors. 3 Hours.**

This course 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 & Planning For Positive Behavior Management. 3 Hours.**

This course 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-524. Practicum In Behavior Disorders. 3 Hours.**

This course 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).

**Prerequisite:** SPED-522 with a minimum grade of C and SPED-521 with a minimum grade of C and SPED-523 with a minimum grade of C.

**SPED-525. Alternative Assessment & Test Accommodations. 3 Hours.**

This course presents the knowledge and skills necessary for the professional to apply various methods of assessment in order to meet the individual needs of students with disabilities. Content will address alternative assessment methods, test accommodations, and applied curriculum based assessment. The instructor will model collaboration and consultation skills for working with families and other professionals.

**SPED-526. Adaptations Of Curriculum. 3 Hours.**

This course 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. It prepares the learner to understand how students differ in their approaches to learning, and how to design and adapt instruction to engage all learners, promote positive interactions and develop students' intellectual, social and personal development. Course content will also address sources of specialized materials and resources for assistive technology. Methodology to support the curriculum infusion of real life issues will also be addressed.

**SPED-527. Language Based Disorders. 3 Hours.**

This course 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 Hours.**

This course will address 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. Candidates will examine the scope and sequence of mathematics curriculum, assessment of mathematics-based learning disabilities, and strategies for teaching mathematics to learners with special needs.

**SPED-529. Curriculum Practicum. 3 Hours.**

This course 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.

**Prerequisite:** SPED-526 with a minimum grade of C and SPED-527 with a minimum grade of C and SPED-525 with a minimum grade of C.

**SPED-530. Capstone Project. 3 Hours.**

This course 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.

**Prerequisite:** (SPED-525 with a minimum grade of C and SPED-526 with a minimum grade of C and SPED-527 with a minimum grade of C and SPED-528 with a minimum grade of C) or (SPED-505 with a minimum grade of C and SPED-521 with a minimum grade of C and SPED-522 with a minimum grade of C and SPED-523 with a minimum grade of C).

# Master of Arts in Educational Leadership

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Northeastern Illinois University offers the Master of Arts in Educational Leadership degree. Students may select one of two concentrations:

1. School Leadership (PreK- Age 21);
2. Higher Education Leadership.

Program objectives for the concentrations have been designed to develop exemplary administrative leaders and to foster their continuing growth and effectiveness. Specifically, students in the School Leadership (PreK- Age 21) concentration develop competencies related to effective leadership, educational management practices, and staff development at the school level. This concentration leads to The State of Illinois Principal Endorsement.

The Higher Education Leadership concentration provides knowledge and skills related to the history and development of colleges, universities, and community colleges, and to effective administrative practices at that level. It stresses an understanding of administrative and supervisory skills for the development and support of instructional systems at the collegiate level. Students in this concentration have the option of completing a thesis. Courses are taught in the evenings and Saturdays at the main campus, at El Centro, at Carruthers Center, at Lake County, and at a variety of locations in the Chicago metropolitan area through Distance Education and web-enhanced courses.

## Requirements for Admission to the Program:

For students admitted to Master's Programs for the Fall 1997 semester and thereafter, all graduate credits must be at the 400 level. Consult with your program advisor or the Graduate College for details.

In addition to the requirements of the Graduate College for admission (<http://www.neiu.edu/academics/graduate-college/>), students who wish to enroll in the Master's Degree Program in Educational Leadership must meet the following eligibility requirements:

## ADMISSION PROCESS (SCHOOL LEADERSHIP PREK - Age 21)

Candidates desiring admission to the Master's Degree in Educational Leadership (PreK- Age 21 concentration) begin by completing an application for and obtaining Northeastern Illinois University's Student at Large (SAL) designated status. This status allows students to enroll in up to six courses without full admission to the College of Graduate Studies and Research. Students admitted as a SAL then use the program's first introductory course, LEAD 424, to complete the graduate program application for admission<sup>1</sup> as the class professor provides time to assist students with the details of the formal program application process.

### Admission Requirements

- A Bachelor's Degree from an accredited college or university.
- Minimum 2.75 G.P.A. (on a 4.0 scale) from most recent degree.
- Completion of two years of PK- Age 21 teaching (i.e., early childhood, elementary, secondary, special K-21, or special preschool-age 21 certificates) OR in a school support personnel area (i.e., school counselor, school psychologist, a speech-language pathologist (non-teaching), school nurse, school social worker, school marriage and family counselor) for admission to the program and completion of four years of experience to be eligible for graduation and the Principal Endorsement upon completion of the program.
- Two letters of recommendation (completed by supervisors).
- Two NEIU Disposition Assessments (completed by supervisors).
- Successful completion of a written exam provided by the department.
- Completion of a successful teaching or school support personnel portfolio.
- In-person interview.

### ADMISSION PROCESS (HIGHER EDUCATION LEADERSHIP)

Candidates desiring admission to the Master's Degree in Educational Leadership with a concentration in Higher Education should first contact the facilitator of that graduate program. Students then complete the application to the Graduate College indicating their program preference. Additional admission requirements include:

- A personal statement indicating one's experience in Higher Education
- A resume
- In-person interview
- A Bachelor's Degree from an accredited college or university
- Minimum G.P.A. of 2.75 on a 4.0 scale
- Two letters of recommendation

## Program Requirements:

1. Selection of a concentration in School Leadership (PreK-21) 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 (PreK-21) Concentration (36 credit hours)

#### Sequence I

LEAD-424 should be the first course taken as a Student-At-Large. During this course, time is allotted to work on the formal graduate program application process. It is recommended to take LEAD-421 the same semester.

Code	Title	Hours
LEAD-424	Introduction To Evaluation Of Certified & Support Staff	3
LEAD-421	Educational Leadership And Organizational Studies	3
LEAD-429	Research Design & Analysis Of Educational Data	3
LEAD-436	Human Resources Administration In Education	3
LEAD-401	Instructional Leadership	3
LEAD-422	The Principalship	3

**Successfully complete Part I of the Comprehensive Examination.**

**Note:** Upon successful completion of LEAD 424 and LEAD 421 and admittance to the program, Part I of the Comprehensive Examination should be taken.

#### Sequence II

Code	Title	Hours
LEAD-433	School Law & Ethics	3
LEAD-432	School Finance & Budgeting	3
LEAD-431	School & Community Relations	3
LEAD-434 & LEAD-435 & LEAD-437	Internship I and Internship II and Internship III	9

The capstone experience in the Educational Leadership program is the three-course internship sequence. Students must plan their internship experience to provide for three consecutive internship classes.

**Successfully complete Part II of the Comprehensive Examination.**

Additional Program Information:

The Illinois Performance Evaluation- Teacher Evaluation Training (PERA) and the 195 & 196 Principal as Instructional Leader exams are required for graduation from the program.

### Higher Education Leadership Concentration (36 credit hours)

Code	Title	Hours
Sequence I		
LEAD-421	Educational Leadership And Organizational Studies	3
LEAD-491	Foundations In Higher Education	3
COUN-468H	Seminar In Counseling: Student Personnel Work In Higher Education	3
LEAD-429	Research Design & Analysis Of Educational Data	3
LEAD-413	Human Relations And Leadership	3
Elective course		
Sequence II		
LEAD-492	Resources, Institutional Planning And Finance In Higher Education	3
LEAD-493	The Law Of Higher Education	3
LEAD-495	Practicum In Higher Education	3

3 Elective courses 9

OR

LEAD-430 Thesis Seminar (and 1 additional elective)

Comprehensive Examination

**Total Hours 36**

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

## School Leadership

### First Year

**Term 1 Hours**

LEAD-421 Educational Leadership And Organizational Studies 3

LEAD-424 Introduction To Evaluation Of Certified Support Staff 3

**Term Hours 6**

**Term 2**

LEAD-436 Human Resources Administration In Education 3

LEAD-429 Research Design Analysis Of Educational Data 3

**Term Hours 6**

**Term 3**

LEAD-422 The Principalship 3

LEAD-401 Instructional Leadership 3

**Term Hours 6**

### Second Year

**Term 1**

LEAD-433 School Law Ethics 3

LEAD-434 Internship I 3

**Term Hours 6**

**Term 2**

LEAD-432 School Finance Budgeting 3

LEAD-435 Internship II 3

**Term Hours 6**

**Term 3**

LEAD-431 School Community Relations 3

LEAD-437 Internship III 3

**Term Hours 6**

**Total Hours: 36**

## Higher Education Leadership

### First Year

**Term 1 Hours**

LEAD-421 Educational Leadership And Organizational Studies 3

LEAD-491 Foundations In Higher Education 3

**Term Hours 6**

**Term 2**

LEAD-496B Seminar In Higher Education: The Problematic Pipeline - Latinos And Latinas In Higher Education 3

COUN-468H	Seminar In Counseling:Student Personnel Work In Higher Education	3
<b>Term Hours</b>		<b>6</b>
<b>Term 3</b>		
LEAD-429	Research Design Analysis Of Educational Data	3
LEAD-413	Human Relations And Leadership	3
<b>Term Hours</b>		<b>6</b>
<b>Second Year</b>		
<b>Term 1</b>		
LEAD-492	Resources, Institutional Planning And Finance In Higher Education	3
LEAD-480	The Community College	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
LEAD-495	Practicum In Higher Education	3
LEAD-490	Adult Learner	3
<b>Term Hours</b>		<b>6</b>
<b>Term 3</b>		
LEAD-496C	Seminar In Higher Education: Critical Policy Issues In Latino Higher Education	3
LEAD-493	The Law Of Higher Education	3
<b>Term Hours</b>		<b>6</b>
<b>Total Hours:</b>		<b>36</b>

# Major in Human Resource Development

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## 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 training 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.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

## 2 Major in Human Resource Development

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major in Human Resource Development requirements

Code	Title	Hours
<b>Required Courses</b>		
HRD-300	Principles And Practices In Human Resource Development	3
HRD-301	Adult Teaching/Learning Process	3
HRD-310	Instructional Techniques And Technology <sup>1</sup>	3
HRD-315	Computer Utilization In Human Resource Development <sup>1</sup>	3
HRD-320	Dynamics Of Working With Groups And Individuals	3
HRD-321	Designing Instruction In Human Resource Development <sup>1</sup>	3
HRD-325	Writing Intensive Program:Communication In Human Resource Development <sup>1</sup>	3
HRD-328	Organizational Project Management	3
HRD-329	Internship And Seminar In Human Resource Development <sup>1</sup>	6
Human Resource Development Electives <sup>2</sup>		6
<b>Total Hours</b>		<b>36</b>

<sup>1</sup> Requires admission to COE

<sup>2</sup> 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 competencies developed in the core courses

Human Resource Development majors must be fully admitted to the Goodwin College of Education prior to registering for more than 9 hours.

## Additional Electives

Students with weaknesses in any area such as communication skills or career planning skills will be required to select electives with the goal of developing these skills.

# Minor in Human Resource Development

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## Minor in Human Resource Development (18 credit hours)

The Minor in Human Resource Development allows students to combine their interests in psychology, business, communications, social services, education, political science, interdisciplinary studies, or technical training with study in the field of Adult Training/Human Resource Development. The minor in Human Resource Development focuses on the development of skills important for practitioners in adult learning or employee training.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.



Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Human Resource Development requirements

Code	Title	Hours
<b>Required Courses</b>		
HRD-300	Principles And Practices In Human Resource Development	3
HRD-301	Adult Teaching/Learning Process	3
HRD-310	Instructional Techniques And Technology	3
HRD-320	Dynamics Of Working With Groups And Individuals	3
Electives		6
The following courses may be selected as well as other courses with the approval of the Human Resource Development advisor.		
HRD-315	Computer Utilization In Human Resource Development	
HRD-321	Designing Instruction In Human Resource Development	
HRD-325	Writing Intensive Program:Communication In Human Resource Development	
HRD-390	Computer-Based Training <sup>1</sup>	
HRD-362	Instructional Media In Human Resource Development <sup>1</sup>	
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> Requires admission to COE

# Master of Arts in Human Resource Development

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This Master's program prepares professionals who will be responsible for the training, education, and development of employees in organizations involved in business, health care, human services, and government. The program has been developed especially for those wishing to move into HRD field in a management or planning capacity, as well as for current practitioners desiring more formal training.

The program is designed to develop the 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, and instructional programs for adult learners/trainees;
5. determine the effectiveness of training/education/instructional programs;
6. communicate and interact effectively with groups and individuals;
7. consult with managers to address employee and organizational development needs;
8. manage human resource development projects and programs;
9. work effectively across an organization in order to plan, develop and implement performance improvement.

## Requirements for Admission to the Program:

Applicants must fulfill the requirements for admission to the Graduate College, as follows;

1. B.A. degree from an accredited college or university (transcript required.)
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 or other subjects 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:

Code	Title	Hours
<b>Required Courses</b>		
HRD-400	Hrd And The Organization	3
HRD-401	The Adult Learner I	3
HRD-405	Needs And Task Analysis In Hrd	3
HRD-406	Instructional Design In Hrd I	3
HRD-407	Measurement And Evaluation In Hrd	3
HRD-415	Seminar In Human Resource Development- Organizational Development	3
HRD-418E	Topical Seminar In Global/Cultural Issues In Human Resource Development	3
HRD-416	Masters Capstone	3
Elective Classes (4):		12
<b>HRD electives</b>		
HRD-403	Leadership & Political Savvy In The Workplace	
HRD-410	Talent Management	
HRD-411	Consulting In Human Resource Development	
HRD-418F	Topical Seminar: Group Dynamics In Human Resource Development	
HRD-414	Strategic Planning In Human Resource Development	
HRD-421	Leadership And Ethics In HRD	
HRD-490	Multimedia: Design And Application	

**Management elective**

MNGT-474	Human Resources Policy And Decision Making
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**Communication elective**

CMTC-414	Seminar In Organizational Communication
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**Total Hours** **36**

12 courses, 8 core and 4 electives

Additional electives may be considered by the program coordinator/advisor

NOTE: For all students in the program, the following will be required:

1. A total of 36 credit hours of study are required for completion of the Master's Degree program.
2. The successful completion of the Departmental Comprehensive Examination.

**Capstone:**

Each student must complete a capstone project (HRD 416: Capstone). In order to be eligible for the capstone the student must have satisfactorily completed all core required class and at minimum 3 of 4 elective courses. The capstone project, (Practitioner project, Instructional design, or Internship) must receive prior approval of the instructor of record.

**COMPREHENSIVE EXAMINATION;**

At the conclusion of all coursework each student must successfully complete a comprehensive examination, which will be comprised of questions relating to the practice of Human Resource Development. This examination is offered once each semester (Fall, Spring, and Summer).

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your HRD program advisor. This is a sample which does not reflect all degree hours or requirements. For specific recommendations of courses not identified, please consult your program advisor.

**First Year**

<b>Term 1</b>		<b>Hours</b>
HRD-400	Hrd And The Organization	3
HRD-401	The Adult Learner I	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
HRD-405	Needs And Task Analysis In Hrd	3
HRD-406	Instructional Design In Hrd I	3
<b>Term Hours</b>		<b>6</b>
<b>Term 3</b>		
HRD-403	Leadership Political Savvy In The Workplace	3
HRD-408	Instructional Design In Human Resource Development II	3
<b>Term Hours</b>		<b>6</b>
<b>Second Year</b>		
<b>Term 1</b>		
HRD-407	Measurement And Evaluation In Hrd	3
HRD-411	Consulting In Human Resource Development	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
HRD-415	Seminar In Human Resource Development- Organizational Development	3
HRD-416	Masters Capstone	3
<b>Term Hours</b>		<b>6</b>
<b>Total Hours:</b>		<b>30</b>

# Master of Arts in Literacy Education

Literacy Education offers two programs designed to meet the urgent need for highly effective teachers and instructional leaders with expertise in literacy education. The objectives of these programs are to increase candidates' knowledge of literacy processes and development; to advance professional knowledge in the teaching of literacy for all learners, including those from culturally and linguistically diverse backgrounds; and to provide specialized training in assessment and intervention for students who struggle with reading and writing.

The Master of Arts in Literacy Education, leading to PK-12 Reading Specialist entitlement, is designed for licensed teachers who wish to enhance their skills in teaching literacy in their own classroom or to work as Reading Specialists beyond their classroom. Candidates are prepared for leadership in literacy, including coaching and professional support, instructional planning, and curriculum development. The Master of Arts in Literacy Education requires 33 credit hours. Note: In addition to the completed MA, the Illinois State Board of Education requires candidates to have a minimum of two years full-time experience as teacher-of-record and a passing score on the ILTS Reading Specialist Exam for entitlement as a Reading Specialist.

The Reading Teacher Endorsement, PK-12, is a non-degree program designed for licensed teachers who wish to enhance their skills in teaching literacy in their own classroom. It requires 18 credit hours. Note: The Illinois State Board of Education requires a passing score on the Reading Teacher Exam for entitlement as a Reading Teacher, but does not require a minimum number of years as teacher-of-record.

Please visit the Literacy Education website at Literacy, Leadership and Development (<http://www.neiu.edu/academics/college-of-education/departments/literacy-leadership-and-development/>).

Candidates for both the Master of Arts in Literacy Education/Reading Specialist and the Reading Teacher Endorsement must meet the requirements for admission to the College of Graduate Studies and Research. In addition, candidates must provide:

- A copy of their current Illinois Professional Educator License (PEL) endorsed for teaching
- Transcripts showing a minimum grade point average of 2.75 in undergraduate work, with a minimum grade point average of 3.0 in the education major coursework
- A 200- to 250-word statement focused on professional experiences and goals

Note: A minimum of one year of full-time teaching experience is preferred but not required for admission.

## RETENTION REQUIREMENTS

In addition to the retention requirements stated by the College of Graduate Studies and Research, candidates for the Reading Specialist entitlement and for the Reading Teacher endorsement are further expected to adhere to the behaviors described in the Ethics Statement published by the International Literacy Association.

The MA in Literacy Education Program requires the following courses:

Code	Title	Hours
LTCY-501	Literacy Instruction In Elementary Grades	3
LTCY-502	Literacy Instruction In Content Areas In Secondary Grades	3
LTCY-503	Theoretical Foundations Of Literacy Education	3
LTCY-504	Literature For Instruction In A Diverse Society	3
LTCY-505	Writing Instruction In Elementary Grades	3
or LTCY-506	Writing Instruction In Middle & High School	
LTCY-507	Literacy Assessment And Instructional Planning <sup>1,2</sup>	3
(Prerequisites for LTCY 507 are LTCY-501 and LTCY-502)		
Capstone Courses		
LTCY-508	Practicum In Literacy Assessment & Intervention: Elementary Level <sup>1</sup>	3
LTCY-510	Practicum In Literacy Assessment & Intervention: Secondary Level <sup>1</sup>	3
(Prerequisites for LTCY 508 and 510 are LTCY 504 and LTCY 507)		
LTCY-511	Research Seminar In Literacy Education <sup>1</sup>	3
(Prerequisites for LTCY 511 are LTCY-501, LTCY-502 and 503)		
LTCY-512	Leadership In Literacy Instruction <sup>1</sup>	3
(Prerequisites for LTCY 512 are LTCY-501, LTCY-502, LTCY 504, LTCY 507)		
Select one of the following:		3
LTCY-513	Literacy Instruction For Middle Level	
LTCY-514	Literacy Instruction For Linguistically & Culturally Diverse Learners	

or LTCY-515 Integrating Technology With Literacy Instruction

**Total Hours** **33**

- <sup>1</sup> Requires authorization to register
- <sup>2</sup> Candidates must:
- Have the prerequisites
  - Be fully admitted to the MA in Literacy Education or Reading Teacher Endorsement program
  - Have submitted one Self-Evaluation of Professional Dispositions

The Reading Teacher Endorsement Program requires the following courses:

Code	Title	Hours
LTCY-501	Literacy Instruction In Elementary Grades	3
LTCY-502	Literacy Instruction In Content Areas In Secondary Grades	3
LTCY-504	Literature For Instruction In A Diverse Society	3
LTCY-507	Literacy Assessment And Instructional Planning	3
(Prerequisites for LTCY 507 are LTCY-501 and LTCY-502)		
LTCY-508	Practicum In Literacy Assessment & Intervention: Elementary Level <sup>1</sup>	3
LTCY-510	Practicum In Literacy Assessment & Intervention: Secondary Level <sup>1</sup>	3
(Prerequisites for LTCY 508 and 510 are LTCY 504 and LTCY 507)		
<b>Total Hours</b>		<b>18</b>

- <sup>1</sup> Must be authorized to register

## EXIT REQUIREMENTS for the Master of Arts Degree in Literacy Education

- Satisfactory completion of all required courses
- One Self-Evaluation of Professional Dispositions
- Faculty Evaluation of Professional Dispositions from the Supervisor of the Clinical Practicum
- Submission of the program survey

## ENTITLEMENT REQUIREMENTS FOR READING SPECIALIST ENDORSEMENT, PK-12

- Meet all exit requirements for the Master of Arts Degree in Literacy Education
- Earn a passing score on the ILTS content test: Reading Specialist
- Document a minimum of 2 years' experience as the teacher-of-record

## ENTITLEMENT REQUIREMENTS FOR READING TEACHER ENDORSEMENT, PK-12

- Successfully complete all required courses
- Earn a passing score on the ILTS content test: Reading Teacher

Note: To be entitled by the University for the Reading Specialist or Reading Teacher endorsement from the state of Illinois, candidates must provide a copy of their ILTS test passing scores to the Literacy Education Program.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

### MASTER OF ARTS DEGREE

#### First Year

Term 1		Hours
LTCY-501	Literacy Instruction In Primary And Elementary Grades	3
LTCY-504	Children's And Young Adult Literature For Literacy Instruction	3
<b>Term Hours</b>		<b>6</b>

<b>Term 2</b>		
LTCY-502	Disciplinary Literacy Instruction In Secondary Grades	3
LTCY-505	Writing Instruction In Elementary Grades	3
<b>Term Hours</b>		<b>6</b>
<b>Term 3</b>		
LTCY-503	Theory And Research In Literacy Education	3
LTCY-507	Literacy Assessment And Instructional Planning	3
<b>Term Hours</b>		<b>6</b>
<b>Second Year</b>		
<b>Term 1</b>		
LTCY-508	Practicum In Literacy Assessment Intervention: Elementary Level	3
LTCY-510	Practicum In Literacy Assessment Intervention: Secondary Level	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
LTCY-511	Research Seminar In Literacy Education	3
LTCY-512	Leadership In Literacy Instruction	3
<b>Term Hours</b>		<b>6</b>
<b>Term 3</b>		
LTCY-514	Language And Literacy Instruction For Culturally And Linguistically Diverse Students	3
<b>Term Hours</b>		<b>3</b>
<b>Total Hours:</b>		<b>33</b>

## Reading Teacher Endorsement

<b>First Year</b>		<b>Hours</b>
<b>Term 1</b>		
LTCY-501	Literacy Instruction In Primary And Elementary Grades	3
LTCY-504	Children's And Young Adult Literature For Literacy Instruction	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
LTCY-502	Disciplinary Literacy Instruction In Secondary Grades	3
LTCY-507	Literacy Assessment And Instructional Planning	3
<b>Term Hours</b>		<b>6</b>
<b>Term 3</b>		
LTCY-508	Practicum In Literacy Assessment Intervention: Elementary Level	3
LTCY-510	Practicum In Literacy Assessment Intervention: Secondary Level	3
<b>Term Hours</b>		<b>6</b>
<b>Total Hours:</b>		<b>18</b>

# Major in Special Education

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## Major in Special Education for the Bachelor of Arts Degree

The major in Special Education is designed to meet state teacher licensure requirements by training students to be knowledgeable and skilled regarding the education of all school aged children and adolescents with disabilities. Majors are selected during October to begin studies during the following Spring semester. Majors progress through the program as a cohort. Most coursework is offered during late afternoon and evening hours.

### Admission Requirements

Prospective students apply for admission during Fall semester and must be fully admitted to the University at time of application. 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.

No more than two grades of "C" or less in professional sequence coursework (i.e., SPED, ELED, SCED, TESL, BLBC, LTCY) is allowed. A grade of "D" in any required Special Education course will not be accepted toward the Special Education major. The student may repeat a "D" course once, dependent on departmental review (see program maintenance criteria). If a student fails to get a "C" or better, the student will be removed as a Special Education major.

All students must maintain a 2.75 GPA. To be entitled for licensure a student must earn a grade of "B" or better in Student Teaching. A 2.75 cumulative G.P.A. is required for graduation.

### Program Maintenance Criteria

Students must maintain a minimum 2.75 grade point average every semester. Should the candidate's GPA fall below 2.75 in any semester or the cumulative GPA falls below 2.75, the student is allowed one semester to raise the GPA back to 2.75 or will be dismissed from the program. Education courses completed with a grade less than a "C" must be repeated and the candidate must earn a grade of "C" or above. Education courses refers to any NEIU courses with the following prefixes: EDFN, SPED, ELED, SCED, BLBC, or LTCY.

The candidate must obtain permission from the department's Professional Standards Committee to retake the education course for which a grade lower than "C" was earned.

No more than two grades of "C" are acceptable in professional sequence courses (i.e., any course required for the special education major). If the student earns more than two grades of "C" in professional sequences courses, the student must re-take those courses, no more than once, until grades of "B" or better are earned, or leave the program. The candidate must obtain permission from the department's Professional Standards Committee in order to retake these professional sequence courses.

Students may only repeat a course one time.

All coursework including the removal of incompletes must take place prior to student teaching.

Any course that has been repeated with a final (second) grade of "C," may not be repeated again.

Students must maintain acceptable ratings on all key program assessments in order to progress without interruption through their program. Students who do not meet an acceptable or above rating on any key program assessment must obtain permission from the Program Facilitator to retake the course in which a key program assessment is embedded or to revise the assessment, no more than one time, in order to meet an acceptable rating.

Students must receive acceptable evaluations of their dispositions and professional behaviors in order to progress without interruption through their program. Failing to demonstrate acceptable dispositions and professional behaviors may be grounds for program removal.

### Transfer Students

Students transferring to Northeastern Illinois University must have a minimum 2.75 GPA based on a 4.0 system. If the transfer student's GPA is below 2.75, the student must establish a minimum Northeastern Illinois University GPA of 2.75 based upon 12 credit hours. All majors progress through the program within a cohort. The cohort model fosters professional development. For this reason transfer students must begin the major in January as part of an entering cohort. Advanced standing within the major is not provided.

## University Core Curriculum Requirements

### General Education Distribution Area

#### Fine Arts (FA)\*

2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).

### Cr. Hrs.

6

**Humanities (HU)\*** 9

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

**Behavioral/Social Sciences (SB)\*** 9

3 courses, 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, Social Work

**Natural Sciences (NS and NSL)\*\*** 9

3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).

**Engaged Learning Experiences**

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

**Discipline Specific (ELE-DS)**

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Requirements for the Bachelor of Arts Degree in Special Education:**

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**

Code	Title	Hours
<b>Level I</b>		
Fall I (may be completed prior to acceptance into major)		
Spring I		
SCED-311	Writing Intensive Program: School Curriculum	3
SPED-272	The Development And Characteristics Of Children And Youth With Exceptional Learning	3



Summer I		
SPED-382	Strategies For Differentiating Instruction For Students With Exceptional Learning Needs	3
ELED-302	Writing Intensive Program: Foundation Of Teaching The English Language Arts	3
<b>Level II</b>		
Fall II		
SPED-383	Informal Assessment And Progress Monitoring	3
SPED-374	Supervised Field Experience I	3
SPED-395	Technology And Special Education	3
ELED-310	Methods Of Teaching Mathematics In The Elementary Grades	3
Spring II		
SPED-377	Supervised Field Experience II	3
LTCY-311	Foundations Of Literacy Instruction	3
SPED-379	Managing Behaviors In The Classroom	3
Summer II		
SPED-376	Teaching Learners With Moderate To Severe Disabilities	3
<b>Level III</b>		
Fall III		
BLBC-340	Teaching English Learners In Diverse Classrooms	3
SPED-385	Community Partnership And Advocacy	3
SCED-303R	Materials And Methods For Teaching High School Science	3
BLBC-342	Assessment In The Bilingual Classroom	3
BLBC-339	Culturally Responsive Teaching in Diverse Classrooms	3
TESL-301	The English Language For Teachers	3
BLBC-341	Methods of Teaching in Bilingual Classrooms	3
Fall IV		
SPED-381	Student Teaching In Special Education	12
For BLBC Endorsement		
BLBC-338	Bilingualism And Education	
For TESL Endorsement		
TESL-310	English Grammar: Description & Instruction	

**Total Hours****69**

## Undergraduate Special Education Program Benchmarks

Students must complete all benchmarks for each level before allowed to progress to the next level.

### Level 1

Successful completion of all coursework at this level and completion of the following:

1. Minimum overall GPA of 2.75
2. No more than two grades of "C" or less in professional sequence coursework (see Program Maintenance Criteria)
3. Acceptable or above ratings on all key program assessments and associated professional standards
4. Acceptable or above ratings on all diversity proficiencies and technology proficiencies
5. Acceptable or above evaluations of dispositions and professional behaviors
6. Professional sequence course retaken once if grade lower than "C" and if approved by department (see Program Maintenance Criteria)
7. Meeting all expectations and requirements set forth by the Clinical Experience and Student Teaching (CEST) Office (<http://www.neiu.edu/academics/college-of-education/clinical-experiences-and-student-teaching/>)

### Level 2

Successful completion of all coursework at this level, all of the Level 1 criteria plus:

1. Passing score (<http://www.il.nesinc.com/>) on the Learning Behavior Specialist (LBS) I state exam (#290) prior to student teaching (SPED 381)
2. Ability to meet standard for acceptable professional writing as demonstrated through course work.
3. Grade of "B" or above in clinical experiences

## Level 3

Successful completion of all coursework at this level, all of the Level 1 and 2 criteria plus:

1. Grade of "B" or above in student teaching
2. Submission of passing score on IEP Capstone Project
3. Completion of the Teacher Performance Assessment (edTPA) during student teaching

## Exit Requirements for Degree Completion

Successful completion of Levels one through three, with exception of passing score on edTPA.

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.

Minimum credit hours for degree: 120 credit hours.

## Exit Requirements for Program Completion/Entitlement

Successful completion of Levels one through three, with evidence of passing score on edTPA

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

### First Year

Term 1		Hours
ENGL-101	Writing I	3
Behavioral/Social Science course		3
Humanities course		3
Math (College Level) course		3
<b>Term Hours</b>		<b>12</b>

ENGL-102	Writing II	3
Behavioral/Social Science course		3
Humanities course		3
Natural Science course		3
<b>Term Hours</b>		<b>12</b>

### Second Year

CMTC-101 or 202	Public Speaking	3
Behavioral/Social Science course		3
Natural Science (Lab)		3
Humanities Course		3
<b>Term Hours</b>		<b>12</b>

Behavioral/Social Science course		3
Natural Science course		3
Fine Arts course		3
Fine Arts course		3
<b>Term Hours</b>		<b>12</b>

### Third Year

TESL-301	The English Language For Teachers	3
<b>Term Hours</b>		<b>3</b>

SCED-311	Writing Intensive Program: School Curriculum	3
SPED-272	The Development And Characteristics Of Children And Youth With Exceptional Learning	3

BLBC-339	Culturally Responsive Teaching in Diverse Classrooms	3
BLBC-340	Teaching English Learners In Diverse Classrooms	3
<b>Term Hours</b>		<b>12</b>
<b>Term 3</b>		
SPED-382	Strategies For Differentiating Instruction For Students With Exceptional Learning Needs	3
ELED-302	Writing Intensive Program: Foundation Of Teaching The English Language Arts	3
<b>Term Hours</b>		<b>6</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
SPED-383	Informal Assessment And Progress Monitoring	3
SPED-374	Supervised Field Experience I	3
SPED-395	Technology And Special Education	3
ELED-310	Methods Of Teaching Mathematics In The Elementary Grades	3
<b>Term Hours</b>		<b>12</b>
<b>Term 2</b>		
SPED-377	Supervised Field Experience II	3
BLBC-338 (if BLBC option)	Bilingualism And Education	3
SPED-379	Managing Behaviors In The Classroom	3
LTCY-311	Foundations Of Literacy Instruction	3
<b>Term Hours</b>		<b>12</b>
<b>Term 3</b>		
SPED-376	Teaching Learners With Moderate To Severe Disabilities	3
<b>Term Hours</b>		<b>3</b>
<b>Fifth Year</b>		
<b>Term 1</b>		
SPED-385	Community Partnership And Advocacy	3
SCED-303R	Materials And Methods For Teaching High School Science	3
BLBC-341	Methods of Teaching in Bilingual Classrooms	3
BLBC-342	Assessment In The Bilingual Classroom	3
<b>Term Hours</b>		<b>12</b>
<b>Term 2</b>		
SPED-381	Student Teaching In Special Education	12
TESL-310 (if TESL option)	English Grammar: Description Instruction	3
<b>Term Hours</b>		<b>15</b>
<b>Total Hours:</b>		<b>123</b>

# Master of Arts in Special Education (GA10)

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The Master of Arts in Special Education-LBS I Program develops professionals who are new to teaching and those who are already licensed but seeking a master's degree. Candidates graduate with the ability to work effectively with students across a wide range of disabilities (K-21) in public and private school settings. Our program provides initial teaching licensure with an endorsement in special education (LBS I) from an accredited institution.

The program is a 42-credit hour program sequence that requires a minimum of 5 semesters to complete (Fall, Spring, Summer). Candidates gain hands-on experience in assessment, instructional planning and instruction and state-of-the art technologies designed to foster the learning of students with exceptional learning needs across a wide range of culturally and linguistically diverse backgrounds, learning strengths and needs.

## ADMISSION REQUIREMENTS

1. Bachelor's degree (within or outside of education)
2. Applicants can find University Graduate Admissions requirements here (<http://catalog.neiu.edu/admissions/graduate-students/>) in the Academic Catalog. Additional application information can be found on the Admissions website (<https://admissions.neiu.edu/admission-requirements/>). Program-specific admissions information, including terms when the program accepts applications for admission, can be found here (<https://admissions.neiu.edu/additional-requirements-graduate-programs/>).

Students must fulfill the requirements for admission to the College of Graduate Studies and Research.

All applicants are required to have two letters of recommendation submitted in support of their applications. These letters should be addressed directly to the Dean of the College of Graduate Studies and Research. The recommendations should be made by persons who have had a supervisory relationship with the applicant in a teaching situation. For applicants to the Master of Arts in Special Education 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.

For the Master of Science in Special Education letters from school administrators and professional colleagues will be accepted.

## Advisement

All students will be assigned an advisor. Students will plan their programs in consultation with their advisors.

## Changes in Licensure requirements

Teacher preparation program candidates are no longer required to have any scores for tests of basic skills, including the ACT, SAT, and TAP, sent to the Illinois State Board of Education (ISBE). For individuals who are completing a school support internship/program, including a principal preparation or school counselor program, a test of basic skills is no longer required prior to internship.

## Course Requirements for Master of Arts in Special Education, First License

### Student Requirements

Graduate students seeking their initial teaching license must complete the following 42-hour entitlement sequence as part of the requirement for the Learning Behavior Specialist I (LBS I) endorsement. In this program, students will be required to complete two field-based clinical experiences arranged by the College of Education's Clinical Experience and Student Teaching (CEST) Office, in addition to a full-time sixteen week student teaching experience in an approved school setting or an approved site practicum for licensed teachers.

### MA-LBS I Program Maintenance Criteria

- Candidates must maintain acceptable ratings on all key program assessments in order to progress without interruption through their program. Candidates who do not meet an acceptable or above rating on any key program assessment must obtain permission from the Department of Special Education's Professional Standards Committee to retake the course in which a key program assessment is embedded or to revise the assessment, no more than one time, in order to meet an acceptable rating.
- Candidates must earn acceptable evaluations of their dispositions and professional behaviors in order to progress without interruption through their program.
- Candidates must earn grades of "B" or above in SPED 507, SPED 512 and SPED 514.
- In addition to program-specific requirements, all graduate students must abide by university graduate policies (<http://catalog.neiu.edu/graduate-studies-research/graduate-policies/>), which can be found in the Academic Catalog in the section of the College of Graduate Studies and Research.

## Master of Arts in Special Education (LBS I) Program Sequence

Code	Title	Hours
Block I		
SPED-501	Characteristics Of Children And Youth With Disabilities	3
SPED-503	Foundations Of Special Education	3
SPED-504	Assessment I: Principles Of Educational Assessment In Special Education	3
Block II		
SPED-506	Instructional & Assistive Technology In Special Education	3
LTCY-501	Literacy Instruction In Primary And Elementary Grades	3
SPED-509	Methods I:Specialized Curriculum & Methods In Special Education	3
Block III		
SPED-508	Methods II: General Curriculum & Methods In Special Education <sup>1</sup>	3
SPED-507	Clinical Experience I:Fundamentals Of Teaching	3
SPED-511	Methods IV:Alternative Programming And Curriculum In Special Education	3
Block IV		
SPED-510	Methods III: Strategies Of Behavior Management	3
SPED-520	Assessment Lab-Applied Diagnostic Assessment <sup>3</sup>	3
SPED-512	Clinical Experience II: Intermediate Teaching	3
BLOCK IV		
SPED-514	Student Teaching In Special Education <sup>4</sup>	6
<b>Total Hours</b>		<b>42</b>

<sup>1</sup> Prerequisite: SPED-509, LTCY-501, SPED-506

<sup>2</sup> Prerequisites: SPED-507, SPED-509

<sup>3</sup> Prerequisite: Block I, II, and III

<sup>4</sup> (Prerequisites: All other LBS I coursework must be completed prior to student teaching. ICTS LBS I Test #155 and Special Education General Curriculum Test # 63 must be passed prior to student teaching.) Key program assessments including ILTS Content-area tests, must be passed prior to student teaching.

## Requirements for degree completion

Successful completion of Blocks I-V and corresponding level requirements, 42 hours, with the exception of edTPA.

## Requirements for Program Completion/Entitlement

Candidates must pass the Teacher Performance Assessment (edTPA) for program completion and entitlement.

## Program Benchmarks

Students must complete all benchmarks for each level before being allowed to progress to the next level. Students cannot obtain more than two grades of "C" in graduate work as per the College of Graduate Studies and Research Policy.

### Level I

- Successful completion of Block I coursework.
- Minimum GPA of 3.00
- Completion of any deficiencies for those students admitted conditionally
- Demonstration of appropriate professional teaching behaviors and dispositions
- Passing key program assessments associated with level I

### Level II

- Successful completion of Block II coursework.
- Minimum GPA of 3.00
- Grade of "B" or above in SPED-507
- Demonstration of appropriate professional teaching behaviors and dispositions
- Passing key program assessments associated with level II

### Level III

- Successful completion of Block III coursework.
- Minimum GPA of 3.00
- Demonstration of appropriate professional teaching behaviors and dispositions
- Grade of "B" or above in SPED-512
- Passing key program assessments associated with level III
- Passing score on the ILTS Content Area (<http://www.il.nesinc.com/>) Learning Behavior Specialist (LBS I) exam (#155) and the ILTS Special Education (<http://www.il.nesinc.com/>) General Curriculum exam (#163)

### Level IV

- Successful completion of Block IV coursework.
- Minimum GPA of 3.00
- Completed IEP
- Demonstration of appropriate professional teaching behaviors and dispositions
- Passing key program assessments associated with level IV
- Grade of "B" or above in student teaching
- Completion of the ILTS Teacher Performance Assessment (edTPA (<http://www.neiu.edu/academics/college-of-education/edtpa/>))

## Exit Requirements for Degree Completion

Successful completion of Blocks I-IV and corresponding level requirements, 47 hours, with exception of edTPA.

## Exit Requirements for Program Completion/Entitlement

Successful completion of Blocks I-IV and corresponding level requirements, 47 hours, and passage of edTPA.

## LBS I-Focus Program in Special Education

### Program's purpose:

In order to meet the needs of licensed teachers seeking endorsement in Special Education (SPED): Learning Behavior Specialist I (LBS I), the Department of Special Education is offering the LBS I Focus Program. This program leads to the full Pk-21 LBS I Endorsement.

### Admission requirements:

In order to be accepted into the program, candidates must first apply to the College of Graduate Studies and Research (graduate-college). (<http://www.neiu.edu/academics/graduate-college/>) Candidates must meet all conditions of the College of Graduate Studies and Research to be eligible for admission and retention in the program. In addition, candidates must hold a valid Illinois Professional Educator License (with endorsement in any of the following: elementary, early childhood or one content area in secondary education).

### Program requirements and sequence:

- Upon entrance to the program: Candidates must schedule an academic consultation (in-person or online) with the Focus Program Advisor to develop a course sequence plan. The Focus Program Advisor will determine an appropriate course sequence plan based on the candidate's professional skills, experience, and academic history.
- Each candidate must complete a minimum of 9 out of 12 hours at Northeastern. Courses in the Focus program are delivered either online or in person. Coursework will include:

Code	Title	Hours
SPED-404	Survey Of The Field Of Special Education	3
SPED-501	Characteristics Of Children And Youth With Disabilities	3
SPED-504	Assessment I: Principles Of Educational Assessment In Special Education	3
SPED-509	Methods I:Specialized Curriculum & Methods In Special Education	3

- Candidates must successfully pass the Illinois Licensure Testing System content tests, Learning Behavior Specialist I (#155) and satisfactorily complete all requisite coursework for the endorsement prior to program completion.
- Candidates must maintain the conditions set forth by the College of Graduate Studies and Research for retention in the program.

- Candidates must maintain a GPA of 3.0 or above throughout the program. Earning a GPA below 3.0 in any semester will result in immediate removal from the program.
- Candidates must demonstrate satisfactory performance to the professional disposition standards. Failure to meet professional disposition standards will result in remediation, suspension, or removal from the program as determined by Department of Special Education faculty.

## Applying the Focus Program to the LBS II Master's degree:

Candidates who have completed all of the requirements for the LBS I Focus program may complete the appropriate coursework necessary to earn a Learning Behavior Specialist II (LBS II) endorsement. LBS I Focus courses may be used as electives. Two LBS II endorsements on the Professional Education License paths are offered in the Department of Special Education. These include (a) Curriculum Adaptation Specialist (CAS) and (b) Behavior Intervention Specialist (BIS). Candidates interested in applying their LBS I Focus program coursework toward a Master's degree must submit a written statement to the Focus Program Advisor and the College of Graduate Studies and Research indicating their intention to begin LBS II coursework, and submit a change of program form to the Focus Program Advisor. To obtain an endorsement on the Professional Education License in either CAS or BIS, candidates must also pass the Illinois Licensure Testing System content test for the respective area.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

### MASTER OF ARTS IN SPECIAL EDUCATION (LBS I) PROGRAM SEQUENCE

<b>First Year</b>		
<b>Term 1</b>		
		<b>Hours</b>
SPED-501	Characteristics Of Children And Youth With Disabilities	3
SPED-503	Foundations Of Special Education	3
SPED-504	Assessment I: Principles Of Educational Assessment In Special Education	3
<b>Term Hours</b>		<b>9</b>
<b>Term 2</b>		
LTCY-501	Literacy Instruction In Primary And Elementary Grades	3
SPED-506	Instructional Assistive Technology In Special Education	3
SPED-509	Methods I: Specialized Curriculum Methods In Special Education	3
<b>Term Hours</b>		<b>9</b>
<b>Second Year</b>		
<b>Term 1</b>		
SPED-507	Clinical Experience I: Fundamentals Of Teaching	2-3
SPED-508	Methods II: General Curriculum Methods In Special Education	3
SPED-511	Methods IV: Alternative Programming And Curriculum In Special Education	3
<b>Term Hours</b>		<b>8-9</b>
<b>Term 2</b>		
SPED-510	Methods III: Strategies Of Behavior Management	3
SPED-512	Clinical Experience II: Intermediate Teaching	2-3
SPED-520	Assessment Lab-Applied Diagnostic Assessment	3
<b>Term Hours</b>		<b>8-9</b>

**Third Year**

**Term 1**

SPED-514	Student Teaching In Special Education	6
<b>Term Hours</b>		<b>6</b>
<b>Total Hours:</b>		<b>40-42</b>



# Master of Science in Special Education (GA11) (LBS II)

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Candidates successfully completing the Master of Science in Special Education will be able to obtain an endorsement in the areas of Learning Behavior Specialist II (LBS II) Curriculum Adaptation Specialist (CAS) or Behavior Intervention Specialist (BIS) or both. **The LBS II is offered in a hybrid format with only 3 face-to-face Saturday classes each semester.**

The three master's degree options are:

1. Combined Curriculum Adaptation Specialist (CAS) and Behavior Intervention Specialist (BIS) master's program,
2. CAS-only master's program, and
3. BIS-only master's program.

The CAS core courses prepare candidates to work collaboratively with the general education program professionals to include students with disabilities. These courses focus on making adaptations and modifications to curriculum and instruction for individuals with special needs in inclusive classroom settings. The BIS core courses prepare candidates in assessment and intervention for students who exhibit emotional and/ or behavioral challenges in a variety of settings such as public schools, therapeutic day schools and alternative settings. The CAS and BIS core courses are embedded in three master's degree program options.

The **Combined CAS-BIS** masters degree program option is a 30 credit hour program designed to provide advanced training in the areas of curriculum adaptations and behavior intervention for licensed special education teachers, holding an LBS I (P-21) endorsement on the Professional Education License. It leads to preparation for an additional endorsement of Learning Behavior Specialist II in Curriculum Adaptation Specialist (CAS) and Behavior Intervention Specialist (BIS). For the combined CAS-BIS program, candidates will complete the following: the CAS core coursework and the BIS core coursework, plus a three semester hour capstone experience project.

The **CAS-only** option is a 30-hour masters level program designed to offer an endorsement in the CAS area only. Candidates will complete the following: the fifteen semester hour CAS core courses, plus four additional graduate electives (12 semester hours), and the capstone experience course (three semester hours).

The **BIS-only option** is a 30-hour masters level program designed to offer an endorsement in the BIS area only. Candidates will complete the following: the fifteen semester hour BIS core courses, plus four additional graduate electives (12 semester hours), and the capstone experience course (three semester hours).

## Requirements for Admission to the Master of Science Degree Program:

Applicants must fulfill the requirements for admission to the College of Graduate Studies and Research. In addition, applicants must hold an LBS I (K-12 or P-21), Blind and Visually Impaired (or equivalent), Deaf/Hard of Hearing (or equivalent) or Speech-Language Pathology on a type 10 and have passed the ILTS Content Test for that credential. A spontaneous writing sample and department interview are required at the discretion of the Department.

## Course Requirements for Master of Science in Special Education (LBS II)

### Combined CAS-BIS Program/MS Option:

Code	Title	Hours
SPED-522	Foundations & Practices In Challenging Behaviors	3
SPED-523	Educational Assessment & Planning For Positive Behavior Management	3
SPED-521	Issues & Interventions For Individuals With Autism Spectrum Disorder, Social Communication Disorder	3
SPED-519	Collaborative Relationships In Special Education	3
SPED-524	Practicum In Behavior Disorders <sup>1</sup>	3
SPED-526	Adaptations Of Curriculum	3
SPED-527	Language Based Disorders	3
SPED-525	Alternative Assessment & Test Accommodations	3
SPED-529	Curriculum Practicum <sup>2</sup>	3
SPED-530	Capstone Project <sup>3</sup>	3
<b>Total Hours</b>		<b>30</b>

2 Master of Science in Special Education (GA11) (LBS II)

<sup>1</sup> taken after BIS core courses (SPED 521, 522 and 523)

<sup>2</sup> taken after CAS core courses (SPED 525, 526 and 527)

<sup>3</sup> taken after BIS and CAS core courses

### CAS-Only Program/MS Option:

Code	Title	Hours
SPED-526	Adaptations Of Curriculum	3
SPED-527	Language Based Disorders	3
SPED-519	Collaborative Relationships In Special Education	3
SPED-525	Alternative Assessment & Test Accommodations	3
SPED-529	Curriculum Practicum <sup>1</sup>	3
Four graduate elective courses		
SPED-530	Capstone Project <sup>2</sup>	3
Subtotal		30

<sup>1</sup> taken after CAS core courses (SPED 525, 526 and 527)

<sup>2</sup> taken any time after CAS core courses plus at least 24 hours

### BIS-Only Program/MS Option:

Code	Title	Hours
SPED-522	Foundations & Practices In Challenging Behaviors	3
SPED-523	Educational Assessment & Planning For Positive Behavior Management	3
SPED-521	Issues & Interventions For Individuals With Autism Spectrum Disorder, Social Communication Disorder	3
SPED-519	Collaborative Relationships In Special Education	3
SPED-524	Practicum In Behavior Disorders <sup>1</sup>	3
Four graduate elective courses		
SPED-530	Capstone Project <sup>2</sup>	3
Subtotal		30

<sup>1</sup> Taken after BIS core courses (SPED 521, 522, and 523).

<sup>2</sup> Taken anytime after BIS core courses plus at least 24 hours.

#### There are three endorsement-only options:

- Endorsement-only LBS II CAS (15 hours)
- Endorsement-only LBS II BIS (15 hours)
- Endorsement-only LBS II CAS and BIS (25 hours)

Students take the core courses and the ILTS Content Test (LBS II CAS or BIS or both).

### Program Retention Requirements:

- GPA 3.00
- Appropriate Professional Dispositions
- Acceptable rating on applicable key program assessments

### Program Exit Requirements:

- ILTS Content Test (LBS II CAS or BIS or both)
- Acceptable rating on all key assessments
- Successful completion of all required electives
- Successful completion of the capstone experience project

This sample curricular map is provided to guide you in the planning of your progression for the LBS II-Behavior Intervention Specialist (BIS) or LBS I Curriculum Adaptation Specialist (CAS) program. This recommended guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor. **NOTE:** Term 1 = Fall, Term 2 = Spring, Term 3 = Summer.

#### Master of Science in Special Education - Behavior Intervention Specialist (BIS) (30 hours):

**First Year**

<b>Term 1</b>		<b>Hours</b>
SPED-522	Foundations Practices In Challenging Behaviors	3
SPED-523	Educational Assessment Planning For Positive Behavior Management	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
SPED-521	Issues Interventions For Individuals With Autism Spectrum Disorder, Social Communication Disorder	3
SPED-519	Collaborative Relationships In Special Education	3
Elective Course		3
Exam 156		
<b>Term Hours</b>		<b>9</b>
<b>Term 3</b>		
Elective Course		3
Elective Course		3
Elective Course		3
<b>Term Hours</b>		<b>9</b>
<b>Second Year</b>		
<b>Term 1</b>		
SPED-524	Practicum In Behavior Disorders	3
SPED-530	Capstone Project	3
<b>Term Hours</b>		<b>6</b>
<b>Total Hours:</b>		<b>30</b>

**Master of Science in Special Education - Curriculum Adaptation Specialist (CAS) (30 hours):**

**First Year**

<b>Term 1</b>		<b>Hours</b>
SPED-526	Adaptations Of Curriculum	3
SPED-527	Language Based Disorders	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
SPED-525	Alternative Assessment Test Accommodations	3
SPED-519	Collaborative Relationships In Special Education	3
1 Elective course		3
Exam 158		
<b>Term Hours</b>		<b>9</b>
<b>Term 3</b>		
Elective Course		3
Elective Course		3
Elective Course		3
<b>Term Hours</b>		<b>9</b>
<b>Second Year</b>		
<b>Term 1</b>		
SPED-529	Curriculum Practicum	3
SPED-530	Capstone Project	3
<b>Term Hours</b>		<b>6</b>
<b>Total Hours:</b>		<b>30</b>

**Master of Science in Special Education - Dual CAS and BIS Program (30 hours) -PLAN A** (see Plan B after this chart)

<b>First Year</b>		<b>Hours</b>
<b>Term 1</b>		
SPED-526	Adaptations Of Curriculum	3
SPED-527	Language Based Disorders	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
SPED-521	Issues Interventions For Individuals With Autism Spectrum Disorder, Social Communication Disorder	3
SPED-525	Alternative Assessment Test Accommodations	3
Plus Exam 158		
<b>Term Hours</b>		<b>6</b>
<b>Term 3</b>		
SPED-519	Collaborative Relationships In Special Education	3
SPED-529	Curriculum Practicum	3
<b>Term Hours</b>		<b>6</b>
<b>Second Year</b>		
<b>Term 1</b>		
SPED-522	Foundations Practices In Challenging Behaviors	3
SPED-523	Educational Assessment Planning For Positive Behavior Management	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
SPED-524	Practicum In Behavior Disorders	3
SPED-530	Capstone Project	3
Plus Exam 156		
<b>Term Hours</b>		<b>6</b>
<b>Total Hours:</b>		<b>30</b>

**Master of Science in Special Education - Dual BIS and CAS Program (30 hours) PLAN B:**

<b>First Year</b>		<b>Hours</b>
<b>Term 1</b>		
SPED-522	Foundations Practices In Challenging Behaviors	3
SPED-523	Educational Assessment Planning For Positive Behavior Management	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
SPED-521	Issues Interventions For Individuals With Autism Spectrum Disorder, Social Communication Disorder	3
SPED-525	Alternative Assessment Test Accommodations	3
Plus Exam 156		
<b>Term Hours</b>		<b>6</b>
<b>Term 3</b>		
SPED-519	Collaborative Relationships In Special Education	3

SPED-524	Practicum In Behavior Disorders	3
<b>Term Hours</b>		<b>6</b>
<b>Second Year</b>		
<b>Term 1</b>		
SPED-526	Adaptations Of Curriculum	3
SPED-527	Language Based Disorders	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
SPED-529	Curriculum Practicum	3
SPED-530	Capstone Project	3
Plus Exam 158		
Portfolio		
<b>Term Hours</b>		<b>6</b>
<b>Total Hours:</b>		<b>30</b>

**Endorsement Only: Behavior Intervention Specialist (BIS)**

		<b>Hours</b>
<b>First Year</b>		
<b>Term 1</b>		
SPED-522	Foundations Practices In Challenging Behaviors	3
SPED-523	Educational Assessment Planning For Positive Behavior Management	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
SPED-521	Issues Interventions For Individuals With Autism Spectrum Disorder, Social Communication Disorder	3
SPED-519	Collaborative Relationships In Special Education	3
Exam 156		
<b>Term Hours</b>		<b>6</b>
<b>Term 3</b>		
SPED-524	Practicum In Behavior Disorders	3
<b>Term Hours</b>		<b>3</b>
<b>Total Hours:</b>		<b>15</b>

**Endorsement Only: Curriculum Adaptation Specialist (CAS)**

		<b>Hours</b>
<b>First Year</b>		
<b>Term 1</b>		
SPED-526	Adaptations Of Curriculum	3
SPED-527	Language Based Disorders	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
SPED-525	Alternative Assessment Test Accommodations	3
SPED-519	Collaborative Relationships In Special Education	3
Exam 158		
<b>Term Hours</b>		<b>6</b>

<b>Term 3</b>		
SPED-529	Curriculum Practicum	3
<hr/>		
	<b>Term Hours</b>	<b>3</b>
<hr/>		
	<b>Total Hours:</b>	<b>15</b>

# Teacher Education

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The Teacher Education Department offers a variety of undergraduate and graduate programs for pre-service and in-service teachers. While some 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 programs in the Teacher Education Department are being utilized.

## 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 TLP Program (licensure only) may be credited with a maximum of 9 credit hours of professional education coursework provided that:

1. The specific transfer coursework is deemed to be equivalent in scope and credit hours to the required coursework in the respective NEIU Teacher Education program as stated in the current NEIU Catalog.
2. The specific transfer coursework has been completed within five years of the time of acceptance into the undergraduate NEIU Teacher Education Department or TLP Program.
3. The specific transfer coursework was credited with a "B" grade or better.

## Teacher Education Departmental Policy on "Field Experience Only" Requests

All students who seek to enroll in clinical experiences or student teaching in any approved Teacher Education program are required to be admitted to either an undergraduate program, a second B.A. program, TLP program or MAT program. No student with a "student-at-large" status will be admitted to clinical or student teaching experience. No student will be permitted to take clinical experience/ student teaching at NEIU unless they have successfully completed one of our programs.

## Focused Program for Subsequent Teaching Licensure

In accordance with the Illinois State Board of Education and the Illinois Administrative Code Section 25, Northeastern Illinois University now offers Focused Programs for teachers who hold a valid and current Illinois Teaching License.

The Focused Programs allow licensed teachers to obtain subsequent endorsements in the areas of Middle Level Education, Elementary Education, Early Childhood Education, Secondary Education and Bilingual Education.

Candidates who complete a full Focused Program for subsequent endorsements, will be recommended for the endorsement. For further information, please contact the Teacher Education Department at (773) 442-5380.

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## Secondary Education

Licensure to teach high school students and PK-12 students in special subjects in Illinois requires both a content major and education pedagogy coursework. The department offers undergraduate and post-baccalaureate programs for students seeking PK-12 licensure to teach art, music, or Spanish. For preparation to become a physical education teacher, see the Health Sciences & Physical Education section of the academic catalog.

Aspiring 9-12 biology, chemistry, earth science, English, history, mathematics, and physics teachers complete their pedagogical preparation at the post-baccalaureate level through either the Teacher Licensure Program (TLP) or Master of Arts in Teaching (MAT) program. Students are encouraged to enroll in the CASEP (<https://www.neiu.edu/academics/college-of-arts-and-sciences/departments/college-of-arts-and-sciences-education-program-casep/>) program throughout their undergraduate years. NEIU's policy for Undergraduates Enrolling in Graduate Coursework (see policy here (<https://www.neiu.edu/academics/registrar-services/forms/>)), enables qualified students to begin education coursework as seniors.

Please consult with the Secondary Education Program advisor and content area advisor for guidance to complete the content area major and transition smoothly into the TLP or MAT program.

## POLICY ON TRANSFER OF PROFESSIONAL EDUCATION COURSES INTO TEACHER LICENSURE PROGRAMS

Students who are admitted to a program in secondary or K-12/PK-12 education will be credited with a maximum of 9 semester credit hours of professional education coursework provided that:

The specific transfer coursework is deemed to be equivalent in scope and credit hours to the required coursework in the respective NEIU education program as stated in the current NEIU Catalog.

The specific transfer coursework has been completed within five years of the time of acceptance into the undergraduate NEIU Goodwin College of Education program, or graduate TLP or MAT Program. (ex. If a student is admitted in 2021, no coursework prior to 2016 can be accepted.)

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 or K-12/PK-12 program are required to be admitted to an undergraduate program, a second BA program, a Focused Program, the Teacher Licensure Program (TLP) or MAT program. No student with a “student-at-large” status will be admitted to clinical or student teaching experience, and no student will be permitted to take a clinical experience or student teaching only.

## **FOCUSED PROGRAM**

In accordance with the Illinois State Board of Education and the Illinois Administrative Code Section 25, Northeastern Illinois University offers a Focused Program for teachers who hold current licensure.

The Focused Program allows licensed teachers to obtain additional subsequent endorsements in most subject areas and grade bands, including art, dance, computer science, high school and middle school subjects, and others. An individualized, focused program will be developed based on each student’s transcribed coursework and state requirements.

Candidates who complete a focused subsequent endorsement program will be recommended for the endorsement by entitlement. For further information, please contact Ms. Vanessa King at 773-442-5387 or send an email to [gcoe@neiu.edu](mailto:gcoe@neiu.edu).

## **Bilingual/Bicultural Education**

- Major in Elementary Education with Bilingual Education Endorsement (<http://catalog.neiu.edu/education/teacher-education/elementary-education/>)
- Minor in Bilingual Education (<http://catalog.neiu.edu/education/teacher-education/minor-bilingual-education/>)

## **Early Childhood Education**

- Major in Early Childhood Education (<http://catalog.neiu.edu/education/teacher-education/early-childhood-education/>)

## **Elementary Education**

- Major in Elementary Education (<http://catalog.neiu.edu/education/teacher-education/elementary-education/>)

## **Middle Level Education**

- Major in Middle Level Education (<http://catalog.neiu.edu/education/teacher-education/middle-level-education/>)

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## **Undergraduate Programs for PK-12 Licensure in Art, Music, or Spanish**

**NOTE: Students who hold a bachelor’s degree and who are seeking PK-12 licensure through the Teacher Licensure Program are admitted through the College of Graduate Studies and Research. See the MAT/TLP-Secondary section of this catalog or contact Ms. Vanessa King at [v-king@neiu.edu](mailto:v-king@neiu.edu) for more information.**

The professional education sequence in PK-12 education leads to entitlement for the Professional Educator License (PEL) in one of the following PK-12 licensure programs:

### **PK-12:**

- Visual Arts
- Music
- Foreign Language: Spanish

Please note that the PK-12 Education Sequence alone does not constitute a major at Northeastern.

Undergraduate students seeking PK-12 teacher licensure declare a major in the academic subject area. The PK-12 education program qualifies as “an area of study in addition to the major” and fulfills graduation requirements.

Each licensure or endorsement program involves three types of requirements:



1. Requirements for an academic major;
2. Specific general education requirements (see advisor for details);
3. Professional PK-12 education requirements.

Upon completion of these requirements, students are expected to demonstrate:

1. A depth of knowledge in their chosen academic discipline;
2. Knowledge of the principles of human growth and development and of learning;
3. Knowledge of students with varying racial/ethnic, linguistic, cultural, and socioeconomic backgrounds;
4. Knowledge of the wide range of abilities and special needs of students; and
5. The ability to apply their knowledge and skills as they develop effective learning experiences for students during the methods and the clinical components of the professional education sequence.

## Requirements for an Academic Major

Students seeking the Illinois Professional Educator License (PEL) endorsed for specific areas at grades PK-12 must fulfill all requirements for their academic major. For specific information about major requirements, please refer to the catalog entry for the content area. If you are interested in adding a middle school endorsement, consult with your advisor (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/teacher-education/faculty-and-staff-contacts/>) for further information.

To be licensed in some academic areas, students are required to make prescribed choices among given electives in the academic major and/or they are required to complete additional courses in their academic area. These prescribed choices and/or additional required courses are specified below for each academic major.

### ART

The Major in Art for the Bachelor of Arts Degree meets the requirements for PK-12 teacher licensure. To fulfill requirements for licensure, students must select the emphasis in Studio Art.

### MUSIC

The Major in Music for the Bachelor of Music Degree including both Emphasis IIa: Secondary Education: Vocal Music and Emphasis IIb: Secondary Education: Instrumental Music meet the requirements for PK-12 teacher licensure. See Music Department, College of Arts and Sciences.

### SPANISH

The Major in Spanish for the Bachelor of Arts Degree meets the requirements for PK-12 teacher licensure.

### PHYSICAL EDUCATION

Students seeking licensure to teach Physical Education should refer to the Department of Health Sciences & Physical Education section of this catalog.

## Admission and Retention Requirements for Undergraduate PK-12 Programs

**Consult with** advisor (<https://www.neiu.edu/academics/daniel-l-goodwin-college-of-education/departments/educational-inquiry-curriculum-studies/advising/>) **for Program Admission Requirements**

### LEVEL I

**Requirements for enrollment in SCED-301 or SCED-311:**

- Completed admission to the Goodwin College of Education
- Completion of EDFN-305 and EDFN-306 with a 'C' or better
- Completion of a minimum 21 semester credit hours in major
- Declaration of Academic Major and secondary education major/area
- Overall grade point of 2.75 or better.

### LEVEL II

**Requirements for admission to courses in the SCED 303 series and SCED 304 series (or MUS-393L):**

- Concurrent registration in EDFN-307 if not taken in Level I
- Completion of or registration in LTCY-301
- Cumulative grade point average of 2.75 or better
- Completion of SCED-301 or SCED-311 with a 'C' or better\*

- Completion of required number of semester hours in major (varies with major). No more than 9 semester credit hours remaining in the major
- Completion of all application requirements for clinical and student teaching experiences, as specified by the Clinical Experiences and Student Teaching (CEST (<http://www.neiu.edu/academics/college-of-education/clinical-experiences-and-student-teaching/>)) Office

### LEVEL III

#### Requirements for admission into the SCED 305 series (Student Teaching):

- Cumulative grade point average of 2.75 or better
- Overall grade point of 2.75 or better in professional education sequence courses
- Completion of required number of credit hours in major (varies with major). No more than six semester hours remaining in the major
- Completion of all application requirements as specified by the CEST Office (<http://www.neiu.edu/academics/college-of-education/clinical-experiences-and-student-teaching/>)
- Completion of EDFN-307 with a 'C' or better
- Completion of the appropriate course in the SCED 303 series specific to discipline (with a 'C' or better), and the appropriate clinical course in the SCED 304 series with a 'B' or better or MUS-393L
- Passing score on the appropriate ILTS Content Area Test (<http://www.il.nesinc.com/>)

### LEVEL IV

#### Required for Program Completion and Entitlement for Illinois Licensure:

- Completion of a minimum of 120 semester credit hours
- Completion of required courses for state licensure
- Completion of NEIU General Education Requirements
- Completion of academic major with no grades less than 'C'
- Completion of all requirements in level I-III
- Completion of the appropriate Student Teaching course in the SCED 305 series with a 'B' or better
- Passing score on the Teacher Performance Assessment (edTPA (<http://www.neiu.edu/academics/college-of-education/edtpa/>)) for program completion/entitlement.
- Overall grade point of 2.75 or better.

If a candidate does not meet the requirements outlined in Level 4, he/she may choose to seek degree completion through the discipline in the College of Arts and Sciences provided he/she meets the degree requirements of the individual discipline.

### ADDITIONAL REQUIREMENTS FOR LICENSURE

In addition to the successful completion of the Academic major, students must complete the general education requirements for the Goodwin College of Education. Transfer students and second BA candidates should consult their advisors concerning general education requirements.

Code	Title	Hours
<b>Other General Education requirements</b>		
<b>Written communication</b>		
ENGL-101 & ENGL-102	Writing I and Writing II	
<b>Oral communication</b>		
CMTC-101 or CMTC-202	Public Speaking Voice and Diction	
<b>Mathematics<sup>1</sup></b>		
Any College-Level Mathematics (100-level or above)		

<sup>1</sup> must receive a grade of "C" or higher

### PROFESSIONAL EDUCATION REQUIREMENTS

NEIU's K-12/PK-12 Programs require all students enrolled in teacher licensure programs to complete 100 hours of clinical experience in a recognized elementary and/or secondary school prior to student teaching. The professional education requirements are as follows:

Code	Title	Hours
EDFN-305	Philosophical And Historical Foundations Of Public Education	3
EDFN-306	Education And Individual Differences <sup>1</sup>	3
EDFN-307	Psychology Of Instruction And Learning <sup>1</sup>	3
LTCY-301	Foundations Of Literacy Instruction In Secondary Grades	3
SCED-311	Writing Intensive Program: School Curriculum	3
SCED-303A	Contemporary Art Education In The Secondary School <sup>2</sup>	3
or SCED-303F	Teaching Modern Foreign Languages In The Secondary School	
or SCED-303I	Methods And Techniques Of Teaching Music In Secondary School:Instrumental	
or SCED-303V	Methods And Techniques Of Teaching Music In Secondary Schools:Vocal	
SCED-304A	Clinical Experiences In The Secondary School:Art <sup>3</sup>	1-2
or SCED-304J	Foreign Language Clinical Experience In The Secondary School	
or MUS-393L	Clinical Field Experience	
SCED-305A	Secondary Student Teaching And Seminar In Art <sup>4</sup>	9
or SCED-305J	Secondary Student Teaching And Seminar In Spanish	
or SCED-305N	Secondary Student Teaching And Seminar In Music	

<sup>1</sup> This course includes ten clock hours of observation and ten clock hours of service experience in an appropriate setting.

<sup>2</sup> Courses in the SCED 303 series must be taken concurrently with the appropriate clinical experience in the SCED 304 series. Music majors must complete 6 credit hours in the SCED 303 series (SCED-303I and SCED-303V), taken concurrently with MUS 393L

<sup>3</sup> 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 the appropriate course in the SCED 303 series. (See Clinical Experiences and Student Teaching section for application procedures)

<sup>4</sup> This course requires full-time experience with a cooperating teacher in the appropriate subject at a local secondary school. (See Clinical Experiences and Student Teaching section for application procedures)

NOTE: No professional education course may be taken more than twice to achieve an acceptable grade. All students must consult with both the Academic Major advisor and the Secondary Education Major advisor while progressing through the professional sequence coursework, in pursuit of teacher licensure.

## Requirements for the 9-12 MAT and TLP programs are found in the section of the Academic Catalog labeled "Master of Arts in Teaching in Secondary Education."

### Bilingual/Bicultural Education

- Master of Arts in Teaching in Elementary Education with Bilingual Education Endorsement (<http://catalog.neiu.edu/education/teacher-education/master-arts-teaching/>)

### Early Childhood Education

- Master of Arts in Teaching in Early Childhood Education (<http://catalog.neiu.edu/education/teacher-education/master-arts-teaching-early-childhood-education/>)

### Elementary Education

- Master of Arts in Teaching in Elementary Education (<http://catalog.neiu.edu/education/teacher-education/master-arts-teaching/>)
- Master of Science in Teaching & Inquiry (<http://catalog.neiu.edu/education/teacher-education/master-science-teaching-inquiry/>)

### Middle Level Education

- Master of Arts in Teaching in Middle Level Education (<http://catalog.neiu.edu/education/teacher-education/master-arts-teaching-middle-level-education/>)

### Secondary Education

- Master of Arts in Teaching in Secondary Education (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/master-arts-teaching-language-arts/>)
- Master of Science in Instruction in Language Arts: Secondary Education (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/master-science-instruction-language-arts/>)

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## STEM Teacher Mentorship and Leadership Graduate Certificate (<http://catalog.neiu.edu/education/teacher-education/stem-teacher-mentorship-graduate-certificate/>)

Timothy Duggan, Ed.D., Professor, Chair

Rachel A. Adeodu, Ph.D., Associate Professor

Anastasia Breliaz, Ph.D., Associate Professor

Alberto López-Carrasquillo, Ph.D., Professor

Amina Chaudri, Ph.D., Professor

Huseyin Colak, Ph.D., Associate Professor

J. Ruth Dawley-Carr, Ph.D., Associate Professor

Yi Hao, Ph.D., Associate Professor

Hyewon (Hanna) Kim, Ph.D., Associate Professor

Lindsay Maldonado, Ph.D., Assistant Professor

Amanda Montes, Ph.D., Associate Professor

Hector Morales, Ph.D., Associate Professor

Selina Mushi, Ph.D., Professor

Steven Wolk, Ed.D., Professor

## Bilingual/Bicultural Education

### **BLBC-328A. Clinical Experiences. 3 Hours.**

This course provides teacher candidates who are enrolled in BLBC-339 Culturally Responsive Teaching in Diverse Classrooms with intensive clinical experience in elementary classrooms with culturally and linguistically diverse (CLD) students. This course provides candidates with opportunities for supervised interactions with children in selected content areas. Candidates meet with a university supervisor in weekly seminars. This course fulfills 100 clock hours of the 200 clinical experience hours required to complete the program.

**Prerequisite:** ELED-300 with a minimum grade of C and SPED-317 with a minimum grade of C and ELED-302 with a minimum grade of C and ELED-310 with a minimum grade of C.

**Corequisite:** BLBC-339.

### **BLBC-328B. Clinical Experiences. 3 Hours.**

BLBC-328 B provides intensive clinical experience in elementary schools for students enrolled in ELED-306. The course involves supervised and graduated teaching interactions with children in literacy in grades 1-6 and includes weekly seminars. The seminars will provide intensive preparation and practice with edTPA and a focus on the clinical context. This course fulfills 100 of the 200 required clock hours of clinical experiences.

**Prerequisite:** ELED-300 with a minimum grade of C and SPED-317 with a minimum grade of C and ELED-302 with a minimum grade of C and ELED-310 with a minimum grade of C and BLBC-339 with a minimum grade of C and ELED-328A with a minimum grade of C and ELED-303 with a minimum grade of C and ELED-309 with a minimum grade of C and ELED-305 with a minimum grade of C and Illinois Content Area Test with a score of P.

**Corequisite:** ELED-306.

### **BLBC-329. Student Teaching In Elementary Grades. 7.5 Hours.**

This course provides the teacher candidate with sixteen weeks of full day supervised classroom teaching experience combined with weekly class discussions. Teacher Candidates must submit a completed edTPA portfolio.

**Requirements:** completion of Blocks 1, 2 and 3; and all remaining required program courses

**Prerequisite:** Illinois Content Area Test with a score of P and ELED-306 with a minimum grade of C and BLBC-328B with a minimum grade of C and ELED-320 with a minimum grade of C and ELED-342 with a minimum grade of C.

**Corequisite:** EDFN-308.

### **BLBC-329B. Student Teaching In Elementary Grades. 3.75 Hours.**

This course provides the teacher candidate with sixteen weeks of full day supervised classroom teaching experience combined with a weekly seminar.

**Requirement:** Successful completion of all program courses with a minimum GPA of 3.0. Passing scores on content area tests.

### **BLBC-338. Bilingualism And Education. 3 Hours.**

This course introduces the fundamentals of bilingual education through the understanding of language and cultural diversity and the emergence of different bilingual teaching and learning situations in 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.

### **BLBC-339. Culturally Responsive Teaching in Diverse Classrooms. 3 Hours.**

This course will explore the social and educational issues faced by teachers in diverse classrooms. Students will examine the different cultural groups to which students and their families belong, paying special attention to issues of race, ethnicity, gender, class, language, sexual orientation, religion, ability, geography and age. This course will explore instructional strategies and culturally responsive practices for diverse learners.

**BLBC-340. Teaching English Learners In Diverse Classrooms. 3 Hours.**

This course presents candidates with the necessary academic and pedagogical preparation for teaching culturally and linguistically diverse (CLD) students in elementary classrooms who are limited English proficient (English learners). The aim of this course is to provide candidates with the research-based knowledge and skills necessary to differentiate instruction and assessment practices in the content areas for English learners. The focus is also on enabling candidates to create an effective learning environment in which English learners develop English language proficiency and literacy skills. Requisite: Admission to the College of Education.

**BLBC-341. Methods of Teaching in Bilingual Classrooms. 3 Hours.**

This course provides the necessary academic, pedagogical, sociocultural, and clinical preparation for teaching in diverse classrooms that serve culturally and linguistically diverse (CLD) students who are learning through the medium of the first (L1) and second languages (L2). A primary focus is on analyzing, evaluating, and developing the most appropriate materials, approaches, methods, and strategies that foster an effective learning environment in which CLD students acquire literacy, content knowledge and essential academic skills as well as respect for diverse languages and cultures.

**BLBC-342. Assessment In The Bilingual Classroom. 3 Hours.**

This course provides bilingual teacher candidates with the knowledge and skills to effectively plan appropriate instructional objectives and performance based, classroom assessments for students who are English learners (ELs). Candidates will fully understand the difference between formative and summative assessments as well as large-scale versus classroom assessments. Candidates will also understand the process for developing and administering appropriate assessments, both formal and informal, for bilingual students in both the native language and in English. Candidates will properly assess students in all areas of the curriculum.

**BLBC-429. Student Teaching In Bilingual Classrooms - Elementary. 6 Hours.**

This course requires full-day student teaching under the tutelage of a certified bilingual cooperating teacher. Teacher candidates are required to take full responsibility for a class of culturally and linguistically diverse elementary students. Candidates attend weekly seminars and prepare for regular observations and conferences with university supervisors. Candidates are provided the opportunity to plan and implement longitudinal instructional units. Candidates apply knowledge and performance indicators as specified by the IL Professional Teaching Standards (IPTS) during an entire semester by assuming the full range of professional teaching duties in a classroom setting.

**Requirement:** Permission from Office of Student Teaching; Completion of all MAT program courses, completion of all science and social science courses required by the Illinois State Board of Education, and the successful completion of all program courses with no more than two Cs and a minimum grade of B in both clinical courses

**Prerequisite:** Illinois Content Area Test with a score of P.

**BLBC-429B. Student Teaching In Bilingual Classrooms-Elementary. 3 Hours.**

This course requires full-day student teaching under the tutelage of a certified bilingual cooperating teacher. Teacher candidates are required to take full responsibility for a class of culturally and linguistically diverse elementary students. Candidates attend weekly seminars and prepare for regular observations and conferences with university supervisors. Candidates are provided the opportunity to plan and implement longitudinal instructional units. Candidates apply knowledge and performance indicators as specified by the IL Professional Teaching Standards (IPTS) during an entire semester by assuming the full range of professional teaching duties in a classroom setting. In this course, candidates complete licensure requirement and present their MAT Exit Project. Teacher candidates will be observed a minimum of five times by their university supervisor.

**BLBC-438. Foundations Of Bilingual Education. 3 Hours.**

This course introduces the fundamentals of bilingual education through the understanding of language and cultural diversity and the emergence of different bilingual teaching and learning situations in 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.

**BLBC-439. Cultural Diversity In Our Schools. 3 Hours.**

This course explores various aspects of social and cultural diversity. It focuses on the development of richer and more systematic interpretations of the foundations of multicultural educational history, philosophy, policy and practice. The course aims to develop the ability to understand and describe how educational problems are often rooted in and are symptomatic of social issues. These challenges extend well beyond the classroom into families, communities, and local, national, and global economics and politics.

**BLBC-440. Methods For Teaching English Learners In Diverse Classrooms. 3 Hours.**

This course prepares candidates with the necessary academic and pedagogical preparation for teaching linguistically and culturally diverse students in elementary classrooms. The aim of this course is to provide candidates with the research-based knowledge and skills necessary to differentiate instruction and assessment practices in the content areas for English learners. The focus is also on enabling candidates to create an effective learning environment in which English learners develop English language proficiency and content knowledge.

**BLBC-441. Methods For Teaching Content In Bilingual Classrooms. 3 Hours.**

This course provides bilingual teacher candidates with the knowledge and skills to effectively plan and evaluate program models, materials, instruction, and assessments for culturally and linguistically diverse (CLD) students who are learning English as a new language. Candidates will apply curricular models and pedagogical skills for meeting the needs of English learners (ELs) in the native language and in English. Candidates will teach students literacy skills through the content areas in both languages to foster biliteracy. Candidates will evaluate content area instructional materials for bilingual students.

**BLBC-442. Assessment In Multilingual Classrooms. 3 Hours.**

This course provides bilingual teacher candidates with the knowledge and skills to effectively plan appropriate instructional objectives and performance based, classroom assessments for students who are English learners (ELs). Candidates will fully understand the difference between formative and summative assessments as well as large-scale versus classroom assessments. Candidates will also understand the process for developing and administering appropriate assessments, both formal and informal, for bilingual students in both the native language and in English. Candidates will properly assess students in all areas of the curriculum.

**BLBC-443. Methods For Teaching Reading And Writing In Bilingual Classrooms. 3 Hours.**

This course is designed to enable teacher candidates to plan and implement a content based, balanced, comprehensive biliteracy program for elementary students who are learning to read and write in two languages. Components of the course include understanding research on biliteracy instruction as it relates to first and second language acquisition in a diverse society. This course also addresses advanced methods for teaching reading and writing and the use of materials, including traditional print and digital media. Attention is given to reading and writing across content areas.

**Requirement:** Admission to the Graduate College.

## Early Childhood Education

**ECED-301. Curriculum And Instruction In Early Childhood Education. 3 Hours.**

In this course, candidates learn to create developmentally appropriate lesson plans and implementation strategies for infants and toddlers (ages 0-3), preschool and kindergarten (ages 4-5), and primary grade children (ages 6-8). Appropriate classroom layouts, curricular materials, activities, learning centers, educational play, individualization of instruction, child guidance and classroom management techniques for each age range are discussed. Lesson plans created for infant/toddler, preschool and the primary grades are implemented within the course.

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C.

**ECED-306. Methods Of Teaching Reading In Early Childhood. 3 Hours.**

This course presents methods, techniques, materials and assessments for early literacy instruction. It examines the nature of the literacy processes (listening, speaking, reading, writing, viewing and visual representation), literacy development in the typically developing child, and the child with special needs. Attention is given to the five major areas of literacy instruction (phonological awareness, phonics, fluency, vocabulary and comprehension). Candidates learn how to use authentic assessment data to monitor children's progress and create flexible groupings for instructional purposes. They also learn strategies to differentiate instruction and support struggling and advanced readers. The course is integrated with technology.

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C.

**ECED-313. Writing Intensive Program: Language Development And Educational Implications. 3 Hours.**

This Writing Intensive Program (WIP) course is a study of young children's language development, communication theory and analysis of the five aspects of language knowledge-phonemes, semantics, syntax, morphemes and pragmatics. Major language acquisition theories, basic language development inventories and research on early brain development with regard to language growth are studied. Culture, gender, and socio-economic differences as well as the function of the home language in young children's development are discussed in relation to their effect on communication in the classroom. Developmentally appropriate screening tools, observation methods and language assessment approaches, are examined.

**Prerequisite:** ENGL-101 with a minimum grade of C and EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C.

**ECED-316. Child, Family And Community. 3 Hours.**

This course focuses on how to build trusting relationships with families and engage them in the education of their children. It examines various models of family involvement, advocacy and strategies for utilizing families' funds of knowledge, assets and resources that they bring to the school. Candidates create home learning activities that support families in engaging their children and locate, classify and catalogue community resources and programs that support children and families. Community health appraisal procedures are evaluated and emphasis is placed on building a culturally responsive classroom environment that fosters family, school and community cooperation.

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C.

**ECED-325. Children's Literature Across The Curriculum. 3 Hours.**

Methods, strategies and materials are presented for integrating children's literature across the curriculum in the early grades. Instruction focuses on how to choose books that are developmentally appropriate for children birth through 3rd grade, and how to provide them with enjoyable reading experiences of both fiction and non-fiction. Emphasis is on developing critical thinking skills and generating understanding in children through in-depth exploration of literary element in different genres. Text analysis is guided by reader response theory, which emphasizes the reading transaction balance between the reader, the text and the context. Focus is placed on non-fiction and various text structures.

**Requirement:** minimum cumulative GPA of 2.75 in professional courses is required

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-306 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C and ECED-338 with a minimum grade of C and ECED-355 with a minimum grade of C and ECED-327A with a minimum grade of B and BLBC-340 with a minimum grade of C.



**ECED-327A. Clinical Experiences In Early Childhood Education: Infant To Preschool. 3 Hours.**

This 100-hour clinical provides a supervised field experience that allows candidates to be integrated into a classroom environment with children from age 0 to 4 under the guidance of a Cooperating Teacher and a University Supervisor. The course unites the theoretical concepts, methods, developmental milestones, and strategies including the basic principles and practices of personal, interpersonal and community health and safety. It emphasizes integrated language and literacy activities that encourage intellectual curiosity using interdisciplinary approaches in multi-ethnic classrooms. The supervised, field experiences are integrated with conferences and weekly classes. A grade of B or better is required to pass the course.

**Requirement:** minimum cumulative GPA of 2.75 in professional courses is required

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-306 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C.

**ECED-327B. Clinical Experiences In Early Childhood Education: Kindergarten To 2nd Grade. 3 Hours.**

This 100-hour clinical provides opportunity to interact with children in kindergarten, first, or second grade in school settings. Candidates will use interdisciplinary approaches to plan integrated language and literacy as well as Science, Technology, Engineering, Art and Math (STEAM) activities that encourage intellectual curiosity in multi-cultural classrooms. Emphasis is on differentiated instruction for all students. The supervised field experience is integrated with individual conferences and require weekly 3-hour class meetings throughout the semester. A grade of B or better is required to pass the course.

**Requirement:** a minimum cumulative GPA of 2.75 in professional courses

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C and ECED-306 with a minimum grade of C and ECED-338 with a minimum grade of C and ECED-355 with a minimum grade of C and ECED-327A with a minimum grade of B and BLBC-340 with a minimum grade of C.

**ECED-329. Student Teaching In Early Childhood. 9,12 Hours.**

Student Teaching is the culminating experience of the teacher education program. Teacher candidates spend 16 weeks of full-time teaching in a Preschool, Kindergarten or Primary setting under the supervision of a licensed Cooperating Teacher and a University Supervisor. Teacher candidates apply theory to practice, referencing research-based topics including developmentally appropriate practice and integrating developmental domains into all curriculum areas. Teacher candidates reflect on their professional growth in planning, implementing, assessing and differentiating instruction to address individual strengths and needs and on using authentic assessment data to plan instruction. A minimum cumulative GPA of 2.75 in professional courses is required.

**Requirement:** Successful completion of all Block 4 courses and PASS Illinois Content Area Test

**Prerequisite:** ECED-327A with a minimum grade of B and ECED-327B with a minimum grade of B.

**ECED-329B. Student Teaching In Early Childhood. 6 Hours.**

Student Teaching is the culminating experience of the teacher education program. Teacher candidates spend 16 weeks of full-time teaching in a Preschool, Kindergarten or Primary setting under the supervision of a licensed Cooperating Teacher and a University Supervisor. Teacher candidates apply theory to practice, referencing research-based topics including developmentally appropriate practice and integrating developmental domains into all curriculum areas. Teacher candidates reflect on their professional growth in planning, implementing, assessing and differentiating instruction to address individual strengths and needs and on using authentic assessment data to plan instruction. A minimum cumulative GPA of 2.75 in professional courses is required.

**ECED-338. Developmental Assessment Of Young Children. 3 Hours.**

This course presents approaches, strategies, and tools for authentically assessing young children's development and learning from birth through second grade. Emphasis is on physical, socio-emotional, and mental/cognitive growth. Teacher candidates study varieties of academic achievement and screening tools to monitor children's progress in content-area benchmarks and developmental outcomes. Assessment is presented as an ongoing, informal practice that monitors children's interests, motivation and engagement in instruction, as well as the collection, organization and aggregation of data for communicating academic progress to stakeholders. Candidates discuss family involvement in assessing children's development and learning and how to create positive, high quality learning environments.

**Requirement:** minimum cumulative GPA of 2.75 in the professional sequence

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-306 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C.

**ECED-352. Methods Of Teaching Language Arts, Music And Art In Early Childhood. 3 Hours.**

In this interdisciplinary course, ECED candidates learn how to facilitate and support language development and children's creative expressions within the aesthetic domain through a variety of sensory experiences including art, drama, music, dance, and a variety of fine and gross motor movement activities. Candidates explore approaches to teaching art, and discuss methods and materials for supporting culturally responsive artistic expressions in young children. Candidates examine cultural dimensions of the visual arts, as well as the interrelations of visual arts and other forms of art, including drama, music, dance and movement. Candidates analyze technological tools for creating works of art.

**Requirement:** Minimum GPA of 2.75 in the professional sequence

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-306 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C and ECED-338 with a minimum grade of C and ECED-355 with a minimum grade of C and BLBC-340 with a minimum grade of C and ECED-327A with a minimum grade of B.

**ECED-355. Methods Of Teaching Mathematics, Science And Social Science In Early Childhood. 3 Hours.**

This course explores methods and materials for teaching mathematics, science, and social science to young children in multicultural classrooms. ECED candidates explore major concepts and interdisciplinary approaches to learning, including connections to language and literacy. ECED candidates learn to teach U.S. history, world economic systems, and how to summarize and use data in Social Science with the integration of technology. Candidates study children's mathematical development, increase pedagogical knowledge and math proficiency. Science methods and principles include active exploration and experimentation within everyday environments. Emphasis is on preschool, kindergarten and primary grades. Classroom-management techniques conducive to successful individual and group lessons are discussed.

**Requirement:** minimum cumulative GPA of 2.75 in the professional sequence

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-306 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C.

**ECED-375. Capstone Experience In Early Childhood Studies. 6 Hours.**

The capstone provides students the opportunity to participate in high-level inquiry in an area of specialization within the field of early childhood. Capstone projects will be applied experiences that are inquiry-based and will bridge theory and practice. The capstone aligns student interests and needs within the early childhood field including, original research projects, literature reviews, program development and evaluation, and curriculum development and assessment. The capstone may also build on prior field experiences as appropriate. The capstone supervision and associated course will support students in the creation of their capstone project and provide opportunities for reflective practice.

**Requirement:** Minimum grade of C in not more than two courses completed in the Early Childhood Studies program. A minimum cumulative GPA of 2.5 in professional courses is required.

**ECED-403. Early Childhood Assessment. 3 Hours.**

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.

**Prerequisite:** PSYC-212 with a minimum grade of C and SPED-303 with a minimum grade of C.

**ECED-408. Language Acquisition And Intervention Strategies For Teachers Of Young Children. 3 Hours.**

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.

**Prerequisite:** (ECED-313 with a minimum grade of D or CIEC-313 with a minimum grade of D) and PSYC-215 with a minimum grade of C.

**ECED-411A. Clinical Experiences In Early Childhood Education: Infant To Preschool. 3 Hours.**

This 100-hour clinical provides a supervised field experience that allows candidates to be integrated into a classroom environment with children from age 0 to 4 years under the guidance of a Cooperating Teacher and a University Supervisor. The course unites the theoretical concepts, methods, developmental milestones, and strategies including the use of assessment tools, learning technologies, and practices of personal, interpersonal and community health and safety. It also emphasizes integrated language and literacy activities that encourage intellectual curiosity using interdisciplinary approaches in multi-ethnic classrooms. The supervised, field experiences are integrated with conferences, and weekly seminars. A grade of B or better is required to pass the course.

**Requirement:** acceptance to master's degree candidacy and 15 credit hours in core courses (ECED-402, ECED-410, ECED-452, LTCY-501, and ECED-408).

**ECED-502. Theories, Philosophies And Technologies Informing Early Childhood Education And Assessment. 3 Hours.**

This course reviews early philosophies, developmental theories and current technologies that inform/influence the understanding of young children's development, learning and assessment. Classroom implications are discussed, highlighting constructivist theories, approaches, strategies and techniques for effective instruction to meet individual needs of diverse groups of young children. Candidates are introduced to key concepts about how to assess children's development and learning through the observation method, play-based and other assessment techniques, and using assessment to inform instruction. Technological tools that promote children's development and learning as well as those used in collecting and organizing assessment information are discussed.

**ECED-503. Early Childhood Curriculum And Assessment. 3 Hours.**

This course studies the implications of research and learning theories on developing curriculum and assessment techniques for young children. Students investigate strategies for planning, teaching, using appropriate technologies, assessing, and evaluating young children's learning to promote physical, cognitive and social-emotional development. Teaching techniques for small-group, large-group and individual children are explored through observing and analyzing classroom interaction through major program models. Basic concepts in measurement are applied to select/develop and/or use assessment tools that yield reliable and valid data to inform instruction. Students discuss community resources, use of learning technologies, learner diversity and parent-teacher relationships to enrich children's learning.

**ECED-504. Early Language Acquisition, Assessment, And School-Family Intervention Strategies. 3 Hours.**

This course focuses on acquisition of language as young children develop phonemic, semantic, syntactic, morphemic and pragmatic understanding through receptive and expressive interaction with parents/caregivers. Based on brain research, the first three years of age are emphasized as critical time period for developing language. Parents'/caregivers' active involvement in children's verbal and nonverbal early language development, assessment and technology use are discussed. Students explore teaching and assessment techniques for preschool and school age children's development of language as a tool for communication and learning. Research on multiple languages and programs is discussed alongside cultural and linguistic diversity of families and classrooms.



**ECED-505. Technology Integrated Practice In ECED: Methods Of Teaching/Assessing Language Arts, Music, And Art. 3 Hours.**

This course explores advanced knowledge of the theoretical foundations, concepts, current research and methods of teaching and assessing language arts, music, drama and visual arts in Early Childhood. Students will learn how to facilitate language and literacy development and support culturally responsive artistic expression in young children through a variety of sensory experiences including art, drama, music, dance, and movement activities. Candidates will also analyze technological tools and develop appropriate assessments for creating, using and evaluating works of art.

**ECED-506. Methods Of Teaching STEAM And Assessing Learning In Early Childhood. 3 Hours.**

This course is designed to help students learn to teach Science, Technology, Engineering, Art and Math (STEAM) and Social Studies to preschool and primary school children and assess their learning. Students explore major concepts and approaches in all six areas and learn to plan and implement thematic units integrating content from all areas, and present it meaningfully to children. Students learn to develop and utilize a variety of assessment strategies and tools. Students also learn classroom management strategies and use of children's diversity as a resource for effective learning.

**Corequisite:** ECED-527B.

**ECED-507. Research Seminar In Early Childhood Education. 3 Hours.**

This capstone course presents fundamental concepts of systematic inquiry and assessment of learning in early childhood education. Various experimental designs and descriptive approaches to research are explored. Focusing on action research, students select research problems, develop and evaluate hypotheses/research questions, collect, organize and analyze data, and summarize findings to inform practice. Techniques for writing research proposals and reports are studied. Students examine strategies for maximizing reliability and validity of research and assessment processes to yield usable results. Students examine current technological tools to ease data organization, analysis and interpretation of findings. This capstone course requires a supervised research project.

**Prerequisite:** ECED-502 with a minimum grade of C and ECED-503 with a minimum grade of C and ECED-504 with a minimum grade of C and ECED-505 with a minimum grade of C and ECED-506 with a minimum grade of C and ECED-527A with a minimum grade of C and ECED-527B with a minimum grade of C and SPED-404 with a minimum grade of C and BLBC-440 with a minimum grade of C and LTCY-501 with a minimum grade of C.

**ECED-510. Early Acquisition & Maintenance Of Multiple Languages. 3 Hours.**

Students will study acquisition of multiple languages at an early age (by age 8), and analyze sociolinguistic factors that help maintain multiple languages throughout early childhood and beyond. Students will view and discuss language modules developed from brain research and relate them to individual experiences of early acquisition of multiple languages after interviewing individuals who grew up with two or more languages from early childhood and observing young children (0-8 years) who have been exposed to more than one language in their natural settings. Students will explore their personal philosophies of educating young children in multilingual classrooms.

**ECED-511. Evaluation & Use Of Research In Early Childhood Education. 3 Hours.**

This course introduces students to evaluating and using research in early childhood education, especially research on early brain development. Employing principles of systematic inquiry and fundamentals of early development and learning, students examine different kinds of research processes and reports to determine application within contexts of working with young children. In particular, students will analyze research reports on early development of the brain, and devise practical and contextually beneficial ways to utilize the research finding to enhance children's development and learning. Students will develop and use research-based, culturally and linguistically sensitive strategies to enrich children's experiences.

**ECED-512. Global Perspectives In Early Childhood Education. 3 Hours.**

Students will study, compare and contrast early childhood education policies, programs and practices in selected countries for the purpose of broadening and deepening knowledge about global education systems and how they interrelate. Students will create profiles of early education practices and the circumstances determining those practices. Electronic contacts will be created between NEIU students and students in other countries (preferably NEIU partnership schools) in order to provide opportunities for students to interact with teacher education candidates in other countries. Students will continue developing their personal philosophies of effective education for young children within multicultural and global contexts.

**ECED-527A. Clinical Experiences In Early Childhood Education - Infant To Preschool. 1.5 Hour.**

This 80-hour clinical provides two supervised field placements that allow candidates to be integrated into a classroom with children ages 0-2 (30 hours) and ages 3-4 years (50 hours) under the guidance of a Cooperating Teacher and a University Supervisor. The course unites the theoretical concepts, methods, developmental milestones, and strategies including the use of assessment tools and learning technologies with the application of interdisciplinary classroom approaches to promote personal, interpersonal and community health and safety in multi-ethnic classrooms. The supervised field experiences require weekly seminars. A grade of B or higher is required to pass the course.

**Prerequisite:** ECED-502 with a minimum grade of C and ECED-503 with a minimum grade of C and ECED-504 with a minimum grade of C and ECED-505 with a minimum grade of C and LTCY-501 with a minimum grade of C.

**ECED-527B. Clinical Experiences In Early Childhood Education - Kindergarten To 2nd Grade. 1.5 Hour.**

In this 80-hour clinical, teacher candidates interact with children in kindergarten, first, or second grades in multicultural school settings. They plan and carry out integrated language, literacy and Science, Technology, Engineering, Art and Math (STEAM) and Social Science activities that capture children's interest and incorporate health and life skills. Candidates are required to respect children's diverse linguistic, cultural and family backgrounds to ensure that learning activities are free from bias. The supervised field experiences require weekly seminars throughout the semester. A grade of B or better is required to pass the course.

**Prerequisite:** ECED-502 with a minimum grade of C and ECED-503 with a minimum grade of C and ECED-504 with a minimum grade of C and ECED-505 with a minimum grade of C and ECED-527A with a minimum grade of C and LTCY-501 with a minimum grade of C and SPED-404 with a minimum grade of C and BLBC-440 with a minimum grade of C.

**Corequisite:** ECED-506.

**ECED-529. Internship - Student Teaching In Early Childhood Education. 6 Hours.**

This course offers supervised teaching experience for graduate students in the Master of Arts in Teaching in ECED program. Candidates will spend 16 weeks full-time teaching in Preschool/Primary settings under the supervision of a Cooperating Teacher and a University Supervisor. Five University supervisor observations are integrated with weekly two-hour seminars throughout the semester. Candidates will reflect on their professional growth in planning, instruction, using authentic assessment, learning technology and differentiated instruction to address individual strengths and needs. Candidates will also complete edTPA portfolio as required by the State. A grade of B or better is required to pass the course.

**Prerequisite:** ECED-502 with a minimum grade of C and ECED-503 with a minimum grade of C and ECED-504 with a minimum grade of C and ECED-505 with a minimum grade of C and ECED-506 with a minimum grade of C and ECED-527A with a minimum grade of C and ECED-527B with a minimum grade of C and LTCY-501 with a minimum grade of C and BLBC-440 with a minimum grade of C and SPED-404 with a minimum grade of C.

## Elementary Education

**ELED-109. First Year Experience: Building Chicago One Teacher At A Time. 3 Hours.**

In this course the five foundations (Future Planning, Integral Preparation, Research, Self-discovery, and Transitions) of Northeastern's First-Year Experience program are taught alongside an introduction to content specific to the discipline of Teaching of Elementary Education. Introduction to Chicago schools, communities, and diverse student population as well as curricular models, school structures and best practices in teaching.

**ELED-300. Instructional Design In The 21st Century Classroom. 1.5 Hour.**

This course prepares future elementary school teachers to teach all learners in today's classrooms. Special focus is given to teaching students in grades 1-6 with a variety of needs and abilities, including English language learners, students with disabilities, gifted/talented students, and reluctant students.

This diversity brings some challenges for teachers. Strategies and practices are taught to prepare future teachers for these challenges in instruction and assessment.

**Prerequisite:** EDFN-305 with a minimum grade of C and EDFN-306 with a minimum grade of C.

**Corequisite:** SPED-317.

**ELED-302. Writing Intensive Program: Foundation Of Teaching The English Language Arts. 3 Hours.**

This course is designed to provide candidates with an overview of learning theories, practices, curriculum design and materials used in teaching Language Arts in grades 1-6. Language Arts instruction includes mastery of six language arts competencies: reading, writing, listening, talking, viewing and visual representation. The course addresses differentiating instruction to meet the needs of diverse learners with attention to special needs students and English Learners (ELs). This is a writing intensive course affording students the opportunity to demonstrate competency in writing in various genres.

**Prerequisite:** EDFN-305 with a minimum grade of C and EDFN-306 with a minimum grade of C.

**Corequisite:** ELED-308.

**ELED-303. Children's And Young Adult Literature. 1.5 Hour.**

This course familiarizes students with quality children's and young adult literature for elementary and middle grades. Students will learn to select, discuss, and critique books appropriate for this age range. Assigned readings and projects will enable students to develop critical, analytical and instructional skills for integrating culturally diverse children's literature across the curriculum.

**Prerequisite:** ELED-302 with a minimum grade of C and ELED-300 with a minimum grade of C and ELED-310 with a minimum grade of C and SPED-317 with a minimum grade of C.

**Corequisites:** ELED-309, ELED-328A.

**ELED-304. Inquiry-Based Social Studies In The Elementary Grades. 3 Hours.**

This course explores teaching, learning, and curriculum for all elementary students in grades 1-6. The course has an emphasis on creating an inquiry-based social studies classroom, designing project-based curriculum units, and finding and teaching with real-world resources. The course explores the vital role of social studies in a democratic society, social responsibility, teaching critical thinking, decision-making, and problem solving skills, and includes a focus on curricular integration of cultural diversity, global awareness, technology, and integrating literature in social studies. Students will also explore integrating standards and teaching skills for reading and writing informational texts in social studies.

**Prerequisite:** ELED-300 with a minimum grade of C and SPED-317 with a minimum grade of C.

**ELED-305. Teaching Science In The Elementary School. 3 Hours.**

This course focuses on the development of elementary science teaching skills and knowledge in grades 1-6. Emphasis is placed on designing inquiry-based science lessons to help linguistically and culturally diverse students engage in science. It addresses the importance of teaching scientific inquiry, the nature of science, and process skills using educational technologies and applying a 5E learning cycle to plan, teach, evaluate, and reflect on science lessons. The course content reflects the curricular emphases of the Next Generation Science Standards (NGSS).

**Prerequisite:** ELED-300 with a minimum grade of C and ELED-302 with a minimum grade of C and ELED-310 with a minimum grade of C and SPED-317 with a minimum grade of C.

**ELED-306. Methods Of Literacy Instruction. 3 Hours.**

This course is designed for pre-service teachers to develop the knowledge and skills to teach literacy in elementary level classrooms, grades 1-6.

Content includes: concepts of print, phonemic awareness, phonics, word knowledge, comprehension, and the writing process, assessment, grouping strategies and differentiated instruction. Issues of diversity and equity as they relate to literacy teaching and learning in today's 21st century context will be threaded throughout the course with an emphasis on working with diverse student populations.

**Prerequisite:** BLBC-339 with a minimum grade of C and ELED-328A with a minimum grade of C and ELED-303 with a minimum grade of C and ELED-309 with a minimum grade of C and ELED-305 with a minimum grade of C.

**Corequisite:** ELED-328B.

**ELED-308. Instructional Design. 3 Hours.**

This course is an introduction to long and short-term curriculum planning and instruction. Candidates learn about the decisions involved in creating classroom communities that are inclusive, culturally responsive, and engaging.

**Prerequisite:** EDFN-305 with a minimum grade of C and EDFN-306 with a minimum grade of C.

**ELED-309. Content Area Literacy. 1.5 Hour.**

In this course, candidates will develop the knowledge, skills, and understandings to support the literacy development of students in elementary grades (1-6) with a focus on literacy in the content areas. Topics include: learning theories, literacy strategies in specific disciplines, assessment, differentiation, use of informational text, technology, and planning for instruction. Issues of motivation, engagement and cultural relevance are integrated throughout.

**Prerequisite:** ELED-300 with a minimum grade of C and ELED-302 with a minimum grade of C and ELED-310 with a minimum grade of C and SPED-317 with a minimum grade of C.

**Corequisite:** ELED-303.

**ELED-310. Methods Of Teaching Mathematics In The Elementary Grades. 3 Hours.**

This course is a study of instructional methods and materials for teaching mathematics to grades 1-6 elementary school level students, including linguistically, culturally diverse learners and exceptional children. Students explore theoretical and practical frameworks and develop materials, lessons, techniques, and assessments for the teaching of early and late elementary grade mathematics. Students engage in mathematical processes to promote critical thinking and explore elementary level math concepts and skills. Problem solving, modeling, teaching, and integrating elementary level mathematics in various content areas are emphasized.

**Prerequisite:** MATH-149 with a minimum grade of C.

**Corequisite:** ELED-308.

**ELED-313. Literature And Literacy In The Content Areas. 3 Hours.**

In this course, candidates will develop the knowledge and skills to support literacy development across the curriculum. Candidates will learn to select, analyze, and evaluate culturally diverse children's literature for use in the content areas.

**ELED-316. Critical Issues In Education. 3 Hours.**

In this course, candidates will examine pedagogical elements such as curriculum, instruction, assessment, classroom management, and more, through critical historical and contemporary perspectives.

**ELED-320. Classroom Management. 1.5 Hour.**

This course will provide teacher candidates with the theoretical and practical foundations necessary to manage and organize the classroom. The class will explore strategies and approaches for guiding student behavior, fostering engagement, and designing a classroom conducive to student learning. Candidates will develop a personal management plan based on the theorists examined and practical examples shared. Candidates will also design an ideal classroom to demonstrate understanding of creating learning contexts to motivate and engage all students.

**Prerequisite:** ELED-303 with a minimum grade of C and ELED-309 with a minimum grade of C and BLBC-339 with a minimum grade of C and ELED-328A with a minimum grade of C.

**ELED-328A. Clinical Experiences. 3 Hours.**

This course provides teacher candidates who are enrolled in BLBC-339 Culturally Responsive Teaching in Diverse Classrooms with intensive clinical experience in elementary classrooms with culturally and linguistically diverse (CLD) students. This course provides candidates with opportunities for supervised interactions with children in selected content areas. Candidates meet with a university supervisor in 3 weekly seminars. This course fulfills 100 clock hours of the 200 clinical experience hours required by the State for licensure.

**Prerequisite:** ELED-300 with a minimum grade of C and SPED-317 with a minimum grade of C and ELED-302 with a minimum grade of C and ELED-310 with a minimum grade of C.

**Corequisite:** BLBC-339.

**ELED-328B. Clinical Experience In Elementary Education. 3 Hours.**

ELED-328B provides intensive clinical experience in elementary schools for students enrolled in ELED-306. Involves supervised and graduated teaching interactions with children in literacy in 1-6 classrooms and includes weekly seminars. The seminars will provide intensive preparation and practice with EdTPA and a focus on the clinical context. This course fulfills 100 of the 200 required clock hours of clinical experiences.

**Prerequisite:** ELED-300 with a minimum grade of C and ELED-309 with a minimum grade of C and BLBC-339 with a minimum grade of C and ELED-328A with a minimum grade of C.

**Corequisite:** ELED-306.

**ELED-329. Student Teaching In Elementary Grades. 7.5-9 Hours.**

This course provides the teacher candidate with sixteen weeks of full day supervised classroom teaching experience combined with weekly class discussions.

**Prerequisite:** Illinois Content Area Test with a score of P.

**ELED-329B. Student Teaching In Elementary Grades. 3.75 Hours.**

This course provides the teacher candidate with sixteen weeks of full day supervised classroom teaching experience combined with a weekly seminar.

**Requirement:** Successful completion of all program courses with a minimum GPA of 3.0. Passing scores on content area tests.

**ELED-342. Classroom Assessment. 1.5 Hour.**

Provides the teacher candidates with a thorough understanding of the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools. Candidates will examine the appropriate uses of formative and summative assessments for determining student needs, measuring student growth, and evaluating student outcomes. Candidates will understand how to make evidence-based decisions about curricular and instructional effectiveness and how to adjust practice to meet the needs of all students.

**Corequisite:** ELED-320.

**ELED-403. Teaching Mathematics In Elementary Grades. 3 Hours.**

This course is for prospective elementary school teachers to learn methods of teaching mathematics in grades 1-6, with an emphasis on culturally and linguistically diverse students, exceptional students, and gifted students in multicultural classrooms. The course provides teacher candidates an opportunity to reflect on their beliefs about teaching, learning, and expectations for students. Additionally, teacher candidates will become familiar with Common Core State Standards for Mathematics, different instructional models, teaching aids for learning mathematics concepts, and current technological resources for teaching mathematics.

**ELED-406. Research Skills For The Classroom Teacher. 3 Hours.**

Enables the regular classroom teacher to use tools and procedures that will demonstrate the working effectiveness of any instructional practice; thus, the teacher will develop data that will foster constructive decision-making for continued curriculum building.

**ELED-414. Principles Of Curriculum Development. 3 Hours.**

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.

**Prerequisite:** EDFN-406 with a minimum grade of C.

**ELED-415. Teaching Science As Inquiry In Elementary Grades. 3 Hours.**

This course focuses on the development of elementary science teaching skills and knowledge in grades 1-6. Emphasis is placed on designing and implementing inquiry-based interdisciplinary science lessons to help linguistically and culturally diverse students engage in science. It addresses the importance of teaching scientific inquiry within the Next Generation Science Standard (NGSS) Framework, the nature of science, research and practices using classroom technologies, science misconceptions, differentiated instruction, classroom management, and informal and formal assessment strategies.

**ELED-416. Teaching Social Studies As Inquiry In Elementary Grades. 3 Hours.**

This course explores the theory and practice of teaching social studies in the elementary grades 1-6 with an emphasis on creating an inquiry-based classroom and designing project-based curriculum. Teacher candidates will learn about the vital role of social studies in a democratic society, teaching critical thinking and decision-making. The course includes a focus on cultural diversity, global awareness, technology, using children's literature in social studies, multiple forms of assessment, and standards. Candidates will also explore strategies for reading and writing informational texts in social studies. ELED-428C Clinical in the Content Areas will be taken simultaneously.

**ELED-417. Multicultural Literature And Drama In The Elementary Classroom. 3 Hours.**

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.

**ELED-418. Theoretical Implications For Instruction In The Elementary Classroom. 3 Hours.**

The contributions of learning psychologists that are applicable to the teaching-learning process; areas explored include implications of learning in curriculum design, instructional methods, educational decisions and in the use of learning resources; relevant for the classroom teacher who attempts to utilize learning concepts in the classroom and in research.

**ELED-419. Current Issues In Elementary Language Arts Instruction. 3 Hours.**

Developmental of an understanding of principles and techniques of instruction in elementary school language arts; students to investigate research as it relates to the improvement of instruction in language arts.

**ELED-428. Clinical Teaching. 1 Hour.**

This 100-hour clinical teaching experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience and seminar focus on literacy instruction in elementary classrooms. Students will conduct classroom observations and practice teaching one-on-one, in small groups, and with the whole class. A university supervisor will observe students teaching a minimum of three times. Taken concurrently with ELED-504.

**ELED-428A. Clinical Teaching: Literacy. 1 Hour.**

This 50-hour clinical teaching experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience has a thematic focus on teaching reading, writing, and speaking. Clinical seminar is integrated into ELED-504 and ELED-435. Students will conduct classroom observations and will spend a minimum of 35 hours teaching one-on-one, in small groups, and with the whole class. A university supervisor will observe students teaching a minimum of two times.

**Prerequisite:** ELED-506 with a minimum grade of B and EDFN-442 with a minimum grade of B.

**Corequisites:** ELED-435, ELED-504.

**ELED-428B. Clinical Diversity. 1 Hour.**

This 50-hour clinical experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience has a thematic focus on teaching for human diversity, including cultural, linguistic, English language learners, students with special needs, gender, LGBTQ, and socioeconomic. Clinical seminar is integrated into BLBC-440. Students will conduct classroom observations and will spend a minimum of 35 hours teaching one-on-one, in small groups, and with the whole class. A university supervisor will observe students teaching a minimum of two times. Concurrency with EDFN-406 Human Development & Learning OR SPED-404 Survey of the Field of Special Education.

**Prerequisite:** ELED-506 with a minimum grade of B and (INMD-410 with a minimum grade of B or EDFN-442 with a minimum grade of B).

**Corequisite:** BLBC-440.

**ELED-428C. Clinical Teaching: Content Areas. 1 Hour.**

This 100-hour clinical teaching experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience has a content area and inquiry focus integrated through ELED-416 and a weekly seminar. Teacher candidates will observe as well as teach one-on-one, small groups, and the whole class in a content area. A university supervisor will observe students teaching a minimum of three times, once per subject. To be taken concurrently with ELED-416.

**ELED-429. Internship In Elementary Education. 6 Hours.**

In this course teacher candidates are engaged in full-time student teaching for the entire semester in an elementary classroom within grades 1-6. With support from their cooperating teacher and university supervisor, candidates gradually increase their classroom responsibilities and then assume responsibility for all curriculum planning and teaching for a minimum of five weeks. In this course, candidates complete their Illinois licensure requirement and present their MAT Exit Project. Teacher candidates will be observed a minimum of five times by their university supervisor.

**Requirement:** Completion of all MAT program courses, completion of all science and social science courses required by the Illinois State Board of Education, passing score on the ICTS Subject Area Test, and no more than two Cs in all program courses and a minimum grade of B in both clinical courses.

**ELED-429B. Internship In Elementary Education. 3 Hours.**

In this course teacher candidates are engaged in full-time student teaching for the entire semester in an elementary classroom within grades 1-6. With support from their cooperating teacher and university supervisor, candidates gradually increase their classroom responsibilities and then assume responsibility for all curriculum planning and teaching for a minimum of five weeks. In this course, candidates complete their licensure requirement and present their MAT Exit Project. Teacher candidates will be observed a minimum of five times by their university supervisor.

**Requirement:** Completion of all MAT program courses, completion of all science and social science courses required by the Illinois State Board of Education, passing score on the ICTS Subject Area Test, and no more than two Cs in all program courses and a minimum grade of B in both clinical courses.

**ELED-430. Trends And Issues In Assessment. 3 Hours.**

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.

**ELED-435. Children's And Young Adult Literature. 3 Hours.**

Students will read, peruse, and study all genres of diverse literature written for elementary and middle school students, grades 3-8, as well as some appropriate young adult literature. Topics emphasized are: identifying and locating high quality books, evaluating books for appropriate developmental stages, critical reading, integrating literature across the curriculum, designing curriculum with literature, teaching reading with literature, creating classroom libraries, using a wide variety of multicultural and global literature, connecting books to real-world resources, using literature to cover standards, motivating students to read, and appreciating good writing.

**ELED-453. Inquiry-Based Social Studies Instruction. 3 Hours.**

This course is a study of instructional methods and materials for teaching social studies through inquiry. Explores approaches to promoting children's cognitive and affective knowledge and understanding in the social sciences, including history, current events, and critical thinking skills. The course includes an exploration of teaching for cultural diversity, global awareness, and critical citizenship skills and dispositions, along with a focus on creating an inquiry-based social studies classroom, the teacher as a creator of curriculum and an in-depth examination of the literature within the field of social studies education.

**ELED-501. Curriculum And Instruction. 1 Hour.**

This course introduces teacher candidates to the fundamentals of curriculum and instruction: teaching and learning processes, instructional planning, classroom management, and critical thinking. Candidates explore the relationships between theory and practice and learn about the connections between individuals, classrooms and communities.

**ELED-504. Teaching Writing: Purpose, Voice, Craft. 3 Hours.**

This course is designed to provide teacher candidates with an in-depth exploration of Writer's Workshop and the theory, best practices, curriculum design and materials used in writing in the K-8 school setting. Candidates will engage in writing in a variety of genres using the Writing Workshop model. The course addresses differentiating instruction to meet the needs of diverse learners. To be taken concurrently with ELED-428 or MLED-428.



**ELED-506. Research Methodologies For Classroom Teachers. 3 Hours.**

A general survey of qualitative and quantitative research methods in educational research. The aim of this course is to develop candidates' abilities to design and conduct classroom-based inquiry related to teaching and learning. This course is designed to make candidates knowledgeable consumers of academic research. The survey of methods includes; a brief analysis of paradigms in qualitative and quantitative research, a discussion of the inquiry process, and an synthesis of research designs including; survey, narrative, experimental, ethnographic, correlation, case study, and action research. Action research design is discussed in details. This course is the first course in the sequence of 3 research courses (ELED-506, ELED-507, ELED-508).

**ELED-507. Action Research Design Seminar. 1 Hour.**

Candidates will design an action research plan that involves identifying a significant problem related to student learning in their current classroom. Candidates will locate and review relevant research on the designated problem, and design an intervention plan that will allow the candidate to examine the impact of instructional procedures or interventions on student learning. Candidates will develop reflective decision-making in using data to improve learning in elementary classrooms.

**Prerequisite:** ELED-506 with a minimum grade of B and ELED-525 with a minimum grade of B and ELED-520 with a minimum grade of B and BLBC-439 with a minimum grade of B.

**ELED-508. Action Research Project. 3 Hours.**

This course guides students through finalizing their action research design, implementing that design, collecting data, analyzing their data, and writing their action research paper. Students will implement their action research project in their classroom with a focus on understanding the process of data collection and analysis. Students will write their project as a major paper (including the literature study they completed in ELED-507 Action Research Design Seminar), and formally present their project as a PowerPoint to the class. This is a thesis-model hybrid course with some of the work and feedback given online and in conferences with the Instructor.

**Prerequisite:** ELED-506 with a minimum grade of B and ELED-525 with a minimum grade of B and ELED-520 with a minimum grade of B and BLBC-439 with a minimum grade of B and ELED-507 with a minimum grade of B.

**ELED-520. Curriculum And Inquiry. 3 Hours.**

This course is an overview of curriculum theory, development, design, and implementation for the experienced classroom teacher. The focus is on understanding the theory and practice of inquiry-based and project-based curriculum across subject disciplines, authentic literacy, and finding and using interesting and diverse real-world resources. Course emphasis is also on the history of curriculum development and schooling; and creating multicultural, critical, and creative curriculum that integrates technology, the arts, critical thinking, and standards. Students will critique and analyze their school curriculum and resources, and design curricular units for their own classroom.

**Prerequisite:** ELED-506 with a minimum grade of B and ELED-525 with a minimum grade of B.

**ELED-525. New Literacies For The 21st Century. 3 Hours.**

This course explores how the ideas and understandings of "literacy" have changed and evolved over the past century, the new literacies that are vital to life in the 21st century, and strategies for teaching those literacies. This course develops an understanding of designing curriculum and strategies for teaching critical thinking skills; collaboration; problem solving skills; media, technology, and information literacy; creativity and imagination; innovative thinking; civic, multicultural, and global literacy; critical literacy; environmental literacy; and systems thinking. The course will begin to study the theory and practice of inquiry-based, project-based, and problem-based teaching and learning, as well interdisciplinary curriculum and different forms of 21st century assessment, such as student exhibitions and presentations.

## Middle Level Education

**MLED-301. Curriculum & Instruction In The Middle School. 3 Hours.**

The relationship of theory to practice is studied in a variety of 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 adolescent 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.

**MLED-302. Writing Intensive Program: Foundations Of Teaching English Language Arts In Middle Grades. 3 Hours.**

This course is designed to provide candidates with an overview of the theory, best practices, curriculum design, and materials used in teaching language arts at the middle school level grades 5-8. Language Arts instruction includes mastery of six language arts competencies: reading, writing, listening, talking, viewing and visual representation. The course addresses differentiating instruction to meet the needs of diverse learners with attention to special needs students and English learners. This is a writing intensive course affording students the opportunity to demonstrate competency in writing in various genres.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** ELED-308.

**MLED-304. Inquiry-Based Social Studies In The Middle Grades. 3 Hours.**

This course explores teaching, learning, and curriculum in middle grade social studies. The course has an emphasis on creating an interdisciplinary inquiry-based social studies classroom, designing project-based curriculum units, and finding and teaching with real-world resources. The course explores the vital role of social studies in a democratic society, social responsibility, teaching critical thinking, decision-making, and problem solving skills, and includes a focus on curricular integration of cultural diversity, global awareness, technology, and integrating literature in social studies. Students will also explore integrating standards and teaching skills for reading and writing informational texts in social studies.

**Prerequisite:** College of Education Admission with a score of Y.

**MLED-305. Methods Of Teaching Science In Middle School. 3 Hours.**

This course prepares middle level teacher candidates to teach science skills and content. Emphasis is upon the nature of science and scientific inquiry, interdisciplinary inquirybased teaching, multicultural science teaching, classroom management, data-driven assessments, science and civic engagement (i.e., service learning), and contemporary research and practice for science pedagogy in grades 5-8. Innovative education technology is applied to promote candidates' problem solving and effective science teaching and learning as an integral aspect of the course.

**Prerequisite:** College of Education Admission with a score of Y.

**MLED-306. Methods Of Literacy Education In Middle School. 3 Hours.**

This course is designed for candidates to develop the knowledge and skills to teach literacy in middle level classrooms, grades 5#8. Content includes: learning theories, vocabulary, comprehension, the writing process, assessment, and differentiation. Issues of diversity and equity as they relate to literacy teaching and learning in today's 21st century context will be threaded throughout the course and grounded in research on adolescent development.

**Prerequisite:** BLBC-339 with a minimum grade of B and MLED-328A with a minimum grade of B and ELED-303 with a minimum grade of B and MLED-309 with a minimum grade of B.

**MLED-309. Reading And Writing In The Content Areas. 1.5 Hour.**

In this course candidates will develop the knowledge, skills, and understandings to support the literacy development of students in middle grades (5#8) with a focus on literacy in the content areas. Topics include: learning theories, literacy strategies in the disciplines, assessment, differentiation, use of informational text, technology, and planning for instruction. Issues of motivation, engagement, and cultural relevance are integrated throughout.

**Prerequisite:** ELED-300 with a minimum grade of B and SPED-317 with a minimum grade of B and MLED-302 with a minimum grade of B and (MLED-310 with a minimum grade of B or MLED-305 with a minimum grade of B or MLED-304 with a minimum grade of B).

**Corequisite:** ELED-303.

**MLED-310. Math Methods In The Middle Grades. 3 Hours.**

This course is a study of instructional methods and materials for teaching mathematics to middle level students, including linguistically, culturally diverse learners and exceptional children. Students explore theoretical and practical frameworks and develop materials, techniques, and assessments for the teaching of middle school mathematics in grades 5-8. Students engage in mathematical processes to promote critical thinking and explore middle level math concepts and skills. Problem solving, modeling, and teaching middle school mathematics in interdisciplinary contexts are emphasized.

**Prerequisite:** College of Education Admission with a score of Y.

**MLED-328A. Clinical Experience English Learners In Middle Grades. 3 Hours.**

This course provides teacher candidates who are enrolled in BLBC-339 Culturally Responsive Teaching in Diverse Classrooms with intensive clinical experience in grades 6#8 middle level classrooms with culturally and linguistically diverse (CLD) students. This course provides candidates with opportunities for observations and supervised teaching with English learners. Candidates meet with a university supervisor in weekly seminars. This course fulfills 100 clock hours of the 200 clinical experience hours required by the State for certification/licensure.

**Prerequisite:** ELED-300 with a minimum grade of B and SPED-317 with a minimum grade of B and MLED-302 with a minimum grade of B and (MLED-304 with a minimum grade of B or MLED-305 with a minimum grade of B or MLED-310 with a minimum grade of B).

**MLED-328B. Clinical Experience Literacy In Middle Grades. 3 Hours.**

This seminar provides clinical experience in middle school for students enrolled in MLED-306. The clinical involves observation and supervised teaching with a focus on literacy in grades 6#8 classrooms. The seminars will provide an overview and preparation to complete edTPA during student teaching. This course fulfills 100 of the 200 required clock hours of clinical experiences.

**Prerequisite:** BLBC-339 with a minimum grade of B and MLED-309 with a minimum grade of B and ELED-303 with a minimum grade of B and MLED-328A with a minimum grade of B.

**MLED-328M. Clinical Experiences In Elementary/Middle School Math. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Includes a biweekly seminar meeting on campus and 50 clock hours of individual visits to a local K-8 school with a strong emphasis on middle level mathematics teaching that effectively integrates science into the curriculum. Must be taken with the academic methods course and academic and clinical experiences courses for science. Currently taken only by MSTQE math-science minors in the term before student teaching and completion of the program.

**Prerequisite:** MLED-301 with a minimum grade of C and MLED-340 with a minimum grade of C and MLED-335 with a minimum grade of C.

**MLED-328S. Clinical Experiences In Elementary/ Middle School Science. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Includes a biweekly seminar meeting on campus and 50 clock hours of individual visits to a local K-8 school with a strong emphasis on middle level science teaching that effectively integrates mathematics into the curriculum. Must be taken with the academic methods course and academic and clinical experiences courses for mathematics. Currently taken only by MSTQE math-science minors in the term before student teaching and completion of the program.

**Prerequisite:** MLED-301 with a minimum grade of C and MLED-340 with a minimum grade of C and MLED-335 with a minimum grade of C.

**MLED-329. Student Teaching In The Middle School. 7.5-9 Hours.**

This course is 16 weeks of full#day student teaching under the tutelage of a licensed cooperating teacher in a middle school classroom in the candidate's endorsement area. Candidates are required to take full responsibility for a class of middle school students, attend weekly seminars, and prepare for regular visits with the university supervisor.

**Prerequisite:** Illinois Content Area Test with a score of P and MLED-328A with a minimum grade of B and MLED-328B with a minimum grade of B.

**MLED-329B. Student Teaching In Middle Grades. 3.75 Hours.**

This course provides the teacher candidate with sixteen weeks of full day supervised classroom teaching experience combined with a weekly seminar.

**Requirement:** Successful completion of all program courses with a minimum GPA of 3.0. Passing scores on content area tests.

**MLED-335. Teaching Science At The Middle School/ Elementary Levels W/ Problem Solving. 3 Hours.**

A study of instructional methods and materials for teaching science to all K-9 students, focusing 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 and (2) integrating mathematics throughout the middle school science curriculum. Includes 50 clock hours of clinical experience with local K-9 teachers of science who effectively integrate mathematics into curriculum.

**MLED-340. Teaching Mathematics At The Middle School/ Elementary Levels W/ Problem Solving. 3 Hours.**

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 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. Includes 50 clock hours of clinical experience with local k-9 teachers of mathematics who effectively integrate science into curriculum.

**MLED-350. Teaching Interdisciplinary Curriculum In Middle School. 3 Hours.**

This course focuses on the philosophy of teaching middle school and the theory and practice of designing interdisciplinary curriculum in the middle grades 5-8. The course explores the unique characteristics and integration of the organization of middle grades and teaching adolescents. The course includes designing projectbased learning across the disciplines, integrating 21st century skills, teaching through inquiry, and literacy across the curriculum. The course also studies thematic curriculum, integrating standards across the curriculum, working in collaborative teams, and a variety of authentic, formative, and summative assessments.

**Prerequisite:** BLBC-339 with a minimum grade of B and MLED-309 with a minimum grade of B and ELED-303 with a minimum grade of B and MLED-328A with a minimum grade of B.

**MLED-403. Methods Of Teaching Mathematics In Middle School. 3 Hours.**

This course involves the investigation and development of research, methodology, techniques, content, and teaching aids for the teaching of mathematical concepts to all middle grade students, grades 5-8, including special needs, EL, LEP, exceptional, and gifted in diverse, multicultural classrooms. Different instructional models will be explored, research methods considered, current resources identified, and collaborative efforts will be investigated. The course includes a focus on differentiation and appropriate classroom management techniques.

**MLED-415. Teaching Science As Inquiry In Middle School. 3 Hours.**

This course prepares middle level teacher candidates to teach science skills and content in grades 5-8. Emphasis is upon the nature of science and scientific inquiry, interdisciplinary inquiry-based teaching, multicultural science teaching, classroom management, formal and informal assessments, STEM (Science, Technology, Engineering, and Mathematics), science and civic engagement (i.e., service learning), and contemporary research and practice for science pedagogy for diverse adolescent learners. Innovative education technology is applied to promote candidates' problem solving and effective science teaching and learning as an integral aspect of the course.

**MLED-416. Social Studies As Inquiry In The Middle Grades. 3 Hours.**

This course is a study of the theory and practice of teaching social studies in middle grades 5-8. The course has an emphasis on creating an inquiry-based classroom and designing project-based units. The course explores the vital roles of social studies in a democratic society, including active and critical citizenship, social responsibility, teaching critical thinking, decision-making, and problem solving. The course focuses on curricular integration of cultural diversity, global awareness, technology, integrating literature, and strategies for reading and writing informational texts. The course includes teaching with standards and applying assessment strategies.

**MLED-428. Clinical Teaching In The Middle Grades. 1 Hour.**

This 100-hour clinical teaching experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience and seminar focus on literacy instruction in middle grade classrooms. Students will conduct classroom observations and practice teaching one-on-one, in small groups, and with the whole class. A university supervisor will observe students teaching a minimum of three times.

**MLED-428A. Clinical Experience: Literacy In The Middle Grades. 1 Hour.**

This 50-hour clinical teaching experience involves supervised and graduated literacy observation and teaching with middle level students in grades 5-8. This clinical experience has a thematic focus on teaching literacy (language arts). Students will conduct classroom observations and spend a minimum of 35 hours teaching literacy one-on-one, in small groups, and the whole class. A university supervisor will observe students teaching a minimum of two times.

**Corequisite:** ELED-504.

**MLED-428B. Clinical Experience English Learners. 1 Hour.**

This course provides teacher candidates who are enrolled in BLBC-440 Culture and Language in Diverse Classrooms with clinical experience in grades 5-8 in middle level elementary classrooms with culturally and linguistically diverse (CLD) students. This course provides candidates with opportunities for observation and teaching middle grade English learners. This course fulfills 50 clock hours of the 200 clinical experience hours required by the MAT/ MLED program. MLED candidates will be observed teaching a minimum of two times by their University Supervisor.

**Corequisite:** BLBC-440.



**MLED-428C. Clinical Experience Endorsement Areas In The Middle Grades. 1 Hour.**

This 100-hour clinical experience involves supervised teaching with middle level students in grades 5-8 in the candidate's endorsement area (literacy, social studies, math, or science). All 100 hours will be in the endorsement area and participation in grade-level team activities. The clinical seminar is integrated into the methods courses being taken concurrently (LTCY-502, MLED-450 or EDFN-450, MLED-403, MLED-415, or MLED-416). Students will conduct classroom observations and will spend a minimum of 75 hours teaching one-on-one, in small groups, and the whole class. A university supervisor will observe students teaching a minimum of three times. Taken concurrently with at minimum ONE of the following courses in the candidates' endorsement area: LTCY-502 Content Area Literacy; MLED-403 Teaching Math MG; MLED-415 Teaching Science MG; MLED-416 Teaching Social Studies MG.

**MLED-429. Internship In The Middle Grades. 6 Hours.**

This course is the seminar for student teaching in the middle grades. Candidates are engaged in full-time student teaching for 16 weeks in their endorsement area. With support from their Cooperating Teacher and University Supervisor students gradually increase their classroom responsibilities and then assume complete responsibility for all curriculum planning and teaching for five weeks. Students will design and teach an original instructional unit. In this course students complete their Teacher as Learner Presentation (TLP). The University Supervisor will observe candidates teaching a minimum of five times. Completion of all required content courses to earn the endorsement (math, science, literacy, social studies).

**Prerequisite:** ELED-506 with a minimum grade of C and EDFN-442 with a minimum grade of C and ELED-435 with a minimum grade of C and ELED-504 with a minimum grade of C and LTCY-402 with a minimum grade of C and SPED-404 with a minimum grade of C and BLBC-440 with a minimum grade of C and EDFN-405 with a minimum grade of C and ELED-525 with a minimum grade of C and MLED-450 with a minimum grade of C and MLED-428A with a minimum grade of B and MLED-428B with a minimum grade of B and MLED-428C with a minimum grade of B and (ELED-403 with a minimum grade of C or MLED-415 with a minimum grade of C or MLED-416 with a minimum grade of C).

**MLED-429B. Internship In The Middle Grades. 3 Hours.**

This course is the seminar for student teaching in the middle grades. Candidates are engaged in full-time student teaching for 16 weeks in their endorsement area. With support from their Cooperating Teacher and University Supervisor students gradually increase their classroom responsibilities and then assume complete responsibility for all curriculum planning and teaching for five weeks. Students will design and teach an original instructional unit. In this course students complete their Teacher as Learner Presentation (TLP). The University Supervisor will observe candidates teaching a minimum of five times. Completion of all required content courses to earn the endorsement (math, science, literacy, or social studies).

**Requirement:** Completion of all MAT MLED program courses, completion of all content courses required by the Illinois State Board of Education, passing score on the ICTS Subject Area Test, and no more than two Cs in all program courses and a minimum grade of B in both clinical courses.

**MLED-450. Interdisciplinary Curriculum Design In Middle School. 3 Hours.**

This course explores the unique philosophy of middle school and the design of interdisciplinary curriculum. MLED-450 includes the study of the theory, design, implementation, and practice of interdisciplinary curriculum in the middle grades 5-8. The course emphasizes designing authentic learning experiences, inquiry-based and project-based learning across the disciplines, and teaching literacy across the curriculum. The course also focuses on working in collaborative teams, connections to the school community, integrating standards, and a variety of forms of assessment. Taken concurrently with ONE of the following in the candidate's endorsement area: LTCY-502 Reading; MLED-403 Teaching Math; MLED-415 Inquiry Science MS; MLED-416 Social Studies MG.

**Prerequisite:** ELED-506 with a minimum grade of C and EDFN-442 with a minimum grade of C and ELED-435 with a minimum grade of C and ELED-504 with a minimum grade of C and LTCY-513 with a minimum grade of C and SPED-404 with a minimum grade of C and BLBC-440 with a minimum grade of C and EDFN-405 with a minimum grade of C and ELED-525 with a minimum grade of C.

## Secondary Education

**SCED-301. Writing Intensive Program:Methods Of Teaching On The Secondary Level. 3 Hours.**

This course prepares students to become professional secondary educators by examining theories and methods of effective teaching, including: selecting, organizing, and using materials and methods common to varied subject areas in the secondary schools to meet individual student needs, including the needs of exceptional children; developing and writing of lesson plans and unit plans; facilitating class discussion; and managing discipline.

**Prerequisite:** EDFN-305 with a minimum grade of C and EDFN-306 with a minimum grade of C and College of Education Admission with a score of Y and ENGL-101 with a minimum grade of C.

**SCED-303A. Contemporary Art Education In The Secondary School. 3 Hours.**

Designed to develop inquiry and understanding of many problems of communicating or teaching art in the secondary school. Emphasis on planning and methodology to meet individual student needs, including needs of exceptional students. To be taken before student teaching in the Spring semester.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-304A.

**SCED-303E. Methods Of Teaching English In The Secondary School. 3 Hours.**

Introduction to the methods, techniques and materials for teaching English in secondary school. Emphasis on planning and methodology to meet individual student needs, including needs of exceptional students. To be taken with SCED-304E.

**Prerequisite:** SCED-301 with a minimum grade of C and College of Education Admission with a score of Y.

**SCED-303F. Teaching Modern Foreign Languages In The Secondary School. 3 Hours.**

Introduction to the methods, techniques and materials for teaching foreign languages in the secondary school. Emphasis in on mastery of selected skills on a performance basis and meeting individual student needs. Prior to taking methods in foreign language ( SCED-303F ), students must score an "Advanced Low" or higher rating on the Oral Proficiency Interview (OPI).

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-304F.

**SCED-303H. Methods Of Teaching History In The Secondary School. 3 Hours.**

Demonstration of specific organizational patterns and teaching methods in history, teaching for critical thinking and trends in the teaching of history. Emphasis on planning and methodology to meet individual student needs, including needs of exceptional students. To be taken with SCED-304H.

**Prerequisite:** SCED-301 with a minimum grade of C and College of Education Admission with a score of Y.

**SCED-303I. Methods And Techniques Of Teaching Music In Secondary School:Instrumental. 3 Hours.**

Methods and materials utilized in teaching instrumental ensemble classes in middle and high schools; emphasis upon performance based instructional design and rehearsal strategies to meet individual student needs, music literacy, methods of reading, and reading in the content area in instrumental music.

**Prerequisite:** MUS-391 with a minimum grade of C and SCED-311 with a minimum grade of C and College of Education Admission with a score of Y.

**SCED-303M. Methods Of Teaching Mathematics In The Secondary School. 3 Hours.**

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.

**Prerequisite:** SCED-301 with a minimum grade of C and College of Education Admission with a score of Y.

**Corequisite:** SCED-304M.

**SCED-303R. Materials And Methods For Teaching High School Science. 3 Hours.**

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.

**Prerequisite:** SCED-311 with a minimum grade of C.

**SCED-303V. Methods And Techniques Of Teaching Music In Secondary Schools:Vocal. 3 Hours.**

Methods and materials utilized in teaching vocal ensemble and general music classes in middle and high schools; emphasis upon performance based instructional design and rehearsal strategies to meet individual student needs, music literacy, methods of reading, and reading in the content area in vocal music.

**Prerequisite:** MUS-391 with a minimum grade of C and SCED-311 with a minimum grade of C and College of Education Admission with a score of Y.

**SCED-304A. Clinical Experiences In The Secondary School:Art. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with broad range of students, including exceptional students. To be taken with the academic methods course, SCED-303A.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-303A.

**SCED-304B. Clinical Experiences In The Secondary School:Biography. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course SCED-303R.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-303B.

**SCED-304E. Clinical Experiences In The Secondary School:English. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course, SCED-303E.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-303E.

**SCED-304F. Clinical Experiences In The Secondary School:French. 3 Hours.**

Score of Advanced Low or higher on OPI.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-303F.

**SCED-304H. Clinical Experiences In The Secondary School:History. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course, SCED-303H.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-303H.

**SCED-304J. Foreign Language Clinical Experience In The Secondary School. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course, SCED-303F.

**Prerequisite:** SCED-311 with a minimum grade of C.

**Corequisite:** SCED-303F.

**SCED-304M. Clinical Experiences In The Secondary School:Mathematics. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course, SCED-303M.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-303M.

**SCED-305A. Secondary Student Teaching And Seminar In Art. 9 Hours.**

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 Spring semester.

**Prerequisite:** SCED-301 with a minimum grade of C and SCED-303A with a minimum grade of C and Illinois Content Area Test with a score of P.

**SCED-305B. Secondary Student Teaching And Seminar In Biology. 9 Hours.**

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.

**Prerequisite:** SCED-301 with a minimum grade of B and Illinois Content Area Test with a score of P.

**SCED-305E. Secondary Student Teaching And Seminar In English. 9 Hours.**

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 superior who also conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

**Prerequisite:** Illinois Content Area Test with a score of P and College of Education Admission with a score of Y.

**SCED-305F. Secondary Student Teaching And Seminar In French. 9 Hours.**

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 seminar associated with student teaching. Requires experience with a broad range of students, including those with exceptionalities.

**Prerequisite:** SCED-303F with a minimum grade of B and SCED-304J with a minimum grade of C and Illinois Content Area Test with a score of P.

**SCED-305H. Secondary Student Teaching And Seminar In History. 9 Hours.**

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.

**Prerequisite:** Illinois Content Area Test with a score of P and College of Education Admission with a score of Y.

**SCED-305J. Secondary Student Teaching And Seminar In Spanish. 9 Hours.**

Sixteen weeks of full-day student teaching providing practical teaching experience in secondary school foreign language. Supervised by secondary school personnel and a university superior, who conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

**Prerequisite:** Illinois Content Area Test with a score of P and SCED-304J with a minimum grade of C.

**SCED-305K. Secondary Student Teaching And Seminar - Health Education. 12 Hours.**

Sixteen weeks of full-day student teaching providing practical teaching experience in secondary school health education. 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 those with exceptionalities.

**Prerequisite:** SCED-301 with a minimum grade of C and HLED-304 with a minimum grade of C and HLED-305 with a minimum grade of C and HLED-302 with a minimum grade of C.

**SCED-305M. Secondary Student Teaching And Seminar In Mathematics. 9 Hours.**

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.

**Prerequisite:** SCED-301 with a minimum grade of C and Illinois Content Area Test with a score of P and College of Education Admission with a score of Y.

**SCED-305N. Secondary Student Teaching And Seminar In Music. 9 Hours.**

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 two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

**Prerequisite:** SCED-301 with a minimum grade of C and SCED-303I with a minimum grade of C and SCED-303V with a minimum grade of C and SCED-311 with a minimum grade of C and Illinois Content Area Test with a score of P.

**SCED-305P. Secondary Student Teaching And Seminar In Physical Education. 12 Hours.**

Participation in directing learning experiences in secondary physical education at several levels under the supervision of one or more regularly assigned secondary teachers; observation of experienced teachers; familiarization with the daily program of the secondary school; weekly two-hour seminar and critique. Requires experience with a broad range of students, including exceptional students. (full-day, Spring term).

**Prerequisite:** SCED-301 with a minimum grade of C and PEMA-344 with a minimum grade of C and Illinois Content Area Test with a score of P.

**SCED-311. Writing Intensive Program: School Curriculum. 3 Hours.**

Designed for students in Physical Education, Health, Music, Visual Arts, World Languages, and Special Education, this course prepares students to develop and implement curriculum. Focal topics include objectives, unit planning, lesson planning, classroom management, higher order thinking, interdisciplinary collaboration, developmental considerations, and assessment techniques. Specific emphases include strategies for differentiating effectively to meet the needs of academically, culturally, and experientially diverse learners in mainstream classrooms.

**Prerequisite:** EDFN-305 with a minimum grade of C and ENGL-101 with a minimum grade of C and EDFN-306 with a minimum grade of C and EDFN-307 with a minimum grade of C and College of Education Admission with a score of Y.

**SCED-315. Teaching Writing In Junior And Senior High School. 3 Hours.**

This course covers the teaching of writing in the intermediate and upper grades. Mini-lesson design and placement, methods and strategies for teaching sentence completeness, for teaching sentence structure, and for 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.

**Prerequisite:** College of Education Admission with a score of Y.

**SCED-401E. New Directions In Teaching English In The Junior And Senior High School. 3 Hours.**

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 effort of the past decade.

**SCED-402E. Methods Of Teaching English Language Arts In Secondary Schools. 3 Hours.**

This course is the first of two discipline-specific English Language Arts methods courses. In this course, candidates will explore conceptual, curricular, and pedagogical aspects of teaching English Language Arts in secondary schools. Topics include text selection, differentiation, assessment, and strategies for teaching literature and writing in diverse classrooms.

**SCED-402H. Methods Of Teaching History And Social Sciences In Secondary Schools. 3 Hours.**

This course is the first of two discipline-specific history methods courses. In this course, candidates will explore conceptual, curricular, and pedagogical aspects of teaching history and the social studies in secondary schools. Topics include materials selection, differentiation, assessment, and strategies for teaching history and the social studies in diverse classrooms.

**SCED-402M. Methods Of Teaching Mathematics In Secondary Schools. 3 Hours.**

This course is the first of two mathematics methods courses for prospective secondary mathematics teachers. It examines goals, materials, and methods of instruction and assessment suitable for teaching mathematics to diverse students in middle and high school classrooms. The course will emphasize strategies that promote the development of students' conceptual understanding, procedural fluency, mathematical reasoning and problem solving skills, and their appreciation of mathematics.

**SCED-402S. Methods Of Teaching Science In Secondary Schools. 3 Hours.**

This course is the first science methods course in the SCED MAT/Teacher Licensure program sequence. It explores the interpretation of the content and structure of those areas of natural science generally included in secondary school curricula, recent developments in curriculum organization and teaching materials, and methods of teaching in the classroom and laboratory, including team teaching and other individualized guided study programs. The course emphasizes planning and methodology to meet individual student needs, including the needs of exceptional students.

**SCED-403E. New Directions In Teaching English Language Arts In Secondary Schools. 3 Hours.**

This course is the second discipline-specific course in the SCED MAT/Teacher Licensure program sequence. Study and discussion will focus on an exploration of recent trends and innovations in teaching English Language Arts, including, but not limited to, examination of Common Core State Standards, exploration of 21st Century literacies in the ELA classroom, strategies for teaching English Language Arts in linguistically diverse classrooms, and sustained practice in considering and developing the roles of reading, writing, speaking, listening, language, media, and critical theory in teaching.

**Prerequisite:** SCED-402E with a minimum grade of B and SCED-415 with a minimum grade of B.

**Corequisite:** SCED-404E.

**SCED-403H. New Directions In Teaching History In The Secondary Schools. 3 Hours.**

This course is the second discipline-specific course in the SCED MAT/Teacher Licensure program sequence. In this course, candidates explore key themes related to teaching history, including organizational patterns and teaching methods in history, teaching history for critical thinking, intellectual and practical challenges related to the teaching of history, strategies for teaching history in culturally and linguistically diverse classrooms, and links between theoretical perspectives and practical methodology of teaching history at the secondary level. After completing this course candidates should be able to creatively plan, implement, and assess teaching and learning for culturally and educationally diverse student populations.

**Prerequisite:** SCED-402H with a minimum grade of B.

**Corequisite:** SCED-404H.

**SCED-403M. New Directions In Teaching Mathematics In Secondary Schools. 3 Hours.**

This course is the second mathematics methods course for prospective secondary mathematics teachers. It focuses on an exploration of recent trends, issues, and innovations in mathematics teaching, including strategies for teaching mathematics in culturally and linguistically diverse contexts. It engages candidates in the study of methods of instruction that foster mathematical understanding, mathematical habits of mind, and a positive disposition towards mathematics. Students will concurrently participate in a 70 hour clinical experience where they will observe and apply these methods in secondary mathematics classrooms.

**Prerequisite:** SCED-402M with a minimum grade of B.

**Corequisite:** SCED-404M.

**SCED-403S. New Directions In Teaching Science In Secondary Schools. 3 Hours.**

This course is the second science methods course for prospective secondary science teachers. The course focuses on an exploration of recent trends, issues and innovations in science teaching and engages candidates in the study of methods of instruction that foster scientific understanding, scientific reasoning, and a positive disposition towards science among culturally and linguistically diverse students. Candidates will concurrently participate in a 70-hour clinical experience where they will observe and apply these methods in science classrooms.

**Prerequisite:** SCED-402S with a minimum grade of B.

**Corequisite:** SCED-404S.

**SCED-404E. Clinical Experience In Secondary Schools: English Language Arts. 1 Hour.**

This course is a supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. It requires experience with a broad range of students, including exceptional students. It is taken concurrently with the academic methods course SCED-403E: New Directions in Teaching English Language Arts in Secondary Schools.

**Prerequisite:** SCED-415 with a minimum grade of B and SCED-402E with a minimum grade of B.

**Corequisite:** SCED-403E.

**SCED-404H. Clinical Experiences In Secondary Schools: History. 1 Hour.**

This course is a supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. It requires experience with a broad range of students, including exceptional students.

**Prerequisite:** SCED-415 with a minimum grade of B and SCED-402H with a minimum grade of B.

**Corequisite:** SCED-403H.

**SCED-404M. Clinical Experience In Secondary Schools: Mathematics. 1 Hour.**

This course is a supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. It requires experience with a broad range of students, including exceptional students.

**Prerequisite:** SCED-415 with a minimum grade of B and SCED-402M with a minimum grade of B.

**Corequisite:** SCED-403M.

**SCED-404S. Clinical Experiences In Secondary Schools: Science. 1 Hour.**

This course is a supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. It requires experience with a broad range of students, including exceptional students.

**Prerequisite:** SCED-415 with a minimum grade of B and SCED-402S with a minimum grade of B.

**Corequisite:** SCED-403S.

**SCED-407A. Teaching Multicultural Young Adult Literature In The Secondary School With Clinical Experience. 3 Hours.**

This course for pre-service secondary English teachers will emphasize curricular design and instructional techniques for selecting and using multicultural young adult (YA) literature in a well-rounded English Language Arts curriculum. Students will read and analyze a wide range of award-winning multicultural YA fiction, non-fiction, and poetry and will develop curriculum for middle and high school students, using YA and canonical multicultural literature. Students will also complete a concurrent, supervised clinical experience of at least 50 clock hours in a secondary English classroom.

**Prerequisites:** Full admission into the MAT: Language Arts--Secondary Program. Apply to CEST Office for placement at least one year in advance.

**SCED-407B. Teaching Multicultural Literature In Middle And Secondary Schools Without Clinical Experience. 3 Hours.**

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.

**SCED-408. The Nature Of Mathematical Abilities In School Children. 3 Hours.**

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 student's needs.

**SCED-409. Teaching Mathematical Problem Solving In The Secondary Schools. 3 Hours.**

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.

**SCED-410. Computers In The Teaching Of Secondary School Mathematics. 3 Hours.**

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.



**SCED-415. Introduction To Secondary School Curriculum. 3 Hours.**

Candidates taking this course will develop skills in and strategies for curriculum planning and delivery, with emphasis on meeting urban students' diverse needs. Taken concurrently with EDFN-415, the course will help candidates consider the relationships among subject-area practices, teacher beliefs, learner characteristics, school and community contexts, and other influences on teaching (e.g., educational research, accreditation processes, standards implementation, standardized testing, etc.). Candidates will examine how these relationships impact classroom practice and will apply their understandings by collaborating with peers seeking licensure in different subject areas to develop a critical, interdisciplinary unit of curriculum for students in a specific context.

**Corequisite:** EDFN-415.

**SCED-421. Research In Teaching In Middle And Secondary Schools. 3 Hours.**

This course is the culminating course in candidates' MAT sequence, and is designed to acquaint candidates with research on contemporary trends in teaching. Candidates will critically appraise and discuss classical and contemporary studies in disciplinary and interdisciplinary teaching to identify specific strategies useful in classroom practice. Candidates will examine the role of classroom research in planning, implementing, and assessing the impact of instructional strategies and have the opportunity for individual in-depth study of specific areas related to their needs and interests. This course reinforces candidates' professional literacy and writing skills as related to reading, reviewing, and writing about research.

**Prerequisite:** SCED-404E with a minimum grade of B or SCED-404M with a minimum grade of B or SCED-404S with a minimum grade of B or SCED-404H with a minimum grade of B.

**SCED-429. Student Teaching In Secondary Schools. 6 Hours.**

This course is a capstone course for candidates who plan to teach in grades 6-12. It includes sixteen weeks of full-day student teaching under the supervision of school and university personnel. Candidates will synthesize and apply principles of effective instruction, reflective practice, and culturally responsive teaching in a secondary school setting.

**Corequisite:** SCED-430.

**SCED-430. Student Teaching Seminar: Reflection And Assessment Of Student Learning. 3 Hours.**

In this seminar, candidates will reflect upon their student teaching experiences and examine their impact on student learning. Candidates will prepare formal curricular materials, evaluate their classroom pedagogy, and analyze trends in individual and collective student performance. Additional topics for discussion include classroom management strategies, collaborating with peers, engaging with parents, completing state licensure procedures, and the job search. This course requires co-enrollment in SCED-429: Student Teaching.

**Corequisite:** SCED-429.

**SCED-431. Integrating Engineering, Robotics, And AI In STEM Teaching. 3 Hours.**

This graduate-level course prepares preservice and in-service middle and high school science and math teachers to navigate the exciting intersection of engineering, robotics, and artificial intelligence (AI) within STEM education. Participants will dive into theoretical concepts and apply them through modeling projects, such as building robots and coding them for an instructional purpose, to grasp how these advanced technologies enhance educational settings. The goal of this course is to empower teachers to integrate these innovations into their curriculums, leveraging constructivism, project-based learning, and inquiry-based instruction to prepare students for the 21st-century workforce.

# Major in Early Childhood Education

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## Program in Early Childhood Education (Licensure)

The Early Childhood Education Program offers a course of study leading to the Bachelor of Arts degree. The major in Early Childhood Education consists of 54 credit hours, including two 100-hour clinical experiences at different age levels of early childhood. Each clinical includes a 3-credit weekly lecture to provide more in-depth examination of field experiences and on time field relevant topics.

In addition, students are required to pursue endorsement in TESOL or BLBC (please contact the TESOL program advisor or ECED program advisor for BLBC endorsement requirements)

Students who complete this program qualify for Early Childhood licensure. Upon licensure, they are eligible to teach early childhood (birth-2nd grade).

## Early Childhood Studies Concentration (Non-Licensure)

This concentration is designed as a non-licensure track for students pursuing the Bachelor of Arts in Early Childhood Education. This concentration prepares students to graduate with knowledge, skills, and dispositions needed to work with children from birth to Grade 2 in a variety of settings which do not require a teaching license. Such settings include museums, child care programs, non-profit organizations, private schools/businesses, and other places which provide conducive environments for young children to engage in active learning as they grow and develop.

Students can enter the program with AA or AAS, or as Freshmen. After the completion of 60 credit hours, all undergraduates will be able to proceed with taking courses if they have the following:

- Minimum GPA 2.5
- No grades below a "C"
- Successfully completed (with a C grade minimum) English 101 and 102 and college level Math

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

- \* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.
- \*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

**Major in Early Childhood Education for the Bachelor of Arts Degree**

The major in Early Childhood Education is designed to meet the state teacher licensure requirements.

In order to register for Block 2 courses, students must have met the Goodwin College of Education's requirements for licensure candidacy. Students should meet with the program Advisor (<https://www.neiu.edu/academics/college-of-education/goodwin-college-education-advisors/>) to plan their program in Block 1. Students should complete the necessary procedures to achieve licensure candidacy and declare their major before or while they are enrolled in EDFN 302 and EDFN 303 (Block 1). Only students who have declared their major and are candidates for licensure will be permitted to register for Early Childhood Education Professional Courses. An NEIU GPA of 2.5 is required to begin Block 2 classes.

No more than two grades of "C" in professional sequence coursework is allowed. A grade of "D" in any required Early Childhood course will not be accepted toward the Early Childhood major. The student may repeat a course with a "D" grade one time only, depending on program review. If a student fails to earn a "C" or better, the student will be dropped as an Early Childhood major.

All teacher candidates must maintain a 2.75 GPA. To be entitled for licensure, a student must earn a "B" or better in Student Teaching and for graduation, a 2.75 cumulative GPA is required.

**MINOR AREA OF STUDY****MINOR SUBJECT AREA – 18 CREDIT HOURS MINIMUM**

Students are required to declare a minor in TESL (Teaching English as a Second Language) or BLBC (Bilingual/Bicultural) and/or pursue an endorsement in either ESL or Bilingual Education. Please consult with the Early Childhood Program Advisor for more information.

**PROFESSIONAL SEQUENCE WITH ADMISSION AND RETENTION REQUIREMENTS**

-- Consult the program for admission requirements

Code	Title	Hours
<b>Requirements:</b>		
<b>BLOCK 1</b>		
EDFN-302	Philosophical And Historical Foundations Of Early Childhood Education	3
EDFN-303	Early Childhood Development	3
<b>BLOCK 2</b>		
ECED-301	Curriculum And Instruction In Early Childhood Education	3
ECED-306	Methods Of Teaching Reading In Early Childhood	3
ECED-313	Writing Intensive Program: Language Development And Educational Implications	3
ECED-316	Child, Family And Community	3
<b>BLOCK 3</b>		
ECED-338	Developmental Assessment Of Young Children	3
ECED-355	Methods Of Teaching Mathematics, Science And Social Science In Early Childhood	3
BLBC-340	Teaching English Learners In Diverse Classrooms	3



ECED-327A	Clinical Experiences In Early Childhood Education: Infant To Preschool	3
<b>BLOCK 4</b>		
ECED-325	Children's Literature Across The Curriculum	3
ECED-352	Methods Of Teaching Language Arts, Music And Art In Early Childhood	3
SPED-382	Strategies For Differentiating Instruction For Students With Exceptional Learning Needs	3
ECED-327B	Clinical Experiences In Early Childhood Education: Kindergarten To 2nd Grade	3
<b>BLOCK 5</b>		
ECED-329	Student Teaching In Early Childhood	12
ECED-329B	Student Teaching in Early Childhood (ECED 329B is taken only by those in the CPS Residency program ) This course is repeatable so that it is spread over two semesters.	

**Total Hours****54****BLOCK 1:** Do the following in this Block:

- Meet with ECED program Advisor and review the requirements to be eligible for the licensure program.
- Students must successfully complete Block 1 (EDFN 302 and EDFN 303) to be eligible for Block 2 professional courses.
- Create an ELIS teacher licensure account, if one has not already been created, by visiting <https://www.isbe.net/Pages/Educator-Licensure-Information-System.aspx>.
- Register for Block 2
- Attend mandatory clinical information meeting and apply for the first Clinical Experience (ECED-327A). See [clinical-experiences-and-student-teaching office information](#).

**Eligibility for the first Clinical Experience in Block 3**

- In Block 1 students must consult with the Early Childhood program Advisor (<https://www.neiu.edu/academics/college-of-education/goodwin-college-education-advisors/>) to receive guidance about their application for the first clinical experience in Block 3.
- The application for clinical experiences and student teaching is processed by staff in the Clinical Experiences and Student Teaching (CEST) Office (LWH 4023).
- Students must have completed an application for a clinical experience in order to be placed in a school by the CEST office.
- Students must have also completed the Chicago Public Schools (CPS) field experience online registration form as well as a CPS background check.

**BLOCK 2:** Do the following:

- Students must maintain a cumulative GPA of 2.5 and a GPA of 2.75 in professional courses.
- Complete ECED-301, ECED-306, ECED-313 and ECED-316.
- Apply to the CEST (<https://www.neiu.edu/academics/college-of-education/clinical-experiences-and-student-teaching/>) office for the first clinical ECED-327A, if not already completed.

**BLOCK 3:** Do the following:

- Complete ECED-355 concurrently with ECED-327A (with a grade of B or better), ECED-338, and BLBC 340
- Apply to the CEST (<https://www.neiu.edu/academics/college-of-education/clinical-experiences-and-student-teaching/>) office for the next clinical ECED-327B.
- Take and pass the ILTS Content Area test ([http://www.il.nesinc.com/TestView.aspx?f=HTML\\_FRAG/IL206\\_TestPage.html](http://www.il.nesinc.com/TestView.aspx?f=HTML_FRAG/IL206_TestPage.html)) #206 (Early Childhood). Candidates must pass the State Content Area Test in order to be placed for student teaching.
- Apply to the CEST (<https://www.neiu.edu/academics/college-of-education/clinical-experiences-and-student-teaching/>) office for student teaching.
- Students must also maintain a cumulative GPA of 2.5 and a GPA of 2.75 in professional courses.

**BLOCK 4:** Do the following:

- Complete ECED-325, ECED-352, SPED-382 and ECED-327B (with a grade of B or better).
- Attend mandatory CEST office student teaching orientation meeting.
- Pass the ILTS Content Area test ([http://www.il.nesinc.com/TestView.aspx?f=HTML\\_FRAG/IL206\\_TestPage.html](http://www.il.nesinc.com/TestView.aspx?f=HTML_FRAG/IL206_TestPage.html)) #206 (Early Childhood) if not completed or passed in Block 3.
- Meet with the program Advisor (<https://www.neiu.edu/academics/college-of-education/goodwin-college-education-advisors/>) for an academic record review and obtain information on how to be authorized for student teaching.
- Must meet all Blocks 1, 2, 3 and 4 requirements before proceeding to student teaching.

**BLOCK 5:** Do the following:

- Complete Student teaching – ECED-329 **OR** ECED 329B (for those admitted to the CPS Residency Program). Those in the CPS Residency program are employed and paid by the Chicago Public Schools (CPS) during student teaching. If interested, please obtain more information from the CEST office.
- Complete and pass edTPA in ECED-329 during Student Teaching (to be eligible for Licensure).

**LICENSURE REQUIREMENTS**

- In order to be entitled by NEIU for the Illinois Professional Educator License (early childhood-birth to 2nd grade), students must have received a “B” or better in student teaching and have passed the ILTS Content Area Test #206 ([http://www.il.nesinc.com/TestView.aspx?f=HTML\\_FRAG/IL206\\_TestPage.html](http://www.il.nesinc.com/TestView.aspx?f=HTML_FRAG/IL206_TestPage.html)).
- In order to be licensed by the Illinois State Board of Education, students must have passed the Teacher Performance Assessment (edTPA).

**EXIT REQUIREMENTS FOR DEGREE COMPLETION**

- Successful completion of all NEIU and ECED General Education Requirements
- Successful completion of Block 1 through Block 5 Courses
- Must earn a B or better in all Clinical Experiences and Student Teaching
- Must provide evidence of passing ILTS Content Area test ([http://www.il.nesinc.com/TestView.aspx?f=HTML\\_FRAG/IL206\\_TestPage.html](http://www.il.nesinc.com/TestView.aspx?f=HTML_FRAG/IL206_TestPage.html)) #206 (Early Childhood)
- Must successfully complete the required minor
- Must have the minimum credit hours for degree: 120 credit hours
- Must maintain a cumulative GPA of 2.5
- Must maintain an overall GPA of 2.75 in professional sequence courses.

## Early Childhood Studies Concentration (non-licensure)

**BLOCK 1:** Do the following:

- Meet with ECED program Advisor to declare your Major
- Transfer in course equivalents or successfully complete Block 1 (EDFN-302 and EDFN-303) to be eligible for Block 2 professional courses. Consult with the ECED Advisor.

**BLOCK 2:** Do the following:

- Maintain a cumulative GPA of 2.5.
- Complete ECED-301, ECED-306, ECED-313 and ECED-316.

**BLOCK 3:** Do the following:

- Maintain a cumulative GPA of 2.5.
- Complete ECED-338, ECED-355, BLBC-340

**BLOCK 4:** Do the following:

- Complete ECED-325, ECED-352, SPED-382.
- Meet with the program Advisor (<https://www.neiu.edu/academics/college-of-education/goodwin-college-education-advisors/>) for an academic record review and obtain information on how to be authorized for the capstone.
- Must meet all Blocks 1, 2, 3 and 4 requirements before proceeding to the capstone.

**BLOCK 5:** Do the following:

- Complete the capstone
- Maintain a cumulative GPA of 2.5

**EXIT REQUIREMENTS FOR DEGREE COMPLETION**

- Successful completion of NEIU and ECED General Education Requirements
- Successful completion of Block 1 through Block 5 Courses
- Must earn a B or better in the capstone
- Successful completion of the required minor

- Must have the minimum credit hours for degree: 120 credit hours
- Must maintain a cumulative GPA of 2.5

Code	Title	Hours
<b>Requirements:</b>		
<b>BLOCK 1</b>		
EDFN-302	Philosophical And Historical Foundations Of Early Childhood Education	3
EDFN-303	Early Childhood Development	3
<b>BLOCK 2</b>		
ECED-301	Curriculum And Instruction In Early Childhood Education	3
ECED-306	Methods Of Teaching Reading In Early Childhood	3
ECED-313	Writing Intensive Program: Language Development And Educational Implications	3
ECED-316	Child, Family And Community	3
<b>BLOCK 3</b>		
ECED-338	Developmental Assessment Of Young Children	3
ECED-355	Methods Of Teaching Mathematics, Science And Social Science In Early Childhood	3
BLBC-340	Teaching English Learners In Diverse Classrooms	3
<b>BLOCK 4</b>		
ECED-325	Children's Literature Across The Curriculum	3
ECED-352	Methods Of Teaching Language Arts, Music And Art In Early Childhood	3
SPED-382	Strategies For Differentiating Instruction For Students With Exceptional Learning Needs	3
<b>BLOCK 5</b>		
ECED-375	Capstone Experience in Early Childhood Studies	6
<b>Total Hours</b>		<b>42</b>

Please be aware that State of Illinois requirements have changed regarding edTPA completion, and it is no longer required (see Block 5).

In addition to the successful completion of the Early Childhood Education major and the required minor, students must complete the **general education** requirements for the College of Education. These requirements overlap with NEIU's General Education Requirements:

Code	Title	Hours
Fine Arts (6 credit hours)		6
Any Music or Dance Course		
Humanities (9 credit hours)		9
Select one of the following:		
ENGL-201	The World Of Poetry	
or ENGL-202	The World Of Drama	
or ENGL-203	The World Of Fiction	
And choose two courses from Limited List in: English, Foreign Language, Linguistics, Philosophy		
Behavioral and Social Science (12 credit hours)		12
PSCI-216	American National Government	
HIST-214	American History To 1877	
or HIST-215	American History Since 1877	
Select one of the following:		
HIST-111C	World History: East Asia (Non-Western/Third World)	
or HIST-111D	World History: Latin America	
or HIST-111E	World History: Africa	
or HIST-111F	World History: Islam	
or ANTH-212	Introduction To Cultural Anthropology	
Elective		
Biological & Physical Sciences (12 credit hours)		12
Coursework must include Biological, Earth and Space, & Physical Science (include one lab course)		

ENGL-101 & ENGL-102	Writing I and Writing II <sup>1</sup>	6
Select one of the following:		3
CMTC-101 or CMTC-202	Public Speaking <sup>1</sup> Voice and Diction	
HSCI-107	Health For Effective Living	3
College-level Mathematics Course (approved by ECED advisor). <sup>1</sup>		3
Physical Education Elective		1
Total Credit Hours Required for Graduation		120

<sup>1</sup> Students must receive a grade of "C" or higher.

**It is recommended to consult with your advisor at least once each semester.**

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

In order to register for Block 2 courses, you must have declared a major and be admitted to the College of Education.

**First Year**

Term 1		Hours
ENGL-101	Writing I	3
CMTC-101 or 202	Public Speaking	3
Math Course		3
Non-Western/Third World course		3
HSCI-107	Health For Effective Living	3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
ENGL-102	Writing II	3
HIST-214 or 215	American History To 1877	3
1 elective - Social Behavioral Sciences		3
1 Music or Dance class		3
Fine Arts Course		3
<b>Term Hours</b>		<b>15</b>
<b>Term 3</b>		
Earth Science course		3
<b>Term Hours</b>		<b>3</b>

**Second Year**

Term 1		Hours
Block 1A		
EDFN-302	Philosophical And Historical Foundations Of Early Childhood Education	3
ENGL-201 or ENGL-202 or ENGL-203		3
1 Phys Ed Course		1
BIO-100	Introduction To Biology	3
1 Course in Minor		3
<b>Term Hours</b>		<b>13</b>
<b>Term 2</b>		
Block 1B		
EDFN-303	Early Childhood Development	3
PSCI-216	American National Government	3
2 Humanities courses		6
Any Natural Science Course		3
<b>Term Hours</b>		<b>15</b>

<b>Term 3</b>			
One Physical Science course			3
		<b>Term Hours</b>	<b>3</b>
<b>Third Year</b>			
<b>Term 1</b>			
Block 2			
ECED-301	Curriculum And Instruction In Early Childhood Education		3
ECED-313	Writing Intensive Program: Language Development And Educational Implications		3
ECED-316	Child, Family And Community		3
2 Courses from Minor			6
		<b>Term Hours</b>	<b>15</b>
<b>Term 2</b>			
Block 3			
ECED-306	Methods Of Teaching Reading In Early Childhood		3
ECED-338	Developmental Assessment Of Young Children		3
ECED-355	Methods Of Teaching Mathematics, Science And Social Science In Early Childhood		3
ECED-327A	Clinical Experiences In Early Childhood Education: Infant To Preschool		3
1 Course from Minor			3
		<b>Term Hours</b>	<b>15</b>
<b>Term 3</b>			
Two courses from minor			6
Floating Course			
BLBC-340	Teaching English Learners In Diverse Classrooms		3
		<b>Term Hours</b>	<b>9</b>
<b>Fourth Year</b>			
<b>Term 1</b>			
Block 4			
ECED-325	Children's Literature Across The Curriculum		3
ECED-352	Methods Of Teaching Language Arts, Music And Art In Early Childhood		3
SPED-382	Strategies For Differentiating Instruction For Students With Exceptional Learning Needs		3
ECED-327B	Clinical Experiences In Early Childhood Education: Kindergarten To 2nd Grade		3
		<b>Term Hours</b>	<b>12</b>
<b>Term 2</b>			
Block 5			

ECED-329	Student Teaching In Early Childhood	9,12
<b>Term Hours</b>		<b>9-12</b>
<b>Total Hours:</b>		<b>124-127</b>

# Major in Elementary Education

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## 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 200 hours in local schools prior to the full-day student teaching experience. Students who complete this program qualify for elementary education licensure. Upon licensure, they are eligible to teach elementary school (grades 1-6).

### Program Outcomes:

Students completing the Elementary Education major will:

1. Develop highly reflective, creative, and critical teaching skills and demonstrate the knowledge to connect theory to practice.
2. Show evidence of a wide repertoire of teaching strategies across the curriculum, and an understanding of inquiry and project-based teaching.
3. Demonstrate deep content knowledge across the curriculum.
4. Demonstrate knowledge of skills and practices in literacy instruction for diverse learners across the curriculum.
5. Develop the skills and habits of mind to critique knowledge, curriculum, and standards, and analyze the political and moral dimensions of schooling and teaching.
6. Develop the skills and knowledge to implement culturally relevant pedagogy that considers all forms of diversity; and show evidence of the ability to integrate this content into their classroom curriculum.
7. Demonstrate their ability to use and integrate technology and media in their teaching and across the curriculum.
8. Demonstrate their ability to use a variety of assessment approaches for instructional decision-making.
9. Have an understanding of educational research and demonstrate the skills to locate and critique scholarly and relevant studies.
10. Demonstrate excellent oral and written communication skills.
11. Demonstrate the ability to create a classroom community that is safe, creative, caring, inclusive, and motivating for learning.
12. Understand the principles of social justice, the role of schooling in a democracy, and the ability to teach for active citizenship and critical literacy.
13. Demonstrate the ability to integrate critical thinking and problem solving in their teaching.
14. Show evidence of professionalism, responsibility, integrity, and the ability to work collaboratively for the success of all students.
15. Assume responsibility for their own ongoing professional development, and understand the role of teachers as school and social change agents

## Elementary Education with Bilingual Education Endorsement (Major)

Candidates in the elementary program who want to add a bilingual education endorsement will declare their major in Elementary Education with a Bilingual Endorsement, pass a Language Proficiency Test (TLP), complete field experience/student teaching in bilingual settings and complete the following 18 credit hours:

- Foundations of Bilingual Education
  - BLBC 338 Bilingualism and Education (3 hours)
- Assessment of Bilingual Students
  - BLBC 342 Assessment in the Bilingual Classroom (3 hours)
- Methods and Materials for Teaching Limited English Proficient Students in Bilingual Programs
  - BLBC 341 Methods of Teaching in Bilingual Classrooms (3 hours)
- Cross-Cultural Studies for Teaching Limited English Proficient Students
  - BLBC 339 Culturally Responsive Teaching in Diverse Classrooms (3 hours) (\*)
- Methods and Materials for Teaching English as a Second Language
  - BLBC 340 Teaching English Learners in Diverse Classrooms (3 hours) (\*)
- ELECTIVE
  - TESL 301 The English Language for Teachers (suggested to be able to add the ESL endorsement) (3 hours)

(\*) Course is part of the Elementary Education Program.

Notes:

- Students declared in Elementary Education with a Bilingual Endorsement major do not need to complete a minor in bilingual education.
- Candidates in the Early Childhood Program who will complete the minor in Bilingual Education will complete ECED 327B (100 hrs.) in a bilingual setting.
- For students in the Elementary education program with a bilingual endorsement major, TESL 301 is suggested to add the ESL endorsement, and you do not take TESL 399.

- TESL 402 is suggested to add the ESL endorsement for MAT-ELED candidates completing the requirements for the bilingual endorsement. Also, since your BLBC 429 is in a bilingual setting, you DO NOT need to take TESL 399.
- Students in the following programs: Middle Level, PE, Special Education, and Secondary education; completing a minor in Bilingual Education must contact their program coordinator/facilitator to determine how to meet the 100 hours of clinical experience in a bilingual setting. The CEST office must be notified to place the students in a bilingual setting. If no placement is possible, NEIU may entitle the candidate for a short-term approval. Contact your program advisor for more information.

no change

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

#### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

#### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.



Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Degree and Program Completion/Entitlement Requirements

To graduate from the program and be entitled to state licensure, students must complete a minimum of 120 credit hours, which include the following requirements:

- University General Education Program Requirements
- Professional Education Coursework
- Approved Area of Concentration
- Additional Courses and Tests Required for State Licensure (<http://www.il.nesinc.com/>)
- Program Completion Criteria

## Required Professional Education Courses

Code	Title	Hours
EDFN-305	Philosophical And Historical Foundations Of Public Education	3
Attend mandatory clinical information meeting and apply for Clinical Field Experiences		
EDFN-306	Education And Individual Differences	3
ELED-308	Instructional Design	3
ELED-302	Writing Intensive Program: Foundation Of Teaching The English Language Arts	3
SPED-382	Strategies For Differentiating Instruction For Students With Exceptional Learning Needs	3
ELED-310	Methods Of Teaching Mathematics In The Elementary Grades	3
ELED-313	Literature And Literacy In The Content Areas	3
BLBC-340	Teaching English Learners In Diverse Classrooms	3
BLBC-339	Culturally Responsive Teaching in Diverse Classrooms	3
ELED-305	Teaching Science In The Elementary School	3
ELED-328A	Clinical Experiences	3
ELED-304	Inquiry-Based Social Studies In The Elementary Grades	3
ELED-306	Methods Of Literacy Instruction	3
ELED-316	Critical Issues In Education	3
ELED-328B	Clinical Experience In Elementary Education	3
ELED-329	Student Teaching In Elementary Grades	9
<b>Total Hours</b>		<b>54</b>

## ELIGIBILITY FOR LICENSURE & THE ELEMENTARY EDUCATION PROGRAM

To register for Block One courses in the ELED program, students must have declared their majors and met the requirements for licensure candidacy in the Goodwin College of Education. Students should meet with program advisors to plan their programs before taking EDFN-306 (<http://catalog.neiu.edu/search/?P=EDFN-306>) and complete the necessary procedures to declare their majors before or while enrolled in EDFN-306 (<http://catalog.neiu.edu/search/?P=EDFN-306>).

- Completion of a minimum of 60 hours or junior status
- Completion of EDFN-305 (<http://catalog.neiu.edu/search/?P=EDFN-305>) and EDFN-306 (<http://catalog.neiu.edu/search/?P=EDFN-306>) with grades of B or better
- NEIU Overall GPA of 2.5 or better
- Creation of an ELIS teacher licensure account, if one has not already been created, by visiting <https://www.isbe.net/Pages/Educator-Licensure-Information-System.aspx>.

## Areas of Concentration

### AREA OF CONCENTRATION – 11 CREDIT HOURS MINIMUM

Students may select an area of concentration with a minimum of 11 credit hours in a content area.

The above requirements apply to undergraduate transfer students and graduates of accredited universities (Second B.A. or TLP Programs). All students must consult with a Program Advisor in the Elementary Education Program.

## ELEMENTARY EDUCATION PROFESSIONAL SEQUENCE WITH ADMISSION AND RETENTION REQUIREMENTS

Each block of courses must be completed before moving forward.

- A 3.0 GPA must be maintained in professional sequence coursework. Students whose program GPA falls below 3.0 will be allowed one (1) semester to take program courses in order to raise their GPA, but will not be allowed to proceed with clinical courses until they have done so.
- A 2.5 GPA must be maintained overall. (If GPA levels are not maintained, student will not be allowed to proceed through the program).
- Students must successfully complete each block of courses in order to move to the next block. All floating courses must be completed before student teaching.

### Block 1

Complete ELED-308, SPED-382, ELED-310, and ELED-302 (<http://catalog.neiu.edu/search/?P=ELED-302>) with an average GPA of 3.0.

- For approval to enroll in ELED-306 (<http://catalog.neiu.edu/search/?P=ELED-306A>) and ELED-328B, a disposition form with a rating of Satisfactory must be obtained from student's instructor in ELED-308. A 2<sup>nd</sup> disposition form, also with a Satisfactory rating must be obtained from the student's instructor of ELED-328B. See Program Advisor for more information.
- Attend mandatory clinical information meeting and apply for Clinical Field Experiences: clinical-experiences-and-student-teaching (<http://www.neiu.edu/academics/college-of-education/clinical-experiences-and-student-teaching/>)
- ELED-308 and ELED-302

### Block 2

Complete BLBC-339, ELED 328A (with a grade of B or better), ELED-313 and ELED-305 (floating courses may be taken concurrently).

Attend mandatory Student Teaching Information meeting and apply for Student Teaching field placement: cestdept (<http://www.neiu.edu/academics/college-of-education/clinical-experiences-and-student-teaching/>)

### block 3

Complete ELED-306, ELED-328B (with a grade of B or better), and ELED-316 (floating courses may be taken concurrently).

Pass the ILTS Content Area Examination, (<http://www.il.nesinc.com/>) # 305 ([http://www.il.nesinc.com/TestView.aspx?f=HTML\\_FRAG/IL305\\_TestPage.html](http://www.il.nesinc.com/TestView.aspx?f=HTML_FRAG/IL305_TestPage.html)).

All of the above requirements must be met before proceeding to student teaching.

Attend mandatory CEST student teaching orientation meeting.

### block 4

Complete student teaching - ELED-329 (<http://catalog.neiu.edu/search/?P=ELED-329>)

### floating courses

The following floating courses may be taken any time after Block 1 and before Block 4: ELED 304: Inquiry-Based Social Studies in the Elementary Grades, and BLBC 340: Methods of Teaching English Learners.

### licensure requirements

For students to be entitled by NEIU for the Illinois Professional Educator License (elementary grades 1-6), they must receive a "B" or better in student teaching and have passed the ILTS Elementary Grades Content Area Test # 305. ([http://www.il.nesinc.com/TestView.aspx?f=HTML\\_FRAG/IL305\\_TestPage.html](http://www.il.nesinc.com/TestView.aspx?f=HTML_FRAG/IL305_TestPage.html)) To be licensed by the Illinois State Board of Education, students must pass the Teacher Performance Assessment (edTPA).

Prior to student teaching, all Elementary Education majors must complete a minimum of 200 clock hours of clinical experience to be eligible for licensure in the State of Illinois. These clinical experiences (completed concurrently with BLBC-339 and ELED-306 (<http://catalog.neiu.edu/search/?P=ELED-306A>)) require placement in a public or private elementary school with a state-licensed teacher. To request placement for clinical experience, students must register in the Office of Clinical Experiences and Student Teaching (Please see the section Clinical Experiences, and Student Teaching in this catalog).

In order to be considered for Clinical Experiences, students must be admitted to Elementary Education Program. In addition, students must have completed courses in Block 1 (to take ELED 328A) and Block 2 (to take ELED 328B) and have a program GPA of 3.0 or higher.

To qualify for Student Teaching, students must maintain a minimum grade point average of 3.0 in the Professional Sequence and a 2.5 cumulative grade point average and have passed the ILTS Content Area Test. No required professional education course may be taken more than twice to achieve an acceptable grade. To be entitled for licensure by the State of Illinois, a student must earn a grade of "B" or better in Student Teaching.

## exit REQUIREMENTS FOR DEGREE COMPLETION

- Successful completion of all NEIU General Education Requirements.
- Minimum credit hours for degree: 120 credit hours.
- Maintain cumulative GPA of 2.5.
- Maintain professional sequence GPA of 3.0.
- Evidence of passing ILTS Content Area Test (<http://www.il.nesinc.com/>) in Elementary Education
- B Grade or better in Student Teaching

In addition to the successful completion of the Elementary Education major and area of concentration, students must complete the **general education** requirements for the College of Education. These requirements overlap with NEIU's General Education Requirements:

Code	Title	Hours
<b>General Education Requirements</b>		
<b>Fine Arts</b>		<b>6</b>
Select 6 credit hours from the General Education Program List		
<b>Humanities</b>		<b>9</b>
ENGL-205	Literatures And Literacies	
6 credit hours to be selected		
<b>Behavioral and Social Science</b>		<b>12</b>
HIST-214 or HIST-215	American History To 1877 American History Since 1877	
PSCI-216	American National Government	
GES-104	World Geography	
HIST-111C	World History: East Asia	
HIST-111D	World History: Latin America	
HIST-111E	World History: Africa	
HIST-111F	World History: Islam	
ANTH-212	Introduction To Cultural Anthropology	
<b>Biological &amp; Physical Sciences</b>		<b>10</b>
BIOS-110	Introduction To Biology For Educators	
ESCI-121	Introduction To Earth Science	
CHEM-110 or PHYS-110	Chemical Concepts Physics In Everyday Life	
Total hours		<b>37</b>

## General Education Requirements which are not on the Gen Ed List

Code	Title	Hours
ENGL-101	Writing I <sup>1</sup>	3
ENGL-102	Writing II <sup>1</sup>	3
CMTC-101 or CMTC-202	Public Speaking <sup>1</sup> Voice and Diction	3
MATH-149 & MATH-150	Math For Elementary Teachers I and Math For Elementary Teachers II With Problem Solving	9
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> Must receive a grade of "C" or higher.

## EXIT REQUIREMENTS FOR LICENSURE

- Successful completion of Block 1-4 with evidence of passing score on the Teacher Performance Assessment (edTPA (<http://www.neiu.edu/academics/college-of-education/edtpa/>)).

It is recommended to consult with your advisor (<http://www.neiu.edu/academics/college-of-education/departments/teacher-education/>) at least once each semester.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

**First Year**

<b>Term 1</b>		<b>Hours</b>
ENGL-101	Writing I	3
Fine Arts course		3
Humanities course		3
Area of Concentration Course		3
<b>Term Hours</b>		<b>12</b>

<b>Term 2</b>		
MATH-149	Math For Elementary Teachers I	4
ENGL-102	Writing II	3
HIST-214 or 215	American History To 1877	3
CMTC-101	Public Speaking	3
<b>Term Hours</b>		<b>13</b>

<b>Term 3</b>		
Humanities course		3
Area of concentration course		3
<b>Term Hours</b>		<b>6</b>

**Second Year**

<b>Term 1</b>		
MATH-150	Math For Elementary Teachers II With Problem Solving	5
EDFN-305	Philosophical And Historical Foundations Of Public Education	3
ENGL-205	Literatures And Literacies	3
GES-104	World Geography	3
<b>Term Hours</b>		<b>14</b>

<b>Term 2</b>		
ESCI-121	Introduction To Earth Science	3
PSCI-216	American National Government	3
EDFN-306	Education And Individual Differences	3
CHEM-110 or PHYS 110	Chemical Concepts	3
Area of concentration course		3
<b>Term Hours</b>		<b>15</b>

<b>Term 3</b>		
Fine Arts		3
Area of concentration course		3
<b>Term Hours</b>		<b>6</b>

**Third Year**

<b>Term 1</b>		
ELED-300	Instructional Design In The 21st Century Classroom	1.5
SPED-317	Inclusive Teaching Strategies	1.5
BIOS-110	Introduction To Biology For Educators	4
ELED-302	Writing Intensive Program: Foundation Of Teaching The English Language Arts	3
ELED-310	Methods Of Teaching Mathematics In The Elementary Grades	3

BLBC-340	Teaching English Learners In Diverse Classrooms	3
<b>Term Hours</b>		<b>16</b>
<b>Term 2</b>		
BLBC-339	Culturally Responsive Teaching In Diverse Classrooms	3
ELED-328A	Clinical Experiences	3
ELED-303	Children's And Young Adult Literature	1.5
ELED-309	Content Area Literacy	1.5
ELED-305	Teaching Science In The Elementary School	3
EDFN-343	Using Technology In Classrooms	2
ELED-304	Inquiry-Based Social Studies In The Elementary Grades	3
<b>Term Hours</b>		<b>17</b>
<b>Fourth Year</b>		
<b>Term 1</b>		
ELED-306	Methods Of Literacy Instruction	3
ELED-328B	Clinical Experience In Elementary Education	3
ELED-320	Classroom Management	1.5
ELED-342	Classroom Assessment	1.5
PEMT-235	Teaching Physical And Health Education Concepts For Classroom Teachers	3
<b>Term Hours</b>		<b>12</b>
<b>Term 2</b>		
ELED-329	Student Teaching In Elementary Grades	7.5-9
EDFN-308	Teaching And Learning	1.5
<b>Term Hours</b>		<b>9-10.5</b>
<b>Total Hours:</b>		<b>120-121.5</b>

# Major in Middle Level Education

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## Program in Middle School Education

The Middle Level Education program (MLED) will provide students with the knowledge, skills, and dispositions to be successful teachers in grades 5-8. Candidates choose a minimum of one discipline to earn their endorsement from Social Studies, Math, Science, and/or Language Arts. Subject area endorsements require 21 hours of approved content courses in the discipline. MLED Candidates complete two clinical experiences in grades 5-8 classrooms totaling 200 hours and full-time student teaching in their endorsement area for 16 weeks. Candidates who complete the MLED program qualify for the Illinois Middle Grade Professional Educator License to teach in their endorsement area(s).

## Program Outcomes:

Students completing the Middle School Education major will:

1. Have the knowledge and skills to create dynamic, creative, critical, and developmentally responsive middle grade classrooms for the 21<sup>st</sup> century
2. Possess the skills and knowledge to design interdisciplinary curriculum based on inquiry, projects, authentic literacy, and standards
3. Work collaboratively with a middle grades team, parents, and the school and local community
4. Have a wide repertoire of teaching strategies for diverse middle grade students
5. Cultivate a safe and caring classroom community for all students
6. Teach culturally diverse and global knowledge
7. Integrate principles of social justice and active citizenship for democracy
8. Integrate technology in their classroom
9. Understand a variety of assessment strategies

NA no change

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

**Discipline Specific (ELE-DS)**

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

**Boundary Crossing (ELE-X)**

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

**Math/Quantitative Reasoning (MA)**

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

- \* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.
- \*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Major in Middle-Level Education

Middle-Level Education students must complete the same NEIU General Education requirements that are currently required for Elementary Education students. However, MLED students may be required to take additional general education courses to complete their subject area endorsement(s).

The MLED professional program requires 48 credit hours for graduates with a Literacy endorsement and 51 credit hours for graduates with an endorsement in Math, Science, or Social Studies (in addition to any required general education courses to complete their endorsement). All MLED majors take all literacy methods courses (ELED 313, MLED 306, and WIP MLED 302) that are taken for the Literacy endorsement. Math, Science, and Social Studies candidates also take their endorsement area methods course (MLED 304 or MLED 305 or MLED 310).

## Degree and Program Completion/Entitlement Requirements

In order to graduate from the program and be entitled to state licensure, students must complete a minimum of 120 credit hours, which include the following requirements:

- University General Education Program Requirements
- Professional Education Coursework
- Approved Area of Concentration
- Additional Courses and Tests required for State Licensure (<https://www.isbe.net/Pages/Professional-Educator-License.aspx>)

## Required Professional Education Courses

Code	Title	Hours
EDFN-305	Philosophical And Historical Foundations Of Public Education	3
EDFN-319	Adolescent Development	3
ELED-308	Instructional Design	3
SPED-382	Strategies For Differentiating Instruction For Students With Exceptional Learning Needs	3
MLED-302	Writing Intensive Program: Foundations Of Teaching English Language Arts In Middle Grades	3
BLBC-339	Culturally Responsive Teaching in Diverse Classrooms	3
MLED-328A	Clinical Experience English Learners In Middle Grades	3
MLED-305	Methods Of Teaching Science In Middle School (Taken for Science endorsement only.)	
ELED-313	Literature And Literacy In The Content Areas	3
MLED-304	Inquiry-Based Social Studies In The Middle Grades (Taken for Social Studies endorsement only)	
MLED-310	Math Methods In The Middle Grades (Taken for Math endorsement only)	
MLED-306	Methods Of Literacy Education In Middle School	3
MLED-328B	Clinical Experience Literacy In Middle Grades	3

EDFN-350	Philosophy Of Curriculum Integration In Middle Grades (or MLED 350)	3
ELED-316	Critical Issues In Education	3
BLBC-340	Teaching English Learners In Diverse Classrooms	3
MLED-329	Student Teaching In The Middle School	9

## ELIGIBILITY FOR TEACHER CANDIDACY & THE MIDDLE-LEVEL EDUCATION PROGRAM

To register for Block One, students must have declared their majors and met the requirements for licensure candidacy in the Goodwin College of Education. Students should meet with program advisors to plan their programs before taking EDFN 319. Students should complete the necessary procedures to declare their majors before or while enrolled in EDFN 319.

Each block of courses must be completed before moving forward.

- Completion of a minimum of 60 hours or Junior status
- Completion of EDFN 305 and EDFN 319 with grades of B or better
- NEIU GPA of 2.5 or better
- Creation of an ELIS teacher licensure account, if one has not already been created, by visiting <https://www.isbe.net/Pages/Educator-Licensure-Information-System.aspx>.

### Block 1

Complete ELED 308, SPED 382, MLED 310 (for Math endorsement only) and MLED 302 with an average GPA of 3.0

- For approval to enroll in MLED 306 and MLED 328B, a disposition form with a rating of Satisfactory must be obtained from student's instructor in ELED 308. A second disposition form, also with a Satisfactory rating, must be obtained from the student's instructor of MLED 304, MLED 305 OR MLED 310. See Program Advisor for more information.
- Attend mandatory clinical information meeting and apply for Clinical Field Experience **clinical-experiences-and-student-teaching**.
- ELED 308 and MLED 302 must be completed with a "B" or better.

### Block 2

Complete BLBC 339, MLED 328A (with a grade of B or better), ELED 313, MLED 305 (for science endorsement only) **or** MLED 304 (for social studies endorsement only). Attend mandatory Student Teaching information session (<http://neiu.edu/academics/college-of-education/departments/clinical-experiences-and-student-teaching/pre-application-information-sessions/>) and apply (<http://neiu.edu/academics/college-of-education/departments/clinical-experiences-and-student-teaching/application-process/>) for Student Teaching field placement.

### Block 3

Complete MLED 306, MLED 328B (with a grade of B or better), ELED 316, MLED 350 **or** EDFN 350.

- Pass the ILTS Content Area Examination in the appropriate endorsement area--see program advisor.
- Attend mandatory CEST student teaching orientation meeting.

### Block 4

Complete Student Teaching (<http://neiu.edu/academics/college-of-education/departments/clinical-experiences-and-student-teaching/student-teaching/>) - MLED 329.

### Floating Courses

The following floating courses may be taken any time after Block 1 and before Block 4: BLBC 340: Methods of Teaching English Learners.

### Licensure Requirements

In order for students to be entitled by NEIU for the Illinois Professional Educator License (PEL) endorsed in middle school (grades 5-8), they must receive a "B" or better in student teaching. In order for students to be licensed by the Illinois State Board of Education, they must pass the Teacher Performance Assessment (edTPA).

Prior to student teaching, all Middle School Education majors must complete a minimum of 200 clock hours of clinical experience to be eligible for licensure in the State of Illinois. These clinical experiences (completed concurrent with BLBC 339 and MLED 306) require placement in a public or private school with a state licensed teacher. To request placement for clinical experience, students must register in the Office of Clinical Experiences and Student Teaching. (Please see the section, Clinical Experiences and Student Teaching in this catalog)



In order to be considered for Clinical Experiences, students must be admitted to the College of Education and accepted into the Middle School Education program. In addition, students must have completed courses in Block 1 (in order to take MLED 328A) and Block 2 (in order to take MLED 328B).

To qualify for Student Teaching, students must maintain a minimum grade point average of 3.0 in the Professional Sequence coursework and a 2.5 cumulative grade point average and have passed the ICTS Content Area Test. No required professional education course may be taken more than twice to achieve an acceptable grade. To be entitled for licensure by the State of Illinois, a student must earn a grade of "B" or better in student teaching.

#### EXIT REQUIREMENTS FOR DEGREE COMPLETION

- Successful completion of all NEIU General Education requirements
- Minimum credit hours for degree: 120 credit hours
- Maintain cumulative GPA of 2.5
- Maintain professional sequence GPA of 3.0
- Evidence of passing the content area test in the appropriate endorsement area
- B Grade or better in Student Teaching

In addition to the successful completion of the Middle School Education major and area of concentration, students must complete the **general education** requirements for the College of Education. These requirements overlap with NEIU's General Education Requirements.

#### General Education Requirements which are not on the Gen ED list:

Code	Title	Hours
ENGL-101	Writing I	3
ENGL-102	Writing II	3
CMTC-101 or CMTC-202	Public Speaking Voice and Diction	3
MATH-149	Math For Elementary Teachers I	4
MATH-150	Math For Elementary Teachers II With Problem Solving	5
<b>Total Hours</b>		<b>18</b>

#### EXIT REQUIREMENTS FOR LICENSURE

- Successful completion of Block 4.

It is recommended to consult with your advisor (<http://www.neiu.edu/academics/college-of-education/departments/teacher-education/>) at least once each semester.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

#### First Year

Term 1		Hours
ENGL-101	Writing I	3
Fine Arts Course		3
Humanities Course		3
Non-Western/Third World Course		3
Content Area Course		3
<b>Term Hours</b>		<b>15</b>
Term 2		
MATH-149	Math For Elementary Teachers I	4
CMTC-101	Public Speaking	3
ENGL-102	Writing II	3
HIST-214 or 215	American History To 1877	3
<b>Term Hours</b>		<b>13</b>
Term 3		
Humanities Course		3
Content Area Course		3
<b>Term Hours</b>		<b>6</b>

**Second Year**

<b>Term 1</b>		
MATH-150	Math For Elementary Teachers II With Problem Solving	5
EDFN-305	Philosophical And Historical Foundations Of Public Education	3
ENGL-205	Literatures And Literacies	3
GES-104	World Geography	3
		<b>Term Hours</b>
		<b>14</b>
<b>Term 2</b>		
ESCI-121	Introduction To Earth Science	3
PSCI-216	American National Government	3
CHEM-110 or PHYS 110	Chemical Concepts	3
ESCI-121	Introduction To Earth Science	3
EDFN-319	Adolescent Development	3
		<b>Term Hours</b>
		<b>15</b>
<b>Term 3</b>		
FINE ARTS COURSE		3
Content Area Course		3
		<b>Term Hours</b>
		<b>6</b>
<b>Third Year</b>		
<b>Term 1</b>		
SPED-317	Inclusive Teaching Strategies	1.5
ELED-300	Instructional Design In The 21st Century Classroom	1.5
BIOS-110	Introduction To Biology For Educators	4
MLED-302	Writing Intensive Program: Foundations Of Teaching English Language Arts In Middle Grades	3
MLED-310 (For Math endorsement only)	Math Methods In The Middle Grades	3
		<b>Term Hours</b>
		<b>13</b>
<b>Term 2</b>		
BLBC-339	Culturally Responsive Teaching in Diverse Classrooms	3
MLED-328A	Clinical Experience English Learners In Middle Grades	3
ELED-303	Children's And Young Adult Literature	1.5
MLED-309	Reading And Writing In The Content Areas	1.5
MLED-305 (For Science endorsement only)	Methods Of Teaching Science In Middle School	3
EDFN-343	Using Technology In Classrooms	2
MLED-304 (For Social Studies endorsement only)	Inquiry-Based Social Studies In The Middle Grades	3
		<b>Term Hours</b>
		<b>17</b>
<b>Term 3</b>		
Content Area Course		3
Content Area Course		3
		<b>Term Hours</b>
		<b>6</b>

**Fourth Year**

<b>Term 1</b>		
MLED-306	Methods Of Literacy Education In Middle School	3
MLED-328B	Clinical Experience Literacy In Middle Grades	3
ELED-320	Classroom Management	1.5
ELED-342	Classroom Assessment	1.5
PEMT-235	Teaching Physical And Health Education Concepts For Classroom Teachers	3
EDFN-350	Philosophy Of Curriculum Integration In Middle Grades	3
<b>Term Hours</b>		<b>15</b>
<b>Term 2</b>		
MLED-329	Student Teaching In The Middle School	7.5
EDFN-308	Teaching And Learning	1.5
<b>Term Hours</b>		<b>9</b>
<b>Total Hours:</b>		<b>129</b>

# Master of Arts in Teaching in Early Childhood Education

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## Program Overview

The Master of Arts in Teaching (<http://www.neiu.edu/academics/college-of-education/departments/teacher-education/>) (MAT) in Early Childhood Education is designed for students who are seeking a graduate degree and initial licensure to teach young children from birth to 2nd grade. The program also offers the opportunity to earn initial licensure without a graduate degree by enrolling in the Teacher Licensure program (TLP). The program provides a solid academic course of study as well as diverse, dynamic, and enriching learning experiences aimed at preparing high quality teachers who will provide young children with a strong 21st-century foundation for learning and development. Graduates of the program will acquire the knowledge, skills, and dispositions necessary for working effectively with typically and atypically developing children in diverse learning environments. The Masters degree with initial licensure program is composed of 36 credit hours designed to be completed in as few as five semesters, including one summer, while the Teacher Licensure only program (TLP) is composed of 33 credit hours.

### Goals of the Program

Graduates of the program will:

1. Acquire deep understanding of the process of human development and learning from birth to age 8 and become familiar with the field of Early Childhood Education through historical, philosophical, theoretical and practical perspectives as well as legislation impacting early childhood education and the critical role of families in the education of young children.
2. Develop enriched awareness of research in educating young children and understanding of how such research informs practice to make learning effective while also expanding the theoretical base of the field of early childhood education.
3. Build solid academic content knowledge, pedagogical content knowledge, and professional competencies appropriate for 21st century demands of effective teaching, assessment, ethics, and professionalism in the field of Early Childhood Education.
4. Experience working with young children and their families from diverse backgrounds and develop rapport with schools, communities and professional organizations such as the National Association for the Education of Young Children (NAEYC).
5. Develop a comprehensive set of skills in interpersonal, technological, pedagogical, and assessment domains in order to work effectively with young children at different developmental and ability levels in school settings and beyond.

## Requirements for Admission

1. Admission to the College of Graduate Studies and Research (CGSR)
2. A Bachelor's degree from an accredited college or university
3. A cumulative undergraduate GPA of 3.0 or higher on a 4-point scale
4. Two professional letters of recommendation from references who are conversant with the applicant's scholarship and potential as a teacher.
5. A one-page statement indicating reasons for applying to the program.

### NOTE:

1. Provisional admission to the program may be granted to an applicant whose cumulative undergraduate GPA falls slightly below the 3.0 requirement but who is otherwise highly qualified. Consideration will be made on an individual basis after an interview with the applicant.
2. The MAT ECED program admits students in the Fall semester only. It can be completed in 5 consecutive semesters, including one summer.
3. Candidates with experience in teaching young children in a group setting may qualify to have some of their clinical hours waived with documented evidence and as determined by the program.

## Transfer Credits

A maximum of 9 credit hours of graduate level coursework may be accepted into the program upon evaluation of the coursework and determination of equivalence in scope and content.

## Retention Requirements

- Maintain at least 3.0 GPA (4.0 Scale)
- Complete required coursework
- Pass ILTS Content Area Test (<http://www.il.nesinc.com/>) (Required before placement in ECED 429, Internship).

## EXIT REQUIREMENTS FOR THE MAT DEGREE completion:

1. Successful completion of the required courses (36 credit hours).
2. Completion of an action research project (ECED 507).
3. Passing the ILTS Early Childhood Education Content Area Test 206.
4. Passing ECED 529 (16 week full-time internship in ECED) with a grade of B or higher.
5. Minimum overall GPA of 3.0.

## Requirements for Retention

In order to proceed through the program without interruption, candidates are expected to:

1. Maintain a GPA of 3.0 or above throughout the program
2. Earn a grade of "B" or higher in each of the clinical experiences (ECED 527A & 527B) prior to student teaching, as required by ISBE
3. Earn acceptable ratings in the review of candidate dispositions and professional behavior
4. Progress satisfactorily toward program completion
5. Earn a passing score on Illinois State Content Exam prior to student teaching
6. Adhere to the university's graduate policies as documented in the CGSR's section of the catalog, and the Graduate Student Handbook

## Clinical Experience

The MAT (ECED) program has two clinical experiences that must be successfully completed prior to student teaching - ECED 527A and ECED 527B.

Candidates complete 80 hours at two levels in the first clinical ECED 527A. There will be a 30-hour placement with infants and toddlers and 50 hours with preschoolers. This clinical provides the opportunity to observe the rapid development of children in all domains, and to plan and implement engaging activities that are appropriate for each level. In the second clinical, ECED 527B, candidates are placed in a school setting for a 80 hour clinical. This provides the opportunity to plan and implement lessons in a Kindergarten, 1st or 2nd grade classroom, all under the guidance of a Cooperating Teacher in the field and a university supervisor.

NOTE:

Candidates with experience in teaching young children in a group setting may qualify to have some of their clinical hours waived with documented evidence and as determined by the program.

## Student Teaching

Student teaching is completed over 16 weeks of full time, full day teaching experience. Placements for the Clinical Experiences and student teaching are made by the Clinical Experiences and Student Teaching (CEST) office. Candidates are required to complete a criminal background check prior to placement for clinical and student teaching.

## Requirements for Degree Completion

1. Successful completion of all coursework with a minimum GPA of 3.0.
2. Successful completion of clinical experiences and student teaching with a grade of "B" or higher

## Requirements for Degree Completion and Entitlement

Successful completion of all degree requirements.

Requirements for the MAT in Early Childhood Education (ECED)

The Master of Arts in Teaching (MAT) is a 36-credit hour program, and the Teacher Licensure Program (TLP) is a 33-credit hour program. Course requirements are listed below.

All courses are required for Both MAT and TLP except for ECED 507, which is required for the MAT only.

Code	Title	Hours
Fall 1		
Block 1		

ECED-502	Theories, Philosophies And Technologies Informing Early Childhood Education And Assessment	3
ECED-503	Early Childhood Curriculum And Assessment	3
Spring 1		
Block 2		
ECED-504	Early Language Acquisition, Assessment, And School-Family Intervention Strategies	3
ECED-505	Technology Integrated Practice In ECED: Methods Of Teaching/Assessing Language Arts, Music, And Art	3
LTCY-501	Literacy Instruction In Primary And Elementary Grades	3
Summer		
Block 3		
BLBC-440	Methods For Teaching English Learners In Diverse Classrooms	3
SPED-404	Survey Of The Field Of Special Education	3
ECED-527A	Clinical Experiences In Early Childhood Education - Infant To Preschool	1.5
Fall 2		
Block 4		
ECED-506	Methods Of Teaching STEAM And Assessing Learning In Early Childhood	3
ECED-507	Research Seminar In Early Childhood Education	3
ECED-527B	Clinical Experiences In Early Childhood Education - Kindergarten To 2nd Grade	1.5
Spring 2		
Block 5		
ECED-529	Internship - Student Teaching In Early Childhood Education	6
<b>Total Hours</b>		<b>36</b>

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

**First Year**

<b>Term 1</b>		<b>Hours</b>
ECED-502	Theories, Philosophies And Technologies Informing Early Childhood Education And Assessment	3
ECED-503	Early Childhood Curriculum And Assessment	3
<b>Term Hours</b>		<b>6</b>
<b>Term 2</b>		
ECED-504	Early Language Acquisition, Assessment, And School-Family Intervention Strategies	3
ECED-505	Technology Integrated Practice In ECED: Methods Of Teaching/Assessing Language Arts, Music, And Art	3
LTCY-501	Literacy Instruction In Primary And Elementary Grades	3
<b>Term Hours</b>		<b>9</b>
<b>Term 3</b>		
BLBC-440	Methods For Teaching English Learners In Diverse Classrooms	3
SPED-404	Survey Of The Field Of Special Education	3
ECED-527A	Clinical Experiences In Early Childhood Education - Infant To Preschool	1.5
<b>Term Hours</b>		<b>7.5</b>

**Second Year**

<b>Term 1</b>		
ECED-506	Methods Of Teaching STEAM And Assessing Learning In Early Childhood	3
ECED-507	Research Seminar In Early Childhood Education	3
ECED-527B	Clinical Experiences In Early Childhood Education - Kindergarten To 2nd Grade	1.5
		<b>Term Hours</b>
		<b>7.5</b>
<b>Term 2</b>		
ECED-529	Internship - Student Teaching In Early Childhood Education	6
		<b>Term Hours</b>
		<b>6</b>
		<b>Total Hours:</b>
		<b>36</b>

# Master of Arts in Teaching in Elementary Education

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The Master of Arts in Teaching (MAT) (<http://www.neiu.edu/academics/college-of-education/departments/teacher-education/>): Elementary Education Program is designed for students with a Bachelor's degree in a field other than education who want to become elementary school teachers. Upon successful completion of our MAT program and passing scores on all required state proficiency tests, students will obtain a graduate degree and State of Illinois 1-6 teaching license. All MAT courses meet in the late afternoon and evening with a pre-set class schedule and sequence to allow students to complete the program in six semesters.

Each semester has students focusing on a specific educational theme: Teacher as Learner; Literacy Across the Curriculum; Teaching for Human Diversity; Curriculum & Schooling Past, Present, and Future; and Inquiry Through the Content Areas. For two semesters, students are connecting those themes to their clinical teaching experiences in 1-6 classrooms. In total, the MAT program includes 200 hours of clinical teaching prior to a semester of full-time student teaching within a 1-6 grade level range.

The MAT program is designed to prepare teachers with the knowledge, skills, and dispositions to create dynamic, student-centered classrooms for the 21st century. As designers of creative and critical curriculum, students will learn to truly engage their students in an exploration and understanding of our fascinating, complex, and diverse world. The MAT program has an emphasis on teaching for cultural diversity, teaching diverse students, project- and inquiry-based teaching, authentic literacy across the curriculum, technology integration, and 21st century skills.

## Bilingual Education Endorsement

Candidates in the MAT in Elementary Education program who want to add Bilingual Education and ESL endorsements need to pass a Language Proficiency Test (TLP) ([http://www.il.nesinc.com/PageView.aspx?f=GEN\\_Tests.html](http://www.il.nesinc.com/PageView.aspx?f=GEN_Tests.html)), complete one of the clinical experiences (ELED 428 or 428C) in a bilingual setting, and the following 12 credit hours:

- Foundations of Bilingual Education
  - BLBC 438 Foundations of Bilingual Education (3 hours)
- Assessment of Bilingual Students
  - BLBC 442 Assessment in Multilingual Classrooms (3 hours)
- Methods and Materials for Teaching Limited English Proficient Students in Bilingual Programs
  - BLBC 441 Methods of Teaching Content in Bilingual Classrooms (3 hours)
- Linguistics
  - TESL 402 Principles of Linguistics for Teachers (suggested to be able to add the ESL endorsement) (3 hours)

(\*) Course is part of the MAT in Elementary Education program

### NOTE:

The MAT ELED Program is a Fall admit program that can be completed in seven consecutive semesters.

### NOTE:

Per ISBE requirements, all students admitted into the program **before September 1, 2015** must complete their ELED or ELED/BLBC program by **September 1, 2018** or be subjected to the requirements of the new program. Students must also apply for licensure **and be entitled by September 1, 2019**.

Students who are unable to complete the program by September 1, 2018, will have to be re-admitted to the new program, have transcripts evaluated, and may have to take additional coursework.

## Admission Requirements

Applicants must meet the general requirements for admission to the College of Graduate Studies and Research. Students entering the graduate program are not expected to have any prior preparation or knowledge the field. In addition, applicants must provide:

- 2 letters of professional recommendation
- a cumulative undergraduate GPA of 3.0
- MAT program application and writing sample

## State Teacher Tests and Endorsements

According to Illinois state law, MAT students are required to pass: the Content-Area Test (#197-200) through 3/13/2022 or #305 after 3/16/2020 and the Teacher Performance Assessment (edTPA (<http://www.neiu.edu/academics/college-of-education/edtpa/>)). See your MAT Elementary Education program advisor (<http://www.neiu.edu/academics/college-of-education/departments/teacher-education/>) for more information regarding edTPA. More information is available at: Licensure Testing System (<https://www.il.nesinc.com/>).



## Requirements for the MAT in Elementary Education (ELED)

Code	Title	Hours
BLBC-439	Cultural Diversity In Our Schools	3
ELED-501	Curriculum And Instruction	1
EDFN-443	Integrating Media Technology Into Elementary Classroom	3
LTCY-501 or LTCY-402	Literacy Instruction In Primary And Elementary Grades Literacy Instruction Across Grades	3
SPED-404	Survey Of The Field Of Special Education	3
EDFN-406	Human Development And Learning	3
ELED-525	New Literacies For The 21st Century	3
EDFN-405	Development Of Educational Thought	3
ELED-504	Teaching Writing: Purpose, Voice, Craft	3
ELED-435	Children's And Young Adult Literature	3
BLBC-440	Methods For Teaching English Learners In Diverse Classrooms	3
ELED-428	Clinical Teaching	1
ELED-403	Teaching Mathematics In Elementary Grades	3
ELED-415	Teaching Science As Inquiry In Elementary Grades	3
ELED-416	Teaching Social Studies As Inquiry In Elementary Grades	3
ELED-428C	Clinical Teaching: Content Areas	1
ELED-429	Internship In Elementary Education	6
<b>Total Hours</b>		<b>48</b>

## ADDITIONAL REQUIREMENTS FOR BILINGUAL AND ESL ENDORSEMENTS

Code	Title	Hours
BLBC-438	Foundations Of Bilingual Education	3
BLBC-441	Methods For Teaching Content In Bilingual Classrooms	3
BLBC-442	Assessment In Multilingual Classrooms	3
TESL-402	Principles Of Linguistics For Teachers	3

## Clinical Experience

The MAT-ELED program has two clinical experiences prior to student teaching, ELED-428 (<http://catalog.neiu.edu/search/?P=ELED-428B>), and ELED-428C (<http://catalog.neiu.edu/search/?P=ELED-428C>). Both clinicals are a combination of classroom observation and teaching. Each clinical experience is connected to the courses taken during the term. Discussion and assignments for the clinical experiences are integrated into the courses.

The ELED-428 (<http://catalog.neiu.edu/search/?P=ELED-428A>) clinical experience takes place in grades 1-4; students will be observed teaching by their university supervisor a minimum of three times. For the 428C clinical, the student is placed in a 3-6 classroom, and is observed teaching by their university supervisor a minimum of three times.

## STUDENT TEACHING

Student teaching is full day for 16 weeks. Students will be observed teaching by their university supervisor a minimum of five times. Passing scores on the Content-Area Test (<http://www.il.nesinc.com/>) are required for admission into student teaching.

## EXIT REQUIREMENTS FOR DEGREE COMPLETION

Successful completion of all program coursework, clinical experiences and student teaching. Successful completion of Professional Education sequence courses and requirements. Successful completion of an Exit Project: Teacher as a Learner Project (TLP).

## EXIT REQUIREMENTS FOR PROGRAM COMPLETION/ENTITLEMENT

Successful completion of all exit requirements for degree completion.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

### First Year

Term 1	Hours
BLBC-439	Cultural Diversity In Our Schools 3

EDFN-443	Integrating Media Technology Into Elementary Classroom	3
ELED-501	Curriculum And Instruction	1
For Bilingual Endorsement only: BLBC 438 Foundations of Bilingual Education(*)		
<b>Term Hours</b>		<b>7</b>
<b>Term 2</b>		
LTCY-501	Literacy Instruction In Primary And Elementary Grades	3
Or LTCY 402--Issues in Literacy Instruction		
SPED-404	Survey Of The Field Of Special Education	3
EDFN-406	Human Development And Learning	3
<b>Term Hours</b>		<b>9</b>
<b>Term 3</b>		
ELED-525	New Literacies For The 21st Century	3
EDFN-405	Development Of Educational Thought	3
For Bilingual Education Endorsement only: TESL 402 Principles of Linguistics for Teachers(*)		
<b>Term Hours</b>		<b>6</b>
<b>Second Year</b>		
<b>Term 1</b>		
ELED-435	Children's And Young Adult Literature	3
ELED-504	Teaching Writing: Purpose, Voice, Craft	3
BLBC-440	Methods For Teaching English Learners In Diverse Classrooms	3
ELED-428	Clinical Teaching	1
<b>Term Hours</b>		<b>10</b>
<b>Term 2</b>		
ELED-403	Teaching Mathematics In Elementary Grades	3
ELED-415	Teaching Science As Inquiry In Elementary Grades	3
ELED-416	Teaching Social Studies As Inquiry In Elementary Grades	3
ELED-428C	Clinical Teaching: Content Areas	1
<b>Term Hours</b>		<b>10</b>
<b>Term 3</b>		
For Bilingual Endorsement only: BLBC 441 Methods for Teaching in Bilingual Classrooms(*) BLBC 442 Assessment in Multilingual Classrooms(*)		
<b>Term Hours</b>		<b>0</b>
<b>Third Year</b>		
<b>Term 1</b>		
ELED-429	Internship In Elementary Education	6
<b>Term Hours</b>		<b>6</b>
<b>Total Hours:</b>		<b>48</b>

(\*) Students enrolled in the MAT in Elementary Education with Bilingual Endorsement must complete 4 additional courses in order to obtain Bilingual and ESL endorsements.

# Master of Arts in Teaching in Middle Level Education

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The Master of Arts in Teaching in Middle Level Education program provides students with the graduate level knowledge, skills, and dispositions to be successful teachers in grades 5-8. Students choose at minimum one disciplinary area to earn their endorsement from social studies, math, science, or literacy (language arts). Subject area endorsements require 21 hours of approved content courses in the discipline. MAT/MLED Candidates complete 200 hours of clinical experience in grades 5-8 and full time student teaching in their endorsement area for 16 weeks. Candidates who complete the MLED program qualify for the Illinois Middle Grade Professional Educator License to teach in their endorsement area.

## Program Outcomes:

- Have the knowledge and skills to create dynamic, creative, critical, and developmentally responsive middle grade classrooms for the 21st century.
- Possess the skills and knowledge to design interdisciplinary curriculum based on inquiry, projects, authentic literacy, and standards.
- Work collaboratively with a middle grades team, parents, and the school and local community.
- Have a wide repertoire of teaching strategies for diverse middle grade students.
- Cultivate a safe and caring classroom community for all students.
- Teach culturally diverse and global knowledge.
- Integrate principles of social justice and active citizenship for democracy.
- Understand the theory and practice of teaching critical thinking and critical literacy.
- Integrate technology in their classroom
- Understand and integrate required standards into their classroom curriculum.
- Understand a variety of assessment strategies.
- Have graduate level knowledge and skills required to pursue a terminal degree.

## Admission Requirements

Applicants must meet the general requirements for admission to the College of Graduate Studies and Research. Students entering the graduate program are not expected to have any prior preparation or knowledge in the field. In addition, applicants must provide:

- 2 letters of professional recommendation
- MAT program application and writing sample
- GPA in undergraduate work of 2.75 on a 4.0 scale
- 21 credits in the endorsement content area (*If a student does not have 21 credits in their endorsement area, a Conditional Admission may be given by the program*)

Courses in the MAT/MLED program are grouped in themes. This allows students to study ideas in-depth, focus on curricular areas each semester and make powerful connections between courses. Students have two clinical teaching experiences that are spread across the program totaling 200 hours. Each clinical is connected to the courses and theme in the respective semester. In the final semester, students complete full-time Student Teaching for 16 weeks in the middle grade classroom in their endorsement area.

The MAT/MLED program requires 45 hours for graduates with a Literacy endorsement and 48 hours for graduates with an endorsement in Math, Science, or Social Studies. The 3 hour difference is because teachers in the "content areas" (Math, Science, and Social Studies) must also possess pedagogical content knowledge to teach literacy across the curriculum. This means that MAT/MLED students will take all literacy methods courses and then Math, Science and Social Studies candidates will also take the content area methods course, which adds 3 hours to the program.

After students have completed the MLED program sequence, they can choose to earn an ESL or Bilingual endorsement by taking the required courses. Bilingual Endorsement also requires passing the Test of Language Proficiency as required by the State of Illinois Board of Education.

## State Teacher Tests and Endorsements

According to Illinois State law, MAT students are required to pass: the Content- Area Test and the Teacher Performance Assessment (edTPA). See your MAT Middle Level Education program advisor for more information regarding edTPA. More information is available at: <http://www.il.nesinc.com> and <https://www.isbe.net/Pages/Educator-Licensure.aspx>

***Program undergoing curricular revisions. Please check with department for more info.***

## MAT in MLED requirements:

Code	Title	Hours
<b>Required courses:</b>		
BLBC-439	Cultural Diversity In Our Schools	3
ELED-501	Curriculum And Instruction	1
EDFN-442	Media Technology For Educators	3
LTCY-513	Literacy Instruction For Middle Level Grades	3
SPED-404	Survey Of The Field Of Special Education	3
EDFN-421	Middle School Advisory & Counseling	3
ELED-525	New Literacies For The 21st Century	3
EDFN-405	Development Of Educational Thought	3
ELED-435	Children's And Young Adult Literature	3
ELED-504	Teaching Writing: Purpose, Voice, Craft	3
BLBC-440	Methods For Teaching English Learners In Diverse Classrooms	3
MLED-428	Clinical Teaching In The Middle Grades	1
MLED-450	Interdisciplinary Curriculum Design In Middle School	3
or EDFN-450	African Studies Institute (AfSI)	
LTCY-502	Disciplinary Literacy Instruction In Secondary Grades	3
MLED-428C	Clinical Experience Endorsement Areas In The Middle Grades	1
MLED-403	Methods Of Teaching Mathematics In Middle School	3
or MLED-415	Teaching Science As Inquiry In Middle School	
or MLED-416	Social Studies As Inquiry In The Middle Grades	
MLED-429	Internship In The Middle Grades	6
<b>Total Hours</b>		<b>48</b>

For candidates with an endorsement in Math, Science, or Social Studies, MLED 403 or MLED 415 or MLED 416 must be taken.

## State Teacher Tests and Endorsements Requirements

According to Illinois State law, MAT students must have a passing score on the Content-Area Test in the content areas they are seeking endorsements prior to student teaching. See your MAT Middle Level Education program advisor for more information regarding these State requirements. More information is available at: <https://www.isbe.net/Pages/Educator-Licensure.aspx>

## Retention Requirements

- Maintain a GPA OF 3.0 in MLED program sequence
- Two satisfactory professional disposition assessments
- No more than two (2) C's in coursework and a B or better in all clinical experiences
- Passing score on the Illinois Content Area Test in the endorsement area prior to Student Teaching

## Exit Requirements for Degree Completion

- Successful completion of all program courses
- Completion of 21 hours of content courses in the endorsement area
- Satisfactory completion of student teaching with a grade of B or better
- Satisfactory presentation of Teacher as a Learner project in ELED 429 Student Teaching in Middle Grades

## Exit Requirements for Program Completion/Entitlement

- Successful completion of all exit requirements for degree completion.

## Teacher Licensure option (non-degree)

NEIU has been approved to offer a Teacher Licensure Option (TLP) in Middle level education grades 5-8 with endorsements in the following areas:

Language Arts

Mathematics

General Science

Social Science

TLP candidates will complete all of the exit requirements program completion/entitlement.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

**First Year**

<b>Term 1</b>		<b>Hours</b>
EDFN-442	Media Technology For Educators	3
ELED-501	Curriculum And Instruction	1
BLBC-439	Cultural Diversity In Our Schools	3
<b>Term Hours</b>		<b>7</b>

<b>Term 2</b>		
EDFN-421	Middle School Advisory Counseling	3
LTCY-513	Literacy Instruction For Middle Level Grades	3
SPED-404	Survey Of The Field Of Special Education	3
<b>Term Hours</b>		<b>9</b>

<b>Term 3</b>		
ELED-525	New Literacies For The 21st Century	3
EDFN-405	Development Of Educational Thought	3
<b>Term Hours</b>		<b>6</b>

**Second Year**

<b>Term 1</b>		
ELED-435	Children's And Young Adult Literature	3
ELED-504	Teaching Writing: Purpose, Voice, Craft	3
BLBC-440	Methods For Teaching English Learners In Diverse Classrooms	3
MLED-428	Clinical Teaching In The Middle Grades	1
<b>Term Hours</b>		<b>10</b>

<b>Term 2</b>		
MLED-450	Interdisciplinary Curriculum Design In Middle School	3
LTCY-502	Disciplinary Literacy Instruction In Secondary Grades	3
MLED-428C	Clinical Experience Endorsement Areas In The Middle Grades	1
<b>Term Hours</b>		<b>7</b>

**CHOOSE ONE OF THE FOLLOWING CONTENT AREA COURSES**

MLED-403 Teaching Mathematics in Middle Grades		
MLED-415 Teaching Science as Inquiry in Middle Grades		
MLED-416 Social Studies as Inquiry in Middle Grades		
<b>Term Hours</b>		<b>3</b>

**Third Year**

<b>Term 1</b>		
MLED-429	Internship In The Middle Grades	6
<b>Term Hours</b>		<b>6</b>



# Master of Arts in Teaching in Secondary Education (GL13)

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The Master of Arts in Teaching (MAT) and Teacher Licensure Programs (TLP) in Secondary Education have been designed for students who wish to obtain initial teacher licensure as part of a Master's Degree, or licensure only. Candidates will enter the program as part of a cohort (in one of four areas: Language Arts, Social Science (History), Mathematics, or Science (Biology, Chemistry, Physics, or Earth Science), and have the opportunity to both work collaboratively with candidates in other disciplines and intensively with those in their own discipline. Candidates will be eligible to apply for licensure following their third semester of full-time coursework, and have the option of completing their MAT as either full- or part-time students. Candidates who opt for the TLP will finish with licensure, but no degree.

The 31-credit TLP and 37-credit MAT program have three components of coursework:

- A professional core in the area of educational foundations, curriculum and instruction, adolescent development, literacy, educational technology and research (15 credit hours, including 20 hours of community-based experiences).
- A content-specific curriculum and pedagogy sequence (7 credit hours, including 80 hours of clinical experiences).
- Student teaching plus seminar (9 credit hours, including a 16 week, full-time student teaching internship and a reflective seminar. Per Illinois State Board of Education Policy, candidates will also complete and submit their edTPA performance assessment during their student teaching semester).

MAT students also complete research and elective courses, including options such as teaching English as a Second Language, Educational Foundations, Multicultural Education, Special Education, Middle Level education, and graduate-level content areas courses (6 credit hours, including one elective and one MAT research course).

MAT and TLP candidates will be eligible for their initial Professional Educators License (PEL) and endorsement after successfully completing their student teaching internship and state licensure requirements. MAT candidates will earn their degree after completing all 37 graduate credits. Some candidates may be eligible for course waivers or additional endorsements based upon their prior content-area, undergraduate, or elective coursework; program advisors will work with candidates to determine whether they qualify for any of these options.

The Master of Arts in Teaching in Secondary Education and Teacher Licensure Programs provide a direct pathway to high school teaching. Both NEIU students and those who have earned a Bachelor's degree from another accredited institution can pursue their teaching goals here.

## ACCELERATED PROGRAM FOR UNDERGRADUATES AT NEIU

NEIU offers an Accelerated Concentration Program in Secondary Education for undergraduate students. In the middle of their junior year, after 72 credit hours are earned from their undergraduate studies, students may apply for an Accelerated Concentration Program in Secondary Education. Once admitted to this program, undergraduate students can complete up to 12 credits in coursework that can be applied to both their undergraduate degree and their Master of Arts in Teaching or Teacher Licensure Program.

### Admission Requirements

- Bachelor's degree from a regionally-accredited university as documented by submission of official transcripts, with undergraduate GPA of 3.0 or greater on a 4-point scale
- Undergraduate major in subject area of desired endorsement OR equivalent coursework to meet ISBE requirements for desired endorsement area. (Candidates who require no more than 2 additional content-area courses may be conditionally admitted but must fulfill their content-area requirements prior to student teaching)
- Admission to the College of Graduate Studies and Research (CGSR)
- 1-2 page statement detailing reasons for applying to the program in their desired content area
- 15-30 minute personal interview

### Retention Requirements

- Program GPA of 3.0, with no more than 6 credits of "C" grades, and no grades lower than "C"
- Successful completion of content deficiencies
- Grade of "B" or "A" for pre-student teaching clinical experience, prior to student teaching
- Satisfactory progress toward program completion, as defined by the College of Graduate Studies and Research
- Satisfactory progress on MAT Program Portfolio (MAT only)
- Satisfactory review from faculty disposition assessments
- Passing score on Illinois State Content Exam prior to student teaching
- Passing score on Illinois Basic Skills requirement at the start of the semester before student teaching (i.e., the first week of September for Spring Student Teaching and the first week of January classes for Fall Student Teaching)

## Program Completion/Licensure Requirements (TLP and MAT)

- Successful completion of all coursework with GPA of 3.0 or better
- Grade of “B” or “A” for student teaching internship
- Passing score on Illinois state-required teacher performance exam, e.g., edTPA

## MAT Only Completion Requirements

- Successful completion of MAT Program Portfolio
- Successful completion of SCED 421: Action Research in Schools and one graduate elective course
- Satisfactory final review from faculty disposition assessment

## Criminal Background Check

Candidates are 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.

## Changes in Licensure Requirements

The Illinois State Board of Education makes changes to licensure requirements from time to time, and the Program will be required to reflect such changes. As of the printing of this catalog, teacher preparation program candidates are required to pass their appropriate State of Illinois Content Area Test to be licensed. In addition, per the Illinois School Code, the edTPA has been paused as a licensure requirement until September 2025. The program will provide information on testing.

High school teachers in Illinois must have both significant content area coursework and education pedagogy preparation. The MAT and TLP course sequences provide the education background needed to earn entitlement for licensure in English, history, mathematics, or science (biology, chemistry, earth science, or physics). Additional endorsements can be added in other disciplines or in middle school education.

## Requirements for the degree

The Master of Arts in Teaching (MAT) is a 37-credit hour program, and the Teacher Licensure Program (TLP) is a 31-credit hour program based on the courses listed below.

### Required for Both MAT and TLP (31 hours)

Code	Title	Hours
EDFN-409	Individual Differences And Educational Practice	3
EDFN-415	Educational Thought And Secondary Schooling	3
EDFN-452	Technology In Content Area Teaching	1.5
LTCY-502	Literacy Instruction In Content Areas In Secondary Grades	3
<b>One of the following disciplinary methods courses:</b>		<b>3</b>
SCED-402E	Methods Of Teaching English Language Arts In Secondary Schools	
SCED-402H	Methods Of Teaching History And Social Sciences In Secondary Schools	
SCED-402M	Methods Of Teaching Mathematics In Secondary Schools	
SCED-402S	Methods Of Teaching Science In Secondary Schools	
<b>One of the following disciplinary advanced methods courses:</b>		<b>3</b>
SCED-403E	New Directions In Teaching English Language Arts In Secondary Schools	
SCED-403H	New Directions In Teaching History In The Secondary Schools	
SCED-403M	New Directions In Teaching Mathematics In Secondary Schools	
SCED-403S	New Directions In Teaching Science In Secondary Schools	
<b>One of the following clinical courses:</b>		<b>1</b>
SCED-404E	Clinical Experience In Secondary Schools: English Language Arts	
SCED-404H	Clinical Experiences In Secondary Schools: History	
SCED-404M	Clinical Experience In Secondary Schools: Mathematics	
SCED-404S	Clinical Experiences In Secondary Schools: Science	
SCED-415	Introduction To Secondary School Curriculum	3
SCED-429	Student Teaching In Secondary Schools	6
SCED-430	Student Teaching Seminar: Reflection And Assessment Of Student Learning	3



SPED-417	Inclusive Teaching Strategies For Secondary Teachers	1.5
<b>Total Hours</b>		<b>31</b>

**Additional Requirements for MAT only (6 hours)**

Code	Title	Hours
SCED-421	Research In Teaching In Middle And Secondary Schools <sup>1</sup>	3
One Elective (ex. SCED, SPED, EDFN, LTCY, TESOL, or Academic Discipline)		3
<b>Total Hours</b>		<b>6</b>

<sup>1</sup> SCED 421 will address research at the 9-12 level only, as the State of Illinois has eliminated 6-12 Secondary Education licensure in favor of separate licensure for 9-12 and 6-8.

This sample plan of study is provided to guide you in your planning and represents a full-time course load. Each block of courses can, however, be split for students who wish to attend part-time. This guide should not replace regular consultations with your program advisor. For specific recommendations of possible elective courses or additional major concentration courses not identified, please consult your program advisor.

**First Year**

Term 1		Hours
EDFN-415	Educational Thought And Secondary Schooling	3
SCED-415	Introduction To Secondary School Curriculum	3
LTCY-502	Disciplinary Literacy Instruction In Secondary Grades	3
Choose one of the following discipline-specific methods courses: SCED-402E, SCED-402H, SCED-402M, or SCED-402-S		3
<b>Term Hours</b>		<b>12</b>

Term 2		Hours
EDFN-409	Individual Differences And Educational Practice	3
SPED-417	Inclusive Teaching Strategies For Secondary Teachers	1.5
EDFN-452	Technology In Content Area Teaching	1.5
Choose one of the following discipline-specific advanced methods courses: SCED-403E, SCED-403H, SCED-403M, or SCED-403-S		3
Choose one of the following discipline-specific clinical courses: SCED-404E, SCED-404H, SCED-404M, or SCED-404-S		1
<b>Term Hours</b>		<b>10</b>

**Second Year**

Term 1		Hours
SCED-429	Student Teaching In Secondary Schools	6
SCED-430	Student Teaching Seminar: Reflection And Assessment Of Student Learning	3
<b>Term Hours</b>		<b>9</b>
<b>Total Hours:</b>		<b>31</b>

**Upon completing the plan of study above, MAT and TLP candidates will be eligible to apply for teacher licensure through the State of Illinois.**

**MAT candidates must complete the additional credits below to receive their degree. The elective may be taken at any point in the program; the research course (SCED 421) may be taken concurrently with or after successful completion of the advanced methods course (SCED 403) and clinical experience (SCED 404).**

Second Year		Hours
Term 2		
SCED-421	Research In Teaching In Middle And Secondary Schools	3
One Elective (ex. SCED, SPED, EDFN, LTCY, TESOL, or Academic Discipline)		3
<b>Term Hours</b>		<b>6</b>
<b>Total Hours:</b>		<b>6</b>

# Master of Science in Teaching & Inquiry

The Master of Science in Teaching & Inquiry (MSTI) Program is designed for licensed PreK-12 teachers with a minimum of one year of successful teaching experience in their own classroom. The MSTI program is designed to cultivate teachers who are critical, creative change agents. Students will develop 21<sup>st</sup> century classroom curricula and demonstrate progressive, inquiry-based teaching competencies.

## Admission Requirements

- An undergraduate Bachelor's degree from an accredited university or college.
- Current and valid state teacher licensure.
- Two letters of recommendation as part of the program application. One must be written by a teacher or administrator at the applicant's school or a previous school.
- A minimum of one year of successful PreK-12 teaching in their own classroom.
- A 400-word essay as part of the program application (<http://neiu.edu/academics/graduate-college/>).

## Requirements for the MSTI Degree

Code	Title	Hours
ELED-506	Research Methodologies For Classroom Teachers	3
ELED-508	Action Research Project	3
ELED-520	Curriculum And Inquiry	3
ELED-525	New Literacies For The 21st Century	3
BLBC-439	Cultural Diversity In Our Schools	3
5 Elective Courses		15
<b>Total Hours</b>		<b>30</b>

### Teacher Action Research Project

In ELED 506 Research Methodologies for Classroom Teachers (in Term 4) students choose a focus for their Teacher Action Research Project and write a Literature Review, design their research study, and write their Methodology. In ELED 508 (in Term 5) students carry out their Teacher Action Research Project. If a student is not currently in a classroom, an alternative program capstone project is designed and approved with the MSTI Advisor. Students will write their research as an Action Research Paper and share their project in a presentation in the MSTI Teacher Action Research Forum. All current MSTI students attend the Action Research Forum.

## EXIT REQUIREMENTS FOR DEGREE COMPLETION

- Successful completion of all core and elective courses with a minimum cumulative GPA of 3.0
- Teacher Action Research Project
- Teacher Action Research Project Presentation

## endorsement requirements (optional)

If students choose to pursue an endorsement with their electives as part of the MSTI Program they must successfully complete all endorsement courses and any tests required by the State of Illinois. See more information on the ISBE Website (<http://www.il.nesinc.com/>).

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

First Year		Hours
<b>Term 1</b>		
BLBC-439	Cultural Diversity In Our Schools	3
1 Elective course		3
	<b>Term Hours</b>	<b>6</b>
<b>Term 2</b>		
ELED-525	New Literacies For The 21st Century	3
1 Elective course		3
	<b>Term Hours</b>	<b>6</b>

<b>Term 3</b>		
ELED-520	Curriculum And Inquiry	3
1 Elective course		3
		<b>Term Hours</b>
		<b>6</b>
<b>Second Year</b>		
<b>Term 1</b>		
ELED-506	Research Methodologies For Classroom Teachers	3
ELED-507	Action Research Design Seminar	1
1 Elective course		3
		<b>Term Hours</b>
		<b>7</b>
<b>Term 2</b>		
ELED-508	Action Research Project	3
1 Elective course		3
		<b>Term Hours</b>
		<b>6</b>
		<b>Total Hours:</b>
		<b>31</b>

# Master of Science in Instruction in Language Arts (GL06)

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The MS in Instruction in Language Arts: Secondary Education Program is designed to offer professional development to classroom teachers who are interested in updating and refining their teaching competencies in the area of English Language Arts instruction at the secondary level. Graduates of this program will have updated and advanced knowledge of the theoretical foundations of literacy and language acquisition, principles of curriculum planning and development, and language arts research, as well as instructional strategies for enhancing young people's acquisition of reading, writing, listening, and speaking competencies in culturally diverse classrooms. Throughout the program, there is an emphasis on enhancing teachers' leadership skills in developing and implementing language arts and English curricula.

Within this program, students complete coursework in two areas:

- a professional core composed of coursework in literacy foundations (theory and pedagogy), curriculum development, cultural diversity, assessment, media technology, and research: 18 credit hours
- a concentration in language arts with interdisciplinary coursework in education, reading/literacy, English, linguistics, and/or speech: 18 credit hours

## Admission Requirements

- A minimum undergraduate GPA of 2.75 (4.0 scale)
- A current, valid, state teaching license
- Eighteen (18) credit hours undergraduate or graduate coursework in English literature/composition, linguistics, TESL, and/or speech
- Fifteen (15) credit hours of undergraduate or graduate coursework in education with at least 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 and Exit requirements: 36 credit hours

Code	Title	Hours
1. Professional Core		
EDFN-416	Cultural Pluralism And Schools	3
SCED-401E	New Directions In Teaching English In The Junior And Senior High School	3
ELED-430	Trends And Issues In Assessment	3
EDFN-442	Media Technology For Educators	3
LTCY-502	Literacy Instruction In Content Areas In Secondary Grades	3
SCED-421	Research In Teaching In Middle And Secondary Schools	3
2. Language Arts Concentration		
SCED-407B	Teaching Multicultural Literature In Middle And Secondary Schools Without Clinical Experience	3
LTCY-506	Writing Instruction In Middle & High School	3
LING-401	Fundamentals Of Modern Linguistics	3
or TESL-402	Principles Of Linguistics For Teachers	
Electives selected from areas of English Literature, Creative Writing, Composition, TESL, Linguistics or Speech <sup>1</sup>		9
3. Oral Examination <sup>2</sup>		
4. Two research papers <sup>3</sup>		
<b>Total Hours</b>		<b>36</b>

<sup>1</sup> See your advisor for recommended courses.

<sup>2</sup> A final oral exam is scheduled in the final term of completion of all coursework.

<sup>3</sup> One is required in SCED-421.

Note: For descriptions of the coursework and prerequisites, please see pertinent sections of this catalog.

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

<b>First Year</b>		<b>Hours</b>
<b>Term 1</b>		
EDFN-416	Cultural Pluralism And Schools	3
LTCY-502	Disciplinary Literacy Instruction In Secondary Grades	3
EDFN-442	Media Technology For Educators	3
<b>Term Hours</b>		<b>9</b>
<b>Term 2</b>		
SCED-401E	New Directions In Teaching English In The Junior And Senior High School	3
LTCY-506	Writing Instruction In Middle High School	3
LING-401 or TESL 402	Fundamentals Of Modern Linguistics	3
<b>Term Hours</b>		<b>9</b>
<b>Second Year</b>		
<b>Term 1</b>		
SCED-407B	Teaching Multicultural Literature In Middle And Secondary Schools Without Clinical Experience	3
ELED-430	Trends And Issues In Assessment	3
1 Elective course		3
<b>Term Hours</b>		<b>9</b>
<b>Term 2</b>		
2 Elective courses		6
<b>Term Hours</b>		<b>6</b>
<b>Term 3</b>		
SCED-421	Research In Teaching In Middle And Secondary Schools	3
<b>Term Hours</b>		<b>3</b>
<b>Total Hours:</b>		<b>36</b>

# Minor in Bilingual Education

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The Minor in Bilingual Education, when combined with an education major leading to a teaching license: Early Childhood (birth to 2nd grade), Elementary (1<sup>st</sup> to 6<sup>th</sup> grade), Middle Level (5<sup>th</sup> to 8<sup>th</sup> grade), Secondary (9<sup>th</sup>-12<sup>th</sup> grade), Physical Education (K-12<sup>th</sup> grade), or Special Education (K-age 21), prepares individuals to work with English learners in bilingual settings within the grade range of their initial endorsement.

In order to obtain a Bilingual Endorsement, students completing a Minor in Bilingual Education must do one of their clinical experiences in a bilingual classroom and pass a state test of language proficiency.

## University Core Curriculum Requirements

General Education Distribution Area	Cr. Hrs.
<b>Fine Arts (FA)*</b> 2 courses, from at least two of the following areas of study: Art, CMT (Mass Media or Theatre), Music (includes Dance).	6
<b>Humanities (HU)*</b> 3 courses, from at least two of the following areas of study: CMT (Communication), English, Linguistics, Philosophy, Women's and Gender Studies, World Languages and Cultures, (Note: No more than two foreign language courses may be used to fulfill this requirement.)	9
<b>Behavioral/Social Sciences (SB)*</b> 3 courses, 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, Social Work	9
<b>Natural Sciences (NS and NSL)**</b> 3 courses, from at least two of the following areas of study; one course must have a laboratory component (NSL): Biology, Chemistry, Earth Science, Environmental Science, Physics (Note: If an FYE ANTH that counts as Natural Science is taken, only one Biology course may be used for Natural Science).	9

### Engaged Learning Experiences

Students must complete, at Northeastern, three courses designated as Engaged Learning Experiences courses. One of the Engaged Learning Experiences courses must be at the 300-level, and one Engaged Learning Experiences course must be designated as "Boundary Crossing".

#### Discipline Specific (ELE-DS)

These courses have pre-requisites that are specific courses within a program of study. Discipline Specific courses give students a deeper understanding of how knowledge is created and applied in their field.

#### Boundary Crossing (ELE-X)

These are courses that cross disciplinary boundaries and/or cross boundaries through engagements outside the classroom or University allowing students to see how knowledge gained in one field might inform other fields or other aspects of society.

### Math/Quantitative Reasoning (MA)

1 Math course, that has intermediate Algebra as prerequisite OR is a course listed on the General Education Distributive Learning List of Approved Courses. Any 3 hour college level math course, beyond Intermediate Algebra, meets this requirement.

\* Majors in Fine Arts, Humanities or Social/Behavioral Sciences, may waive up to 6 credit hours of General Education requirements in the corresponding distribution area.

\*\* Majors in Natural Sciences may waive up to 9 credit hours of General Education requirements in the Natural Sciences distribution area.

Students should also be aware of all other university requirements to obtain a degree - NEIU requirements (<http://catalog.neiu.edu/graduation-requirements/bachelors-degree/>)

## Minor in Bilingual Education

Code	Title	Hours
<b>Required Courses</b>		
BLBC-338	Bilingualism And Education	3
BLBC-339	Culturally Responsive Teaching in Diverse Classrooms	3
BLBC-340	Teaching English Learners In Diverse Classrooms	3
BLBC-341	Methods of Teaching in Bilingual Classrooms	3
BLBC-342	Assessment In The Bilingual Classroom	3
TESL-301	The English Language For Teachers	3
<b>Total Hours</b>		<b>18</b>

Pass the Illinois State Test of Language Proficiency.



# STEM Teacher Mentorship and Leadership Graduate Certificate

Northeastern Illinois University's Graduate Certificate in STEM Teacher Mentorship and Leadership prepares experienced science, technology, engineering and math teachers to mentor, develop and support new middle and secondary level STEM educators. Approaches used within the program center place-based and culturally responsive learning as well as restorative justice practices. The program requires students to complete 24 credits in a course sequence that draws from multiple programs in the Colleges of Education and Arts and Sciences.

Individuals who wish to study in the Graduate Certificate in STEM Teacher Mentorship and Leadership program must fulfill the requirements for admission to the College of Graduate Studies & Research and apply to the STEM Teacher Mentorship and Leadership Graduate Certificate program. Requirements to the College of Graduate Studies & Research are:

1. Bachelor's degree completed with a minimum undergraduate grade point average of 3.0. and a valid Professional Educator License with an endorsement in math or science is required with submission.
2. Possess an undergraduate degree from a regionally accredited college or university.
3. A completed graduate application accompanied by a \$30 fee.

Additionally, the STEM Teacher Mentorship and Leadership Graduate Certificate program requirements are:

1. A minimum of three full-time years of prior teaching experience.
2. A current résumé.
2. Two letters of recommendation (colleague, student, and/or principal).
3. Essay responses (applicants will be provided with prompt questions).
4. Interview (virtual or in person).

An application is reviewed only if all application materials are received by Graduate Admissions by the deadline date for the semester indicated on the application.

The STEM Teacher Mentorship and Leadership Graduate Certificate requires 24 graduate credits.

Code	Title	Hours
HRD-401	The Adult Learner I	3
ELED-525	New Literacies For The 21st Century	3
MATH-444	Problem Solving, Modeling, And Project In Mathematics With Technology	3
TED-401	Clinical Experience In Teacher Mentoring	1.5
TED-401	Clinical Experience In Teacher Mentoring	1.5
BIOS-410	Problems In STEM Teaching: Engaging With Biology	3
TED-402	Advanced Clinical Experience In Teacher Mentoring	1.5
TED-402	Advanced Clinical Experience In Teacher Mentoring	1.5
UCS-432	Curriculum And Pedagogy In Urban Schools	3
EDFN-411B	Leadership In Communities And School	3
<b>Total Hours</b>		<b>24</b>

This sample curricular map is provided to guide you in the planning of your progression for this major. This guide should not replace regular consultations with your program advisor. For specific recommendations of courses not identified, please consult your program advisor.

First Year		
Term 1		Hours
HRD-401	The Adult Learner I	3
<b>Term Hours</b>		<b>3</b>
Term 2		Hours
ELED-525	New Literacies For The 21st Century	3

TED-401	Clinical Experience In Teacher Mentoring	1.5
<b>Term Hours</b>		<b>4.5</b>
<b>Second Year</b>		
<b>Term 1</b>		
MATH-444	Problem Solving, Modeling, And Project In Mathematics With Technology	3
TED-401	Clinical Experience In Teacher Mentoring	1.5
<b>Term Hours</b>		<b>4.5</b>
<b>Term 2</b>		
BIOS-410	Problems In STEM Teaching: Engaging With Biology	3
TED-402	Advanced Clinical Experience In Teacher Mentoring	1.5
<b>Term Hours</b>		<b>4.5</b>
<b>Third Year</b>		
<b>Term 1</b>		
UCS-432	Curriculum And Pedagogy In Urban Schools	3
TED-402	Advanced Clinical Experience In Teacher Mentoring	1.5
<b>Term Hours</b>		<b>4.5</b>
<b>Term 2</b>		
EDFN-411B	Leadership In Communities And School	3
<b>Term Hours</b>		<b>3</b>
<b>Total Hours:</b>		<b>24</b>

# Teacher Licensure Program (TLP) and Focused Programs

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## Teacher Licensure Program (TLP) for Post-Baccalaureate Students

This program is designed for returning students with degrees in fields other than education who wish to obtain teaching licensure in the following areas:

- Early Childhood Education, Grades B-2
- Elementary Education, Grades 1-6
- Elementary Education with Bilingual Endorsement 1-6
- Middle-Level Education, Grades 5-8
- Secondary Education, Grades 9-12
  - Biology
  - Chemistry
  - Earth Science
  - English
  - History
  - Mathematics
- Grades PK-12
  - Art
  - Music Education
  - Physical Education
  - World Languages: Spanish

The coursework consists of blocks of undergraduate courses and/or graduate courses that do 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 College of Graduate Studies and Research for details.)

### Admission Requirements:

- Bachelor's degree from a regionally accredited college or university.
- Minimum GPA as required by the endorsement area.
- Evaluation of content coursework for admission into B-2, 1-6, 5-8, 9-12, or PK-12 TLP.

NOTE: Returning students interested in Elementary Education licensure with Bilingual endorsement may instead pursue a Master of Arts in Elementary Education with Bilingual Endorsement. Contact the Teacher Education Department at 773-442-5380.

Returning students interested in Secondary Education licensure may instead pursue a Master of Arts in Teaching: Secondary Education. See the Graduate Programs section of the Educational Inquiry and Curriculum Studies Department (EICS) in this catalog for admission and program requirements. Contact EICS at 773-442-5586.

Returning students interested in Physical Education licensure may contact the Department of Health Science and Physical Education at 773-442-5560.

**State teacher examinations:** Program students must pass the appropriate ILTS (<http://www.il.nesinc.com/>) content-area test prior to student teaching (e.g. Elementary Education, Biology). Students must also pass the Teacher Performance Assessment (edTPA (<http://neiu.edu/academics/college-of-education/edtpa/>)) for program completion/entitlement. Information on these tests is available from the TLP Advisors, Ms. Ulisa Blakely at 773-442-5389 (B-2), Mr. Sean Condon at (773) 442-5374 (Elementary, or Elementary with a Bilingual endorsement), or Ms. Vanessa King at (773) 442-5387 (9-12 and PK-12), or Ms. Marianne Morrissey at 773-442-4159 (PK-12 Physical Education).

### Elementary Education Endorsement:

Code	Title	Hours
	Requirements	
	Professional Sequence	42

NOTE: Returning students interested in an Elementary Education license may instead pursue a Master of Arts in Elementary Education. See the MAT in Elementary Education program in the Teacher Education Department Section in this catalog for admission and program requirements.

## Early Childhood Education B-2 ENDORSEMENT:

For more information on the B-12 Early Childhood Teacher Licensure Program, contact Ms. Ulisa Blakely at (773) 442-5389.

## Middle-Level Education 5-8 endorsement:

Please, contact the Teacher Education Department at 773-442-5380 for further information about the TLP option in middle-level education. NEIU has been approved to offer Middle-Level Education endorsements in the following areas:

- Language Arts
- Mathematics
- Science
- Social Science

## Music PK-12 Endorsement:

For information on the Music PK-12 licensure program, contact the Music Department or Ms. Vanessa King at (773) 442-5387.

## 9-12 OR PK-12 Education Endorsement:

Code	Title	Hours
	Requirements	
	Professional Sequence	28

Major area: Must meet Northeastern’s content coursework requirements in one of the following academic areas:

- Science: Biology 9-12
- Science: Chemistry 9-12
- Science: Earth Science 9-12
- Science: Physics 9-12
- English Language Arts 9-12
- Social Science: History 9-12
- Mathematics 9-12
- Music Education PK-12
- World Languages: Spanish PK-12
- Physical Education PK-12 (contact Ms. Marianne Morrisey at 773-442-4159)
- Visual Art PK-12

## Focused Programs for Subsequent Teaching Licensure

Per the Illinois State Board of Education and the Illinois Administrative Code Section 25, Northeastern Illinois University now offers Focused Programs for teachers who hold a valid and current Illinois Teaching License.

The Focused Programs allow licensed teachers to obtain subsequent endorsements in the areas of Early Childhood Education, Elementary Education, Middle-Level Education, Secondary Education, Bilingual Education, Physical Education, and other areas.

Candidates who complete a Focused Program for subsequent endorsements will be recommended for the endorsement. For further information, don't hesitate to contact the Teacher Education Department at (773) 442-5380.

# Nontraditional Degree Programs

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Kimya P. Barden, Ph.D., Nontraditional Degree Programs Director

## Nontraditional Degree Programs (NDP) Advisory Council

Sara Aliabadi, Ph.D., Associate Professor

Kimya P. Barden, Ph.D., Associate Professor, NDP Director

Tim Barnett, Ph.D., Professor

Jennifer Blair, M.A., BAIS Advisor (non-voting)

Jacqueline Butler, M.A., BAIS Advisor (non-voting)

Gabriel Cortez, Ph.D., Professor

Joseph Hibdon, Ph.D., Associate Professor

Zada Johnson, Ph.D., Professor

Jin Kim, Ph.D., Associate Professor

Eleni Makris, Ph.D., Associate Professor

Erica R. Meiners, Ph.D., Professor

Nontraditional Degree Programs (<https://www.neiu.edu/academics/our-colleges-and-departments/nontraditional-degree-programs/>) provide expanded opportunities for quality education in two baccalaureate degree completion programs. These programs are self-paced and involve individualized academic advising to help students earn degrees. The programs, University Without Walls (UWW) and the Bachelor of Arts in Interdisciplinary Studies (BAIS), are designed for adult students who often have completed a number of credits at other institutions or who have acquired significant learning through their careers or community activities.

## Prior Learning Assessment

One of the outstanding features of our two Nontraditional Degree Programs (NDP) is that both award credit for prior experiential learning in order to acknowledge and validate college-level learning that occurs outside the classroom.

### BAIS: A Course-Based Approach

The Bachelor of Arts in Interdisciplinary Studies (<http://catalog.neiu.edu/nontraditional-degree-programs/bachelor-arts-interdisciplinary-studies/>) (BAIS) offers students a variety of options to complete graduation requirements, including coursework, credit-by-examination tests (such as DSST and CLEP), and Prior Learning Assessment (PLA). PLA helps BAIS students document experiential and other forms of learning obtained outside of school with integrity and rigor through a Prior Learning Portfolio. The program uses the course credit equivalency model of PLA. That is, students identify an existing credit-bearing course (or courses) offered by a regionally accredited American institution of higher education and consistent with their experiential learning. The student demonstrates through a portfolio how and when they gained knowledge equivalent to the content taught in the course and requests an award of credit. A faculty member with expertise in the relevant academic area evaluates the portfolio and determines the award to be credited. The total amount of credit awarded through PLA is limited to 36 credit hours for each student and may be applied to any BAIS degree requirement except residency. Learn more about BAIS and PLA by attending a prospective student meeting (PSM) offered each semester through NDP. Please note that PLA portfolios in the BAIS program can only be submitted to NDP after students have completed NDP 330: Creating a Prior Learning Portfolio. This one-credit course prepares students for the portfolio process and provides a hands-on opportunity for students to complete portfolios with expert guidance from faculty.

### University Without Walls

University Without Walls (<http://catalog.neiu.edu/nontraditional-degree-programs/university-without-walls/>) is a flexible program that also uses prior learning assessment to help students complete Bachelor of Arts degrees. Students enter this program if they have obtained deep, college-level learning over a number of years through their career, community involvement, and/or self-directed study. They complete the degree through independent study and coursework as determined by university faculty and student needs. UWW students are required to bring extensive knowledge in a particular field or area of study to the program. Once admitted, students work with an individual faculty advisor to build a personalized curriculum based on their prior learning, future interests, and university requirements. UWW students also complete portfolios, but the portfolios in this program are more comprehensive than those in BAIS and cover the students' learning in their Depth Areas, Breadth Areas (Humanities, Fine Arts, Social Sciences, and Natural/Technological Sciences), and Effective Communication. UWW students complete their portfolios in their last semester of study at the university and then meet with a review board. The board reviews the portfolio and discusses the students' program of study with them before determining whether students are ready to graduate. The best way to learn about the UWW program is to attend a prospective student meeting, or PSM, offered each semester at the university.

# Bachelor of Arts in Interdisciplinary Studies Program

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The Bachelor of Arts in Interdisciplinary Studies (BAIS) is a degree completion program designed to meet the undergraduate needs of experienced adults in a manner compatible with career and family responsibilities. Students complete graduation requirements through an alternative, self-paced approach to higher education.

## Application Procedures

Before applying, prospective students attend an information meeting to learn about the many options of the program and how to apply. Stop by the NDP office in B-147, call us at (773) 442-6030, or find information about our Prospective Student Meetings (PSM) on our website (<http://www.neiu.edu/academics/nontraditional-degree-programs/prospective-student-meetings/>).

## Admission Requirements

Applicants must have a high school diploma or the equivalent, or special permission granted by the University Provost. An applicant 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 offers students a variety of options to complete graduation requirements. In addition to taking courses at NEIU 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. BAIS students who submit a portfolio are charged a fee equivalent to the cost of tuition for two credit hours.

Interdisciplinary Studies students also have options to prepare for future academic and professional pursuits as they design a unique curriculum based on personal interests, career, or academic goals. These options include a second major and/or a minor. In addition, Interdisciplinary Studies majors may elect to complete a concentration. The Program offers eight concentrations that maintain the flexibility of the Interdisciplinary Studies degree and allow students to frame their course of study. The eight areas are:

- Fine Arts
- Humanities
- Natural Sciences
- Social Sciences
- Leadership
- Community Development and Multicultural Studies
- Professional Studies
- Health Disparities

To fulfill a concentration in any of the first four areas, students complete 18 upper division hours (300-level) from the relevant departments and complete a form in consultation with an Interdisciplinary Studies advisor. To fulfill a concentration in any of the other four areas, students complete 18 credit hours of approved upper division (300 level) courses and fill out a form in consultation with a BAIS Advisor.

## Graduation Requirements

To graduate, students must successfully complete the following requirements:

- 120 total semester hours
- Flexible 36-hour general education requirement (12 semester hours each in the humanities and fine arts, the social sciences and the natural sciences/mathematics)
- Minimum of 40 semester hours at the upper division (300-level) and a minimum 2.0 grade point average for courses used to fulfill this requirement
- Minimum of 24 semesters hours of course work at NEIU
- English 101, Grade of "C" or better
- Writing Intensive Program course, Grade of "C" or better
- Math/Quantitative Reasoning requirement, Grade of "C" or better
- Improving Human Relations course
- Students must have a cumulative "C" (2.0) grade point average for all work applied toward degree requirements

For more information, please contact Nontraditional Degree Programs in B 147, (773) 442-6030 or [NDP@neiu.edu](mailto:NDP@neiu.edu) ([NDP@neiu.edu](mailto:NDP@neiu.edu)) or visit our [website](#).

**NDP-201. College Success For Adult Returning Students. 3 Hours.**

Students will examine college success strategies including self awareness, critical thinking, styles of learning, time management, reading and notetaking skills, writing techniques, study skills, test taking strategies, overcoming math anxiety and strengthening learning gaps. The course will also provide an orientation to the NEIU learning environment with focus on university engagement. NDP-201 is open to all incoming adult returning students from all academic disciplines.

**NDP-301. Putting It All Together: Projects For Academic And Career Goals. 2 Hours.**

This project-based course integrates out-of-college learning with the college curriculum and equips students with skills that can be applied across academic disciplines and in their careers. Students consider academic and career goals as they plan, develop and execute a personal project to accommodate those goals. Topics may include self-assessment, goal setting, learning theory, critical reading, project development and presentation.

**Requirement:** 45 credit hours completed.

**NDP-305. Introduction To Library Research And Information Fluency. 1 Hour.**

Introduction to Library Research and Information Fluency, Icr. This class will introduce students to library research and issues in information studies. Students will acquire the skills to find and evaluate information and will learn how to create a bibliography and write citations. The course is geared towards students interested in learning how to research for class assignments, prepare research in their major or for graduate studies.

**NDP-310. Writing Intensive Program: Diversity In The Workplace. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**NDP-321. Correspondence On Current Biology Topics. 3 Hours.**

This course is designed for students interested in understanding current topics in the field of biology. The correspondence will vary based on instructor and student interest, but will focus on the appropriate biological background, experimental techniques, and the impact of these topics on health, society, and the environment. In addition, scientific reasoning and effective means of communicating biology to different audiences will also be discussed. Through the course materials, assignments, and regular correspondence, students will develop an appreciation for the living world around them, an understanding of experimental techniques in the natural sciences, and effective ways of communicating scientific information.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**NDP-330. Creating A Prior Learning Portfolio. 1 Hour.**

This one-credit hour course guides students through the process of creating a portfolio that showcases prior learning experiences. The course examines issues relating to learning and life experience. It explores questions of academic specialization and professional development. Final portfolios can be used to request credit by assessment and as a testament to a student's personal and professional accomplishments.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-102 with a minimum grade of C.

**NDP-341. Human Rights: An Introduction. 1 Hour.**

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 US and globally, examining examples of the ways these values have and have not been implemented or secured.

**NDP-342. Environmental Justice. 3 Hours.**

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 Hour.**

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.

**NDP-380. Project Management For Individuals And Organizations. 3 Hours.**

This three-credit hour course guides students through the process of creating a project management proposal including a timeline. The course examines issues related to project structure and stakeholders and considers the process from selection to completion. It explores responsibilities within a project as well as how to identify and delegate project tasks. Students will be exposed to project management as it relates to organizational and individual goals, preparing them to participate in projects while maintaining a professional perspective. Content for this course is skill-based and includes knowledge topical to project management through weekly topics in learning modules.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-102 with a minimum grade of C.

# University Without Walls Program

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The University Without Walls (UWW) is a self-paced program that builds on prior college-level learning gained outside of school and leads to a Bachelor of Arts degree. UWW is geared to meet the adult student's learning needs and long range goals through a course of study that includes personalized curricula and independent study.

## 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 the Nontraditional Degree Programs Office in B-147. You may also obtain a schedule by visiting our NDP website (<http://www.neiu.edu/academics/nontraditional-degree-programs/prospective-student-meetings/>) or 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 Faculty Advisor, develops a Learning Contract which outlines the student's individualized curriculum: prior learning experiences and new learning goals. The UWW student's individualized curriculum has three program requirements: depth, breadth, and effective communication. These three elements provide an organizational structure for the Learning Contract.

Students register for UWW Independent Study hours each semester. At the end of every semester, students submit a Semester Report that specifies learning activities and accomplishments of the semester in relationship to the learning outcomes identified for receiving Independent Study credit hours. Students who make satisfactory academic progress in the program receive a designation of Pass for the Independent Study credit hours in which they are enrolled. To ensure that UWW students make sufficient academic progress, UWW students are expected to meet with their academic and community advisors regularly during each semester of participation in accordance with the University's Credit Hour Policy.

## 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 fulfill the Writing Intensive Program 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 about the University Without Walls can be obtained in the NDP office, B-147 or at (773) 442-6030 or [NDP@neiu.edu](mailto:NDP@neiu.edu) or the **NDP website**

### **NDP-201. College Success For Adult Returning Students. 3 Hours.**

Students will examine college success strategies including self awareness, critical thinking, styles of learning, time management, reading and notetaking skills, writing techniques, study skills, test taking strategies, overcoming math anxiety and strengthening learning gaps. The course will also provide an orientation to the NEIU learning environment with focus on university engagement. NDP-201 is open to all incoming adult returning students from all academic disciplines.

### **NDP-301. Putting It All Together: Projects For Academic And Career Goals. 2 Hours.**

This project-based course integrates out-of-college learning with the college curriculum and equips students with skills that can be applied across academic disciplines and in their careers. Students consider academic and career goals as they plan, develop and execute a personal project to accommodate those goals. Topics may include self-assessment, goal setting, learning theory, critical reading, project development and presentation.

**Requirement:** 45 credit hours completed.

### **NDP-305. Introduction To Library Research And Information Fluency. 1 Hour.**

Introduction to Library Research and Information Fluency, 1cr. This class will introduce students to library research and issues in information studies. Students will acquire the skills to find and evaluate information and will learn how to create a bibliography and write citations. The course is geared towards students interested in learning how to research for class assignments, prepare research in their major or for graduate studies.

### **NDP-310. Writing Intensive Program: Diversity In The Workplace. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C.



**NDP-321. Correspondence On Current Biology Topics. 3 Hours.**

This course is designed for students interested in understanding current topics in the field of biology. The correspondence will vary based on instructor and student interest, but will focus on the appropriate biological background, experimental techniques, and the impact of these topics on health, society, and the environment. In addition, scientific reasoning and effective means of communicating biology to different audiences will also be discussed. Through the course materials, assignments, and regular correspondence, students will develop an appreciation for the living world around them, an understanding of experimental techniques in the natural sciences, and effective ways of communicating scientific information.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**NDP-330. Creating A Prior Learning Portfolio. 1 Hour.**

This one-credit hour course guides students through the process of creating a portfolio that showcases prior learning experiences. The course examines issues relating to learning and life experience. It explores questions of academic specialization and professional development. Final portfolios can be used to request credit by assessment and as a testament to a student's personal and professional accomplishments.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-102 with a minimum grade of C.

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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.

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**NDP-380. Project Management For Individuals And Organizations. 3 Hours.**

This three-credit hour course guides students through the process of creating a project management proposal including a timeline. The course examines issues related to project structure and stakeholders and considers the process from selection to completion. It explores responsibilities within a project as well as how to identify and delegate project tasks. Students will be exposed to project management as it relates to organizational and individual goals, preparing them to participate in projects while maintaining a professional perspective. Content for this course is skill-based and includes knowledge topical to project management through weekly topics in learning modules.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-102 with a minimum grade of C.

**UWW-201. Participated In University Without Walls. 1 Hour.****UWW-202. Participated In University Without Walls. 2 Hours.****UWW-203. Participated In University Without Walls. 3 Hours.****UWW-204. Participated In University Without Walls. 4 Hours.****UWW-205. Participated In University Without Walls. 5 Hours.****UWW-206. Participated In University Without Walls. 6 Hours.****UWW-207. Participated In University Without Walls. 7 Hours.****UWW-208. Participated In University Without Walls. 8 Hours.****UWW-209. Participated In University Without Walls. 9 Hours.****UWW-210. Participated In University Without Walls. 10 Hours.****UWW-211. Participated In University Without Walls. 11 Hours.****UWW-212. Participated In University Without Walls. 12 Hours.****UWW-301. University Without Walls Independent Study. 1 Hour.**

University Without Walls students receive credit as they fulfill individualized curricula developed in consultation with and under the direction of the UWW Academic Advisor (or another faculty member recommended by the Academic Advisor), the UWW Community Advisor, and UWW Faculty Advisor.

**UWW-302. University Without Walls Independent Study. 2 Hours.**

University Without Walls students receive credit as they fulfill individualized curricula developed in consultation with and under the direction of the UWW Academic Advisor (or another faculty member recommended by the Academic Advisor), the UWW Community Advisor, and UWW Faculty Advisor.

**UWW-303. Introduction To University Without Walls--First Sem Independent Study. 3 Hours.**

Introduction to University Without Walls prepares students to receive credit as they fulfill individualized curricula developed under the direction of the UWW Academic Advisor (or another faculty member recommended by the Academic Advisor), the UWW Community Advisor and the UWW Faculty Advisor.

**UWW-304. Contemporary Topics In Depth Area Study. 3 Hours.**

This course will examine contemporary topics related to student's prior/proposed learning and depth area concentration. With the assistance of their UWW advisor, student will explore the socio-political, cultural and economic relationships between the contemporary topics they choose and their depth area. Completion of the course can be achieved through traditional research paper or other relevant project as determined by their UWW advisor.

**UWW-305. Independent Study In Health Services. 3 Hours.**

This individualized study course is designed for UWW students who have depth areas in health services fields (community health, health administration, healthcare systems, medical services, etc.). With the assistance of their UWW advisor, student will explore topics in the field of health services as they relate to their depth area concentrations and prior learning experiences. Completion of the course can be achieved through traditional research paper or other relevant project as determined by their UWW advisor.

**UWW-306. Independent Study In Violence Prevention. 3 Hours.**

This individualized study course is designed for UWW students who have depth areas in violence prevention fields (hospital responders, outreach workers, peace academy workers, etc.). With the assistance of their UWW advisor, student will explore topics in the field of violence prevention as they relate to their depth area concentrations and prior learning experiences. Completion of the course can be achieved through traditional research paper or other relevant project as determined by their UWW advisor.

**UWW-307. Independent Study In Research Methods. 3 Hours.**

Students will examine research methods specific to investigating prior learning/depth area processes and outcomes; including research design, theory, data collection, and reporting.

**UWW-308. Independent Study In Community, Human And Social Services. 3 Hours.**

This individualized study course is designed for UWW students who have depth areas in community, human service or social service fields (case managers, community service officers, family support, community outreach workers, etc.). With the assistance of their UWW advisor, student will explore topics in the field of community, human or social service as they relate to their depth area concentrations and prior learning experiences. Completion of the course can be achieved through traditional research paper or other relevant project as determined by their UWW advisor.

**UWW-309. University Without Walls Field Experience Independent Study. 3 Hours.**

Students will engage in in-depth experiential learning, integrating academic course work, prior learning experience, and/or on the job experience.

**UWW-310. Independent Study In Recreation Services. 3 Hours.**

This individualized study course is designed for UWW students who have depth areas in recreation services fields (recreation leaders, recreation assistants, event specialists, youth recreation/athletics workers, etc.). With the assistance of their UWW advisor, students will explore topics in the field of recreation services as they relate to their depth area concentrations and prior learning experiences. Completion of the course can be achieved through a traditional research paper or other relevant project as determined by their UWW advisor.

**UWW-311. Independent Study In Capstone Portfolio And Review Board Preparation. 3 Hours.**

University Without Walls Capstone Portfolio and Review Board is the capstone course for the UWW academic program. In this course, students will finalize their learning contract and compose an online portfolio that will be presented to a UWW board of evaluators.

**UWW-312. Independent Study In Education-Related Fields. 3 Hours.**

This individualized study course is designed for UWW students who have depth areas in education-related fields (paraprofessionals, teaching assistants, school office managers, etc.). With the assistance of their UWW advisor, student will explore topics in the field of recreation services as they relate to their depth area concentrations and prior learning experiences. Completion of the course can be achieved through traditional research paper or other relevant project as determined by their UWW advisor.

# Faculty, Administration, and Emeriti

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Our faculty at Northeastern Illinois University are keen on developing such meaningful interactions. They combine broad knowledge of their fields, unique research pursuits, commitment to public service, and love of teaching.

Here is our most concise list of faculty and administration members that currently exist at Northeastern Illinois University.

# Faculty and Administration

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**Acioli, Paulo H.**, Ph.D., University Of Illinois at Urbana-Champaign, Distinguished, Professor, Physics

**Adeodu, Rachel A.**, Ph.D., University Of Alberta, Associate Professor, Teacher Education

**Adler, William**, Ph.D., The Graduate Center- CUNY, Associate Professor, Political Science

**Agopian, Garo L.**, Ph.D., Lally School of Management, Assistant Professor, Management and Marketing

**Aguado, Patricia**, Ph.D., University Of Illinois at Chicago, Associate Professor, Social Work

**Ali, Sunni**, Ed.D., Roosevelt University, Associate Professor, Educational Inquiry & Curriculum Studies

**Aliabadi, Sara**, Ph.D., The University of Memphis, Associate Professor, Accounting, Business Law & Finance

**Ambriz, Kimberly R.**, M.F.A., University Of Iowa, Professor, Art + Design, Chair

**Amos, Maureen**, M.A., DePaul University, Executive Director, Financial Aid

**Anderson, Gregory**, Ph.D., University Of California - Berkeley, Professor, Physics, Chair

**Anderson, Jacqueline**, Ph.D., Loyola University Chicago, Associate Professor, Social Work

**Anil Pillai, Deepa**, Ph.D., Southern Illinois University Carbondale, Associate Professor, Management and Marketing

**Bae, Sangmin**, Ph.D., Purdue University, Distinguished, Professor, Political Science

**Bai, Hua**, Ph.D., Purdue University, Professor, Educational Inquiry & Curriculum Studies

**Ball, James**, Ph.D., Southern Illinois University Carbondale, Professor, Health Sciences and Physical Education, Chair

**Banas, Jennifer**, Ed.D., Northern Illinois University, Professor, Health Sciences and Physical Education

**Barden, Kimya**, Ph.D., Loyola University Chicago, Associate Professor, Educational Inquiry & Curriculum Studies, Interim Director, Nontraditional Degree Programs

**Barnett, Timothy P.**, Ph.D., Ohio State University, Professor, English

**Baron, Maura R.**, Ph.D., University Of Wisconsin - Milwaukee, Associate Professor, Communication, Media and Theatre

**Bazer, Nicki**, J.D., New York University Law School, Interim General Counsel

**Bedell, Michael**, Ph.D., Indiana University, Professor, Management and Marketing, Dean, College of Business and Management

**Bell-Jordan, Katrina E.**, Ph.D., Ohio University, Professor, Communication, Media and Theatre, Interim President of the University

**Benjamin, Russell**, Ph.D., University Of Florida, Professor, Political Science

**Bethea, Sharon L.**, Ph.D., University Of Missouri - Columbia, Professor, Counselor Education

**Beyda, Sandra**, Ph.D., Purdue University, Professor, Special Education, Executive Director for Innovations in Teaching and Learning, Center for Teaching and Learning

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**Cropper, Barbara**, M.A., University of Chicago, Associate Professor, Anthropology

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# Courses

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parent::/courses/index.html

# Courses

[More Navigation](#)

parent::/courses/index.html

# A B C D E F G H I J K L M N O P Q R S T  
U V W X Y Z

## A

- [Academic Development \(ACAD\)](#)
- [Accounting \(ACTG\)](#)
- [Acct,Business Law and Finance \(ABF\)](#)
- [African & African Amer Studies \(AFAM\)](#)
- [Anthropology \(ANTH\)](#)
- [Arabic \(ARAB\)](#)
- [Aramaic \(ARAM\)](#)
- [Art \(ART\)](#)
- [Art History \(ARTH\)](#)

## B

- [Bilingual/Bicultural Education \(BLBC\)](#)
- [Biology \(BIO\)](#)
- [Biology Education \(BIOS\)](#)
- [Business Law \(BLAW\)](#)

## C

- [Chemistry \(CHEM\)](#)
- [Child Advocacy Studies \(CAST\)](#)
- [Chinese \(CHIN\)](#)
- [Coll of Business & Management \(COBM\)](#)
- [Comm, Media & Theatre-Comm \(CMTC\)](#)

- [Comm, Media & Theatre-Educ \(CMTE\)](#)
- [Comm, Media & Theatre-Media \(CMTM\)](#)
- [Comm, Media & Theatre-Theatre \(CMTT\)](#)
- [Computer Science \(CS\)](#)
- [Consortium Course \(ZZZZ\)](#)
- [Counselor Education \(COUN\)](#)
- [Curriculum K-12 \(CURR\)](#)

## [D](#)

- [Dance \(DANC\)](#)

## [E](#)

- [Early Childhood-Bilingual \(ECBL\)](#)
- [Early Childhood Education \(ECED\)](#)
- [Earth Science \(ESCI\)](#)
- [Economics \(ECON\)](#)
- [Educational Foundations \(EDFN\)](#)
- [Educational Leadership \(ELAD\)](#)
- [Education \(EDUC\)](#)
- [Elementary Education \(ELED\)](#)
- [English \(ENGL\)](#)
- [English Language Program \(ELP\)](#)
- [English Second Language \(ESL\)](#)
- [Environmental Science \(ENVI\)](#)
- [Exercise Science \(EXSC\)](#)

## [F](#)

- [Finance \(FINA\)](#)
- [Foreign Lang Elem Schl Tchg \(EFLM\)](#)
- [French \(FREN\)](#)

## [G](#)

- [Geography and Envir Studies \(GES\)](#)
- [German \(GER\)](#)
- [Gifted Education \(GIFT\)](#)
- [Global Studies \(GS\)](#)
- [Graduate College \(GRAD\)](#)
- [Greek \(GREK\)](#)

## [H](#)

- [Health Education \(HLED\)](#)
- [Health Sciences \(HSCI\)](#)
- [History \(HIST\)](#)
- [Honors \(HNRS\)](#)
- [Human Resource Development \(HRD\)](#)

## [I](#)

- [Inner City Studies Education \(ICSE\)](#)
- [Instructional Media \(INMD\)](#)
- [Italian \(ITAL\)](#)

## [J](#)

- [Japanese \(JPN\)](#)
- [Jewish Studies \(JS\)](#)
- [Justice Studies \(JUST\)](#)

## [K](#)

- [Korean \(KOR\)](#)

## [L](#)

- [Latin \(LAT\)](#)
- [Latino and Latin Amer Studies \(LLAS\)](#)
- [Leadership \(LEAD\)](#)

- [Leisure Studies \(LEST\)](#)
- [Linguistics \(LING\)](#)
- [Literacy Education \(LTCY\)](#)

## [M](#)

- [Management \(MNGT\)](#)
- [Marketing \(MKTG\)](#)
- [Mathematics \(MATH\)](#)
- [Middle Schl Educ & Tchng \(MLED\)](#)
- [Military Science \(MILS\)](#)
- [Music \(MUS\)](#)

## [N](#)

- [National Student Exchange \(NSEP\)](#)
- [Natural Science \(NSCI\)](#)
- [NEIU-Interdisciplinary \(NEIU\)](#)
- [Nontraditional Degree Programs \(NDP\)](#)

## [P](#)

- [Ped Cntnt Kldg Tch Ele Mid Mth \(MTHE\)](#)
- [Philosophy \(PHIL\)](#)
- [Phys Education Activity \(PEMA\)](#)
- [Phys Education Service \(PESV\)](#)
- [Phys Education Theory \(PEMT\)](#)
- [Physics \(PHYS\)](#)
- [Polish \(POL\)](#)
- [Political Science \(PSCI\)](#)
- [Portuguese \(PORT\)](#)
- [Psychology \(PSYC\)](#)
- [Public Health \(PH\)](#)

## [R](#)



- [Reading \(READ\)](#)
- [Recreation Management \(RECR\)](#)
- [Russian \(RUSS\)](#)

## [S](#)

- [Secondary Education \(SCED\)](#)
- [Social Work \(SWK\)](#)
- [Sociology \(SOC\)](#)
- [Spanish \(SPAN\)](#)
- [Special Education \(SPED\)](#)
- [Swahili \(SWAH\)](#)

## [T](#)

- [Tchng Engl Second Lang \(TESL\)](#)
- [Teacher Education \(TED\)](#)
- [Technology \(TECH\)](#)

## [U](#)

- [University Without Walls \(UWW\)](#)
- [Urban Community Studies \(UCS\)](#)

## [W](#)

- [Women's and Gender Studies \(WGS\)](#)
- [World Languages & Cultures \(WLC\)](#)

# Academic Development (ACAD)

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## Courses

**ACAD-101A. Special Programs Seminar I: Help Program. 3 Hours.**

**ACAD-101B. Success Program Seminar I: Project Success. 3 Hours.**

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-101C. Special Programs Seminar I: Proyecto Pa'Lante. 3 Hours.**

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-101D. Special Programs Seminar I: Student Support Services. 3 Hours.**

**ACAD-102B. Success Program Seminar II: Project Success. 3 Hours.**

This course expands upon college success strategies as described in Acad Dev 101B- Success Program Seminar I: Project Success. The course is designed for students who successfully completed Acad Dev 101B- Success Program Seminar I: Project Success, but did not successfully complete the first Fall term at Northeastern, with a term grade point average of 2.0 or higher, based on the Project Success Achievement Agreement.

**ACAD-102C. Special Programs Seminar II: Proyecto Pa'Lante. 3 Hours.**

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.

**ACAD-102D. Special Programs Seminar II: Student Support Services. 3 Hours.**

**ACAD-102E. Special Programs Seminar II: Project Success' Topics On Pan Africanism. 3 Hours.**

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 Programs Seminar II: Topics In The Asian American Experience. 3 Hours.**

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.

**ACAD-103. University Seminar. 3 Hours.**

# Accounting (ACTG)

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## Courses

### **ACTG-201. Introduction To Financial Accounting. 3 Hours.**

Accounting is a system for measuring economic activities. This course introduces to students the underlying assumptions, concepts, and methods of financial accounting regarding the recording, processing, and reporting of an organization's economic activities in financial statements to external decision makers. Prereq.: MATH-165.

**Prerequisite:** MATH-165 with a minimum grade of C.

### **ACTG-202. Introduction To Managerial Accounting. 3 Hours.**

This course focuses on managerial accounting. It emphasizes the use of accounting information for management planning and control decisions. Topics include analysis of cost behavior, budgeting, and other managerial issues. Prereq.: MATH-165 and ACTG-201.

**Prerequisite:** ACTG-201 with a minimum grade of C and MATH-165 with a minimum grade of C.

### **ACTG-300. Principles Of Accounting. 3 Hours.**

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 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.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

### **ACTG-301. Cost Accounting I. 3 Hours.**

The course expands upon the study of accounting information that is needed by management to plan and control various operations of an organization and to price products and services. Topics include job order and process costing systems, standard costing and variance analysis, budgeting, direct, absorption and throughput costing, and cost-volume-profit (including break-even) analysis.

**Requirement:** All Foundation Courses Including ACTG-202

**Prerequisite:** ACTG-202 with a minimum grade of C.

### **ACTG-306. Accounting For Non-Profit Organizations. 3 Hours.**

A study of the special techniques employed in recording and reporting financial data of non-profit government units and private non-profit organizations.

**Prerequisite:** ACTG-322 with a minimum grade of C.

### **ACTG-307. Auditing Theory And Problems. 3 Hours.**

Auditing contributes to the reliability of financial and other data. This course, comprised of theory and philosophy of auditing, makes it an essential part of an accountant's knowledge. Topics include standards-general, field work and reporting, evidential matter, review of internal control, auditing techniques, practices, problem-solving, and a study of A.I.C.P.A. industry audit guides.

**Prerequisite:** ACTG-322 with a minimum grade of C.

### **ACTG-308. Advanced Auditing. 3 Hours.**

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.

**Prerequisite:** ACTG-307 with a minimum grade of C.

### **ACTG-309. Foundations Of Forensic & Investigative Accounting. 3 Hours.**

The purpose of this course is to cover important topics associated with contemporary forensic and investigative accounting. Topics include fraud auditing, litigation support, valuation, cybercrime, and other key forensic topics. Prereq. ACTG-201 and ACTG-202.

**Prerequisite:** ACTG-201 with a minimum grade of C and ACTG-202 with a minimum grade of C.

### **ACTG-310. Federal Income Tax (Individual). 3 Hours.**

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.

**Prerequisite:** ACTG-202 with a minimum grade of C.

### **ACTG-311. Federal Income Tax (Corporate). 3 Hours.**

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.

**Prerequisite:** ACTG-310 with a minimum grade of C.

### **ACTG-312. Cost Accounting II. 3 Hours.**

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.

**Prerequisite:** ACTG-301 with a minimum grade of C.

**ACTG-313. Internal Auditing And Management Control. 3 Hours.**

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.

**Prerequisite:** ABF-350 with a minimum grade of C and ACTG-307 with a minimum grade of C.

**ACTG-319. Fraud Examination. 3 Hours.**

This course is designed to introduce students to basic topics associated with fraud involving accounting information. It provides an overview of techniques to detect fraud, procedures to assess fraud risk, and measures to deter and prevent fraud.

**Prerequisite:** ACTG-321 with a minimum grade of C.

**ACTG-321. Intermediate Financial Accounting I. 3 Hours.**

This is the first course in the professional financial accounting sequence. This course emphasizes the conceptual framework underlying financial accounting, preparation of financial statements, and the accounting treatment of current assets, long-term assets, and current liabilities.

**Requirement:** All Foundation Courses including ACTG-202

**Prerequisite:** ACTG-202 with a minimum grade of C.

**ACTG-322. Intermediate Financial Accounting II. 3 Hours.**

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.

**Prerequisite:** ACTG-321 with a minimum grade of C.

**ACTG-324. Advanced Financial Accounting IV. 3 Hours.**

This is the third course in the professional financial accounting sequence. This course emphasizes consolidations for large multi-national and domestic corporations. Prereq.: ACTG-322.

**Prerequisite:** ACTG-322 with a minimum grade of C.

**ACTG-325. Contemporary Financial Accounting Issues. 3 Hours.**

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.

**Prerequisite:** ACTG-322 with a minimum grade of C.

**ACTG-330. Data Analytics For Accounting. 3 Hours.**

This course is intended to provide our students with critical skills and analytics mindsets to enable them to understand data structuring and data preparation, data quality, descriptive data analysis, data analysis through data manipulation, problem solving through statistical data analysis, data visualization, and relevant data reporting.

**Prerequisite:** ACTG-201 with a minimum grade of C and ACTG-202 with a minimum grade of C.

**ACTG-380. International Accounting. 3 Hours.**

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.

**Prerequisite:** ACTG-322 with a minimum grade of C.

**ACTG-382. Internship In Accounting. 3 Hours.****ACTG-383. Internship In Accounting. 4 Hours.****ACTG-384. Internship In Accounting. 5 Hours.****ACTG-385. Internship In Accounting. 6 Hours.****ACTG-386. Independent Study In Accounting. 3 Hours.****ACTG-387. Independent Study In Accounting. 2 Hours.****ACTG-388. Independent Study In Accounting. 1 Hour.****ACTG-400. Fundamentals Of Accounting. 4 Hours.**

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.

**ACTG-402. Managerial Accounting. 3 Hours.**

This course focuses on managerial accounting. Managerial accounting is a company's internal language. It emphasizes the use of accounting information for planning, control, and decision making. Topics include relevant costing, cost behavior analysis, product costing, budgetary control, and performance evaluation. Undergraduate/graduate exposure to Financial and Managerial Accounting required. Prereq.: COBM-401 or equivalent and graduate standing.

**Prerequisite:** COBM-401 with a minimum grade of C.

**ACTG-406. Governmental & Not-For-Profit Accounting. 3 Hours.**

The 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 Standards 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.

**Prerequisite:** ACTG-400 with a minimum grade of C.

**ACTG-407. Auditing Theory And Practice. 3 Hours.**

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.

**Prerequisite:** ACTG-421 with a minimum grade of C.

**ACTG-408. Information Technology Auditing. 3 Hours.**

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.

**Prerequisite:** ACTG-307 with a minimum grade of C.

**ACTG-409. Forensic And Investigative Accounting. 3 Hours.**

This course is designed to introduce students to basic topics associated with forensic and investigative accounting. It helps students to understand and design procedures related to fraud detection, computing economic damages, and business valuation, among other topics. To enroll in this course, you must have completed ACTG-307, with a graduate standing. If you have not met these prerequisites, you must withdraw from this class. Students who do not meet the course prerequisites and who do not drop voluntarily during the first week of class will be administratively withdrawn later in the semester.

**Prerequisite:** ACTG-307 with a minimum grade of C.

**ACTG-410. Seminar In Tax Planning. 3 Hours.**

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.

**Prerequisite:** ACTG-400 with a minimum grade of C.

**ACTG-412. Accounting For Planning And Control. 3 Hours.**

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. Undergraduate/graduate exposure to Financial and Managerial Accounting required.

**Prerequisite:** COBM-401 with a minimum grade of C.

**ACTG-421. Current Topics In Financial Accounting. 3 Hours.**

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. Undergraduate/graduate exposure to Financial and Managerial Accounting required.

**Prerequisite:** COBM-401 with a minimum grade of C.

**ACTG-422. Financial Statement Analysis. 3 Hours.**

This course is designed to prepare students to interpret, analyze and evaluate corporate financial statements effectively for the purpose of reaching informed lending, investment, and other business related decisions. Topics include overview of financial statements, assessment of accounting quality, tools of profitability and risk analysis, preparation of forecasted financial statements, and firm valuation models.

**Prerequisite:** ACTG-421 with a minimum grade of C.

**ACTG-430. Research Methodology In Accounting. 3 Hours.**

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. Undergraduate/graduate exposure to Financial and Managerial Accounting required.

**Prerequisite:** COBM-401 with a minimum grade of C.

**ACTG-440. Tax Research And Procedure. 3 Hours.**

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 tax payer and tax preparer responsibilities will also be addressed. Graduate Standing.

**Prerequisite:** ACTG-310 with a minimum grade of C.

**ACTG-441. Estate, Gift And Trust Taxation. 3 Hours.**

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.

**Prerequisite:** ACTG-410 with a minimum grade of C.

**ACTG-451. Accounting Information Systems. 3 Hours.**

In-depth coverage of the concepts and techniques underlying the development, use and control of computerized accounting information systems are evaluated. Focus is on the understanding of accounting information and accounting information systems, and the underlying theory and practice of internal control systems. Particular emphasis will be placed on how information systems, including spreadsheets, databases, and other information technologies, serve as the basis for the functional areas of accounting and business through a case study approach. Prereq.: ACTG-400 or equivalent and graduate standing.

**Prerequisite:** ACTG-400 with a minimum grade of C.

**ACTG-480. Issues In International Accounting And Multinational Business Operations. 3 Hours.**

In-depth discussions 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 multifunctional operations and in the Foreign Corrupt Practices Act will also be discussed.

**Prerequisite:** ACTG-421 with a minimum grade of C.

**ACTG-500. Project. 3 Hours.**

Approval of major advisor is necessary.

**ACTG-501. Thesis. 3 Hours.**

Approval of major advisor is necessary.

# Acct,Business Law and Finance (ABF)

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## Courses

### **ABF-350. Management Information Systems. 3 Hours.**

This course centers on the use of computer based information systems (IS) to provide quality information upon which business decisions are made. The course presents the theory and practice involved with organization-wide usage of information technology (IT). The course also integrates the core business areas of management, marketing, finance, international activities, and ethics as they relate to information systems. Special attention is given to the tools available for providing decision makers with quality information and the implications of information systems for achieving a competitive advantage. Prereq.: Junior or Above.

### **ABF-360. Business Intelligence. 3 Hours.**

The course introduces students to emerging concepts, methods, and tools that provide effective business intelligence (BI). Rooting on a data-driven BI architecture, this course presents students with BI-related topics including business analytics continuum (e.g., descriptive analytics, predictive analytics, and prescriptive analytics), business performance management, Big Data and future trends. Special attention is given to the interplay between business and technology as a core approach for business organizations to make smarter decisions.

**Prerequisite:** ABF-350 with a minimum grade of C.

### **ABF-365. Enterprise Systems. 3 Hours.**

This course focuses on the role of enterprise resource planning (ERP) and business processes within and between organizations. Providing an introduction to enterprise systems (ES) for data and process integration. Topics include the requirements of ES, application architecture, and functionality of leading ES. Also covered are the life cycle and methodologies for systems integration, selection, implementation strategies and the emerging trends for ES, as well as, the relationship among component systems. Emphasis is placed on the use of ERP systems to integrate processes across marketing, finance/accounting, operations and HR management. The course tools include Excel, SAP and data flow diagrams.

**Prerequisite:** ABF-350 with a minimum grade of C.

### **ABF-370. Blockchain Technologies And Business Applications. 3 Hours.**

The course introduces students to essential concepts and techniques of blockchain and how to advance this knowledge in business applications. Starting with the fundamentals of what blockchain technology is, this course takes students on an interactive journey through different applications of blockchain such as bitcoin, cryptocurrencies, tokens, and smart contract. Special attention is given to discussions of blockchain as fundamentals of information security and the transformation from cryptocurrency to cryptoeconomics in shaping how future business will be conducted.

**Prerequisite:** ABF-350 with a minimum grade of C.

### **ABF-403. Management Of Information Systems & Technology. 3 Hours.**

ABF-403 Management of Information Systems and Technology, 3 cr. This course examines two major and related concepts: the management of information and the management of technology. Students investigate issues and approaches in managing the information system (IS) function and how the IS function supports and enables organizational capabilities and strategies. Principles underlying the acquisition, application, and management of technology are considered. Special attention is given to management information systems (MIS) and to information technology (IT) applications which support managerial decision-making and enhance organizational competitiveness. Relevant business cases are studied to reinforce conceptual learning.



# African & African Amer Studies (AFAM)

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## Courses

### **AFAM-109. First Year Experience: Exploring Africa In Chicago. 3 Hours.**

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 Chicagoland 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.

### **AFAM-200. Introduction To African And African American Studies. 3 Hours.**

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 Hours.**

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 Hours.**

This is an interdisciplinary course examining African civilizations from the prehistoric past to contemporary periods utilizing an African centered perspective. The course uniquely employs a variety of multidisciplinary perspectives and materials from history, geography, anthropology, political science, art, sociology, linguistics and other disciplines. Course content and emphasis is placed on correcting misperceptions and stereotypes of Africa while exploring the rich and varied diversity of Africa, its rich history, the fundamental cultural commonalities shared by African peoples despite the diversity, and the significance and place of African civilizations on the world scene.

### **AFAM-302. Foundations Of Africans In The Diaspora. 3 Hours.**

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, Cuban experiences. Course objectives will be achieved through individual readings and study, and class activities and lectures. The methods used in this course include lectures, open discussions, seminar discussions, structured activities, and media and are designed to accommodate diverse learning styles.

### **AFAM-303. Global Collaborations-Ghana. 4 Hours.**

AFAM-303 provides students with an intensive, yet short-term cross-cultural exchange program that also provides significant experience in research and creative practices. Students travel to Ghana, West Africa, visit key cultural and historical sites, and engage in collaborative research and/or creative projects with students at Kwame Nkrumah University of Science and Technology (KNUST), guided by faculty from both NEIU and KNUST. Course sessions at NEIU before and after travel will frame the experience.

### **AFAM-319. Prehistory of Africa. 3 Hours.**

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 hominins 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 Hours.**

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).

**AFAM-324. Black Girlhood Studies. 3 Hours.**

This course examines the complexities of Black girlhood, particularly from the perspectives of Black girls and women. From an examination of adultification to hypersexualization, this course offers a critical analysis of the various aspects and dynamics of Black girlhood, and how race/ethnicity, class, gender, sexuality, and ability specifically impact Black girls' lived experiences. This course spans a wide range of topics, from schooling experiences and representation of Black girlhood in popular culture, to the ways in which Black girls exert radical and humanizing agency — as artists, scholars, activists, and more, reframing dominant narratives about themselves and their communities.

**Prerequisite:** AFAM-200 with a minimum grade of C or WGS-101 with a minimum grade of C or SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

# Anthropology (ANTH)

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## Courses

### **ANTH-109B. First Year Experience: Skeletons In Chicago's Closet. 3 Hours.**

Bones hold an enormous amount of information about individuals and populations. This active class investigates what can be learned from bones and teeth in the context of forensic anthropology, bioarchaeology, and paleobiology. We will start by learning the bones of the skeleton and move on to identifying age, sex, trauma, etc., in forensic and archaeological contexts. Finally, we will look at fossil bone and what it can reveal about past life. Students will work with bones and models in lab, complete group and individual projects, and will learn and apply useful techniques for college success. First year students only.

### **ANTH-109C. First Year Experience: Skin Of Chicago. 3 Hours.**

We wear about 9 lbs. of it every day, but we take most of its functions, adaptations, uses, and subtle cultural signals for granted. Skin is something everyone should know inside and out. For anthropologists, skin is a place where issues of biology, comparative anatomy, culture, evolution, archaeology, tradition, taboo, ritual, art, diversity, and race all come together. An understanding of human skin helps to turn over the 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.

### **ANTH-109D. First Year Experience: Aliens, Curses, And The Chicago Cemetery: Explaining The Past. 3 Hours.**

Why have people proposed that aliens are responsible for the pyramids? This course explores how archaeologists evaluate data and reconstruct societies of the past by examining specific cases from scientific and other perspectives. You will also examine the implications of various interpretations of the past. The way we interpret the past can teach us a great deal about how modern thinking has informed, and is informed by, archaeology. This First Year Experience course counts for General Education credit in the Social/Behavioral Sciences.

### **ANTH-109E. FYE: Sweet Home Chicago: Identity And Culture In The Windy City. 3 Hours.**

Identities comprise our sense of who we think we are and can include but are not limited to those stemming from ethnicity, race, faith, gender, class, and ability. Using ethnographic readings, films about the city's subcultures, and students' own experiences, this course explores how Chicagoans identify with themselves and with one another. Students will use anthropology's insights to learn about different communities and neighborhoods and how and why identity matters. While covering a wide variety of topics, students will develop effective writing and communication skills that build a foundation for intellectual rigor and university success. First Year students only.

### **ANTH-201. Anthropology: Being Human. 3 Hours.**

Anthropologists study what it means to be human, across all regions of the world and from the origins of the human species to life today. ANTH-201 introduces students to the subjects, methods, and theories of the three major subfields of anthropology--cultural anthropology, archaeology, and biological anthropology--and examines both what makes the subfields distinctive and how they connect to and complement one another. We will apply the multiple perspectives of anthropology's subfields to contemporary issues in order to demonstrate the value of a holistic approach to understanding the human experience. Counts for either NS or SB GenEd credit.

### **ANTH-212. Introduction To Cultural Anthropology. 3 Hours.**

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

### **ANTH-213. Introduction To Archaeology. 3 Hours.**

Archaeology focuses on past societies 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 highlights how archaeology can address important social, economic, and ideological questions including the origins of food production, social inequality, and civilization. This course fulfills General Education/UCC credit in the Social/Behavioral Sciences area.

### **ANTH-215. Human Origins And Adaptations. 3 Hours.**

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 Hours.**

South America is home to the world's driest deserts, some of its highest mountains, one of its richest fisheries, and an immense area of lowland rainforest. Explore the contemporary peoples and cultures of South America from the colonial period to the 21st century from Panama to the tip of Argentina. Students will learn about the effects of European and later national policies on indigenous populations, as well as strategies of resistance to those external pressures. (C).

**ANTH-223. North American Indians. 3 Hours.**

This course examines the cultures of North American Indian populations from the time of European contact to the modern day. The record of Indian-non-Indian interactions and relationships from colonial times to the present is analyzed. Changes in Indian cultures are explored in light of external pressures from the state, environmental changes, and shifting internal dynamics. (C).

**ANTH-224. Contemporary African Culture. 3 Hours.**

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/Caribbean. 3 Hours.**

This wide-ranging course surveys the contemporary peoples and cultures of Mexico, Central America, and the Caribbean Islands, focusing on the diversity of ethnicities, languages, and local perspectives and responses to colonialism and globalization. (C).

**ANTH-250. Latin American Archaeology. 3 Hours.**

Interested in the roots of Latin American culture? This course provides an introduction to ancient indigenous civilizations that rose 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 essence of prehistory and early history of Latin American civilization. (A).

**ANTH-252. North American Archaeology. 3 Hours.**

This fascinating course explores the prehistory of Native Americans in the from the initial peopling of the New World through the subsequent domestication of plants and development of complex civilizations in the United States, Canada, and northern Mexico. The wide variation, and commonalities, in cultures, practices, and material remain are explored. (A).

**ANTH-257. Guts, Glory And Gridirons: Football As U.S. Culture. 3 Hours.**

Football plays an outsized role in U.S. culture. As the national pastime, football ramifies into diverse domains, such as cuisine, music, language and politics. This course surveys football historically and presently, including all age groups. Its purpose is to help students understand why we consider football as culture, controversial and a substratum of U.S. identity. Students will consider texts, films and podcasts from a variety of fields, such as anthropology, history, journalism, and literature. We will consider football as a reflection of contentious societal phenomena, such as physical well being, race, gender, class and sexuality.

**ANTH-261. Biology Of Behavior. 3 Hours.**

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-282. Primates Of The World. 3 Hours.**

Nonhuman primates pique our interests because they are simultaneously familiar yet exotic in their actions and interactions. From the bipedal hopping sifaka and the venomous loris to colorful monkeys and nepotistic chimpanzees, living nonhuman primates display an impressive assortment of behaviors, abilities, and adaptations. This class is an introductory survey of the diversity of our closest cousins, and will use readings, video, and lectures to highlight primate ecology, behavior, and the complex interactions between human and nonhuman primates. Students will learn how primatologists study primates in the wild and the different conservation efforts underway to protect their future. (B).

**ANTH-300. Writing Intensive Program: Writing In Anthropology. 3 Hours.**

This required course provides anthropology majors with practical training in all aspects of effective disciplinary writing, from the mechanical to the conceptual. Topics covered include: identifying and vetting sources, critical reading and note-taking skills, writing conventions, literature reviews, citations, crafting an argument, outlining, revision, academic integrity, and presentations. Students will engage in a series of stepped research and writing activities leading to a final project that demonstrates the skills accrued over the semester. This course fulfills the Writing Intensive requirement. It must be taken within 2 semesters of declaring the major and before taking most 300 level ANTH courses.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ANTH-302. Human Osteology. 4 Hours.**

There are 206 bones in the adult human skeleton and more in that of a juvenile. Skeletal analysis is a core focus of biological anthropology with applications in archaeology, anatomy, medicine, forensics, and paleontology. This course represents an intensive study of the human skeleton focusing on bone growth, morphological variation (sex, ancestry, etc.), and identifying trauma/pathology. Students will learn to identify and side each bone, its landmarks, and bone fragments in fetal through adult skeletons. Class will include a mix of lecture and concentrated work with the osteology collection. Students will complete a comprehensive analysis of a human skeleton. (B).

**ANTH-303. Who Owns The Past?. 3 Hours.**

The past is not neutral, but is instead romanticized and glorified by political movements, sold for profit, re-enacted as entertainment, and consumed by tourists. This course examines the role of the past in the present from multiple perspectives, including those of scholars, museums, developers, collectors, descendant communities, local and national governments, NGOs, and the tourism industry. Understanding similarities and differences between multiple and often competing claims, valuations, and uses of the past demonstrate why the past matters in the present and, ultimately, for the future. (A).

**ANTH-305. Archaeology Of Conflict And Warfare. 3 Hours.**

This course adopts a comparative approach to the study of conflict and warfare in the ancient world. The scope includes prehistoric and historic time periods that represent a wide range in cultures and geography, and features examples from nearly all continents. Students will examine architecture, artifacts, bones, art, and more to explore the range and nature of human conflict, how it has changed over time, and some associated outcomes. Students will apply lessons of the past to modern situations and will also examine parallels with the modern era to emphasize the comparative perspective. (A).

**ANTH-306. The Rise Of Complex Societies: The Archaeology Of State Formation And Urbanization. 3 Hours.**

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 that drove parallel or divergent forms of social complexity and will partake in archaeological problem-solving involving both method and theory. (A).

**Prerequisite:** ANTH-213 with a minimum grade of C.

**ANTH-307. Anthropology Of Gender, Sexuality And The Body. 3 Hours.**

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).

**ANTH-309. Egyptian Archaeology. 3 Hours.**

This course explores ancient Egyptian society and culture from the Predynastic through the New Kingdom periods, with an emphasis on internal and external factors that helped shape and mold change and expansion of Egyptian society. Students will develop an understanding of long-term political, social, religious, and economic developments along the lower Nile River. (A).

**ANTH-310. Middle Eastern Archaeology. 3 Hours.**

The Middle East is widely known as "the cradle of Western Civilization," and this course explores the archaeological evidence for ancient cultures of the Middle East, particularly areas of modern-day Kuwait, Iran, Iraq, Syria, and Turkey, from prehistoric times to the fifth century B.C. Ancient Mesopotamian societies, including Akkadia, Assyria, Babylonia, and Sumer are examined through the end of the Iron Age. (A).

**Prerequisite:** ANTH-213 with a minimum grade of C.

**ANTH-311. Designing Your Future: Next Steps. 1 Hour.**

This course, open to all majors, highlights the relevance of a liberal arts education in today's world and the particular strengths it provides. The course guides students in identifying the key skills they have gained through completing their degree and in articulating the value of those skills to potential employers and graduate programs. Coursework includes a skills inventory, hands-on training in producing effective CV/resumes, cover letters, and graduate program statements of purpose, and a collaborative research project through which students will compile, analyze, and share information and planning regarding their postgraduation endeavors. Best taken in Jr. or early Sr. year.

**ANTH-313A. Chimpanzee 101: Community, Culture, And Conservation. 1 Hour.**

Field studies of wild chimpanzees in the 21st century have dramatically reshaped our understanding of these great apes and their kinship with us. It is clear that chimpanzees display an exceptional level of behavioral diversity and that some learned behaviors are passed through the generations within distinct communities. This one credit course takes a deep dive into chimpanzee behavioral ecology, hunting and tool culture, and will also detail recent community conservation efforts to protect chimpanzees and support their human neighbors. Prior anthropology coursework not necessary; just bring your curiosity to learn about our closest biological relatives. (B).

**ANTH-313C. 23 And Who?: Realities Of Personal Genetic Testing. 2 Hours.**

Millions of people – maybe you too – have sent a sample of their DNA to direct-to-consumer genetic testing companies who promise results indicating ethnicity, ancestry, mental health insights, disease risk, Neandertal-relatedness, and so much more. This 2 cr. class will explore the phenomenon of personal genetic testing, its benefits and limitations, and the nature of genetic indicators for ancestral origins. Students will also examine personal privacy concerns as well as ethics and group identity issues that arise from the industry, including use of the growing DNA databases by law enforcement, pharmaceutical and insurance companies, and governments. (B).

**ANTH-313D. Dog Is My Copilot: The Enduring Relationship Between Humans And Canines. 1 Hour.**

This interdisciplinary course addresses relationships between people and dogs across time and space. Dogs were the first animals domesticated by humans, and our physical and social evolutions were closely entwined. As in-between figures, straddling wild and domestic, animal and human, and nature and culture, dogs blur the boundaries of taken-for-granted categories. Dog-human relationships both point out the limitations and extend the possibilities of what and who we are, individually and in relation to one another. We will investigate what these relationships reveal about constructions of personhood, enactments of family and relatedness, and animal ethics.

**ANTH-313F. Anthropology And Film. 1 Hour.**

Anthropologists have long used film as research method and means of presenting findings. As do written ethnographies, ethnographic films raise questions about representation that have been at the heart of auto-critiques within the field. Whereas earlier ethnographic films sought to portray "disappearing worlds" and anthropologists as off-screen narrators, contemporary films are collaborative, reflexive, experimental, and challenge the boundaries between documentary and other kinds of filmmaking. We will read about and watch many examples of ethnographic films. In addition, we will look through the other end of the lens and examine how anthropology and anthropologists have been portrayed in popular film.

**ANTH-314. Anthropology Of Religion. 3 Hours.**

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).

**Prerequisite:** ANTH-212 with a minimum grade of C.

**ANTH-315. Greek Archaeology: Bronze Age. 3 Hours.**

The archaeology of Aegean Greece, from 3600-1000 BCE, is the focus of this engaging course. It includes the ancient societies of mainland Greece, Crete, and the Cyclades. As the origins of dynamic city-states, urbanization, art, and a writing system in the eastern Mediterranean, these areas are not only fascinating in their own right, but also prefigured later Classical and Hellenistic civilizations. (A).

**ANTH-316. Greek Archaeology: Classical Age. 3 Hours.**

This course explores the archaeology of ancient Greece from the end of the Bronze Age (1000 BCE) through the death of Alexander the Great (323 BCE). This fascinating era includes an examination of the Greco-Persian wars and the Greek colonization of Spain, France, Italy, and the shores of the Black Sea. We will explore the roles that politics, religion, and commerce played in the development of Classical Greek society, as evidenced in the archaeological record. (A).

**Prerequisite:** ANTH-213 with a minimum grade of C.

**ANTH-317. Medical Anthropology. 3 Hours.**

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).

**ANTH-319. Prehistory Of Africa. 3 Hours.**

Africa is the sole source of evidence for the origins of many significant cultural developments and technological innovations. This course surveys the archaeological evidence for human behavioral patterns from the earliest hominins to the eve of European colonization of this highly diverse continent. Principal themes include: origins of human culture; Early, Middle, and Late Stone Ages; origins of food production and complex societies; history of ancient kingdoms including internal growth and external influences; and 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).

**ANTH-320. Religion In Africa. 3 Hours.**

Religion is a subject that has fascinated anthropologists since the discipline's beginnings. In this course, we look at religion as it is practiced across the African continent, in all its diversity and complexity. Readings include ethnographic examples of African approaches to Christianity, Islam, spirit possession, and religious healing that reveal the relevance of practices 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-321. Race And Language. 3 Hours.**

Communication is fundamental to human life and to who we are. This course explores how and why people talk, write, and interact, to establish, convey, and negotiate race. Students will use ethnographic examples, assigned readings, podcasts, and films to survey the anthropological understanding of race, language, and culture. Whether in the context of language socialization through storytelling, or multilingualism and language ideologies, everyday speech is social action that informs power, agency, representation, and identity. Cross-cultural examples include Black ASL, e-chat, landscape memories for Western Apache, "jock talk," and experiences of race, ethnicity, and nationality for Chicago Latinx youth. (C).

**ANTH-323. Evolution Of Skin Color. 3 Hours.**

Human skin color displays a magnificent range of variation that far exceeds the black and brown and white we speak of everyday. This class examines the biology and evolution of human skin pigmentation and how anthropologists study a feature that leaves no fossil trace. Drawing from a diversity of fields, students will explore the biology of skin pigmentation, the factors that affect it temporarily, and the evolutionary processes that have produced the range we see in the world today. Understanding the biological nature of skin color will help to temper the cultural biases we have ascribed to it. (B).

**ANTH-325. Archaeology Of Sex, Gender, And Sexuality. 3 Hours.**

This course explores sex, gender, and sexuality in archaeology, historically, theoretically, and methodologically. Students will engage with a variety of perspectives and frameworks, including feminist approaches, for understanding the construction of personhood in the past, with attention to the relationship between concepts, practice, and evidence. The course will cover case studies from a diversity of temporal periods and geographic regions, placing emphasis on the articulation of gender with other aspects of identity and difference. Students will also examine the political implications of archaeological studies of gender, including perspectives and practices that foster a diverse and inclusive discipline.

**ANTH-327. Dental Anthropology: Dental Morphology, Evolution, And Adaptation. 3 Hours.**

This class will explore the evolution of mammalian teeth with a specific focus on primates. Students will first study the morphology, development, and functional adaptations of dentition. Special attention will be paid to the relationship between dentition and feeding ecology. The second portion of the class will primarily focus on the human dentition. Topics covered will include dental traits, the genetics of trait inheritance, geographic variability, and the application of dental anthropology in the bioarchaeological context. Throughout the semester students will be able to handle and study dental casts and will complete in-class labs on a variety of topics.

**Prerequisite:** ANTH-215 with a minimum grade of C.

**ANTH-329A. Evolution Of The Human Diet. 3 Hours.**

The human diet is a product of evolution, culture, and the environment. This class will explore nutrition, its influence during development, the role of diet in human speciation events, and evidence of diet in the archaeological record. Students will examine foraging strategies in contemporary human populations and how food choice might be influenced by genetics. Health implications of dietary shifts, including the development of agriculture and industrialization, will also be discussed. Finally, a portion of the course will focus on how non-human primate dietary adaptations and behaviors can be used to better understand our own lineage's changing dietary profile. (B).

**Prerequisite:** (or) and.

**ANTH-332. Human Growth And Development In Evolutionary Perspective. 3 Hours.**

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 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).

**Prerequisite:** ANTH-215 with a minimum grade of C.

**ANTH-335A. Zooarchaeology. 3 Hours.**

Zooarchaeology focuses on the identification and analysis of faunal (animal) remains from archaeological sites and what they can tell us about past human ecology and behavior. Zooarchaeologists study which animals were hunted and how they were butchered, prey and camp seasonality, the role of hunting versus scavenging, and the processes of animal domestication. This course will introduce students to theory and method in zooarchaeology and the basics of faunal analysis using lecture, review of current professional literature, discussion, and hands on labs. Students will relate their findings to broader questions in archaeology, paleontology, and paleoanthropology. (A).

**Prerequisite:** ANTH-213 with a minimum grade of C.

**ANTH-337A. Anthropology Of Death. 3 Hours.**

In death, the human body is transformed by the living into a powerful symbol. Treatment of the corpse is linked to ideas of death, the afterlife, and social boundaries. Studies of ancient burials reveal the nature of funerary practice and belief, as well as social organization. Human remains are often involved in rites of passage where the deceased are separated from the living and transformed into ancestors and other beings. This course focuses on how anthropologists study funerary rituals and beliefs about death from a cross-cultural perspective, and will examine the meaning of human practices of death and burial. (A).

**ANTH-339. Paleoanthropology: The Fossil Record Of Human Evolution. 3 Hours.**

Paleoanthropology is the study of the human fossil record. This exciting course examines over 7 million years of human evolution and the biological processes that have shaped this most unique radiation. Using fossil casts, computer models of early humans as well as replicas of archaeological artifacts, students will explore the fundamentals of paleoanthropological research. The course will detail the controversies and differing interpretations of the fossil evidence for human evolution including the most current proposed evolutionary relationships of early humans to *Homo sapiens*. (B).

**Prerequisite:** ANTH-215 with a minimum grade of C.

**ANTH-343. Anthropology Of The Body. 3 Hours.**

The human body is a simultaneously biological and cultural entity—bones, blood, and flesh reveal the processes of biological evolution and also reflect cultural practices and ideas. This course takes a holistic approach to the body by juxtaposing perspectives from biological and cultural anthropology. For example, blood has adaptive biological qualities and is also a cultural metaphor for familial, ethnic, and national belonging. Senses reveal the evolutionary divergence of the human lineage and have prominent roles in different religious and healing practices. At the intersection of these perspectives lie significant insights regarding what it means to be a human being.

**ANTH-349E. Environmental Archaeology. 3 Hours.**

This course will provide an overview of how archaeologists study human-environment relationships. It will treat landscapes as dynamic products of natural processes, cultural activities, and social practices and expose students to the various techniques and methods by which archaeologists reconstruct ancient human-environment relationships, ranging from geomorphological to paleoecological methods. In addition to surveying techniques and methods useful to environmental archaeology, the course materials will include a series of empirical case studies detailing the anthropogenic landscape histories of several world regions. (A).

**Prerequisite:** ANTH-213 with a minimum grade of C.



**ANTH-349S. Archaeology of South Asia. 3 Hours.**

This course surveys the archaeology of South Asia, beginning with animal and plant domestication in the early Holocene and ending with the arrival of the British East India Company in the 17th century AD. Given the chronological breadth and spatial scope, the class will most fully detail archaeological and historical periods that contribute significantly to anthropological questions on the origins of domestication, the development of complex societies, the role of religion in early state authority, climate change and cultural change in the past, and the relationships between ancient agricultural and pastoral-based societies. (A).

**Prerequisite:** ANTH-213 with a minimum grade of C.

**ANTH-355. History Of Anthropology. 3 Hours.**

The course addresses developments in anthropology by tracing changes and continuities in the topics, theories, and methods employed in archaeology, biological anthropology, and cultural anthropology. Students will focus on the ideas and approaches that have informed the trajectory of a particular subfield. The course provides a historical context that enriches an understanding of anthropology not only as a field, but also as a part of a long, multidirectional disciplinary conversation.

**ANTH-356. Human Diversity And The Question Of Race. 3 Hours.**

Humans display a wide range of variation in their physical attributes. What is the relationship between this variation and racial categories and identities, and how has racial pseudo-science misled our understanding of actual biology? This thought-provoking anthropology course examines the hereditary, environmental, and evolutionary basis of how and why humans vary in features like skin color, eye shape, hair type, body proportions, freckles, blood type, disease susceptibility/resistance, and many other biological traits. Students will examine the range of human adaptations to different climates and environments and also learn why evolution sometimes operates to maintain deleterious traits in a population. (B).

**Prerequisite:** ANTH-215 with a minimum grade of C or BIO-303 with a minimum grade of C.

**ANTH-357. Economic Anthropology: Shells, Pigs, And Gold. 3 Hours.**

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 Hours.**

This course takes a multi-disciplinary approach to the study of museums, cultural heritage institutions, and natural history organizations and the contemporary issues and challenges facing them. Students will examine the theory and organization of museums as well as their historical and contemporary role in education, cultural preservation, research, and interpretation. This course will also take a critical look at the role of museums in colonialist endeavors, and at how they address social hierarches, race, and ethnicity. Students will enrich their classroom learning with working visits to a diversity of institutions in the Chicago area. Course is open to all majors.

**ANTH-360. Scientific Racism: Eugenics Then And Again. 3 Hours.**

Employing the new science of genetics, the early 1900's eugenics movement misused evolutionary principles to assert a racist, ableist agenda arguing for the inherent superiority and inferiority of different social groups. With widespread support from scientists, the movement resulted in laws governing marriage, immigration, incarceration, and reproduction. U.S. eugenics was so successful that its perspectives were adopted by the Nazis. This class will critically examine the misuse of science in eugenics and its legacy of racist ideas that continue to inform policy and popular imagination today. Students will also learn legitimate ways of invoking genetics relative to human variation. (B).

**ANTH-363. Anthropology Of Tourism. 3 Hours.**

This course introduces students to anthropological theories on tourism and to consider those theories in the contexts of the varied sites and forms of tourism practiced around the world today. The course will take a look at mass tourism as well as tourism that makes an effort to get "off the beaten track" in search of "authenticity" and "adventure" while also experiencing local tourist sites, commercialism, and cultural production of these contexts. Note that this course includes several field trips within Chicago.

**Requirement:** 45 credit hours completed.

**ANTH-364. Culinary Anthropology. 3 Hours.**

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, socioeconomic, 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).

**Prerequisite:** ANTH-212 with a minimum grade of C or HIST-111 with a minimum grade of C.

**ANTH-365. Anthropology Of Islam. 3 Hours.**

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-368. Primate Biology And Adaptation. 3 Hours.**

The primate adaptive radiation is over 50 million years old and exhibits some of the most striking anatomical adaptations found among mammals. This course focuses on the morphological diversity of primates. We will first examine the evolution of traits that distinguish primates from other mammals, and will then shift focus to features that differentiate species and lineages within the Order. Specifically, adaptations related to diet, feeding, foraging, communication, predator avoidance, positional behavior, habitat, reproduction, among others, will be highlighted. Students will work extensively with scientific literature and the bone and cast collection. (B).

**Prerequisite:** ANTH-215 with a minimum grade of C or ANTH-282 with a minimum grade of C or BIO-320 with a minimum grade of C or BIO-327 with a minimum grade of C.

**ANTH-371. Forensic Anthropology. 3 Hours.**

Forensic anthropology is an applied science that uses the methodology of biological anthropology to evaluate human skeletal remains in a medico-legal context. This course focuses on the theory and practice of building biological profiles and analyzing circumstances surrounding human death. Students will review the current state of forensic anthropology using published studies on estimating age/sex/ancestry/etc., identifying bone trauma and the postmortem interval, and applying methods of individuation (facial reconstruction, odontology, X-ray, DNA, etc.). The course also highlights the ethics and cross-disciplinary nature of forensic anthropology, and its central role in mass/natural disasters and worldwide human rights violations. (B).

**Prerequisite:** ANTH-215 with a minimum grade of C or ANTH-302 with a minimum grade of C.

**ANTH-373. Urban Anthropology. 3 Hours.**

Urban anthropology is the holistic study of human beings in cities. This course addresses various aspects of the broad sweep of urbanization, from the ancient urban revolution of the present shift to a majority of people living in cities, focusing especially on the urban United States. We will engage with anthropological work that balances social theory with rich ethnographic portraits, opening debates on the meanings and values of urban life. We will examine race, gender, inequality, institutions, and case studies on immigration, gentrification and sustainability, and using Chicago as our laboratory, students will conduct and write ethnographies of their own. (C).

**Prerequisite:** ANTH-212 with a minimum grade of C.

**ANTH-374. The Maya. 3 Hours.**

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 during the semester. (A).

**Prerequisite:** ANTH-213 with a minimum grade of C or ANTH-250 with a minimum grade of C.

**ANTH-375. Anthropology Of Globalization. 3 Hours.**

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).

**ANTH-376. Primate Behavior. 3 Hours.**

One of the evolutionary hallmarks of being a primate is sociality and primates exhibit a diverse array of behavioral adaptations for navigating complex social groups. Primate behavioral ecology is a fascinating field that informs our understanding of primate interactions and the origins of our own behavior. This course will highlight how primatologists study behavior and how evolution and ecological variables shape primate sociality in the contexts of group structure, male/female dynamics, reproduction, feeding, predation pressure and social learning, among other topics. Students will examine the diversity of primate sociality using current primatological literature, discussion, video, assignments and zoo visits. (B).

**ANTH-377A. Anthropology Of Television. 3 Hours.**

Cultural anthropologists have long trained their sights on the ordinary practices of everyday life, understanding that careful study of mundane activities yields insights into the weightiest questions of human experience. However, despite its ubiquity in popular culture and centrality as a form of representation and forum for cultural debate, anthropologists have only slowly come to the study of television. This course addresses the relatively recent but burgeoning anthropology of television and suggests that attention to the ways people around the world make, watch, interpret, discuss, and critique television programs provides an important vantage on the workings of culture, power, and knowledge in the contemporary world.

**ANTH-378. Anthropology Of Power. 3 Hours.**

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-379A. Pan-African Association Internship. 3 Hours.**

Interns work 10 hours per week for the duration of a semester at the Pan-African Association, an organization that provides services to refugees in Chicago. Interns assist with in-home mentoring, English language training, job readiness training, and community outreach, among other duties and projects. The PAA Internship provides high-achieving Northeastern students with the opportunity to learn about the experiences of refugees in the U.S. and gain experience in the work of a refugee services organization and provides PAA with committed, hardworking students who can serve the goals of the organization and the needs of its clients.

**Prerequisite:** ANTH-212 with a minimum grade of C or GS-201 with a minimum grade of C.



**ANTH-380. Archaeological Field School. 6 Hours.**

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 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 or ANTH-250 or ANTH-374 or consent of instructor.

**ANTH-3811. Independent Study In Anthropology. 1 Hour.**

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. Student 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-3812. Independent Study In Anthropology. 2 Hours.**

See course description for ANTH-3811.

**ANTH-3813. Independent Study In Anthropology. 3 Hours.**

See course description for ANTH-3811.

**ANTH-3821. Fieldwork In Anthropology. 1 Hour.**

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).

**ANTH-3822. Fieldwork In Anthropology. 2 Hours.**

See course description for ANTH-3821.

**ANTH-3823. Fieldwork In Anthropology. 3 Hours.**

See course description for ANTH-3821.

**ANTH-3824. Fieldwork In Anthropology. 4 Hours.**

See course description for ANTH-3821.

**ANTH-3871. Field Museum Internship. 1 Hour.**

Student intern assists Field Museum staff behind the scenes in the Mammals section (anatomy, prep, curation) or Anthropology section (scientific illustration). Work varies with assignment and can include specimen preparation/processing, collections management, resolving taxonomic issues, research, data management, apprenticeship with professional illustrator, and more. Internship requires significant commitment of 15-20 hours/week for the semester and a journal or final project depending on credit hours (1-6). Additional requirements listed in Anthropology entry of online Academic Catalog. Eligible students apply for internship through NEIU Anthropology Department. Approval is subject to consent of Field Museum staff. (B).

**Prerequisite:** ANTH-302 with a minimum grade of C or ANTH-368 with a minimum grade of C.

**ANTH-3872. Field Museum Internship. 2 Hours.**

(See ANTH-3871 for description.).

**Prerequisite:** ANTH-302 with a minimum grade of C or ANTH-368 with a minimum grade of C.

**ANTH-3873. Field Museum Internship. 3 Hours.**

(See ANTH-3871 for description.).

**Prerequisite:** ANTH-302 with a minimum grade of C or ANTH-368 with a minimum grade of C.

**ANTH-3874. Field Museum Internship. 4 Hours.**

(See ANTH-3871 for description.).

**Prerequisite:** ANTH-302 with a minimum grade of C or ANTH-368 with a minimum grade of C.

**ANTH-3875. Field Museum Internship. 5 Hours.**

(See ANTH-3871 for description.).

**Prerequisite:** ANTH-302 with a minimum grade of C or ANTH-368 with a minimum grade of C.

**ANTH-3876. Field Museum Internship. 6 Hours.**

(See ANTH-3871 for description.).

**Prerequisite:** ANTH-302 with a minimum grade of C or ANTH-368 with a minimum grade of C.

**ANTH-3891. Lincoln Park Zoo Research. 1 Hour.**

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 1cr., 50 field hours to 6 cr., 300 field hours. (B) Prereq.: ANTH-376.

**Prerequisite:** ANTH-376 with a minimum grade of C.

**ANTH-3892. Lincoln Park Zoo Research. 2 Hours.**

(See ANTH-3891 for description.).

**Prerequisite:** ANTH-376 with a minimum grade of C.

**ANTH-3893. Lincoln Park Zoo Research. 3 Hours.**

(See ANTH-3891 for description.).

**Prerequisite:** ANTH-376 with a minimum grade of C.

**ANTH-3894. Lincoln Park Zoo Research. 4 Hours.**

(See ANTH-3891 for description.).

**Prerequisite:** ANTH-376 with a minimum grade of C.

**ANTH-3895. Lincoln Park Zoo Research. 5 Hours.**

(See ANTH-3891 for description.).

**Prerequisite:** ANTH-376 with a minimum grade of C.

**ANTH-3896. Lincoln Park Zoo Research. 6 Hours.**

(See ANTH-3891 for description.).

**Prerequisite:** ANTH-376 with a minimum grade of C.

**ANTH-390A. Senior Thesis Research. 2 Hours.**

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 mentor.

**ANTH-390B. Senior Thesis Writing. 2 Hours.**

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 develop project and outline steps and a 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.

**Prerequisite:** ANTH-390A with a minimum grade of C.

**ANTH-401. Independent Graduate Study In Anthropology. 3 Hours.****ANTH-477A. Anthropology Of Television. 3 Hours.**

Cultural anthropologists have long trained their sights on the ordinary practices of everyday life, understanding that careful study of mundane activities yields insights into the weightiest questions of human experience. However, despite its ubiquity in popular culture and centrality as a form of representation, anthropologists have only slowly come to the study of television. This course addresses the relatively recent but burgeoning anthropology of television and suggests that attention to the ways people around the world make, watch, interpret, discuss, and critique television programs provides an important vantage on the workings of culture, power, and knowledge in the contemporary world.

# Arabic (ARAB)

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## Courses

**ARAB-101. Arabic I. 3 Hours.**

Development of basic skills in listening, speaking, reading and writing. Cultural appreciation.

**ARAB-102. Arabic II. 3 Hours.**

Continuation of ARAB-101.

**Prerequisite:** ARAB-101 with a minimum grade of D.

**ARAB-203. Arabic III. 3 Hours.**

Arabic III is the continuation of the sequence of Arabic I and Arabic II. Students develop proficiency of Modern Standard Arabic in listening, speaking, reading and writing at the Intermediate Low level, using Arab cultures as content for the development of these skills.

**Requirement:** must have course prerequisite or by placement exam

**Prerequisite:** ARAB-102 with a minimum grade of C.

# Aramaic (ARAM)

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## Courses

### **ARAM-101. Aramaic Language. 3 Hours.**

This course is designed for students with little to no experience in the Aramaic language. Students will develop knowledge through an emphasis on reading, listening, writing and speaking. Basic grammatical structures and new vocabulary will be introduced, as well. Upon completion, students will be able to comprehend and respond in Aramaic at the Beginning-Mid level.

### **ARAM-102. Aramaic Language II. 3 Hours.**

This course is designed for students who have successfully completed ARAM-101. Students will continue to develop their reading, listening, writing and speaking skills through an emphasis on grammatical structures and new vocabulary to the Beginning-High level.

**Prerequisite:** ARAM-101 with a minimum grade of C.

# Art (ART)

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## Courses

### **ART-109. First Year Experience: Art, Architecture And Urban Design In Chicago. 3 Hours.**

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.

### **ART-109B. First Year Experience: ChicaGo Create: Graphic Design For Fun & Communication. 3 Hours.**

This course examines the lively graphic design community of the city of Chicago. Lectures will focus on introducing graphic design topics to students, as well as learning the skills needed to succeed in college. Students will learn about our community, local arts, local graphic designers and get the opportunity to learn basic design principles. This course includes field trips.

### **ART-120. Drawing I. 3 Hours.**

This course focuses on basic drawing skills and stresses individual perceptual growth and the importance of physical and psychological factors in structuring visual experiences. Emphasis is placed on design and perception as well as the discussion of systems of perceptual interpretation and structure, concepts of abstraction and problems of evaluation.

### **ART-130. Two-Dimensional Design. 3 Hours.**

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 Hours.**

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 Hours.**

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 Hours.**

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 Hours.**

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 Hours.**

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 Hours.**

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 Hours.**

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

### **ART-170H. Studio Experiences: Graphic Design. 3 Hours.**

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

### **ART-220. Drawing II. 3 Hours.**

This course expands on perceptual drawing techniques through still-life, figure, and other subjects. Color theory and abstraction are explored for compositional, spatial, and expressive outcomes leading to individual growth.

**Prerequisite:** ART-120 with a minimum grade of C.

### **ART-230. Painting I. 3 Hours.**

This introductory painting course familiarizes students with the painting process. Using oil paint as medium, students will explore themes such as still life, abstraction, symbolism, and the landscape. Students will be exposed to a variety of oil painting techniques and materials.

**Prerequisite:** ART-120 with a minimum grade of C.

### **ART-234. Digital Foundations. 3 Hours.**

This course addresses foundational toolsets in the Adobe Creative Suite while introducing students to the basic logical processes required for using code as a creative material. This course combines technical training with processed based creative projects in order to familiarize students with the essential tools and modes of thinking for creating digital art and design. Students will gain an essential understanding of the importance of digital literacy and content creation within broad professional disciplines.

### **ART-240. Sculpture I. 3 Hours.**

This introductory sculpture course familiarizes students with traditional and contemporary sculpture concepts, and exposes students to an overview of processes, tools, and materials used in sculpture. Students will also explore modeling, casting, and construction techniques.

**Prerequisite:** ART-140 with a minimum grade of C.

**ART-250. Printmaking I. 3 Hours.**

This introductory printmaking course emphasizes the processes of intaglio and relief. This course will also explore the possibility of the monoprint, as well as introduce basic research methods associated with personal studio practice.

**Prerequisite:** ART-120 with a minimum grade of C.

**ART-261. Photography I. 3 Hours.**

This course will familiarize students with digital photography techniques and computer software to use photography as a creative medium. Students will be introduced to basic aesthetic grammar of photography and a preliminary historical context for visually analyzing and creating photographs.

**Prerequisite:** ART-130 with a minimum grade of C.

**ART-270. Ceramics I. 3 Hours.**

This introductory ceramic course explores building techniques, surface treatment, design and decoration of ceramic objects. Through class projects students will be introduced to a variety of methods of constructing sculptural as well as functional objects. Focus will be placed on technique, craftsmanship and the development of individual artistic direction.

**Prerequisite:** ART-140 with a minimum grade of C.

**ART-280. Art + Tech I. 3 Hours.**

Through tutorials, collaborative experimentation and guided studio time this course introduces students to a variety of topics related to the intersection of art and technology. The course will survey techniques to utilize web code as a creative medium, design and digitally fabricate objects, investigate modes of interactivity via physical computing and reshape the frame of moving images. Readings will provide a historical and technical framework for examining the ever-evolving role that technology plays within society. Lectures will encourage students to approach software and electronics as art materials, while hands-on tutorials and collaborative making will encourage skill development.

**Prerequisite:** ART-234 with a minimum grade of C.

**ART-281. Graphic Design I. 3 Hours.**

This course is an introduction to techniques and concepts of graphic design and visual communication. Lectures and studio time will be used to analyze and practice applied creative activities in design, which includes image-making, typography and layout, as well as its historical and contemporary social aspects.

**Prerequisite:** ART-130 with a minimum grade of C.

**ART-285. Image. 3 Hours.**

Image class offers a guided exploration of techniques and processes used to create images for the purpose of specific communication. The course pays special attention to current trends in graphic design and fine art and includes discussions of various contemporary illustration techniques. Special attention is paid to both visual form, as well as the design process, communication and interpretation of work to challenge the student's ability to generate innovative images with a regard for both visual form and conceptual content.

**Prerequisite:** ART-234 with a minimum grade of C.

**ART-289. Graphic Design (Survey). 3 Hours.**

This course chronicles the development of visual communication methods from prehistoric times to late 20th century. Emphasis will be placed on the period from the mid 19th century to late 20th century developments in the field of graphic design. The course is structured as a lecture and discussion class. The class will take a contemporary approach to the subject, drawing parallels between the historical movements and the way that things look in design today. Topics will involve a critical approach to the subject matter.

**ART-301. Contemporary Design. 3 Hours.**

This class combines academic study of late 20th century and contemporary Graphic Design practices with an exploration of the professional design world. Graphic Design of the present day is examined in relation to architecture and interiors, and wider theoretical and contextual issues. The interrelationship between the fine and decorative arts is a strong theme throughout the class. Visits to museums, professional events, galleries, design fairs and studios provide opportunities to examine objects and meet practicing designers first hand.

**Prerequisite:** ART-314 with a minimum grade of C.

**ART-302. Design In Nature. 3 Hours.**

Design in Nature will explore the ways evolution has led to various structures, behaviors, and body forms and will use these same processes to develop bio-inspired creative works. Special emphasis will be placed on biological perception, perspective, and process and how these can inform the design process. The course introduces topics in a workshop format, where students will work individually and in teams in both the field and in a studio environment to explore ideas and develop creative works.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**ART-303. Gender And Sexuality In Art + Design. 3 Hours.**

This course focuses on the iconographical study of the depiction of gender identity, gender expression and sexual orientation spectrums in the visual arts. This exploration into stereotypes, archetypes and prototypes of gender and sexuality in the context of historical and societal conditions will intersect with race, ethnicity, class, disability, culture, and sub-culture. Primary literary sources, archaeological evidence, web archives, and contemporary creative output and practice will be used to support interpretive hypotheses.

**ART-314. Typography. 3 Hours.**

The second course in the graphic design sequence takes a deeper look at design and use of letter forms. Lectures and assignments focus on examining major type families and their characteristics, creating typographic contrast and hierarchy of information, history of type design and typographic grids. Students build skills for the art of typesetting and typographic layout, conceptual thinking and expressive typography.

**Prerequisite:** ART-281 with a minimum grade of C.

**ART-315. Letterpress. 3 Hours.**

Introduction to letterpress printing techniques including discussion of typographic rules using wood and metal type and image making using contemporary photopolymer plate making techniques.

**Prerequisite:** ART-281 with a minimum grade of C.

**ART-320. Drawing III. 3 Hours.**

This advanced drawing course emphasizes drawing concepts and techniques. Students will utilize a variety of traditional and nontraditional media in developing their own personal artistic vision. This course may be repeated up to three times.

**Prerequisite:** ART-220 with a minimum grade of C.

**ART-321. Drawing IV. 3 Hours.**

This advanced drawing course will continue the exploration of contemporary concepts and drawing techniques emphasizing personal expression. This course may be repeated up to three times.

**Prerequisite:** ART-320 with a minimum grade of C.

**ART-330. Painting II. 3 Hours.**

This course is designed as a continuation of the exploration of the painting process. During this semester, students will be using acrylic or oil paints to investigate themes both contemporary and historical such as abstraction, the figure, narrative painting and mixed media. Students will also learn about the use of mediums, brushes, and painting techniques.

**Prerequisite:** ART-230 with a minimum grade of C.

**ART-331. Painting III. 3 Hours.**

This advanced painting course will emphasize personal development and expression using the medium of choice. This course may be repeated up to three times.

**Prerequisite:** ART-330 with a minimum grade of C.

**ART-332. Painting IV. 3 Hours.**

This advanced painting course will focus on individual personal imagery, concepts, and ideas, with the goal of developing a personal voice. This course may be repeated up to three times.

**Prerequisite:** ART-331 with a minimum grade of C.

**ART-333. Mural Painting. 3 Hours.**

Working with a Chicago neighborhood, students will develop an understanding of the role of public art by collaborating on the planning and execution of a painted mural. This course may be repeated up to two times.

**ART-340. Sculpture II. 3 Hours.**

This intermediate sculpture course introduces students to the fundamentals of figure modeling and casting methods. Class time is devoted exclusively to modeling, mold making, and various casting techniques.

**Prerequisite:** ART-240 with a minimum grade of C.

**ART-341. Sculpture III. 3 Hours.**

This is an advanced level sculpture studio course, which revolves around wood and metal working techniques in relation to the sculptural object. This course will cover shop safety and also focus on experimentation with hand and power tools as well as finishing processes. This course may be repeated up to three times.

**Prerequisite:** ART-340 with a minimum grade of C.

**ART-342. Sculpture IV. 3 Hours.**

This advanced sculpture course continues to explore advanced sculpture techniques with an emphasis on independent studio practice and research. Students will demonstrate a working knowledge of advanced sculpture techniques by creating a body of coherent and creative work. This course may be repeated up to two times.

**Prerequisite:** ART-340 with a minimum grade of C.

**ART-343. Art & Culture Study Tour To China. 3 Hours.**

This course focuses on historic and contemporary art and culture in China, and includes a study tour to multiple cities in China. Students will have the opportunity to investigate a wide variety of art making processes as well as develop conceptual works based on both historic and contemporary practices as they relate to the travel experience in China. Together, the artistic and cultural experiences in this course will broaden student perspectives and provide new avenues for personal expressions in art and culture studies.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**ART-344. Writing Intensive Program: Professional Practices In Graphic Design. 3 Hours.**

This writing intensive course will introduce students to writing and general business practices that are applicable to a career in graphic design. The course will cover such topics as: graduate school research, resume building, freelance business documents development (business plan, invoice and contacts for design services) and the development of a professional portfolio for pursuing a career in graphic design. Required for all Graphic Design majors and open to Studio Art majors with a concentration in Graphic Design.

**Prerequisite:** ENGL-101 with a minimum grade of C.



**ART-350. Printmaking II. 3 Hours.**

This intermediate printmaking course will emphasize the planographic processes, which include screenprint, lithography and monotype. This course will also explore the possibility of the monoprint as it relates to these processes as well as continue a focus on research as it relates to personal studio practice.

**Prerequisite:** ART-250 with a minimum grade of C.

**ART-351. Printmaking III. 3 Hours.**

This advanced printmaking course introduces students to advanced techniques within traditional printmaking processes as well as experimental and non-traditional approaches. Students will investigate the possibilities of advanced printmaking techniques in relation to personal artistic vision and continue a focus on the development of independent studio practice and research. This course may be repeated up to three times.

**Prerequisite:** ART-350 with a minimum grade of C.

**ART-352. Printmaking IV. 3 Hours.**

This advanced printmaking course continues to explore advanced printmaking techniques with an emphasis on independent studio practice and research. Students will demonstrate a working knowledge of advanced printmaking techniques by creating a body of coherent and creative work. This course may be repeated up to two times.

**Prerequisite:** ART-351 with a minimum grade of C.

**ART-355. Studies In Art & Social Practice. 3 Hours.**

In this studio art course, students will be introduced to the concept of socially engaged art and produce studio projects that consider art in its relationship to social change. Students explore creative solutions that promote and affect social engagement, social interaction and community building. Social practice-based artwork includes a wide range of media and concepts in contemporary art practice and in this course, students connect their art practice to political, cultural and ethical conversations with an emphasis on participation, dialogue and action. Consult the Schedule of Classes for studio discipline and/or specific topic to be covered.

**ART-356. Studio Thesis Seminar. 1 Hour.**

This course will introduce students to practices associated with the creation of a coherent and comprehensive studio project, with an emphasis on research that compliments a creative practice. Students will gain experience with a project from start to finish, which will include preliminary assignments to explore formal and conceptual aspects of their work, group critiques and research. This course will give students the opportunity to work on a project outside of a specific studio course as well as provide experience for the senior capstone exhibition. Prerequisite: Completion of all seven Foundations courses with a minimum grade of C.

**Prerequisite:** ARTH-106 with a minimum grade of C and ARTH-107 with a minimum grade of C and ART-120 with a minimum grade of C and ART-130 with a minimum grade of C and ART-140 with a minimum grade of C and ART-220 with a minimum grade of C and ART-234 with a minimum grade of C.

**ART-358. Studies In Studio Art. 3 Hours.**

This course is a theme-based studio course that will give students an in-depth understanding of a particular topic in the studio arts that might not be included in permanent course offerings. Techniques and ideas appropriate to the topic will be explored through assignments, research, and critiques. Students will be encouraged to develop their individual interpretation and understanding of the topic through course discussion and studio work.

**Prerequisite:** Completion of all seven Foundations courses with a minimum grade of C.

**Prerequisite:** ARTH-106 with a minimum grade of C and ARTH-107 with a minimum grade of C and ART-120 with a minimum grade of C and ART-130 with a minimum grade of C and ART-140 with a minimum grade of C and ART-220 with a minimum grade of C and ART-234 with a minimum grade of C.

**ART-361. Photography II. 3 Hours.**

This course explores photography beyond the use of a single frame. Topics will emphasize themes of time and storytelling through use of moving images, documentary projects, long exposure photography, multiple exposure photography, combination of text and image, photographic books, photographs as objects, or installations.

**Prerequisite:** ART-261 with a minimum grade of C or ART-170A with a minimum grade of C.

**ART-362. Photographic Image Manipulation. 3 Hours.**

This course introduces students to a variety of digital manipulation techniques in Adobe Photoshop. Demonstrations of these techniques are complemented by the introduction of photographic artists in the field. Assignments incorporate the technical aspects of specific skills while emphasis is placed on conceptual application.

**Prerequisite:** ART-170A with a minimum grade of C or ART-261 with a minimum grade of C.

**ART-363. Photographic Lighting For In Studio And On Location. 3 Hours.**

This course will cover the tools and techniques used to control photographic lighting. Emphasis is placed on creating solutions to complex lighting situations.

**Prerequisite:** ART-261 with a minimum grade of C or ART-170A with a minimum grade of C.

**ART-364. Historic And Alternative Photographic Processes. 3 Hours.**

This course will cover a variety of historic photographic processes and alternative ways of making images. Students will create a portfolio that demonstrates conceptual maturation, advanced aesthetic skill, and technical competence in photography.

**Prerequisite:** ART-170A with a minimum grade of C or ART-170B with a minimum grade of C or ART-170C with a minimum grade of C or ART-170D with a minimum grade of C or ART-170E with a minimum grade of C or ART-170F with a minimum grade of C or ART-170G with a minimum grade of C or ART-170H with a minimum grade of C or ART-120 with a minimum grade of C.



**ART-365. Photography Seminar. 3 Hours.**

This course focuses on refinement of aesthetic and technical skills while developing a personal style in a self-directed, long-term photography project.

**Prerequisite:** ART-362 with a minimum grade of C.

**ART-366. View Camera. 3 Hours.**

This class explores the tradition and benefits of using the large format view camera. Emphasis is placed on technical proficiency with the camera to control perspective and manipulate the plane of focus. Topics range from landscape, architectural and portrait photography. Cameras are supplied to students for the duration of the class.

**Prerequisite:** ART-361 with a minimum grade of C.

**ART-370. Ceramics II. 3 Hours.**

This intermediate ceramic studio course will emphasize materials, techniques, and design within a problem solving environment. Specific aesthetic and technical criteria will be examined and individual development will continue to be emphasized.

**Prerequisite:** ART-270 with a minimum grade of C.

**ART-371. Ceramics III. 3 Hours.**

This advanced ceramics course focuses on continuing the development of strong craftsmanship and knowledge of ceramic processes and techniques including developing personal clay bodies, glazes and firing kilns. Emphasis will be placed on reinforcing the principles of ceramic building techniques while exploring a personal artistic direction. This course can be repeated up to three times.

**Prerequisite:** ART-370 with a minimum grade of C.

**ART-372. Ceramics IV. 3 Hours.**

This advanced ceramics course emphasizes advanced ceramic processes and thematic investigations for creating relevant and meaningful work using traditional and non-traditional approaches to clay. This class focuses on the development of an independent artist's practice through open assignments designed to engage students in self-directed research of conceptual themes and advanced technical processes. This course can be repeated up to three times.

**Prerequisite:** ART-371 with a minimum grade of C.

**ART-377. Geometry Of Space: Projection, Speculation, And Translation. 3 Hours.**

This course will explore geometry and some of its underlying mathematics through the lens of Art and Design. Coursework and topics will focus on the transition from two dimensional to three dimensional space. Course projects will be supplemented with historical contexts which have motivated the development of geometry as a field of study.

**ART-379. Interactive Arts: Web I. 3 Hours.**

This course is an introduction to the design processes and web code languages essential for building websites and creating art on the web. Course projects will center on current web design best practices, contemporary standards and will cover how to write syntactically correct HTML5 and CSS3. Students will gather information, explore potential concepts, and iterate on design mockups in order to design and implement responsive web projects, which address User Interface and User Experience.

**Prerequisite:** ART-234 with a minimum grade of C.

**ART-380. Interactive Arts: Web II. 3 Hours.**

Interactive Arts: Web II focuses on advanced modes of web interaction and User Experience/User Interface design. Students will expand their code knowledge to include PHP, AJAX and XML, with a focus on SASS and JavaScript. Students will be introduced to libraries, plugins and APIs, which allow for advanced control and creativity with web projects, including Dom and data manipulation, object oriented programming, and advanced animation. Students will navigate advanced programming concepts while iterating solutions with design thinking. Course projects will engage experimental & emerging approaches to design on the web, interactive pieces of net art, sequential animations and web apps.

**Prerequisite:** ART-385 with a minimum grade of C or ART-379 with a minimum grade of C.

**ART-381. Studio In Graphic Design. 3 Hours.**

Through a combination of digital and analog media, students will create applied design projects and discuss principles involved in the thought process, creation and production of a design project. Suggested readings supplement the class experience. This course may be repeated up to three times.

**Prerequisite:** ART-281 with a minimum grade of C and ART-314 with a minimum grade of C.

**ART-3841. Internship In Graphic Design. 1 Hour.**

On-site experience in a design studio, design department, advertising agency or approved design setting where a student will observe and participate in everyday activities and projects.

**Prerequisite:** ART-281 with a minimum grade of C and ART-314 with a minimum grade of C.

**ART-3842. Internship In Graphic Design. 2 Hours.**

On-site experience in a design studio, design department, advertising agency or approved design setting where a student will observe and participate in everyday activities and projects.

**Prerequisite:** ART-281 with a minimum grade of C and ART-314 with a minimum grade of C.

**ART-3843. Internship In Graphic Design. 3 Hours.**

On-site experience in a design studio, design department, advertising agency or approved design setting where a student will observe and participate in everyday activities and projects.

**Prerequisite:** ART-281 with a minimum grade of C and ART-314 with a minimum grade of C.

**ART-385. Code Is Not Neutral. 3 Hours.**

This studio course explores web code, design practices, and associated social injustice implications, specifically, the ways in which "big tech" and surveillance capitalism contribute to and uphold white supremacy and the carceral state. Students will be introduced to contemporary artists and designers as social practitioners, investigate the ways web-based technologies and web code are used to raise awareness and facilitate community, and create projects that push back against power structures.

**Prerequisite:** ART-234 with a minimum grade of C.

**ART-386. Interactive Arts: Form & Motion. 3 Hours.**

This course will examine intermediate approaches to 3d design, digital fabrication and time-based media. Through tutorials, collaborative experimentation and guided studio time, this course encourages students to experiment with new media technology and collaborative approaches to reach new audiences. Course projects are multidisciplinary in nature and are supplemented by the tools available in the Make Space, which students will be trained on at the beginning of the course. Guest lectures and readings will provide a cultural and technical framework for process-based projects. This course is open to novices and to those seeking to expand their existing studio practice.

**Prerequisite:** ART-280 with a minimum grade of C.

**ART-387. Special Topics In Graphic Design. 3 Hours.**

This course offers an opportunity for advanced study in the field of graphic design, focusing on one particular area within the broad spectrum of design practice. The topics examined in the class will rotate to cover a different area of focus each semester. The course is structured as a lecture and studio class offering an opportunity for in-depth analysis and practice. Topics covered include editorial design, branding and identity design, interactive design, art direction for advertising etc. This course may be repeated up to three times.

**Prerequisite:** ART-314 with a minimum grade of C.

**ART-388. Typography II. 3 Hours.**

Typography II focuses on advanced study of typographic form, as well as experimental approaches to typographic practice. In addition to advanced typesetting studies of multiple-page documents, students will work on customizing display typefaces, using non-traditional methods to generate unique typographic elements and exploring alternative methods for making meaning through the intersection of language and typography.

**Prerequisite:** ART-314 with a minimum grade of C.

**ART-389. Print Production. 3 Hours.**

This course will provide the information and techniques necessary to prepare graphics and text for professional printing. Projects will address pre-press procedures such as specifying output requirements, obtaining cost estimates, determining paper selection and performing press checks. Lecture topics cover techniques and terminology necessary for traditional and digital printing. Students will practice creating and preparing digital files for high resolution output and offset printing. The class will visit local companies involved in print production.

**Prerequisite:** ART-314 with a minimum grade of C.

**ART-3901. Independent Study In Visual Art. 1 Hour.**

Independent Study in Visual Art allows a student the opportunity to investigate a special interest that is not covered in a regularly scheduled course and is intended for the highly motivated student who has completed outstanding and significant coursework in a studio area of emphasis. To sign up for an independent study, the student must work with a faculty mentor to develop a proposal for a rigorous course of directed study, which will include goals and outcomes, and receive approval from the faculty mentor, the Art + Design Department Chair, and the College Dean.

**Requirement:** At least one 300 level course in studio area of proposed project, minimum grade of B.

**ART-3902. Independent Study In Visual Art. 2 Hours.**

Independent Study in Visual Art allows a student the opportunity to investigate a special interest that is not covered in a regularly scheduled course and is intended for the highly motivated student who has completed outstanding and significant coursework in a studio area of emphasis. To sign up for an independent study, the student must work with a faculty mentor to develop a proposal for a rigorous course of directed study, which will include goals and outcomes, and receive approval from the faculty mentor, the Art + Design Department Chair, and the College Dean.

**Requirement:** At least one 300 level course in studio area of proposed project, minimum grade of B.

**ART-3903. Independent Study In Visual Art. 3 Hours.**

Independent Study in Visual Art allows a student the opportunity to investigate a special interest that is not covered in a regularly scheduled course and is intended for the highly motivated student who has completed outstanding and significant coursework in a studio area of emphasis. To sign up for an independent study, the student must work with a faculty mentor to develop a proposal for a rigorous course of directed study, which will include goals and outcomes, and receive approval from the faculty mentor, the Art + Design Department Chair, and the College Dean.

**Requirement:** At least one 300 level course in studio area of proposed project, minimum grade of B.

**ART-3911. Internship In Art. 1 Hour.**

This internship course offers students on-site experience in a commercial or fine art studio setting where they will observe and participate in everyday activities and projects. Prerequisite: A 300 level Art course, minimum grade of C, in the medium related to the internship.

**ART-3912. Internship In Art. 2 Hours.**

This internship course offers students on-site experience in a commercial or fine art studio setting where they will observe and participate in everyday activities and projects. Prerequisite: A 300 level Art course, minimum grade of C, in the medium related to the internship.

**ART-3913. Internship In Art. 3 Hours.**

This internship course offers students on-site experience in a commercial or fine art studio setting where they will observe and participate in everyday activities and projects. Prerequisite: A 300 level Art course, minimum grade of C, in the medium related to the internship.

**ART-394C. Senior Exhibition In Graphic Design. 3 Hours.**

All students pursuing a BFA degree in Graphic Design are required to participate in a senior exhibition, under the guidance of a graphic design faculty mentor. Students are free to select their mentor, however the department recommends that this be someone that the student has worked with in the past. Students are responsible for creating exhibition level projects in cooperation with their faculty mentors in order to receive a passing grade. The final projects should have a specific, well-conceived theme, direction and intent and demonstrate the formal skills learned during the pursuit of a BFA in Graphic Design.

**Prerequisite:** ART-344 with a minimum grade of C.

**ART-395. Writing Intensive Program: Professional Practices In Studio Art. 3 Hours.**

This writing intensive course will introduce students to writing and general business practices that are applicable to a career in the visual arts. The course will cover such topics as: resume building, grant writing, statement writing, application writing for galleries, internships and residencies as well as other methods for sustaining a career in the visual arts. This course is an investigation, discussion and evaluation of what it means to live and work as an artist now and examines research strategies for both professional activities and personal artistic growth. Required for all Art majors with a concentration in Studio Art.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ART-396. Senior Seminar And Exhibition. 3 Hours.**

Senior Seminar and Exhibition is a required capstone course for all Art majors with a concentration in Studio Art and will guide students to prepare and complete their senior exhibition. This course provides a studio-based experience with intensive critique sessions to facilitate the completion of the student's final body of work and offers the benefit of concentrated faculty input as well as critical dialogue among peers. Students will explore the concepts, theories, influences and experiences that inform and support the self-directed work they present for review up to and in their senior solo exhibition.

**Prerequisite:** ART-395 with a minimum grade of C.

# Art History (ARTH)

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## Courses

### **ARTH-101. Art And Society. 3 Hours.**

Study 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.

### **ARTH-106. Introduction To Art History I. 3 Hours.**

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.

### **ARTH-107. Introduction To Art History II. 3 Hours.**

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.

### **ARTH-108. Survey Of World Arts. 3 Hours.**

This course is a survey of artistic traditions of Africa, Oceania, Asia, and the Americas, emphasizing their cultural and historical contexts. It introduces a wide variety of perspectives that inform the style, subject matter, and content of art, architecture and material culture. Topics will reflect the richness and diversity of the arts in these regions.

### **ARTH-202. Writing Intensive Program: Methods Of Research In Art History. 3 Hours.**

This course is a focused and in-depth study of art historical research and methodology. It includes a critical review of the history of art historical studies, presentations on research methods for primary and secondary resources, and a systematic consideration of art historical methodology. Special attention is given to the critical and theoretical approaches of the "new" art history. The course is conducted in an informal seminar format with slide presentations and classroom discussions of artworks and required readings. It fulfills the university writing intensive requirement within the major.

**Requirement:** one 300-level ARTH course minimum grade of C

**Prerequisite:** ENGL-101 with a minimum grade of C and ARTH-106 with a minimum grade of C and ARTH-107 with a minimum grade of C.

### **ARTH-300. Contemporary Art. 3 Hours.**

This course examines American and European painting, sculpture, and related artworks from 1950 to the present. The major artists and styles of the period are presented chronologically and discussed in the context of contemporary culture and events. Other topics include the development of new media, the relationship of art to politics, the major critical and theoretical approaches to contemporary art, the concept of postmodernism in the visual arts, and the rise of the art market and its relationship to the avant-garde.

### **ARTH-305. Ancient Mesoamerican Art & Architecture. 3 Hours.**

This course introduces students to the art and architecture of ancient civilizations of Mesoamerica. We will discuss the art of the Olmec, Teotihuacan, Maya, and the Aztec Empire. 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.

### **ARTH-306. Ancient South American Art & Architecture. 3 Hours.**

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.

### **ARTH-306T. Peru Study Tour. 3 Hours.**

This course is designed as a seminar that culminates in a Study Tour to Peru. Students will be able to explore the arts in Lima and Cusco while discussing important issues regarding the establishment of museum collections, the looting of ancient objects, the production of art forgeries, and the role of ancient art in Peruvian tourism.

### **ARTH-307. Art Of Latin America (1810-Present). 3 Hours.**

This course covers the art of Latin America from the period of Independence to the present. The focus will be primarily on the arts of Mexico and South America, although some time will be dedicated to movements in Cuba and Haiti as well. Topics include: Romanticism in Latin America, Modernismo, Mexican Muralism, Indigenismo, Constructivism, Surrealism, Concrete and Neo-Concrete Art, Geometric art, Optical and Kinetic art, Conceptual and Political Art, and contemporary issues.

### **ARTH-308. Art And Ritual: African, Oceanic, And Native North American Art. 3 Hours.**

This is an interdisciplinary course that will engage students in the study of artistic traditions outside of the Western world. Students will examine the relationship between art and ritual through specific case studies, with an emphasis on African, Oceanic, and Native North American traditions. Topics may include: art and rites of passage, masking and performance, and the use of objects as mediators with the supernatural realm.

**ARTH-309. Asian Art. 3 Hours.**

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.

**ARTH-310. Early Christian And Byzantine Art. 3 Hours.**

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

**ARTH-311. Medieval Art of the West. 3 Hours.**

This course examines the history of medieval western European art and architecture from the sixth to the fifteenth century. The major works, styles, and regions of this period are presented chronologically and discussed within the context of the culture and events of the day. Individual works of art are analyzed for style, subject matter, iconography, and content. Works of architecture are analyzed for style, function, materials, and structure. Special attention is given to the political and religious institutions, the religious and philosophical trends, and the social structures that shaped medieval art, architecture, and aesthetic theory.

**ARTH-312. Italian Renaissance Art. 3 Hours.**

This course focuses on the history of Italian art from the fourteenth century to the early sixteenth century. The major artists, styles, and regions are presented chronologically and considered within the context of the culture and events of the day. Individual works of art are analyzed for style, subject matter, iconography, and content. The social status of the artist and the patronage of works of art during this period are discussed, and special attention is given to the political and religious institutions, the religious and philosophical trends, and the social structures that shaped Italian Renaissance art and aesthetic theory.

**ARTH-312T. Study Tour In Italy: Venice, Florence, Rome. 3 Hours.**

This course focuses on Italian art from 1300 to 1550. It includes a two-week study tour to Venice, Florence, and Rome. The major artists, styles, and regions are presented chronologically and considered within the context of the culture and events of the day. Individual works of art are analyzed for style, subject matter, iconography, and content. The social status of the artist and the patronage of art during this period are discussed, and special attention is given to the political and religious institutions, the religious and philosophical trends, and the social structures that shaped Italian Renaissance art and aesthetic theory.

**ARTH-313. Art Of The United States Of America. 3 Hours.**

This course examines the history of painting and sculpture in the United States from colonial times to World War II. The major artists and styles are presented chronologically and considered within the context of the culture and events of the day. Individual works of art are analyzed for style, subject matter, iconography, and content. The changing roles of artists and patrons are discussed, along with the complex relationship of American art to European art and culture. Special attention is given to the political institutions, the religious and philosophical trends, and the social structures that shaped American art and aesthetic theory.

**ARTH-316. Seventeenth Century European Art. 3 Hours.**

This course examines the history of European painting and sculpture of the seventeenth century. The major works, artists, styles, and regions are presented chronologically and discussed within the context of the culture and events of the day. Individual works of art are analyzed for style, subject matter, iconography, and content. The social status of the artist, the mechanisms of patronage, and the location and function of works of art are discussed. Special attention is given to the political and religious institutions, the religious and philosophical trends, and the social structures that shaped the art and aesthetic theory of the period.

**ARTH-318. 19th Century European Art. 3 Hours.**

This course investigates the history of nineteenth-century western European painting and sculpture. The major works, artists, styles, and countries are presented chronologically and discussed within the context of the culture and events of the day. Individual works of art are analyzed for style, subject matter, iconography, and content. The rise of the avant-garde, the decline of the art academies, and the beginnings of the commercial gallery system are discussed. Special attention is given to the political institutions, the philosophical and intellectual trends, and the social structures that shaped nineteenth-century European art and aesthetic theory.

**ARTH-319. European Art 1900-1950. 3 Hours.**

This course focuses on European painting and sculpture from 1900 to 1950. The major works, artists, styles, and countries are presented chronologically and discussed within the context of the culture and events of the day. Individual works of art are analyzed for style, subject matter, iconography, and content. The rise of the avant-garde is discussed, as are the decline of the traditional art academies, the beginnings of the commercial gallery system, and the introduction of new media. Special attention is given to the political circumstances, the intellectual trends, and the historical events that shaped the art and aesthetic theory.

**ARTH-360. History Of Photography: 1820's To Present. 3 Hours.**

Students investigate the history of photography, including social, aesthetic, theoretical, and technical aspects, through lectures, discussions, field trips to relevant photographic exhibitions, readings, group projects, writing assignments, and/or exams.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**ARTH-3901. Independent Study In Art History. 1 Hour.**

Independent Study is available for juniors and seniors who are prepared to formulate and execute an independent research project in Art History, working under the direction of a faculty member. Students are expected to write a research paper. Independent Studies require the approval of a faculty mentor, the Art Department chair and the College Dean.

**Requirement:** at least one 300-level ARTH course minimum grade of B

**Prerequisite:** ARTH-106 with a minimum grade of C and ARTH-107 with a minimum grade of C.

**ARTH-3902. Independent Study In Art History. 2 Hours.**

Independent Study is available for juniors and seniors who are prepared to formulate and execute an independent research project in Art History, working under the direction of a faculty member. Students are expected to write a research paper. Independent Studies require the approval of a faculty mentor, the Art Department chair and the College Dean.

**Requirement:** at least one 300-level ARTH course minimum grade of B

**Prerequisite:** ARTH-106 with a minimum grade of C and ARTH-107 with a minimum grade of C.

**ARTH-3903. Independent Study In Art History. 3 Hours.**

Independent Study is available for juniors and seniors who are prepared to formulate and execute an independent research project in Art History, working under the direction of a faculty member. Students are expected to write a research paper. Independent Studies require the approval of a faculty mentor, the Art Department chair and the College Dean.

**Requirement:** at least one 300-level ARTH course minimum grade of B

**Prerequisite:** ARTH-106 with a minimum grade of C and ARTH-107 with a minimum grade of C.

**ARTH-3931. Art History/ Museum Studies Internship. 1 Hour.**

This internship allows students to get supervised professional experience in an art museum, gallery, or arts center. Hands-on experience may include: art handling, cataloguing, exhibition installation, research, acting as docents for exhibitions, writing and editing informational materials, press releases, and proposals, as well as participating in the daily operations of a museum, gallery, or arts center. The course can be repeated up to a maximum of 6 credits.

**Requirement:** the approval of the instructor and the department chair, and the consent of the museum, gallery, or arts center staff

**Prerequisites:** ARTH-106 and ARTH-107 and (ARTH-300 - 392 or ARTH-300A - 392Z).

**ARTH-3932. Art History/ Museum Studies Internship. 2 Hours.**

This internship allows students to get supervised professional experience in an art museum, gallery, or arts center. Hands-on experience may include: art handling, cataloguing, exhibition installation, research, acting as docents for exhibitions, writing and editing informational materials, press releases, and proposals, as well as participating in the daily operations of a museum, gallery, or arts center. The course can be repeated up to a maximum of 6 credits.

**Requirement:** the approval of the instructor and the department chair, and the consent of the museum, gallery, or arts center staff

**Prerequisites:** ARTH-106 and ARTH-107 and (ARTH-300 - 392 or ARTH-300A - 392Z).

**ARTH-3933. Art History/ Museum Studies Internship. 3 Hours.**

This internship allows students to get supervised professional experience in an art museum, gallery, or arts center. Hands-on experience may include: art handling, cataloguing, exhibition installation, research, acting as docents for exhibitions, writing and editing informational materials, press releases, and proposals, as well as participating in the daily operations of a museum, gallery, or arts center. The course can be repeated up to a maximum of 6 credits.

**Requirement:** the approval of the instructor and the department chair, and the consent of the museum, gallery, or arts center staff

**Prerequisites:** ARTH-106 and ARTH-107 and (ARTH-300 - 392 or ARTH-300A - 392Z).



# Bilingual/Bicultural Education (BLBC)

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## Courses

### **BLBC-328A. Clinical Experiences. 3 Hours.**

This course provides teacher candidates who are enrolled in BLBC-339 Culturally Responsive Teaching in Diverse Classrooms with intensive clinical experience in elementary classrooms with culturally and linguistically diverse (CLD) students. This course provides candidates with opportunities for supervised interactions with children in selected content areas. Candidates meet with a university supervisor in weekly seminars. This course fulfills 100 clock hours of the 200 clinical experience hours required to complete the program.

**Prerequisite:** ELED-300 with a minimum grade of C and SPED-317 with a minimum grade of C and ELED-302 with a minimum grade of C and ELED-310 with a minimum grade of C.

**Corequisite:** BLBC-339.

### **BLBC-328B. Clinical Experiences. 3 Hours.**

BLBC-328 B provides intensive clinical experience in elementary schools for students enrolled in ELED-306. The course involves supervised and graduated teaching interactions with children in literacy in grades 1-6 and includes weekly seminars. The seminars will provide intensive preparation and practice with edTPA and a focus on the clinical context. This course fulfills 100 of the 200 required clock hours of clinical experiences.

**Prerequisite:** ELED-300 with a minimum grade of C and SPED-317 with a minimum grade of C and ELED-302 with a minimum grade of C and ELED-310 with a minimum grade of C and BLBC-339 with a minimum grade of C and ELED-328A with a minimum grade of C and ELED-303 with a minimum grade of C and ELED-309 with a minimum grade of C and ELED-305 with a minimum grade of C and Illinois Content Area Test with a score of P.

**Corequisite:** ELED-306.

### **BLBC-329. Student Teaching In Elementary Grades. 7.5 Hours.**

This course provides the teacher candidate with sixteen weeks of full day supervised classroom teaching experience combined with weekly class discussions. Teacher Candidates must submit a completed edTPA portfolio.

**Requirements:** completion of Blocks 1, 2 and 3; and all remaining required program courses

**Prerequisite:** Illinois Content Area Test with a score of P and ELED-306 with a minimum grade of C and BLBC-328B with a minimum grade of C and ELED-320 with a minimum grade of C and ELED-342 with a minimum grade of C.

**Corequisite:** EDFN-308.

### **BLBC-329B. Student Teaching In Elementary Grades. 3.75 Hours.**

This course provides the teacher candidate with sixteen weeks of full day supervised classroom teaching experience combined with a weekly seminar.

**Requirement:** Successful completion of all program courses with a minimum GPA of 3.0. Passing scores on content area tests.

### **BLBC-338. Bilingualism And Education. 3 Hours.**

This course introduces the fundamentals of bilingual education through the understanding of language and cultural diversity and the emergence of different bilingual teaching and learning situations in 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.

### **BLBC-339. Culturally Responsive Teaching in Diverse Classrooms. 3 Hours.**

This course will explore the social and educational issues faced by teachers in diverse classrooms. Students will examine the different cultural groups to which students and their families belong, paying special attention to issues of race, ethnicity, gender, class, language, sexual orientation, religion, ability, geography and age. This course will explore instructional strategies and culturally responsive practices for diverse learners.

### **BLBC-340. Teaching English Learners In Diverse Classrooms. 3 Hours.**

This course presents candidates with the necessary academic and pedagogical preparation for teaching culturally and linguistically diverse (CLD) students in elementary classrooms who are limited English proficient (English learners). The aim of this course is to provide candidates with the research-based knowledge and skills necessary to differentiate instruction and assessment practices in the content areas for English learners. The focus is also on enabling candidates to create an effective learning environment in which English learners develop English language proficiency and literacy skills. Requisite: Admission to the College of Education.

### **BLBC-341. Methods of Teaching in Bilingual Classrooms. 3 Hours.**

This course provides the necessary academic, pedagogical, sociocultural, and clinical preparation for teaching in diverse classrooms that serve culturally and linguistically diverse (CLD) students who are learning through the medium of the first (L1) and second languages (L2). A primary focus is on analyzing, evaluating, and developing the most appropriate materials, approaches, methods, and strategies that foster an effective learning environment in which CLD students acquire literacy, content knowledge and essential academic skills as well as respect for diverse languages and cultures.

**BLBC-342. Assessment In The Bilingual Classroom. 3 Hours.**

This course provides bilingual teacher candidates with the knowledge and skills to effectively plan appropriate instructional objectives and performance based, classroom assessments for students who are English learners (ELs). Candidates will fully understand the difference between formative and summative assessments as well as large-scale versus classroom assessments. Candidates will also understand the process for developing and administering appropriate assessments, both formal and informal, for bilingual students in both the native language and in English. Candidates will properly assess students in all areas of the curriculum.

**BLBC-429. Student Teaching In Bilingual Classrooms - Elementary. 6 Hours.**

This course requires full-day student teaching under the tutelage of a certified bilingual cooperating teacher. Teacher candidates are required to take full responsibility for a class of culturally and linguistically diverse elementary students. Candidates attend weekly seminars and prepare for regular observations and conferences with university supervisors. Candidates are provided the opportunity to plan and implement longitudinal instructional units. Candidates apply knowledge and performance indicators as specified by the IL Professional Teaching Standards (IPTS) during an entire semester by assuming the full range of professional teaching duties in a classroom setting.

**Requirement:** Permission from Office of Student Teaching; Completion of all MAT program courses, completion of all science and social science courses required by the Illinois State Board of Education, and the successful completion of all program courses with no more than two Cs and a minimum grade of B in both clinical courses

**Prerequisite:** Illinois Content Area Test with a score of P.

**BLBC-429B. Student Teaching In Bilingual Classrooms-Elementary. 3 Hours.**

This course requires full-day student teaching under the tutelage of a certified bilingual cooperating teacher. Teacher candidates are required to take full responsibility for a class of culturally and linguistically diverse elementary students. Candidates attend weekly seminars and prepare for regular observations and conferences with university supervisors. Candidates are provided the opportunity to plan and implement longitudinal instructional units. Candidates apply knowledge and performance indicators as specified by the IL Professional Teaching Standards (IPTS) during an entire semester by assuming the full range of professional teaching duties in a classroom setting. In this course, candidates complete licensure requirement and present their MAT Exit Project. Teacher candidates will be observed a minimum of five times by their university supervisor.

**BLBC-438. Foundations Of Bilingual Education. 3 Hours.**

This course introduces the fundamentals of bilingual education through the understanding of language and cultural diversity and the emergence of different bilingual teaching and learning situations in 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.

**BLBC-439. Cultural Diversity In Our Schools. 3 Hours.**

This course explores various aspects of social and cultural diversity. It focuses on the development of richer and more systematic interpretations of the foundations of multicultural educational history, philosophy, policy and practice. The course aims to develop the ability to understand and describe how educational problems are often rooted in and are symptomatic of social issues. These challenges extend well beyond the classroom into families, communities, and local, national, and global economics and politics.

**BLBC-440. Methods For Teaching English Learners In Diverse Classrooms. 3 Hours.**

This course prepares candidates with the necessary academic and pedagogical preparation for teaching linguistically and culturally diverse students in elementary classrooms. The aim of this course is to provide candidates with the research-based knowledge and skills necessary to differentiate instruction and assessment practices in the content areas for English learners. The focus is also on enabling candidates to create an effective learning environment in which English learners develop English language proficiency and content knowledge.

**BLBC-441. Methods For Teaching Content In Bilingual Classrooms. 3 Hours.**

This course provides bilingual teacher candidates with the knowledge and skills to effectively plan and evaluate program models, materials, instruction, and assessments for culturally and linguistically diverse (CLD) students who are learning English as a new language. Candidates will apply curricular models and pedagogical skills for meeting the needs of English learners (ELs) in the native language and in English. Candidates will teach students literacy skills through the content areas in both languages to foster biliteracy. Candidates will evaluate content area instructional materials for bilingual students.

**BLBC-442. Assessment In Multilingual Classrooms. 3 Hours.**

This course provides bilingual teacher candidates with the knowledge and skills to effectively plan appropriate instructional objectives and performance based, classroom assessments for students who are English learners (ELs). Candidates will fully understand the difference between formative and summative assessments as well as large-scale versus classroom assessments. Candidates will also understand the process for developing and administering appropriate assessments, both formal and informal, for bilingual students in both the native language and in English. Candidates will properly assess students in all areas of the curriculum.

**BLBC-443. Methods For Teaching Reading And Writing In Bilingual Classrooms. 3 Hours.**

This course is designed to enable teacher candidates to plan and implement a content based, balanced, comprehensive biliteracy program for elementary students who are learning to read and write in two languages. Components of the course include understanding research on biliteracy instruction as it relates to first and second language acquisition in a diverse society. This course also addresses advanced methods for teaching reading and writing and the use of materials, including traditional print and digital media. Attention is given to reading and writing across content areas.

**Requirement:** Admission to the Graduate College.



# Biology (BIO)

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## Courses

### **BIO-100. Introduction To Biology. 3 Hours.**

This course addresses the structures and functions of living things with emphasis on human physiology and the propagation of life, covering major biological concepts and principles. Topics include functions of cell components, how organisms obtain and process energy, genetics and inheritance, and evolution. Laboratory exercises emphasize scientific methods, hypothesis testing and data interpretation, and include required dissection. Lecture and laboratory. (The course does not fulfill major or minor requirements in biology).

### **BIO-104. The Changing Natural Environment. 3 Hours.**

A biological approach to understanding the natural environment. This course introduces basic ecological principles including biogeochemical cycling, energy flow, the origins of biodiversity, and population growth; considers how humans interact with natural systems; examines the origins of contemporary environmental issues, including the role of humans in contributing to environmental changes; and explores potential solutions to environmental issues that are based on biological and ecological principles. Lecture only. (Does not fulfill major or minor requirements in biology.).

### **BIO-109A. First Year Experience: Exotic Species In Chicago. 3 Hours.**

Global trade and travel spreads microbes, plants and animals across great distances and over previously insurmountable barriers. This course will survey the diversity of species that have invaded ecological communities in the Chicago area, look at the factors that allowed them to become invasive, review examples of how ecological principles are being applied to control them, and examine the ecological and economic impacts. Students will meet with local experts in the field, in order to get first-hand experience with some of the more infamous invasive species and to see Chicago from the perspective of urban ecologists. Lecture, laboratory, and field trips.

### **BIO-109M. First Year Experience: Microbiological Maladies And Chicago. 3 Hours.**

In this introduction to basic microbiology, students learn about the tremendous potential for microbes to impact human physiology and disease. Laboratory and lecture exercises clarify how bacteria and viruses are different from human cells and what it looks like when microbes replicate in and amongst human cells. The knowledge of how bacteria and viruses affect human health (in both positive and negative ways) helps students to more adequately assess their own health and the health of others in their community. A specific focus of study is how the response to disease has impacted the citizens of Chicago.

### **BIO-150. Essential Skills For Biologists. 2 Hours.**

A practical approach to providing students with the basic skill 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.

**Prerequisites:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 45 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300) and (ESL-120 or ELP-099 or NEIU English Placement Writing 7 - 9 or ENGL-101 - 102 or (Accuplacer WritePlacer 4 and Accuplacer Sentence Skills 095 - 120) or (Accuplacer WritePlacer 5 - 8 and Accuplacer Sentence Skills 020 - 120)) and (READ-095 - 116 or ACT Reading 20 - 36 or NEIU English Placement Reading 5 - 9 or Accuplacer Reading Comp 080 - 120).

**Corequisite:** BIO-201.

### **BIO-201. General Biology I. 4 Hours.**

The first course of the general biology series focuses on the cell and molecular 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 methods, hypothesis testing, data interpretation, and writing. These exercises include experience with basic techniques such as microscopy, biological assays, and gel electrophoresis. Lecture and laboratory. Can be taken concurrently with BIO-250.

### **BIO-202. General Biology II. 4 Hours.**

In this second course of the general 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 methods, hypothesis testing, data interpretation, and writing. These exercises include surveys of major groups of organisms and dissections. Lecture and laboratory. Can be taken concurrently with BIO-250.

### **BIO-250. Essential Skills For Biologists. 3 Hours.**

Students will gain proficiency with basic biological skills that will be further developed in upper-division biology courses. These skills include hypothesis development, experimental design and execution, analyzing and presenting data, scientific record-keeping, communication and library research skills, methods and units of scientific measurement, and lab safety. In addition, students will explore career options, identify post-baccalaureate goals, create a resume, and develop academic and career plans. Can be taken concurrently with BIO-201 or BIO-202.

### **BIO-300A. Foods And Drugs: Biology And Society. 3 Hours.**

This course explores the biological effects of food and drugs. Topics include, but are not limited to, the structures, types, and metabolism of various macronutrients (carbohydrates, fats, proteins) and legal and illegal substances (opioids, alcohol, cannabinoids). The course also covers relevant aspects of human physiology; the role of foods and drugs in causing, treating, and preventing disease; and critiques of current and historical views on food and drugs. Although it doesn't count as an elective toward the biology major or minor, this course fulfills the boundary crossing (ELE-X) requirement for graduation.

**BIO-301. Cell Biology. 4 Hours.**

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.

**Prerequisite:** BIO-201 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C) and CHEM-211 with a minimum grade of C.

**BIO-302. Design In Nature. 3 Hours.**

Design in Nature will explore the ways evolution has led to various structures, behaviors, and body forms and will use these same processes to develop bio-inspired creative works. Special emphasis will be placed on a biological perspective and how this can inform the design process. The course introduces topics in a workshop format, where students will work individually and in teams in both the field and in a studio environment to explore ideas and develop creative works. Although it doesn't count as an elective toward the biology major or minor, this course fulfills the boundary crossing (ELE-X) requirement for graduation.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**BIO-303. General Genetics. 4 Hours.**

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.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-305. Writing Intensive Program:General Ecology. 4 Hours.**

In an introduction to the basic concepts of ecology, students will examine the factors and interactions that determine the distribution and abundance of species at the individual, population, community, and ecosystem levels. Students will satisfy the writing intensive requirement by developing persuasive arguments supported by data, writing a primary research paper, creating graphs to present experimental results, and keeping a field and laboratory notebook. Lecture, laboratory, and fieldwork, with up to two field trips scheduled on a Friday, Saturday, or Sunday.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C) and ENGL-102 with a minimum grade of C.

**BIO-306. Botany Of Desire. 3 Hours.**

Humans desire plant products like sugar, drugs, soothing aromas, and oxygen. Satisfying these needs can provide food, oppress peoples, or create healing environments. Students will develop a working knowledge of plants by studying them from seed to flower, growing them in the greenhouse or in gardens, and designing ways of using plants to meet community needs. Culturally relevant examples of how plants and humans have changed each other will show how plants have revolutionized life on Earth. Although it doesn't count as an elective toward the biology major or minor, this course fulfills the boundary crossing (ELE-X) requirement for graduation.

**BIO-307A. Interdisciplinary Research Skills I. 3 Hours.**

This course provides an introduction to a set of topics that are at the forefront of research in the 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, Mathematics and Psychology (see course schedule below).

The modules, while complete in themselves, will also draw connections between scientific disciplines, and explore the inter-relationships between them.

**BIO-308. Interdisciplinary Research Skills II. 3 Hours.**

In this second course of our research skills series we introduce a set of topics that are at the forefront of research in the natural sciences with emphasis on quantitative analysis and interpretation of research articles. The course is structured around a series of modules, each covering a topic in the fields of Biology and/or Mathematics. The modules, while complete in themselves, will also draw connections between scientific disciplines, and explore the inter-relationships between them. The modules will vary depending on the assigned faculty to teach this course.

**Prerequisite:** BIO-307A with a minimum grade of C.

**BIO-310. Evolution. 3 Hours.**

This course will examine the evolutionary history of life on Earth, and the mechanisms (both Darwinian and non-Darwinian) that lead to evolutionary change. Students will interpret diagrams showing evolutionary relationships and will use modeling techniques and statistical analyses to investigate changes in populations over generations. The study of evolution is relevant to students interested in many areas of science, including medicine and human health, genetics, biological anthropology, paleontology, ecology, biogeography, animal behavior, environmental science, and conservation.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C.

**BIO-311. History of Science. 3 Hours.**

This course will outline development of the scientific method and knowledge of the natural sciences from ancient civilization to the present. Students will examine the great diversity of cultural contributions, from many different parts of the world, to the historical development of modern science. Particular attention will be paid to the disciplines of astronomy, biology, chemistry, mathematics, philosophy, and physics. The prerequisite requirement for this course is a minimum of eight credits at the 200-level or above in STEM.

**Prerequisite:** BIO-201 with a minimum grade of C and (BIO-202 with a minimum grade of C or CHEM-211 with a minimum grade of C or ESCI-211 with a minimum grade of C or MATH-275 with a minimum grade of C or PHYS-201L with a minimum grade of C or PHYS-206L with a minimum grade of C).

**BIO-315. Communicating Science. 3 Hours.**

Students will explore the basics of communicating science to non-scientists, scientists, and interested stakeholders. Through discussions, group work, and individual assignments, students will practice techniques associated with writing, presenting, and sharing biology and biological results. The assignments consist of formal and informal writing, presentations, and graphical design products. The prerequisite requirement for this course is a minimum of eight credits at the 200-level or above in STEM. This class is also offered at the 400-level for graduate credit.

**Prerequisite:** (BIO-201 with a minimum grade of C or CHEM-211 with a minimum grade of C or PHYS-201L with a minimum grade of C or PHYS-206L with a minimum grade of C) and (BIO-202 with a minimum grade of C or CHEM-212 with a minimum grade of C or PHYS-202L with a minimum grade of C or PHYS-207L with a minimum grade of C or ESCI-211 with a minimum grade of C).

**BIO-316. Advanced Medical Terminology. 3 Hours.**

Advanced Medical Terminology provides an in-depth understanding of specialized terms, concepts, and techniques in health care. It is not a basic terminology class; rather, it is an advanced exploration of medical terminology and its relevance in health-related contexts and applications. Medical terminology will be applied to study disease, anatomy of body systems, pathophysiology, microbiology, immunology, and genetic disorders. Students will read and evaluate the primary literature on recent medical advances. They will synthesize information and use medical terminology in writing assignments and in oral presentations. Case studies on health disparities and inequities in healthcare will be a core focus.

**BIO-318. Human Anatomy And Physiology I. 4 Hours.**

In the first of a two-course series in human anatomy and physiology, students examine the integumentary, skeletal, muscular, and nervous systems. Interrelationships between structures and functions at the macroscopic and microscopic levels of organization are covered. In the laboratory component, students examine and identify each system through cadavers, models, slides, and physiology-based experiments. Medical terminology is covered and the pathological conditions of each system are discussed, including recent advances in treatment. Lecture and laboratory.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C.

**BIO-319. Human Anatomy And Physiology II. 4 Hours.**

In the second of a two-course series in human anatomy and physiology, students examine the cardiovascular, respiratory, digestive, urinary, and genital systems. Interrelationships between structures and functions at the macroscopic and microscopic levels of organization are covered. In the laboratory component, students examine and identify each system through cadavers, models, slides, and physiology-based experiments. Medical terminology is covered and the pathological conditions of each system are discussed, including recent advances in treatment. Lecture and laboratory.

**Prerequisite:** BIO-301 with a minimum grade of C and BIO-318 with a minimum grade of C.

**BIO-320. Animal Kingdom. 4 Hours.**

The animal kingdom will be explored through the anatomy, physiology, and developmental histories of the major animal clades. Students will examine the ecological significance of select clades and the niches and adaptations found among the major animal phyla. Our dynamic understanding of the relationships between the branches of the animal kingdom will be investigated through both cladistics and the traditional Linnaean approach. Lecture and laboratory.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-322. Invertebrate Zoology. 4 Hours.**

This course surveys the diversity of invertebrates, which are the vast majority of animal life. Students will examine the development, physiology, reproduction, and evolutionary relationships among the invertebrate animals and our evolving understanding of invertebrate anatomy and physiology. The class will investigate the diverse biomechanical adaptations of animal life and use select phyla to explore their potential for biomimetic applications in medicine, industry, and design. Lecture and laboratory.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-323. Entomology. 4 Hours.**

Insects, their identification, classification, habits and ecological relationships are examined, with special emphasis on insects common to the Chicago area. Materials are introduced for a foundation in forensic, medical, agricultural, and environmental entomology. It includes an exploration of insects as disease vectors, the mechanisms of insect control, and integrated pest management. Lecture, laboratory, and fieldwork.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-324. Ornithology. 4 Hours.**

Ornithology is the study of birds, one of the most spectacular, successful, and best-studied animal groups. This course will survey the evolution, physiology, ecology, and behavior of birds. Labs will include field trips to watch and identify birds in their natural habitats and dissections to better understand their physiology and functional morphology. Lecture, laboratory, and fieldwork.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-325. Local Fauna. 4 Hours.**

This course provides a survey of local animal groups in various ecosystems in the region, with an emphasis on field identification of vertebrate taxa. Class will regularly meet off-campus, and may have up to two field trips scheduled on a Friday, Saturday, or Sunday. Lecture, laboratory, and fieldwork. In addition to stated prerequisites, General Ecology (BIO-305) is recommended.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-326. Animal Parasitology. 4 Hours.**

Taxonomy, anatomy, physiology and significance of parasitic and parasitoid organisms and their hosts are explored. The course examines host-parasite interactions, distribution of parasites across ecosystems, and effects of their presence and life cycles and on the surrounding environment. The class also explores the diversity of human parasitic infections, their impact on the economy, and our changing understanding of what constitutes a "parasite." Lecture and laboratory.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-327. Mammalian Anatomy. 4 Hours.**

Gross architectural elements of the mammalian body, with emphasis upon correlation of form and function. Lecture and laboratory.

**Prerequisite:** BIO-150 with a minimum grade of C and BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C.

**BIO-328. Animal Behavior. 3 Hours.**

Comparative ethology with an emphasis on understanding the impact of adaptation, evolutionary history, anatomy, physiology, and developmental processes on the behaviors of animals. Topics include learning, intelligence and emotional impacts, social organization, and physiological integrating mechanisms.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C.

**BIO-330. Plant Anatomy And Morphology. 4 Hours.**

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.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-331. Plant Physiology. 4 Hours.**

In this course students study fundamental biological processes, such as how plants harvest and store energy, obtain and transport water and nutrients, and receive and process environmental signals. The scientific method is applied to develop and test hypotheses, and oral and written presentation skills are developed as students present their experimental findings. Students read research articles and other high-quality literature to learn what is currently known, to explore new concepts and techniques, and to examine connections between plant physiology and human cultures. This class is also offered at the 400-level for graduate credit. Lecture and laboratory.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C.

**BIO-332. Local Flora. 4 Hours.**

This course provides a study of local plant species and ecosystems, with emphasis on phylogenetic relationships, systematics, and ecological relationships. Also included will be the geological processes and history that have shaped the region. Focus will be on species that are flowering during the semester that the course is taught, usually summer. Lecture, laboratory, and field trips.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-333. Economic Botany. 3 Hours.**

Plants of particular economic significance to humans as sources of food, fibers, flavoring agents, drugs and industrial chemicals are examined. Areas of emphasis will be on how the biology/chemistry of the plant determines its use to humans, plant domestication and use from cultures world-wide, and how plants have shaped human societies.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C.

**BIO-334. Biology Of Fungi. 4 Hours.**

Fungi, a distinct kingdom of unicellular and filamentous organisms, have tremendous importance to medicine and to the environment. Drugs from antibiotics to immunosuppressants are produced by fungi. Fungi play essential roles as decomposers as well as parasites and symbionts. Fungi also have significant economic importance in the food and beverage industries. In this subdiscipline of microbiology, students will examine all aspects of fungal biology, including laboratory culture, natural history, morphogenesis, genetics and physiology, and health applications. Lecture and laboratory.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).

**BIO-340. Molecular Biology. 4 Hours.**

This course is designed for upper-level undergraduates and builds on Cell Biology and General Genetics. Molecular biology is rapidly advancing the fields of biomedical and agricultural sciences. Understanding the chemistry of DNA, RNA and proteins has allowed scientists to manipulate these macromolecules to more fully understand cellular functions, treat human diseases and engineer more viable crops and livestock. The course will 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.

**Prerequisite:** BIO-202 with a minimum grade of C and (BIO-301 with a minimum grade of C or BIO-303 with a minimum grade of C) and CHEM-211 with a minimum grade of C.

**BIO-341. General Microbiology. 4 Hours.**

Students examine the diversity of microorganisms and viruses and their impacts on health and the environment. Topics include taxonomy and identification, ultrastructure and function, nutrition and growth, physiology, metabolism, molecular genetics, host-microbial interactions, immunology, ecology, and biotechnology. Laboratory safety and techniques related to the isolation, staining, identification, morphology and growth characterization, and control of microorganisms are practiced. Lecture and laboratory.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C.

**BIO-342. Pathogenic Microbiology. 3 Hours.**

Students examine the distinctive cellular and molecular properties that make some microorganisms pathogenic in humans, including their mechanisms of infection, how they replicate, the diseases they cause, how they are diagnosed, as well as treatment and control options. This class is also offered at the 400-level for graduate credit.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and BIO-341 with a minimum grade of C.

**BIO-343. Virology. 4 Hours.**

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, DNA cloning and expression of heterologous genes 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.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C.

**BIO-344. Vertebrate Histology. 4 Hours.**

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.

**Prerequisite:** BIO-150 with a minimum grade of C and BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C.

**BIO-345. Emerging Infectious Diseases. 3 Hours.**

Emerging infectious diseases are those that have not previously been seen and those that are re-emerging after having been controlled. This course will provide an introduction to significant emerging infectious diseases in humans. Through a combination of lecture, discussion, and in-class activities, this course will focus on factors that contribute to emerging infectious diseases, mechanisms of disease transmission, as well as analysis of specific diseases, their associated diagnosis and prevention.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and BIO-341 with a minimum grade of C.

**BIO-346. Parasites And Human Health. 3 Hours.**

In-depth study of the major helminth, protozoan, and arthropod parasites of humans. The course will compare these organisms to other human pathogens and provide insight into their unique historical and contemporary importance at the individual host, population, and global scales. Using a mathematical epidemiological approach, this course is designed to give students a hands-on experience with topics including transmission, pathology, immunology, and distributions of parasites within and among human hosts. The course will also provide students with a broad understanding of diagnosis, control, treatment, and prevention. Lecture. Prerequisites: BIO-150, BIO-201, BIO-202, BIO-305, MATH-187 OR MATH-275. BIO-326 recommended.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and BIO-305 with a minimum grade of C and (MATH-187 with a minimum grade of C or MATH-275 with a minimum grade of C).

**BIO-350. Plant Ecology. 4 Hours.**

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.

**Prerequisite:** BIO-150 with a minimum grade of C and BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and BIO-305 with a minimum grade of C.

**BIO-351. Biology Of Algae. 4 Hours.**

In this subdiscipline of microbiology, students will examine a diverse group of photosynthetic organisms with emerging biotechnological potential. The evolution, physiology, and ecology of algae provide the basis for advances in medicine, food production, and environmental protection. In field trips to wetlands, lakes, and rivers, students will investigate local environmental problems and their solutions. Students will design and conduct original research projects involving identification and study of algal taxa. The course qualifies as a botany elective for undergraduate students. It is also offered at the 400-level for graduate credit. Lecture, laboratory, and fieldwork.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C).



**BIO-352. Aquatic Biology. 4 Hours.**

Aquatic organisms have complex behaviors and interactions with their environment. Animals, plants, and microbes also serve as biological indicators of water quality. Course topics include physiology, energy flow, nutrient cycling, ecology, and restoration and management of aquatic resources. Students will apply what they learn to understand the impact of water resources to health and society. In hands-on field and laboratory exercises, students will sample aquatic systems, measure important limnological variables, and interpret data. There will be several field trips to local lakes, rivers, and wetlands, and students will design and conduct original research projects. Lecture, laboratory, and fieldwork.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and (BIO-250 with a minimum grade of C or BIO-150 with a minimum grade of C) and CHEM-211 with a minimum grade of C.

**BIO-356. Microbial Ecology. 3 Hours.**

Recommended for students interested in medicine or the environment, this course focuses on the essential roles played by Bacteria, Archaea, and Fungi in the world around us and within us. The course builds on fundamental biological and ecological principles; explores ways that microbial communities are similar to plant and animal communities, and ways in which they are unique; examines microbial drivers of major biogeochemical cycles and ecosystem services; characterizes relationships of microbes with other organisms; and considers the history of microbial interactions with humans, as antagonists (diseases), symbionts (microbiomes), and tools (food and biofuels).

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C.

**BIO-357. Community Ecology. 3 Hours.**

This course applies our understanding of ecological communities and their organizing principles to conservation biology and the restoration of degraded ecosystems. Examples from marine, terrestrial, and freshwater communities will be addressed through active discussion of the primary literature. This course may be taken for graduate credit.

**Prerequisite:** BIO-305 with a minimum grade of C.

**BIO-358. Biogeography. 3 Hours.**

This course covers the geographic distribution of living organisms and the biological principles underlying this distribution, including the evolutionary patterns of dispersal in both fossil and contemporary species. Biogeography has important implications toward understanding conservation management, economic production, and public health. Discussions and papers will include an overview of the history of biogeography through current techniques and theories. This class is also offered at the 400-level for graduate credit.

**Prerequisite:** BIO-202 with a minimum grade of C.

**BIO-359. Ecological Methods. 4 Hours.**

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. Lecture and laboratory.

**Prerequisite:** BIO-150 with a minimum grade of C and BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and BIO-305 with a minimum grade of C and MATH-275 with a minimum grade of C.

**BIO-360. Vertebrate Physiology. 4 Hours.**

Functions and interrelationships of organ systems. Lecture and laboratory.

**Prerequisite:** BIO-150 with a minimum grade of C and BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C.

**BIO-361. Human Genetics. 4 Hours.**

This course 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. This class is also offered at the 400-level for graduate credit. Lecture and laboratory.

**Prerequisite:** BIO-303 with a minimum grade of C.

**BIO-362. Biochemistry. 4 Hours.**

Biochemistry examines the chemistry that underlies the biological processes common to all living organisms. The course will explore the chemical nature of the four major biological molecules and the processes that drive their activities. Topics include the structures of proteins, nucleic acids, carbohydrates, and lipids, and processes that include thermodynamics, acid-base reactions, catalysis, and energetics. This class is also offered at the 400-level for graduate credit. Lecture and laboratory.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C and CHEM-231 with a minimum grade of C.

**BIO-363. Immunology. 4 Hours.**

Students will examine the role of cells and organs of the 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. This class is also offered at the 400-level for graduate credit. Lecture and laboratory.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C.

**BIO-364. Endocrinology. 4 Hours.**

Hormones play a huge role in daily function and in health. Endocrinology focuses on the study of hormones and other signaling molecules and their functions in growth and reproduction, mood control, and metabolism. Human and animal examples will be discussed, making the course relevant to students interested in careers in healthcare, veterinary science, and conservation fields. This class is also offered at the 400-level for graduate credit. Lecture and laboratory.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C and CHEM-231 with a minimum grade of C.

**BIO-365. Neurobiology. 4 Hours.**

This course provides 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. This class is also offered at the 400-level for graduate credit. Lecture and laboratory.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C.

**BIO-366. Cancer Biology. 3 Hours.**

The molecular and cellular basis of cancer are examined. 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. This class is also offered at the 400-level for graduate credit.

**Prerequisite:** BIO-301 with a minimum grade of C and BIO-303 with a minimum grade of C.

**BIO-367. Developmental Biology. 4 Hours.**

This course examines patterns of normal and abnormal development in the embryo, emphasizing development 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 health professions. This class is also offered at the 400-level for graduate credit. Lecture and laboratory.

**Prerequisite:** BIO-301 with a minimum grade of C and BIO-303 with a minimum grade of C.

**BIO-368. Genomics and Proteomics. 3 Hours.**

Genomics and Proteomics involves the use of high throughput methods and state of the art techniques, databases, and computations to generate, organize, explore, and analyze large data sets of DNA and/or protein sequence. This course will provide an introduction to the fields of genomics and proteomics. Through a combination of lecture, discussion, and hands-on activities, students will focus on the methods and techniques used in gathering and interpreting genomic and proteomic data to answer questions important to modern day biology. This class is also offered at the 400-level for graduate credit.

**Prerequisite:** BIO-303 with a minimum grade of C.

**BIO-372. Biochemistry Of Metabolism. 3 Hours.**

This course focuses on the processing of carbohydrates, lipids, proteins, and nucleotides, offering a mechanistic view of metabolic pathways related to each macromolecule group, including feedback control. Topics will be linked to clinical situations and will incorporate current primary research literature in the field of metabolism. Quantitative analysis of chemical reactions, bioenergetics, thermodynamics and interpretation of research articles will be incorporated as part of the lectures. This class is also offered at the 400-level for graduate credit.

**Prerequisite:** BIO-362 with a minimum grade of C or CHEM-362 with a minimum grade of C.

**BIO-380D. Topics In Biology:Microbial Genetics. 3 Hours.**

**Prerequisite:** BIO-150 with a minimum grade of C and BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C and BIO-341 with a minimum grade of C.

**BIO-380E. Topics In Biology:Introductory Bryology. 3 Hours.**

**Prerequisite:** BIO-150 with a minimum grade of C and BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C.

**BIO-380H. Topics In Biology: Sensory Mechanisms. 3 Hours.**

This course is designed for students interested in learning how organisms (including humans) detect, process and respond to sensory stimuli such as light, odors, touch, taste, and sound. Students will also learn about the mechanisms used by a wide range of organisms to sense both their internal and external environments. This comparative approach will emphasize common principles of sensory coding and transduction as well as unique strategies used to address specific biological needs. Lectures and associated readings will focus on physiological, neurobiological and behavioral analyses to understand both the proper functioning and dysfunction of sensory systems.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C.

**BIO-381. Independent Study I. 1 Hour.**

Library study of a biological topic, including a thorough literature search and production of a review paper on the chosen topic.

**BIO-382. Independent Study II. 2 Hours.**

(See BIO-381 for description and prerequisites.)

**BIO-383. Independent Study III. 3 Hours.**

(See BIO-381 for description and prerequisites.)

**BIO-390. Biology Senior Seminar. 3 Hours.**

Students will integrate knowledge gained from courses taken throughout the biology major to explore topics of particular interest to them through writing and oral presentation. Students will also have the opportunity to further develop and obtain feedback on career preparation materials such as a resume, cover letter, and personal statement. This course fulfills the capstone requirement for the biology major.

**BIO-391. Internship In Biology. 3 Hours.**

Through an internship in the biological sciences, students gain laboratory or field experience at an off-campus site. Students engage in research or industry projects, guided by a faculty advisor and a site supervisor. Requirements include submission of the planned internship project, a review of relevant literature, and presentation of the project results in a written report and symposium presentation. This course fulfills the capstone requirement for the biology major.

**BIO-392. Independent Research I. 2 Hours.**

In this first of a two-course series, students engage in a field or laboratory study of a biology topic or question. 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, and presentation of the project in either podium or poster format. Successful completion of both BIO-392 and BIO-393 will fulfill the capstone requirement for the biology major.

**BIO-393. Independent Research II. 2 Hours.**

In this second of a two-course series, students engage in a field or laboratory study of a biology topic or question. 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, and presentation of the project in either podium or poster format. Successful completion of both BIO-392 and BIO-393 will fulfill the capstone requirement for the biology major.

**BIO-394. Seminar In Teaching Of Biology. 3 Hours.**

Under the direction of a faculty mentor, students gain experience as peer leaders in the classroom. Students assist in designing and presenting lecture material and in designing, setting up, and directing laboratory exercises. As they help develop curricular and assessment materials, they integrate knowledge and skills learned in prior courses. Students should identify a faculty mentor to advise and guide this teaching experience no later than the term before they register for the course. This course fulfills the capstone requirement for the biology major.

**BIO-405. Biological Literature. 3 Hours.**

Overview of scientific communication in biology with the focus on the researching, critiquing, and synthesizing of primary scientific literature. Other activities may include, but are not limited to writing grant proposals, presenting research, creating scientific posters, participating in peer review, and engaging in professional development to help further students' careers in biology.

**BIO-408. Environmental Biology for Middle School Teaching. 4 Hours.****BIO-411. Spreadsheet Modeling In Ecology & Evolution. 3 Hours.**

This course will introduce students to the use of basic and advanced spreadsheet applications to model a wide variety of ecological and evolutionary processes and systems. Graphing capabilities, complex nested functions, and advanced software functions including writing macros, sampling from statistical distributions, using lookup tables will be used extensively. 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. Students are expected to have completed coursework in ecology and statistics before taking this course.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-412. Chronobiology. 3 Hours.**

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.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-413. Evolutionary Biology. 3 Hours.**

This course provides a comprehensive analysis of evolutionary patterns in both fossil and contemporary species. Topics addressed 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.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-414. Comparative Biology Of Aging. 3 Hours.**

This course provides a comparative analysis of aging, longevity, and mortality patterns in diverse prokaryotic and eukaryotic species. Topics addressed 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 intervention to prolong lifespan in various species.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-415. Animal Behavior. 3 Hours.**

This course provides 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.

**Prerequisite:** BIO-405 with a minimum grade of C.



**BIO-415G. Communicating Science. 3 Hours.**

Students will explore the basics of communicating science to non-scientists, scientists, and interested stakeholders. Through discussions, group work, and individual assignments, students will practice techniques associated with writing, presenting, and sharing biology and biological results. The assignments consist of formal and informal writing, presentations, and graphical design products.

**Prerequisite:** (BIO-201 with a minimum grade of C or CHEM-211 with a minimum grade of C or PHYS-201L with a minimum grade of C or PHYS-206L with a minimum grade of C) and (BIO-202 with a minimum grade of C or CHEM-212 with a minimum grade of C or PHYS-202L with a minimum grade of C or PHYS-207L with a minimum grade of C or ESCI-211 with a minimum grade of C).

**BIO-421. Biochemical Genetics. 3 Hours.**

This course 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 discussion.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-424. Analysis Of Development. 3 Hours.**

This course provides an analysis of the mechanisms underlying developmental processes in the embryo and adult organisms with special emphasis on the role of the genes in development. Lecture only.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-425. Animal Models of Human Disease. 3 Hours.**

Because of the ethical and logistical challenges of studying disease using human subjects, biologists use model organisms and model systems to understand the underlying mechanisms responsible for diseases, and to identify potential treatments and cures. Through lecture, literature research, and discussion this course will examine examples of how animal models are being used in biomedical research. Systems covered include mammalian species, non-mammalian vertebrate species, and invertebrate species. Course may be repeated for credit with permission from the Graduate Advisor.

**BIO-427. Current Topics In Genetics. 3 Hours.**

This course provides students with 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. Course may be repeated for credit one time with permission from the Graduate Advisor.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-428. Current Topics In Human Genetics. 3 Hours.**

This course provides an 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.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-431G. Plant Physiology. 4 Hours.**

In this course students study fundamental biological processes, such as how plants harvest and store energy, obtain and transport water and nutrients, and receive and process environmental signals. The scientific method is applied to develop and test hypotheses, and oral and written presentation skills are developed as students present their experimental findings. Students read research articles and other high-quality literature to learn what is currently known, to explore new concepts and techniques, and to examine connections between plant physiology and human cultures. Lecture and laboratory.

**BIO-441. Biology Of Viruses. 3 Hours.**

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.

**BIO-447. Current Topics In Cell Biology. 3 Hours.**

Advanced study and analysis of selected topics within the field of Cell Biology, with emphasis on topics that are at the forefront of advances in the discipline. Course may be repeated for credit one time with permission from the Graduate Advisor.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-450. Foundations Of Ecology. 3 Hours.**

Students will engage in readings and discussions of foundational papers in ecology, and classic case studies of field and laboratory experiments in ecology. The readings will provide an overview of the development of ecology as a science, look at the major debates in ecology, and examine the development of both theory and methodologies in ecology. Students will also present and discuss contemporary papers in light of these historical contexts. Students are expected to have completed coursework in ecology before taking this course.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-451. Biological Diversity. 3 Hours.**

The course covers contemporary and historical patterns of biodiversity, 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.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-451G. Biology Of Algae. 4 Hours.**

In this subdiscipline of microbiology, students will examine a diverse group of photosynthetic organisms with emerging biotechnological potential. The evolution, physiology, and ecology of algae provide the basis for advances in medicine, food production, and environmental protection. In field trips to wetlands, lakes, and rivers, students will investigate local environmental problems and their solutions. Students will design and conduct original research projects involving identification and study of algal taxa.

**Prerequisite:** BIO-201 with a minimum grade of C and BIO-202 with a minimum grade of C.

**BIO-452. Quaternary Ecology. 4 Hours.**

This course provides an introduction to the principles and techniques of paleoecology with emphasis on the effects of global and regional climate/ environmental change on ecosystems, communities, and populations during the Quaternary Period. Lecture and laboratory.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-453. Conservation Biology. 3 Hours.**

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 to nature reserve design and ecosystem management. Students will read extensively from the primary literature, lead class discussions, and solve applied and quantitative problems.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-454. Conservation Genetics. 3 Hours.**

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.

**Prerequisite:** BIO-303 with a minimum grade of C and BIO-305 with a minimum grade of C.

**BIO-455. Restoration Ecology. 3 Hours.**

This course explores how ecological research and concepts can be applied to the restoration of disturbed ecosystems. It will take into account current trends and challenges in restoring populations, communities and ecosystems. Students are expected to have completed coursework in ecology prior to taking this course.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-456. Bio-Environmental Analysis. 3 Hours.**

Individual and group field projects providing experience in techniques appropriate to the analysis of natural communities and their environmental components. Studies include contrasts between selected natural areas and similar ones altered by humans. A summary interpretive paper, using data acquired, is required from each student. Lecture, laboratory, and fieldwork.

**BIO-457. Current Topics In Ecology & Evolution. 3 Hours.**

This course provides graduate students with an opportunity to explore a current topic in ecology and evolutionary biology from a variety of perspectives and scales, ranging from theory to molecular biology to community ecology. Each semester will be organized around a single book or edited volume. Students will read, present, and lead discussions on chapters from the selected book, along with related papers chosen from the recent primary literature. Students may take the course twice for credit, as long as the focal topic of the course is different.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-458G. Biogeography. 3 Hours.**

This course covers the geographic distribution of living organisms and the biological principles underlying this distribution, including the evolutionary patterns of dispersal in both fossil and contemporary species. Biogeography has important implications toward understanding conservation management, economic production, and public health. Discussions and papers will include an overview of the history of biogeography through current techniques and theories.

**Prerequisite:** BIO-202 with a minimum grade of C.

**BIO-461G. Human Genetics. 4 Hours.**

This course 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.

**Prerequisite:** BIO-303 with a minimum grade of C.

**BIO-462. Enzymology. 3 Hours.**

The course covers 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.

**Prerequisite:** BIO-362 with a minimum grade of C.

**BIO-462G. Biochemistry. 4 Hours.**

Biochemistry examines the chemistry that underlies the biological processes common to all living organisms. The course will explore the chemical nature of the four major biological molecules and the processes that drive their activities. Topics include the structures of proteins, nucleic acids, carbohydrates, and lipids, and processes that include thermodynamics, acid-base reactions, catalysis, and energetics.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C and CHEM-231 with a minimum grade of C.

**BIO-463. Plant Biochemistry. 3 Hours.**

This course focuses on metabolic pathways of particular importance to plants, such as photosynthesis, the dissemination of starch, nitrogen fixation, and the formation of certain secondary products. Also covered are metabolic pathways common to plants and other groups of organisms, and phytohormonal control. Lecture and discussion. Students are expected to have completed coursework in biochemistry or plant physiology prior to taking this course.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-463G. Immunology. 4 Hours.**

Students will examine the role of cells and organs of the 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.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C.

**BIO-464. Biochemistry And Molecular Biology Methods. 4 Hours.**

This is a graduate-level lecture and laboratory course that provides training in essential experimental methods used in modern Biochemistry and Molecular Biology, including both wet-lab and computer analysis tools, while reviewing basic structure and function of biological molecules. Students are expected to have completed coursework in biochemistry or molecular biology prior to taking this course.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-464G. Endocrinology. 4 Hours.**

Hormones play a huge role in daily function and in health. Endocrinology focuses on the study of hormones and other signaling molecules and their functions in growth and reproduction, mood control, and metabolism. Human and animal examples will be discussed, making the course relevant to students interested in careers in healthcare, veterinary science, and conservation fields. Lecture and laboratory.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C and CHEM-231 with a minimum grade of C.

**BIO-465G. Neurobiology. 4 Hours.**

This course provides 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.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C.

**BIO-466G. Cancer Biology. 3 Hours.**

The molecular and cellular basis of cancer are examined. 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.

**Prerequisite:** BIO-301 with a minimum grade of C and BIO-303 with a minimum grade of C.

**BIO-467G. Developmental Biology. 4 Hours.**

This course examines patterns of normal and abnormal development in the embryo, emphasizing development 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 health professions.

**Prerequisite:** BIO-301 with a minimum grade of C and BIO-303 with a minimum grade of C.

**BIO-468G. Genomics And Proteomics. 3 Hours.**

Genomics and Proteomics involves the use of high throughput methods and state of the art techniques, databases, and computations to generate, organize, explore, and analyze large data sets of DNA and/or protein sequence. This course will provide an introduction to the fields of genomics and proteomics. Through a combination of lecture, discussion, and hands-on activities, students will focus on the methods and techniques used in gathering and interpreting genomic and proteomic data to answer questions important to modern day biology.

**Prerequisite:** BIO-303 with a minimum grade of C.

**BIO-470A. Seminars In Biology. 1 Hour.****BIO-471. Comparative Animal Physiology. 3 Hours.**

This seminar course explores selected topics in the physiology of vertebrate (including human) and invertebrate animals, with an emphasis on the basic principles of physiology placed within an evolutionary and ecological context. Our perspective will be integrative, exploring physiological processes from the cellular to the organismal level of analysis. In addition, we will discuss the ways in which understanding physiology informs our understanding of, and behavior toward the human and non-human animals with which we interact daily. Course meetings will include foundational lectures, student presentations, and group discussions.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-472G. Biochemistry Of Metabolism. 3 Hours.**

This course focuses on the processing of carbohydrates, lipids, proteins, and nucleotides, offering a mechanistic view of metabolic pathways related to each macromolecule group, including feedback control. Topics will be linked to clinical situations and will incorporate current primary research literature in the field of metabolism. Quantitative analysis of chemical reactions, bioenergetics, thermodynamics and interpretation of research articles will be incorporated as part of the lectures.

**Prerequisite:** BIO-362 with a minimum grade of C or CHEM-362 with a minimum grade of C or BIO-462G with a minimum grade of C or CHEM-462G with a minimum grade of C.

**BIO-475. Advanced Immunology. 3 Hours.**

This course examines contemporary issues in immunology, related to diversity in immune response. Lecture and discussion of current papers on inheritance of immune response, tolerance, cancer immunology and immunotherapy. Lecture and discussion.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-4821. Independent Investigations. 1 Hour.**

Students registering for this course will conduct a field or laboratory study of a biological topic or question, to be carried out over the course of 1-2 terms. Requirements include two or more of the following- design and execution of the research project; review of relevant scientific literature; production of a scientific style paper describing the project and results; presentation of the project in either podium or poster format. No more than 3 credits of BIO-482 can be applied to the requirements for the Biology MS.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-4822. Independent Investigations. 2 Hours.**

See course description for BIO-4821. This is a 2-credit version of BIO-482.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-4823. Independent Investigations. 3 Hours.**

See course description for BIO-4821. This is a 3-credit version of BIO-482.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-485L. Advance Topics In Biology: Applied & Environmental Microbiology. 3 Hours.**

**BIO-491. Seminar In Biology. 1 Hour.**

In this seminar experience, students select a specific topic of interest to them, research the topic, and give an oral presentation on the topic to a peer group. Time commitment is approximately 2 hrs per week. Departmental approval is required.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-5901. Library Thesis Hours. 1 Hour.**

Guidance of students conducting literature/library research and writing a Thesis to fulfill requirements for the Master of Science degree in Biology, Option II. Students may register for 1-3 credits per term with a minimum of 4 credits required for Option II of the Biology M.S. All BIO-590 credits must be earned within the equivalent of 2 academic years.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-5902. Library Thesis Hours. 2 Hours.**

See course description for BIO-5901. This is a 2-credit version of BIO-590.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-5903. Library Thesis Hours. 3 Hours.**

See course description for BIO-5901. This is a 3-credit version of BIO-590.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-5991. Research Thesis Hours. 1 Hour.**

This course is for students conducting research and writing a thesis to fulfill the requirements of the Research Thesis Option in the M.S. program in Biology. Students may register for 1-4 credits of BIO-599 per term; a total of 6 credits of BIO-599 is required for the Research Thesis Option. All BIO-599 credits must be earned within the equivalent of 2 academic years.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-5992. Research Thesis Hours. 2 Hours.**

See course description for BIO-5991. This is a 2-credit version of BIO-599.

**Prerequisite:** BIO-405 with a minimum grade of C.

**BIO-5993. Research Thesis Hours. 3 Hours.**

See course description for BIO-5991. This is a 3-credit version of BIO-599.

**Prerequisite:** BIO-405 with a minimum grade of C.

# Biology Education (BIOS)

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## Courses

### **BIOS-110. Introduction To Biology For Educators. 4 Hours.**

Designed specifically for prospective elementary and middle grades teachers, this inquiry-based biology course incorporates current content standards in biology for educators and meets NEIU College of Education science course requirements. Content includes cell/molecular biology, evolution, genetics, organismal biology and biotechnology. During laboratory activities, students will develop hypotheses, collect and analyze data, communicate experimental results, and apply mathematics concepts to biological problems. Can be taken concurrently with MATH-149. If students are pursuing a math and/or science teaching endorsement, it is strongly suggested to concurrently take MATH-145.

**Prerequisite:** MATH-149 with a minimum grade of C.

### **BIOS-310. Ecology Concepts For Educators. 3 Hours.**

This interdisciplinary course focuses on ecology concepts and their mathematical underpinnings, and is designed for future elementary and middle school teachers. Lectures and inquiry-based field and laboratory activities will focus on population growth, species interactions, flows of matter and energy through ecosystems, and environmental justice issues including pollution and climate change. Students will design and present an original ecology teaching project for elementary or middle school students, which may then be incorporated into a teaching portfolio to use with job applications. If students are pursuing a math and/or science teaching endorsement, it is strongly suggested to concurrently take MATH-380.

**Prerequisite:** BIOS-110 with a minimum grade of C and (MATH-150 with a minimum grade of C or MATH-151 with a minimum grade of C).

### **BIOS-410. Problems In STEM Teaching: Engaging With Biology. 3 Hours.**

The course will help educators conceptually integrate Science, Technology, Engineering, and Math (STEM) using Biology for middle and high school learners. Through literature, discussion, and hands-on practice, teachers will refine and apply problem-based, culturally relevant, and place-based methods for STEM to promote engagement and inclusion for all students. Teachers will also explore using science communication, labs, and assessments to foster equitable learning environments and nurture student's science identity. Additionally, teachers will cultivate symbiotic relationships in the community to leverage local resources to create an engaging curriculum outside of the traditional classroom.

**Requirement:** BA, Minor, Professional Educator License (PEL) or subsequent endorsement in a STEM field.

# Business Law (BLAW)

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## Courses

### **BLAW-109. First Year Experience: Professionalism, Ethics, Law & Chicago Scandals. 3 Hours.**

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.

### **BLAW-285. Legal Environment Of Business. 3 Hours.**

This survey course traces the history and development of the legal environment of business. Topics include elements of the law and the judicial process, elements of traditional business law, and the government regulation of business. Prereq.: 30 credit hours of college work.

### **BLAW-310. Legal Issues In International Business Transactions. 3 Hours.**

The study of laws, policies, and institutions associated with international business practice, including the international sale of goods, multimodal transportation and logistics, international and regional trade agreements, U.S. import/ export regulation, and transnational dispute resolution.

**Requirement:** Completion of all foundation courses required for COBM majors

**Prerequisite:** BLAW-285 with a minimum grade of C.

### **BLAW-380. Business Law I. 3 Hours.**

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.

**Prerequisite:** BLAW-285 with a minimum grade of C.

### **BLAW-381. Business Law II. 3 Hours.**

Continuation of BLAW-380 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.

**Prerequisite:** BLAW-285 with a minimum grade of C.

### **BLAW-383. Legal Aspects Of Entrepreneurship. 3 Hours.**

This course offers a framework for understanding legal aspects of entrepreneurial process. Topics include selecting a business form, obtaining financial capital, marshaling human resources, securing and protecting intellectual property rights, anticipating and managing risks, and engaging in e-commerce.

### **BLAW-384. Labor & Employment Law. 3 Hours.**

The course provides a broad overview of major areas of law concerning the regulation of the workplace, including the law of labor relations. The course focuses primarily on federal laws governing employment and examines specific employment issues, such as unfair labor practices, regulation of union activities, discrimination laws, pay equity laws, employee privacy topics, wage and hour laws, dispute settlement laws, health and occupational safety laws, and employment relations laws.

### **BLAW-391. Intellectual Property Creation And Management. 3 Hours.**

This survey course provides an overview of the United States' system of intellectual property protection. Topics covered include trademark law, copyright law, patent law trade secrets, domain names, and geographical indication. Besides substantive laws, the course covers other issues related to intellectual property, such as marketing strategy for licensing intellectual property assets, negotiations involving intellectual property rights, valuation of intellectual property, taxation of intangible assets, and commercialization and monetization of intellectual property assets. In addition to legal and business aspects of intellectual property rights, this course examines the interplay between cultural appropriation and intellectual property laws.

### **BLAW-400. Legal Environment Of Business And Management. 2 Hours.**

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.

### **BLAW-410. International Business Law. 3 Hours.**

This course will include material 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.



# Chemistry (CHEM)

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## Courses

### **CHEM-103. Chemistry And Society. 3 Hours.**

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 assumed. Lecture 3 hours.

**Prerequisite:** (MATH-091 - 499 or MATH-091A - 499Z or NEIU Math Placement Result 02 - 45 or ACT Math 19 - 36 or Accuplacer Elementary Algebra 060 - 084 or Accuplacer College Level Math 020 - 120 or Accuplacer Adv. Algebra & Func 200 - 300 or SAT Math 500 - 800).

### **CHEM-108. Chemistry Concepts For Educators. 4 Hours.**

This lab-oriented course covers the basic principles of chemistry while supporting future educators in the implementation of interdisciplinary mathematics and science curricula. Topics include atomic theory, solution chemistry, inorganic and organic chemistry, states of matter, physical and chemical properties, appropriate use of nomenclature, chemical bonding, and use of quantitative calculations using appropriate number techniques in science. The historical context of how chemistry contributes to our civilization will also be considered. Elementary chemical principles will be used to explain the behavior of everyday chemicals (including food and cleaning supplies) in addition to more scientific and industrial applications. Issues of contemporary critical technologies, such as biomaterials, natural products, alternative fuels, bioremediation, fuel cells, green technology, biodefense, and smart materials may be examined. This course is aligned to the Next Generation of Science Standards and the National Science Teachers Association Standards. Course outcomes include developing students' ability to apply knowledge of chemistry to a variety of real-world problems and settings with particular emphasis on scientific inquiry, the nature of science, civic engagement, and applications to teaching.

**Prerequisite:** MATH-150 with a minimum grade of C.

### **CHEM-110. Chemical Concepts. 3 Hours.**

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 assumed. Lecture 2 hours, lab, 2 hours.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

### **CHEM-180. Fundamentals Of Data Science. 4 Hours.**

Foundations of data science considers data from three perspectives: inferential thinking, computational thinking, and real-world relevance. Given data arising from some real-world phenomenon, how does one analyze that data to understand that phenomenon? The course teaches critical concepts and skills in computation and statistical inference, in conjunction with hands on analysis of real-world datasets, including economic data, document collections, geographical data, and data from social networks. It delves into social, ethical, and legal issues surrounding data analysis, including privacy and data ownership.

**Prerequisite:** MATH-173 with a minimum grade of C.

### **CHEM-211. General Chemistry I. 5 Hours.**

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.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

### **CHEM-211C. Enrichment Seminar In General Chemistry I. 1 Hour.**

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.

**Corequisite:** CHEM-211.

### **CHEM-212. General Chemistry II. 4 Hours.**

This is the second course in the General Chemistry sequence. Topics include reaction kinetics, gaseous and aqueous phase equilibria, acids and bases, entropy, free energy and electrochemistry.

**Prerequisite:** CHEM-211 with a minimum grade of C and MATH-173 with a minimum grade of C.

### **CHEM-212C. Enrichment Seminar In General Chemistry II. 1 Hour.**

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.

**Corequisite:** CHEM-212.

### **CHEM-213. Writing Intensive Program: Quantitative Analysis. 5 Hours.**

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.

**Prerequisite:** CHEM-212 with a minimum grade of C and ENGL-101 with a minimum grade of C.

**CHEM-231. Organic Chemistry I. 4 Hours.**

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.

**Prerequisite:** CHEM-212 with a minimum grade of C and CHEM-211 with a minimum grade of C.

**CHEM-231C. Enrichment Seminar In Organic Chemistry I. 1 Hour.**

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.

**Corequisite:** CHEM-231.

**CHEM-232. Organic Chemistry II. 4 Hours.**

Continuation of CHEM-231. A study of 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.

**Prerequisite:** CHEM-231 with a minimum grade of C.

**CHEM-232C. Enrichment Seminar In Organic Chemistry II. 1 Hour.**

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. Lecture 2 hours.

**Corequisite:** CHEM-232.

**CHEM-300. Interdisciplinary Seminar In STEM. 2 Hours.**

This course uses a hands-on approach to modern inquiry-based research problems and techniques in the physical and computational sciences. The course is structured around a series of modular problem-based exercises, covering topics from the fields of Chemistry, Computer Science, Earth Science, Mathematics, and Physics, and is designed to provide the content and pedagogical background for students to be successful peer leaders. The cross-disciplinary modules will draw connections between scientific disciplines, and showcase common research tools and techniques used in the sciences. The workshop will also incorporate discussions on a range of topics, from scientific ethics, scientific methodology, and error analysis.

**Prerequisite:** MATH-185 with a minimum grade of C.

**CHEM-305. Independent Study In Chemistry. 3 Hours.**

An introduction to original chemical research under faculty supervision. Independent Studies require the approval of the instructor, department chair and the College Dean.

**Prerequisite:** CHEM-213 with a minimum grade of C and CHEM-232 with a minimum grade of C.

**CHEM-311. Physical Chemistry I. 4 Hours.**

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. It is strongly suggested that the student has completed a year of physics with laboratory.

**Prerequisite:** CHEM-231 with a minimum grade of C and MATH-187 with a minimum grade of C and MATH-202 with a minimum grade of C and (PHYS-206 with a minimum grade of C or PHYS-201 with a minimum grade of C or PHYS-207 with a minimum grade of C or PHYS-202 with a minimum grade of C).

**CHEM-311C. Physical Chemistry I Seminar. 1 Hour.**

This course accompanies Physical Chemistry I, CHEM-311. Students will do problem solving in collaborative learning groups on material derived from and supplementing Physical Chemistry I lecture, in order to gain a deeper understanding of concepts and applications.

**Corequisite:** CHEM-311.

**CHEM-312. Physical Chemistry II. 4 Hours.**

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.

**Prerequisite:** CHEM-231 with a minimum grade of C and MATH-202 with a minimum grade of C and MATH-187 with a minimum grade of C and (PHYS-206 with a minimum grade of C or PHYS-201 with a minimum grade of C or PHYS-207 with a minimum grade of C or PHYS-202 with a minimum grade of C).

**CHEM-312C. Physical Chemistry II Seminar. 1 Hour.**

This course accompanies Physical Chemistry II, CHEM-312. Students will do problem solving in collaborative learning groups on material derived from and supplementing Physical Chemistry II lecture, in order to gain a deeper understanding of concepts and applications.

**Corequisite:** CHEM-312.

**CHEM-316. Inorganic Chemistry. 4 Hours.**

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.

**Prerequisite:** CHEM-212 with a minimum grade of C.

**CHEM-319. Chemical Aspects Of Environmental Chemistry. 3 Hours.**

A survey of the chemical principles involved in environmental problems. Topics include atmospheric, aquatic and geographic chemistry, sources of pollutants and the consequences of pollution. Lecture 3 hours.

**Prerequisite:** CHEM-212 with a minimum grade of C.



**CHEM-320. Industrial Aspects Of Environmental Chemistry. 3 Hours.**

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 analyzing chemical pollutants, environmental modeling and recycling strategies. Lecture 3 hours.

**Prerequisite:** CHEM-213 with a minimum grade of C and CHEM-232 with a minimum grade of C.

**CHEM-321. Environmental Chemistry In The City. 2 Hours.**

This is a laboratory and field course that will concentrate on topics of environmental interest in the city of Chicago. Field work will include visits to the Chicago River, Lake Michigan, the Chicago Forest Preserve, and other locations in the metropolitan area. Students will learn proper methods of sample collection, storage, and transport. Chemical analysis of collected samples by titrimetric, gravimetric, spectroscopic, chromatographic, and electrochemical methods will take place in the field and in the laboratory. Lecture 1 hr, Lab/Field 2.5 hrs. Prerequisite: CHEM-213 with a Grade of C or better.

**Prerequisite:** CHEM-213 with a minimum grade of C.

**CHEM-330. Instrumental Analysis: Spectroscopy. 4 Hours.**

The course includes an intensive laboratory introduction to infrared spectroscopy, mass spectrometry, nuclear magnetic resonance spectroscopy and Raman spectroscopy. Research projects are part of the course to develop instrumental methods for qualitative and quantitative analysis of various chemical materials used in everyday life. Lecture and laboratory. Lecture 3 hours, lab 6 hours.

**Prerequisite:** CHEM-231 with a minimum grade of C.

**CHEM-331. Instrumental Analysis: Quantitative Methods. 5 Hours.**

In this course, students will learn about instrumental methods used to determine composition of materials, including gas and liquid chromatography, UV-Vis spectroscopy, fluorescence emission spectroscopy, atomic absorption and emission spectroscopy, X-ray diffraction, and potentiometry. The course emphasizes the theory and practice of designing an analytical method.

**Prerequisite:** CHEM-231 with a minimum grade of C.

**CHEM-333. Introduction To Polymer Chemistry. 3 Hours.**

This course provides an introduction to the broad field of polymer chemistry. Topics will focus on the properties, synthesis, processing, and applications of polymers that have industrial and commercial importance. The properties of biological polymers and environmental concerns of polymers will also be discussed.

**Prerequisite:** CHEM-231 with a minimum grade of C and CHEM-232 with a minimum grade of C.

**CHEM-347. Advanced Organic Chemistry: Polyfunctional Compounds. 3 Hours.**

Chemistry of polyfunctional compounds, condensed aromatic and heterocyclic systems, electrocyclic reactions and molecular rearrangements. Lecture 3 hours.

**Prerequisite:** CHEM-232 with a minimum grade of C.

**CHEM-348. Advanced Organic Chemistry: Bio-Organic Compounds. 3 Hours.**

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.

**Prerequisite:** CHEM-232 with a minimum grade of C.

**CHEM-349. Organic Synthesis. 4 Hours.**

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. An accompanying laboratory will involve several multistep syntheses, which serve to illustrate principles developed in lecture and build upon experimental techniques encountered in prerequisite organic chemistry courses.

**Prerequisite:** CHEM-232 with a minimum grade of C.

**CHEM-350. Principles Of Toxicology. 3 Hours.**

This course offers an introduction to the basic principles of the broad field of toxicology. The mechanisms involved in what constitutes a toxic response will be explored, including examples of toxic chemicals targeting specific biochemical pathways in the human body. Major groups of toxic chemicals such as pesticides, metals, solvents, vapors, radiation and radioactive materials, animal venoms and poisons, will be surveyed. Also addressed are the applied areas of food, forensic/ analytical, and occupational toxicology.

**Prerequisite:** CHEM-231 with a minimum grade of C.

**CHEM-353. Principles of Pharmacology. 3 Hours.**

This course will focus on the action of drugs on major organ systems, including the nervous, cardiovascular, gastrointestinal, respiratory, and reproductive systems, as well as drugs for cancer, infectious, and inflammatory diseases. It is also covers pharmacokinetics, drug-receptor interactions, and drug metabolism for these categories of therapeutic agents.

**Prerequisite:** CHEM-231 with a minimum grade of C.

**CHEM-355. Principles Of Medicinal Chemistry. 3 Hours.**

This course offers an introduction to the principles of drug design and the molecular mechanism by which drugs act on the human body. It covers basic structure and function of drug targets, lead compound identification, optimization of drug-target interaction and improvement of pharmacokinetic properties of drugs. Tools in the modern drug discovery and development such as high-through-put synthesis and screening, structure–activity relationships, and computer-aided drug design will be also addressed.

**Prerequisite:** CHEM-231 with a minimum grade of C.

**CHEM-356. Bioorganic Chemistry Laboratory. 4 Hours.**

This course offers a laboratory introduction to bioorganic chemistry, with experiments involving each of the main classes of biomolecules, including proteins, carbohydrates, lipids, and nucleic acids.

**Prerequisite:** CHEM-231 with a minimum grade of C and CHEM-232 with a minimum grade of C.

**CHEM-357. Chemical Kinetics. 3 Hours.**

The study and evaluation of various theories of reaction rates and mechanisms of chemical reactions. Lecture 3 hours.

**Prerequisite:** CHEM-311 with a minimum grade of C.

**CHEM-362. Biochemistry. 4 Hours.**

Biochemistry examines the chemistry that underlies the biological processes common to all living organisms. The course will explore the chemical nature of the four major biological molecules and the processes that drive their activities. Topics include the structures of proteins, nucleic acids, carbohydrates, and lipids, and processes that include thermodynamics, acid-base reactions, catalysis, and energetics. This course is also offered at the 400-level for graduate credit. Lecture and laboratory.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C and CHEM-231 with a minimum grade of C.

**CHEM-365. Internship In Chemistry I. 6 Hours.**

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. Independent studies require the approval of the instructor, department chair and the College Dean.

**CHEM-366. Internship In Chemistry II. 6 Hours.**

Continuation of CHEM-365. Independent studies require the approval of the instructor, department chair and the College Dean.

**CHEM-372. Biochemistry Of Metabolism. 3 Hours.**

This course focuses on the processing of carbohydrates, lipids, proteins, and nucleotides, offering a mechanistic view of metabolic pathways related to each macromolecule group, including feedback control. Topics will be linked to clinical situations and will incorporate current primary research literature in the field of metabolism. Quantitative analysis of chemical reactions, bioenergetics, thermodynamics and interpretation of research articles will be incorporated as part of the lectures.

**Prerequisite:** BIO-362 with a minimum grade of C or CHEM-362 with a minimum grade of C.

**CHEM-391. Chemistry Capstone Seminar. 3 Hours.**

Critical review of research presented by visiting university and industrial chemists and student preparation 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. May be taken concurrently with CHEM-311.

**Prerequisite:** CHEM-311 with a minimum grade of C or CHEM-312 with a minimum grade of C.

**CHEM-399. Undergraduate Research. 3 Hours.**

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.

**Prerequisite:** CHEM-311 with a minimum grade of C and CHEM-330 with a minimum grade of C.

**CHEM-401. Carbohydrates. 3 Hours.**

Structure, stereochemistry and reactions of monosaccharides, disaccharides, oligosaccharides and polysaccharides. Lecture 3 hours. Graduate Standing.

**Prerequisite:** CHEM-312 with a minimum grade of C.

**CHEM-402. Organometallic Chemistry. 3 Hours.**

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. Graduate Standing.

**Prerequisite:** CHEM-312 with a minimum grade of C and CHEM-316 with a minimum grade of C.

**CHEM-403. Physical Methods Of Organic Chemistry. 3 Hours.**

Various physical techniques of interest to the organic chemist are discussed including spectroscopic methods as proton and carbon-13 nuclear magnetic resonance, infrared and electronic spectroscopy and mass spectrometry, with emphasis on interpreting the combined data. The three credit hours include 2 hours of lecture and 1 hour of lab. Graduate standing.

**Prerequisite:** CHEM-312 with a minimum grade of C.

**CHEM-404. Chemical Thermodynamics. 3 Hours.**

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. Graduate Standing.

**Prerequisite:** CHEM-312 with a minimum grade of C.

**CHEM-405. Quantum Chemistry. 3 Hours.**

Application of quantum mechanism 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. Graduate standing.

**Prerequisite:** CHEM-312 with a minimum grade of C.

**CHEM-406. Coordination Chemistry. 3 Hours.**

Scope of transition metal coordination complexes, coordination number and structure, ligand types, isomerization, complex stability, bonding, reaction mechanisms, magnetic moments. Lecture 3 hours. Graduate Standing.

**Prerequisite:** CHEM-312 with a minimum grade of C and CHEM-316 with a minimum grade of C.

**CHEM-407. Symmetry In Chemistry. 3 Hours.**

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.

**Prerequisite:** CHEM-312 with a minimum grade of C or PHYS-335 with a minimum grade of C.

**CHEM-408. Independent Study In Chemistry. 3 Hours.**

Research in a particular area of chemistry under faculty supervision.

**CHEM-408A. Independent Study In Chemistry. 3 Hours.****CHEM-411. Organic Reaction Mechanisms. 3 Hours.**

Reaction pathways in organic chemistry including isotope effects, linear free energy relationships, stereochemistry, configurational analysis and pericyclic reactions. Lecture 3 hours. Graduate Standing.

**Prerequisite:** CHEM-312 with a minimum grade of C.

**CHEM-412. Reaction Kinetics. 3 Hours.**

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. Graduate Standing.

**Prerequisite:** CHEM-312 with a minimum grade of C.

**CHEM-413. Modern Inorganic Chemistry. 3 Hours.**

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. Graduate Standing.

**Prerequisite:** CHEM-316 with a minimum grade of C.

**CHEM-414. Advanced Analytical Chemistry. 3 Hours.**

Electronic and computer-instrument interface, practical aspects of modern instrumental techniques based on various methods of optical spectroscopy and chromatography. Lecture 3 hours.

**Prerequisite:** CHEM-331 with a minimum grade of C.

**CHEM-416. Nanoscience. 3 Hours.**

This course introduces the students to the modern field of nanoscience and develops concepts and methodology for creation of new functional nanomaterials. Emphasis is put on the molecular self-assembly approach. The methods of film deposition, lithography, chemical synthesis and atom optics are covered as well. Scanning probe microscopy is introduced as a method of choice for studying and building nanoscale materials. Applications in the fields of electronic devices and nanomedicine are discussed.

**Prerequisite:** CHEM-312 with a minimum grade of C.

**CHEM-417. Inorganic Chemistry. 4 Hours.**

This course will consist of a thorough study of bonding in main-block and transition metal compounds, periodic trends and tendencies, structural relationships, and mechanisms of inorganic reactions. Lecture and laboratory. Lecture 3 hours, lab 3 hours.

**Prerequisite:** CHEM-232 with a minimum grade of C.

**CHEM-418. Instrumental Analysis: Spectroscopy. 5 Hours.**

The course includes an intensive laboratory introduction to infrared spectroscopy, mass spectrometry, nuclear magnetic resonance spectroscopy and Raman spectroscopy. Research projects are part of the course to develop instrumental methods for qualitative and quantitative analysis of various chemical materials used in everyday life. Lecture and laboratory. Lecture 3 hours, lab 6 hours.

**Prerequisite:** CHEM-232 with a minimum grade of C.

**CHEM-419. Instrumental Analysis: Quantitative Methods. 5 Hours.**

In this course, students will learn about instrumental methods used to determine composition of materials, including gas and liquid chromatography, UV-Vis spectroscopy, fluorescence emission spectroscopy, atomic absorption and emission spectroscopy, X-ray diffraction, and potentiometry. The course emphasizes the theory and practice of designing an analytical method.

**Prerequisite:** CHEM-232 with a minimum grade of C.

**CHEM-430. Fourier Transform Spectroscopy. 3 Hours.**

**Prerequisite:** CHEM-311 with a minimum grade of C and CHEM-312 with a minimum grade of C.

**CHEM-431. Separation Methods. 3 Hours.**

Review of thermodynamic and kinetic parameters as their impact on selectivity and efficiency of separation process, classification and application of modern chromatographic techniques. Lecture 3 hours.

**Prerequisite:** CHEM-331 with a minimum grade of C.

**CHEM-433. Introduction To Polymer Chemistry. 3 Hours.**

This course provides an introduction to the broad field of polymer chemistry. Topics will focus on the properties, synthesis, processing, and applications of polymers that have industrial and commercial importance. The properties of biological polymers and environmental concerns of polymers will also be discussed.

**Prerequisite:** CHEM-231 with a minimum grade of C and CHEM-232 with a minimum grade of C.

**CHEM-450. Gas Chromatography. 3 Hours.**

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. Graduate Standing and Consent of Instructor.

**Prerequisite:** CHEM-331 with a minimum grade of C.

**CHEM-451. Liquid Chromatography. 3 Hours.**

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. Consent of instructor. Graduate Standing.

**Prerequisite:** CHEM-331 with a minimum grade of C and CHEM-450 with a minimum grade of C.

**CHEM-455. Method Development And Validation In Liquid Chromatography. 3 Hours.**

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.

**Prerequisite:** CHEM-451 with a minimum grade of C.

**CHEM-456. Advanced Chromatographic Methods. 3 Hours.**

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.

**Prerequisite:** CHEM-451 with a minimum grade of C.

**CHEM-462G. Biochemistry. 4 Hours.**

Biochemistry examines the chemistry that underlies the biological processes common to all living organisms. The course will explore the chemical nature of the four major biological molecules and the processes that drive their activities. Topics include the structures of proteins, nucleic acids, carbohydrates, and lipids, and processes that include thermodynamics, acid-base reactions, catalysis, and energetics. Lecture and laboratory.

**Prerequisite:** BIO-202 with a minimum grade of C and BIO-301 with a minimum grade of C and CHEM-231 with a minimum grade of C.

**CHEM-472G. Biochemistry Of Metabolism. 3 Hours.**

This course focuses on the processing of carbohydrates, lipids, proteins, and nucleotides, offering a mechanistic view of metabolic pathways related to each macromolecule group, including feedback control. Topics will be linked to clinical situations and will incorporate current primary research literature in the field of metabolism. Quantitative analysis of chemical reactions, bioenergetics, thermodynamics and interpretation of research articles will be incorporated as part of the lectures.

**Prerequisite:** BIO-362 with a minimum grade of C or CHEM-362 with a minimum grade of C or BIO-462G with a minimum grade of C or CHEM-462G with a minimum grade of C.

**CHEM-5901. Thesis Hours: Chemistry. 1 Hour.**

Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Science degree in Chemistry.

**CHEM-5902. Thesis Hours: Chemistry. 2 Hours.**

See course description for CHEM-5901.

**CHEM-5903. Thesis Hours: Chemistry. 3 Hours.**

See course description for CHEM-5901.

# Child Advocacy Studies (CAST)

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## Courses

### **CAST-210. Children And Poverty. 3 Hours.**

This course examines causes and consequences of childhood poverty in the United States. The impacts of poverty on physical, emotional, behavioral, academic and social outcomes will be explored. Further, the intersectional nature of poverty will be addressed, with focus given to how poverty differentially impacts women, girls and children of color. Strategies that successfully promote resiliency amongst children living in poverty will be identified.

### **CAST-301. Introduction To Child Advocacy Studies. 3 Hours.**

This course provides a survey of the emerging field of Child Advocacy Studies, which researches and seeks remedies for the maltreatment of children and youth, including specific acts of violence and neglect, in the context of the pernicious effects of racism, poverty, sexism, and heterosexism, including the unique problems faced by immigrant and displaced children. The course examines the various economic, political, social and cultural circumstances that may contribute to the abuse and maltreatment of children and youth. It also teaches students about the strategies and tactics used by various local governmental and nongovernmental agencies, courts and medical establishments to address these problems.

### **CAST-302. Psychosocial Advocacy For Developmental Maladjustment. 3 Hours.**

This course is designed to provide the student with a survey of the various psychosocial, developmental, and public health difficulties that are faced by children and adolescents with specific focus on prevention and intervention strategies that are being employed by mental health and social service professionals at both community and societal levels. This course will also introduce the student to the ways that prevention/intervention strategies are developed, employed, and evaluated.

**Prerequisite:** CAST-301 with a minimum grade of C.

### **CAST-303. Child Advocacy Studies: Assessment And Evaluation. 3 Hours.**

This is the third required course of the Child Advocacy Studies minor. It focuses on a combination of knowledge and skills necessary to providing direct service to children. The course begins with an examination of the mezzo- and macro-level systems and institutions that provide services for children and youth in the United States. The skills portion of the course supports students in gaining a beginning level of mastery in interviewing, assessment, and evaluation pertinent to serving children and youth who become identified as potential victims of abuse and neglect. The age-focus in this course includes early childhood, middle childhood, and adolescence.

**Prerequisite:** CAST-301 with a minimum grade of C and CAST-302 with a minimum grade of C.

### **CAST-304. CAST Internship Seminar. 3 Hours.**

The focus of the CAST seminar course is to increase the student's sense of confidence in practicing as beginning level practitioners. This goal is achieved by building the student's awareness of her/his own strengths and limitations as a worker, along with the integration of knowledge, values and skills used in the generalist approach to practice with children, adolescents, and their families. Utilizing a collaborative supervision model, this experiential course supports students in achieving further mastery in the knowledge and skills obtained throughout the CAST coursework.

**Prerequisite:** CAST-301 with a minimum grade of C and CAST-302 with a minimum grade of C and CAST-303 with a minimum grade of C.

### **CAST-324. Black Girlhood Studies. 3 Hours.**

This course examines the complexities of Black girlhood, particularly from the perspectives of Black girls and women. From an examination of adultification to early hypersexualization, this course offers a critical analysis of the various aspects and dynamics Black girlhood, and how concepts of race/ethnicity, class, gender, sexuality, and ability specifically impact Black girls. This course spans a wide range of topics, from schooling experiences and representation of Black girlhood in popular culture, to the ways in which Black girls exert radical and humanizing agency -- as artists, scholars, activists, and more, reframing dominant narratives about themselves and their communities.

**Prerequisite:** (100 - 399 or 100A - 399Z).

# Chinese (CHIN)

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## Courses

**CHIN-101. Chinese I. 3 Hours.**

Development of basic skills in listening, speaking, reading and writing. Cultural appreciation.

**CHIN-102. Chinese II. 3 Hours.**

Continuation of CHIN-101.

**Prerequisite:** CHIN-101 with a minimum grade of D.

**CHIN-201. Chinese III. 3 Hours.**

This course is a continuation of CHIN-102 and focuses on the listening, speaking, and writing of Mandarin Chinese at the intermediate-low level.

This course also explores cultural expressions and values in contemporary Chinese Society. **Prerequisite:** CHIN-102, placement exam, or consent of instructor.

**CHIN-202. Chinese IV. 3 Hours.**

This course is a continuation of CHIN-201 and focuses on the listening, speaking, and writing of Mandarin Chinese at the intermediate-mid level.

This course also explores cultural expressions and values in contemporary Chinese Society. **Prerequisite:** CHIN-201, placement exam, or consent of instructor.

**Prerequisite:** (CHIN-103 with a minimum grade of D or CHIN-201 with a minimum grade of D).

# Coll of Business & Management (COBM)

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## Courses

### **COBM-382. Internship In Business. 3 Hours.**

This course is designed to provide students with an engaged learning experience in a business organization through an internship. The students will interview for, and gain an internship assignment and employment agreement. The students will then continue in counsel with the instructor and under the guidance of an employer-specified supervisor to complete the employment assignment. A workload of at least 120 hours of work is required to complete the internship.

**Requirement:** Must be approved by a Program Adviser for having met Academic Department requirements, and must be either 1) Senior standing or 2) Junior standing with a declared major and completion of at least four 300-level courses from the business-core listing.

### **COBM-401. Accounting For Managers. 3 Hours.**

This course is designed for graduate students who have no prior knowledge of accounting. Students will study and obtain an overall fundamental understanding and appreciation of the use of accounting information for making decisions. The course covers topics in financial accounting for external reporting, and managerial accounting for internal planning, control, and decision making of business operations. This course is provided for the user of the accounting information rather than the preparer and emphasizes how accounting reports are used by managers, investors, and other business stakeholders.

### **COBM-402. Business Economics And Finance For Managers. 3 Hours.**

This course is designed to provide graduate students an introduction to economics and finance from business managers' perspective. The course is composed of three parts. The first part covers the topics of Macroeconomics such as market forces of supply and demand, measuring of national income, measuring of cost of living, unemployment, monetary policy and inflation, etc. The second part covers the topics of Microeconomics such as elasticity, cost of production, market for factors of production, and organization of industry, etc. The third part covers the essential topics of financial management such as financial statement and ratio analysis, time value of money, risk and return relationship, valuation of bonds and stocks, and capital budgeting, etc.

### **COBM-403. Topics In Management And Marketing. 3 Hours.**

This course addresses the basics and application of management and marketing processes for successfully managing an organization and building marketing structure in a competitive business environment. The course will emphasize development of functional skills in management and marketing through readings and case analysis exercises.

### **COBM-404. Business Statistics And Operations Decisions For Managers. 3 Hours.**

This course is designed to cover key concepts and tools from managers' perspective in two subjects: Business Statistics and Operations Decisions, with focus on their application and connection to practices. The topics covered in Business Statistics include, but are not limited to, descriptive measures, discrete probability distribution, continuous probability, sampling distribution, point estimate, interval estimate, and hypothesis test. The topics covered in Operations Decisions are: measures of process, production and service processes, supply chain processes, quality and six-sigma, demand management and forecasting, as well as inventory management.

### **COBM-482. Business Internship/ Practicum For Graduate Students. 3 Hours.**

This course is designed to provide students with an opportunity to gain experience in a business organization through an internship or practicum. Students will seek an internship assignment and employment agreement. Students will counsel with the instructor and an employer-specified supervisor to complete the employment assignment. A workload of at least 100 hours for the duration of the internship is required (80 hours for international practicum trip). Students cannot take this course with their current employer. International students must meet the requirements of their visa for paid employment, however these restrictions do not apply to unpaid internships.

**Requirement:** Must be approved by a COBM Graduate Coordinator or Program Adviser for having met Academic Department requirements. Must be a graduate student with a declared MBA or MS in Accounting and have already completed at least four 400-level courses from the Business Graduate Course listing.



# Comm, Media & Theatre-Comm (CMTC)

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## Courses

### **CMTC-100. Introduction to Communication. 3 Hours.**

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 take place.

### **CMTC-101. Public Speaking. 3 Hours.**

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-102. Public Speaking For STEM. 3 Hours.**

In this course, students will study argumentation, organization, delivery, sources of evidence, and language usage when preparing informative and persuasive presentations in STEM. Students will apply their knowledge to present several speeches throughout the semester, possibly including an academic conference-style presentation.

### **CMTC-202. Voice and Diction. 3 Hours.**

Emphasis on improving voice quality, volume, projection, rate, articulation, and pronunciation.

### **CMTC-210. Advanced Public Speaking. 3 Hours.**

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-213. Interpersonal Communication. 3 Hours.**

This course studies how humans relate through the use of verbal and nonverbal symbols. Through participation and involvement, students explore how communication creates, maintains, and deteriorates relationships. Students also examine messages, meanings, feedback, nonverbal elements, listening, barriers and breakdowns as they affect relationships.

### **CMTC-214. Business And Professional Communication. 3 Hours.**

This course focuses on the development of oral and written communication skills that are essential for professional life, including topics such as problem solving, listening, interviewing, and presentational skills.

### **CMTC-215. Small Group Communication. 3 Hours.**

This course provides an in-depth study of small group communication processes. Students explore topics such as decision-making and problem solving, leadership, conflict, and diversity issues. Students are required to participate in group project.

### **CMTC-300. Mediated Communication. 3 Hours.**

This is an investigation of the effects media and technologies have on social interaction and communication behaviors such as speaking, listening, understanding, and interpreting.

### **CMTC-301. Nonverbal Communication. 3 Hours.**

This course explores the nature of non-verbal messages such as body language, facial expression, and artifacts in various communication contexts.

### **CMTC-305. Writing Intensive Program: Writing In Communication, Media & Theatre. 3 Hours.**

This course is a writing intensive experience designed to introduce students to the functions and applications of various writing practices and 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.

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **CMTC-306. Special Topics In Communication. 3 Hours.**

This special topics course provides undergraduate students with the opportunity to study in depth a particular topic of communication. Topics will include, but are not limited to, the role and importance of communication in religion and science, politics, negotiation, intimacy and desire, and social difference.

### **CMTC-308. Independent Study in Communication. 3 Hours.**

Individual investigation into a topic of the student's choice. Requires approval of instructor, chair and dean.

### **CMTC-310. Persuasion. 3 Hours.**

This course examines contemporary theories and practices of persuasion through analysis and evaluation of persuasive messages in society from the used car lot to the presidential campaign.

### **CMTC-313. Communication, Gender & Identity. 3 Hours.**

This course investigates some of the effects that gender and other identities have on communication behaviors, such as naming, language acquisition, professional orientation, conflict management, self-image, dress and social roles.



**CMTC-314. Organizational Communication. 3 Hours.**

This course examines organizational communication processes such as organizational culture, diversity, workplace participation and democracy. Students will assess (in)effective communication practices in organizations.

**CMTC-315. Leadership Communication. 3 Hours.**

This course examines the theory and practice of the social-emotional and task-related aspects of leadership processes. Students will explore standard works in classical leadership theory and contemporary frameworks related to motivation, emotional intelligence, and toxic leadership dynamics.

**CMTC-316. Family Communication. 3 Hours.**

This course studies the family system with a focus on the role communication plays in maintaining it. Students explore the functions of family roles, rules, and power and ways to increase or decrease communication effectiveness in this system.

**CMTC-317. Intercultural Communication. 3 Hours.**

This course explores issues in intercultural communication. Students will examine their own as well as other people's cultures. Major topics include race and ethnicity, immigration, social class, intercultural conflict, and social justice and how these reflect and/or affect verbal and nonverbal communication processes.

**CMTC-319. Conflict Communication. 3 Hours.**

This course examines the communication processes in interpersonal, organizational, and intercultural conflict, with attention to theories, research and practice related to conflict management.

**CMTC-329. Health Communication. 3 Hours.**

This course is designed to provide an introduction to communication processes in various health care contexts. The course will integrate interpersonal, small group, organizational, and mass communication theory and research into a survey of areas such as communication between patients and caregivers, the role of culture in health practices, images of health in the mass media, and new directions in health communication technologies.

**CMTC-330. Communication Research Methods. 3 Hours.**

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.

**CMTC-383. Professional Internship 1. 3 Hours.**

Professional activities in a selected field of communication, performed and supervised at public or private facilities, corporate communication sites, businesses, agencies, etc.

**CMTC-384. Professional Internship 2. 6 Hours.**

(See CMTC-383 for description.).

**CMTC-385. Professional Internship 3. 9 Hours.**

(See CMTC-383 for description.).

**CMTC-386. Professional Experience Seminar. 3 Hours.**

The course will provide students with an opportunity to work in a professional communication, media or theatre position while examining the experience with a faculty member and their peers. For many students, a professional placement is a new, unfamiliar experience with a set of demands that are distinct from the academic world. This course will allow students to earn credit for an internship in their desired field, while enhancing their professionalism through discussion and reflection. Consent of the instructor is required.

**CMTC-400. Special Topics In Communication. 3 Hours.**

This special topics course provides graduate students with the opportunity to study in depth a particular area (e.g., intercultural, group, gender, family, organizational, interpersonal), topic (e.g., identity and difference, intimacy and desire, corporate consulting, political rhetoric), or method (e.g., rhetorical criticism, auto/ethnography, content analysis) of communication. The focus will be on critically examining foundational and contemporary works that advance the theory, research, and practice about this area, topic, or method.

**CMTC-401. Introduction to Graduate Study. 3 Hours.**

Problems, methods and resources involved in graduate study and research in all areas of communication, media and theatre.

**CMTC-402. Seminar In Research Methods. 3 Hours.**

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.

**CMTC-404. Communication Theory. 3 Hours.**

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.

**CMTC-414. Seminar In Organizational Communication. 3 Hours.**

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 what theories direct the reality of organizations and how much of that reality is managed for the purposes of controlling individuals, whether overtly or symbolically.

**CMTC-416. Seminar In Interpersonal Communication. 3 Hours.**

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.

**CMTC-434. Independent Study In Communication. 3 Hours.**

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).

**CMTC-5901. Thesis Hours. 1 Hour.**

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. Students may register for 1--#3 credits per term with a total of 6 credits required to complete the thesis project. This course requires approval of the instructor, Department Chair, and the appropriate College Dean(s).

**Requirement:** Approval of the graduate advisor.

**CMTC-5902. Thesis Hours. 2 Hours.**

See course description for CMTC-5901.

**CMTC-5903. Thesis Hours. 3 Hours.**

See course description for CMTC-5901.

# Comm, Media & Theatre-Educ (CMTE)

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## Courses

### **CMTE-490. Instructional Communication. 3 Hours.**

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.

### **CMTE-492. Teaching College Speech. 3 Hours.**

This course examines the tasks of the communication teacher; philosophy, objectives, materials and methods of instruction, communication curricula and departmental operations; and professional relationships in the community.

# Comm, Media & Theatre-Media (CMTM)

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## Courses

### **CMTM-105. Introduction To Journalism. 3 Hours.**

This survey course introduces students to the field of journalism, its basic concepts, processes and practices. It is intended as a guide to the workings of the journalism industry, including its various branches, the basis of news judgment, and the nature of journalism in the era of new media. Its hands-on approach is designed to provide a theoretical as well as "real world" understanding of the news and application of principles related to the production and dissemination of the news.

### **CMTM-109A. First Year Experience: Chicago On Video: One Pixel At A Time. 3 Hours.**

In this course, the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-discovery and Transitions) are interwoven with the field-specific concepts and terminology of video production. Students in this dynamic, hands-on class will turn the lens on other students engaged in hands-on learning....producing children's theatre, testing water samples, conducting fieldwork, examining issues of social justice... and get a taste of both documentary production and advanced undergraduate coursework at NEIU. Students will also get to explore uses of video at the community level - from high school students covering sports events, to local immigrants keeping their cultural ties alive.

### **CMTM-160. Introduction To Cinema. 3 Hours.**

This course introduces students to the basic elements of cinema (editing, cinematography, sound, etc.) and explores how these elements contribute to our understanding of the themes and meanings of a particular film. After gaining a foundational understanding of these formal elements, students assess how topics such as genre, narrative, authorship, and ideology help to shape cinema.

### **CMTM-205. Fundamentals Of Media Writing. 3 Hours.**

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 print media, The Associated Press Stylebook. Fundamentals of Media Writing picks up where 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 News Writing, CMTM-367.

### **CMTM-250. Introduction To Audio Production. 3 Hours.**

This course introduces students to the process of audio production. The course also explores sound as an industry and an art form, as well as a tool of self-expression and of story telling. Through a series of production exercises, working individually and in groups, the student becomes familiar with the process of audio production from concept to field recordings, to scripting and editing, to producing and mixing and then to sharing the finished work with others.

### **CMTM-260. Introduction to Video Production. 3 Hours.**

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 Hours.**

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 Media. 3 Hours.**

Individual investigation into a topic of the student's choice. Must have approval of instructor, chair and dean.

### **CMTM-3111. Fieldwork in Video Production. 1 Hour.**

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.

**Prerequisite:** CMTM-260 with a minimum grade of C or MASS-260 with a minimum grade of C.

### **CMTM-3112. Fieldwork in Video Production. 2 Hours.**

See CMTM-311 for course description.

**Prerequisite:** CMTM-260 with a minimum grade of C or MASS-260 with a minimum grade of C.

### **CMTM-3113. Fieldwork in Video Production. 3 Hours.**

See CMTM-311 for course description.

**Prerequisite:** CMTM-260 with a minimum grade of C or MASS-260 with a minimum grade of C.

### **CMTM-3114. Fieldwork in Video Production. 4 Hours.**

See CMTM-311 for course description.

**Prerequisite:** CMTM-260 with a minimum grade of C or MASS-260 with a minimum grade of C.

### **CMTM-3115. Fieldwork in Video Production. 5 Hours.**

See CMTM-311 for course description.

**Prerequisite:** CMTM-260 with a minimum grade of C or MASS-260 with a minimum grade of C.

**CMTM-3116. Fieldwork in Video Production. 6 Hours.**

See CMTM-311 for course description.

**Prerequisite:** CMTM-260 with a minimum grade of C or MASS-260 with a minimum grade of C.

**CMTM-350. Podcasting And Audio Documentary. 3 Hours.**

This course will focus on the production of podcasts from conception to completion. Students will analyze and understand the history of the growing medium. They will learn basic audio production skills such as recording and mixing and then create their own podcast episode using digital audio tools. Students will develop interviewing and storytelling skills to compose stories with dialogue, ambient sound, and music. Students will learn from professionals in the industry and examine how podcasts are promoted to reach niche and/or mass audiences.

**CMTM-360. Advanced Video Production. 3 Hours.**

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.

**Prerequisite:** CMTM-260 with a minimum grade of C or MASS-260 with a minimum grade of C.

**CMTM-361. Digital Video Editing. 4 Hours.**

This hands-on class introduces students to the principles and practices of digital, non-linear video editing, including the aesthetics and conventions of film and video cutting, history and theories of editing, and technical aspects of editing. Students will use sample footage to edit, present and critique several projects, and they will edit a final piece using footage of their own choosing.

**Prerequisite:** CMTM-260 with a minimum grade of C or MASS-260 with a minimum grade of C.

**CMTM-362. Video Production Workshop. 3 Hours.**

In this intensive, hands-on class students will produce short non-fiction video modules, linked to a specific theme each term. Students will work in small production teams, and will write, direct, shoot and edit their segments, rotating responsibilities. Students will screen, critique and revise modules, create finished shows, and organize and promote screenings.

**Prerequisite:** CMTM-260 with a minimum grade of C or MASS-260 with a minimum grade of C.

**CMTM-363. Documentary Film. 3 Hours.**

Historical survey of the international non-fiction film, including creative films, anthropological films, and television journalistic documentaries.

**CMTM-364. Writing For Media - Revolving Topics. 3 Hours.**

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-364A. Writing The Sitcom. 3 Hours.**

This is a course devoted to writing the television half-hour situation comedy - a highly conventionalized television form. Students will discuss theories of comedy, analyze the structure of the sitcom, and learn industry standards for formatting and developing a script from initial idea to final script. Students will work in an approximation of a television "writers' room" in which feedback and critique are part of the creative process.

**CMTM-364B. Solutions Journalism. 3 Hours.**

This version of Writing for Media will focus on a new way of covering the news called "Solutions Journalism." Students will read, analyze, and write news stories that address problems but also focus on the solutions.

**CMTM-365. Contemporary Issues in Mass Media. 3 Hours.**

This course provides an advanced study of the socio-psychological impact of the media upon contemporary society.

**Prerequisite:** CMTM-265 with a minimum grade of C or MASS-265 with a minimum grade of C.

**CMTM-366. Multimedia Storytelling. 3 Hours.**

This course will involve writing for various media platforms with practice in the multimedia creation of original works; experience in writing forms and content typical of various media and criteria for evaluating written work; discussion of career opportunities.

**Prerequisite:** CMTM-260 with a minimum grade of C or CMTM-250 with a minimum grade of C.

**CMTM-367. News Writing. 3 Hours.**

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.

**Prerequisite:** CMTM-205 with a minimum grade of C.

**CMTM-368. Community Media. 3 Hours.**

The course will familiarize students with the important journalistic function uniquely served by community-based media, a function increasingly important in today's media landscape of centrally produced content controlled by fewer and fewer owners focused primarily on the economic needs of those owners and the advertisers. The course will introduce students to different forms of community media - print, video, audio, and new technologies - and how these contribute to the building of community.

**CMTM-369. Special Topics In Journalism. 3 Hours.**

This special-topics course will cover a particular aspect of journalism each time it is offered. Example topics include: Journalism of Impact, News and Social Media, Sports Journalism, Health Reporting, and The Future of News. Students in each class will take a deep analytical dive into a topic within the field of journalism. Depending on the topic, students may be expected to do original reporting, produce news stories, or complete a research project. Students will also be encouraged to work with campus media outlets.

**CMTM-370. Public Relations. 3 Hours.**

Examination of the history, development and practice of the public relations field, with attention to the planning, implementation and execution of public relations campaigns and the survey techniques and strategies used by public relations practitioners.

**CMTM-371. American Cinema (Origins-1950). 3 Hours.**

This course is an investigation of the evolution of American film history from its origins to the end of World War II. Students are introduced to the creative, industrial, and technological developments of the given period using a variety of analytical approaches. Films are investigated according to their historical, technological, aesthetic, and ideological significance as well as their genre placement.

**CMTM-372. American Cinema (1950-Present). 3 Hours.**

This course is an investigation of the evolution of American film history from the end of World War II until the present. Students are introduced to the creative, industrial, and technological developments of the given period using a variety of analytical approaches. Films are investigated according to their historical, technological, aesthetic, and ideological significance as well as their genre placement.

**CMTM-373. World Cinema. 3 Hours.**

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.

**CMTM-374. Special Topics In Film. 3 Hours.**

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.

**CMTM-374A. American Horror Film. 3 Hours.**

As one of the revolving topics in the Studies in Film course, this class will introduce the history, evolution, and important themes of the American horror film, serving as an overview of the genre and locating it in American historical, cultural, and literary contexts. Approaches will include close readings of films as well as psychoanalytic, ideological, and feminist analyses. A number of films and clips will be screened and discussed in the context of course readings.

**CMTM-375. Contemporary Hispanic Cinema. 3 Hours.**

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.

**CMTM-376. Television History. 3 Hours.**

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 Hours.**

This course examines representations of gender and sexuality in popular media. Students will begin with feminist theories of representation and follow theoretical developments that include issues of race, ethnicity, masculinity, and queer theory as they relate to film, television, and new media.

**CMTM-378. New Media Technologies. 3 Hours.**

This course explores emerging media technologies, including descriptions of the technologies, how their implementation affects existing media institutions, and social implications of the technologies. Emphasis is on historical perspectives on emerging media technologies in the global information society including digital audio-visual media, computers and consumer electronics, and various networking technologies. The course provides students with an understanding of the background, structure, functions, and current status for each technology. Emerging convergent media revolutionizing the global knowledge system will also be covered, including deregulatory policies, corporate mergers, and industrial restructuring.

**CMTM-379. Media Law & Ethics. 3 Hours.**

This course introduces students to the study of legal and ethical issues affecting U.S. mass media from journalistic and business perspectives. Specifically, the course will explore the legal and ethical responsibilities and rights of communicators and media professionals across various issues, including the First Amendment, defamation, privacy, newsgathering, regulation over media content, intellectual property rights, and regulation of electronic media and advertising industry. It will also help students think through media issues from a moral reasoning perspective by taking a variety of cases through an ethical framework.

**CMTM-380. Special Topics In Television. 3 Hours.**

This special topics course provides exposure to a variety of topics in television studies. Students will investigate historical, industrial, theoretical, and critical approaches to television studies. Consult the Schedule of Classes for specific topics.

**CMTM-380A. Television Genres. 3 Hours.**

Television Genres will cover a variety of scholarly approaches to the study of television programs. Genres can be studied for how they change over time, in response to cultural changes or economic exigencies. This course will take up theoretical questions of televisuality (the aesthetic conditions of the television text), and then focus on a number of particular genres. We will be primarily focusing on U.S. television, but there will be some attention to global questions, especially those of flow and format.

**CMTM-381. Video Games & Interactive Media Studies. 3 Hours.**

This course will cover a brief overview of the history of video games and then explores academic approaches to considering video games' cultural values, analytical interpretations of games, and consideration about the evolving interactive media landscape. Students study the rich world of video games and interactive media through experiential and community learning and auto-ethnographic and academic research/writing lenses.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**CMTM-383. Professional Internship 1. 3 Hours.**

Professional activities in a selected field of media, performed and supervised at public or private facilities, corporations, business agencies, etc.

**CMTM-384. Professional Internship 2. 6 Hours.**

(See CMTM-383 for description).

**CMTM-385. Professional Internship 3. 9 Hours.**

(See CMTM-383 for description).

**CMTM-390. NEIU Cinémathèque. 1 Hour.**

A "cinémathèque" is a small, specialized theater where important films are screened, discussed, archived, preserved, and loved. Drawing upon the tradition of cinémathèques across the world, this course will provide an opportunity for students to screen, discuss, and research important works of cinema here at Northeastern Illinois University. With on-campus resources such as 35mm prints screened by the Chicago Film Society and our extensive holdings of the Criterion Collection in the Ronald Williams Library, students will learn about the material practices surrounding film such as archival collection, preservation, and restoration as well as distribution, exhibition, criticism, and reception.

**CMTM-410. Independent Study In Media. 3 Hours.**

Individual investigation into selected topics in theory and practice of media. Independent studies require the approval of the instructor, Department Chair and appropriate College Dean (s).

**CMTM-465. Mass Communication Theory. 3 Hours.**

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.

**CMTM-466. Media And Cultural Studies. 3 Hours.**

This graduate seminar is designed to expose students to a "cultural studies" approach to media. Cultural studies scholars are primarily concerned with issues of power, and this approach has long informed the discipline of critical media studies. The focus on media will explore structures of power and inequality as they relate to the politics of identity and experience. Drawing upon foundational readings in the field as well as current media and cultural studies scholarship, students will spend the semester exploring the way in which these structures of power materialize in media texts and industrial formations.

**CMTM-467. Special Topics In Film & Television. 3 Hours.**

This special topics course provides graduate students an opportunity to explore historical and theoretical approaches specific to studies of film and television. Special topics may include film history and theory, television history, national cinemas, genres, industrial technologies and trends, and issues of representation such as race, class, and gender. Required: Graduate standing.

**CMTM-468. Seminar In New Media. 3 Hours.**

This course will explore critical approaches to "new media" by considering the dual meaning of the term. On one hand it describes the sense of "newness" often accompanying emerging media technologies throughout history, but it also describes the important contemporary shift from analog to digital media. Students will examine the history of several media technologies at critical moments of development, change, or rupture as well as analyze issues relevant to digital media such as file sharing, social networking, identity theft, surveillance, and cyberwarfare.



# Comm, Media & Theatre-Theatre (CMTT)

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## Courses

### **CMTT-109. First Year Experience: Staging Chicago: Performances In, For, & About Chicago. 3 Hours.**

In Staging Chicago students will read, watch, write, and perform plays about Chicago. Special attention will be paid to plays that premiered in Chicago and were produced by Chicago artists. In addition to reading plays, students will have an opportunity to stage scenes and present their own theatrical interpretation of the Second City.

### **CMTT-130. Introduction to Theatre. 3 Hours.**

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-203. Voice For The Performer. 3 Hours.**

This course offers an intensive exploration of spoken vocal performance technique for the actor. Students will examine the function and usage of breath, create healthy connection between breath and sound, build resonance, and improve articulation skills leading to dynamic performances in a variety of texts and forms.

### **CMTT-220. Improvisation. 3 Hours.**

Emphasis on mastering improvisational theatre games for both actor training and performance.

### **CMTT-221. Acting 1. 3 Hours.**

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-240. Foundations Of Theatrical Design. 3 Hours.**

This course introduces the elements of art and principles of visual design as they relate to the theatrical design areas of scenery, costumes and lighting. Students will learn how to analyze a play for design and apply this foundational knowledge to a dramatic text by creating the scenery, costumes and lighting design ideas based on text analysis, point of view, and research in the form of a production notebook.

### **CMTT-242. Costume Construction. 3 Hours.**

Students will learn theatrical costume construction techniques through the study of basic fabric handling, pattern cutting, hand and machine sewing, and fabric dyeing. Students will also learn costume care and storage.

### **CMTT-249. Makeup. 3 Hours.**

Fundamentals of stage and television makeup for straight and character roles; emphasis on the application of makeup, historical periods and uses of masks.

### **CMTT-309. Independent Study in Theatre. 3 Hours.**

Individual investigation into a topic of the student's choice. Approval of instructor, department chair and dean.

### **CMTT-321. Acting 2. 3 Hours.**

Building on the skills developed in Acting 1, this course deepens the student's exploration of the professional craft and demands of acting. Class sessions will take a rigorous approach to theatrical movement, character analysis, safe emotional connection, and the embodiment of action, intention, and point of view necessary for impactful storytelling. Course materials will focus on current plays and playwrights driving the national and global theatrical conversations of today.

**Prerequisite:** CMTT-221 with a minimum grade of C.

### **CMTT-331. Western Theatre History. 3 Hours.**

This course charts the history and development of theatre and drama of the "West" from the approaches of the ancient Greeks through the early twenty-first century. Students will engage in active study of the societal conditions that sparked theatrical response as well as the evolution of civic and artistic approaches that have been synthesized into the Western branch of today's common theatrical forms.

### **CMTT-332. History Of Theatre 2. 3 Hours.**

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 Hours.**

This course is an intensive survey of contemporary theatre from the twentieth century to the present with an emphasis on the past five years of theatrical culture and global contributors to the field. Students will learn about dramatic structure and characters. They will read, analyze and discuss a variety of dramatic works that are in dialogue with the emerging socio-political climate around the globe. As a capstone of this course, students will research a given topic and write an original ten-minute play, and submit it to the Nuevas Voces: A Ten-Minute Playwriting Contest.

### **CMTT-334. Special Topics In Theatre. 3 Hours.**

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-337. Women In Playwriting. 3 Hours.**

This course examines the work of the dynamic women who have shaped theatre through their words and stories. The class will investigate the lens of women playwrights and the diverse range of art created through that lens.



**CMTT-339. Technical Theatre Production. 3 Hours.**

The study and practice of technical theatre production in the areas of scenery, lighting, costumes, and props. Students collaborate and execute the designs for the Stage Center Theatre Mainstage Season.

**CMTT-340. Scenic Design. 3 Hours.**

This course offers a comprehensive study of the principles of scenic design theory and practice. Students will analyze dramatic text, conduct visual research, execute renderings, write design concept statements, and design and build a scaled, color model of their concept.

**Prerequisite:** CMTT-130 with a minimum grade of C.

**CMTT-341. Lighting Design. 3 Hours.**

This course is a comprehensive study of the principles of lighting design theory and practical application.

**Prerequisite:** CMTT-130 minimum grade of C or PERF-130 minimum grade of C.

**CMTT-342. Costume Design. 3 Hours.**

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.

**Prerequisite:** CMTT-130 with a minimum grade of C.

**CMTT-343. Stage Management. 3 Hours.**

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.

**Prerequisite:** CMTT-130 with a minimum grade of C.

**CMTT-345. Directing. 3 Hours.**

Principles and techniques of the director's art.

**Prerequisite:** CMTT-130 with a minimum grade of C or CMTT-221 with a minimum grade of C or CMTT-350 with a minimum grade of C or CMTT-351 with a minimum grade of C or CMTT-359 with a minimum grade of C.

**CMTT-346. American Musical Theatre. 3 Hours.**

Survey of the history and evolution of American musical theatre, particularly focusing on the "Broadway musical", within the context of the political, economic, social and cultural events.

**CMTT-347. Playwriting. 3 Hours.**

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 Hours.**

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. 4 Hours.**

This course offers a comprehensive look at all facets of creating and producing theatre for Elementary school aged youth. Students research professional approaches to theatre for young audiences, rehearse, design, market, create youth engagement experiences, and build education strategies in order to generate critical storytelling experiences for young people. The course culminates in a class mounted production of a play for Chicago Public School student audiences in Stage Center Theatre.

**CMTT-351. Children's Theatre Workshop:Middle and High School. 4 Hours.**

This course offers a comprehensive look at all facets of creating and producing theatre for Middle and High School aged youth. Students research professional approaches to theatre for young audiences, rehearse, design, market, create youth engagement experiences, and build education strategies in order to generate critical storytelling experiences for young people. The course culminates in a class mounted production of a play for Chicago Public School student audiences in Stage Center Theatre.

**CMTT-357. Interpretation Of Shakespeare. 3 Hours.**

This course will offer an in-depth examination of the life, legacy, and theatrical craft of William Shakespeare. Through an interactive exploration of selected works, performance techniques, and global productions of the bard's work, we will seek to humanize Shakespeare the playwright, and examine the artistic voice that has resonated across centuries and continues to impact every aspect of our lives and every stage on which we perform.

**CMTT-358. Acting 3. 3 Hours.**

This course will serve as a professional preparatory laboratory for advanced acting students. Students will engage in a rigorous, practice-based study of professional acting practices, audition technique training, audition repertoire building, the business and industry of theatre, and career preparation. Actors in the course will work to cultivate a body of work that truly represents their true artistic self and then share that body of work with the profession. The course arc leads directly to a professional showcase of student work for invited leading members of the professional Chicago theatre community including directors, producers, casting directors, and management reps.

**Prerequisite:** CMTT-321 with a minimum grade of C.

**CMTT-359. Experimental Theatre. 3 Hours.**

In this course, students will study and perform experimental modes of theatre. Methods may include collaborative devising, verbatim theatre, playback theatre, physical theatre, relational performance, solo storytelling, game theatre, and live art techniques.

**CMTT-383. Professional Internship 1. 3 Hours.**

Professional activities in a selected field of theatre, performed and supervised at public or private facilities, theatres, organizations, schools, etc.

**CMTT-384. Professional Internship 2. 6 Hours.**

(See CMTT-383 for description.).

**CMTT-385. Professional Internship 3. 9 Hours.**

(See CMTT-383 for description.).

**CMTT-393. Drama For Teaching And Learning. 3 Hours.**

CMTT-393 is a practical, process-oriented course designed to introduce students to techniques for using drama as a teaching tool. From 20th century techniques for using drama as a teaching tool in elementary and middle schools, to contemporary approaches to drama as a means of community engagement and social intervention with youth and adults, students will explore multiple methods for applying drama and theatre in a variety of pedagogical settings. Course assignments are hands-on and emphasize various techniques in a space conducive to developing increased proficiency, both individually and in groups.

**CMTT-423. Independent Study in Theatre. 3 Hours.**

Individual investigation into selected topics in methods and materials for dramatic activities. Permission of instructor, chair, dean & graduate director.

**CMTT-430. Performance Theory. 3 Hours.**

This graduate level course will examine the theory and study of performance creation and interpretation through the lenses of narrative and aesthetic. Students will explore a variety of theoretical, philosophical, and performative approaches to understanding diverse performance narratives and the visual interpretation, composition, and storytelling that render such narratives meaningful to artist and audience alike.

**CMTT-446. Arts Administration. 3 Hours.**

This course will examine best practices in arts administration including institutional approach, mission development, structures, strategies, policies, and success assessment in the not-for-profit, commercial, and educational arts sectors. Students will investigate active and current "real world" case studies in an exploration of the competitive landscape of artistic producing and presenting.

**CMTT-473. Special Topics In Theatre. 3 Hours.**

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.

# Computer Science (CS)

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## Courses

### **CS-100. Computers And Society. 3 Hours.**

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, but are not limited to the 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, and basic computer programs utilized for school, work, and home.

### **CS-101. Creative Problem Solving. 3 Hours.**

The goal of this course is to focus on the skills required to analyze a problem and create a step-by-step (algorithmic) solution to that problem. Basic computation using arithmetic, relational, and logical operators will be covered as well as an in-depth treatment of decision and repetition control structures to create algorithms based on mathematical concepts such as summation, averages, exponentiation, prime and perfect numbers, algebraic and geometric sequences, etc.

**Prerequisite:** MATH-092 with a minimum grade of C.

### **CS-108. Computer Science For All. 3 Hours.**

Computer science has revolutionized many disciplines and it is no longer only for computer scientists. By studying computer science students will use computational thinking and apply programming to real world scenarios and interdisciplinary examples from science, math and teacher education. Robots and web and mobile-based coding platforms will be used to expose students to coding through different technologies. Students will learn computer science concepts such as algorithms, loops, and conditionals. Each week students will engage in hands-on computational thinking or coding exercises. Finally, students will complete a project using coding to demonstrate scientific, mathematical, or concepts from other disciplines.

**Prerequisites:** ENGL-101 and Accuplacer College Level Math 020 - 120 (or Accuplacer Adv. Algebra & Func 237 - 300 or NEIU Math Placement Result 30 - 45).

### **CS-109. First Year Experience: The Information Age: Its Impact On Chicago's Culture. 3 Hours.**

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.

### **CS-180. Fundamentals Of Data Science. 4 Hours.**

Foundations of data science considers data from three perspectives: inferential thinking, computational thinking, and real-world relevance. Given data arising from some real-world phenomenon, how does one analyze that data to understand that phenomenon? The course teaches critical concepts and skills in computation and statistical inference, in conjunction with hands on analysis of real-world datasets, including economic data, document collections, geographical data, and data from social networks. It delves into social, ethical, and legal issues surrounding data analysis, including privacy and data ownership.

**Prerequisite:** MATH-173 with a minimum grade of C.

### **CS-200. Programming Fundamentals. 4 Hours.**

This course serves as an introduction to principles of computer programming. It covers fundamental concepts including input/output, data types, arithmetic, relational and logical operators, branching, looping, arrays, classes and objects, wrapper classes and strings. Programming projects involving these concepts will be assigned for interactive applications, numeric computations, and analysis of data.

**Prerequisite:** MATH-173 with a minimum grade of C.

### **CS-201. Discrete Structures. 3 Hours.**

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.

**Prerequisite:** MATH-173 with a minimum grade of C or MATH-104 with a minimum grade of C.

### **CS-203. Introduction To Problem Solving & Computational Thinking. 2 Hours.**

The goal of this course is to focus on the skills required to analyze a problem and create a step-by-step solution to that problem using the Bransford's IDEAL problem-solving approach (Identify the problem, Define the problem, Examine the options, Act on a plan, look at the consequences) and hone their problem-solving skills by applying the IDEAL approach to a variety of problems in a wide range of domains. Students integrate computational thinking into the IDEAL and Duke's 7 steps problem-solving approaches, recognize patterns in the problems they are solving (similarities and differences), identify abstractions, decompose a problem, and convert a real-world problem to its computational equivalent problem.

**Corequisite:** CS-200.

### **CS-207. Object-Oriented Programming And Data Structures. 5 Hours.**

This course provides an in-depth study of object-oriented programming and abstract data structures implementation and application. It covers inheritance and polymorphism, abstract classes and interfaces, exception handling, file operations, stacks, queues, lists, trees, heaps, and graphs. Additional topics include recursion, searching, and sorting algorithms.

**Prerequisite:** CS-200 with a minimum grade of C.

**CS-260. Computer Security. 3 Hours.**

This course serves as an introduction to computer security. It covers the basic components of modern computers, and the fundamental concepts of security including assets, threats, adversaries, cryptosystems, confidentiality, integrity, availability, assurance, authenticity, anonymity, privacy, and security principles. Building upon these fundamental concepts, this course also covers user authentication, security management and risk assessment, implementation of security plans to keep systems secure, and physical and infrastructure security. Finally, the course introduces human resources security, and legal and ethical aspects of security practices.

**Prerequisite:** CS-200 with a minimum grade of C.

**CS-300. Client Side Web Development. 3 Hours.**

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.

**Prerequisite:** CS-200 with a minimum grade of C.

**CS-301. Computer Organization. 3 Hours.**

Representation of data, machine arithmetic, processor and memory organizations, instruction execution, assembly and machine languages, addressing mechanisms, and implementation of high level language constructs. Students will gain a vision of levels of abstraction in hardware and software, the nature of the Von Neumann machine and the nature of high level languages.

**Prerequisite:** CS-200 with a minimum grade of C and CS-201 with a minimum grade of C.

**CS-302. Systems Programming. 3 Hours.**

Introduction to systems programming, including use and implementation of assembler, macros, loaders, compilers, and operating systems.

**Prerequisite:** CS-207 with a minimum grade of C and CS-308 with a minimum grade of C.

**CS-304. Data Structures. 3 Hours.**

This course provides experience implementing and manipulating basic data structures, as well as analyzing their applications in Computer Science. Topics covered will include: Stacks, Queues, Linked Lists, Binary Tree Structures, Heaps, Graphs, and Sorting Algorithms.

**Prerequisite:** CS-201 with a minimum grade of C and CS-207 with a minimum grade of C.

**CS-305. Computer Logic And Circuitry. 3 Hours.**

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.

**Prerequisite:** CS-200 with a minimum grade of C.

**CS-307. Programming Languages. 3 Hours.**

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 computer design.

**Prerequisite:** CS-207 with a minimum grade of C or CS-424 with a minimum grade of C.

**CS-308. Operating Systems. 3 Hours.**

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 the 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.

**Prerequisite:** CS-207 with a minimum grade of C and CS-301 with a minimum grade of C.

**CS-309. Compiler Theory. 3 Hours.**

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.

**Prerequisite:** CS-207 with a minimum grade of C.

**CS-310. Algorithmic Thinking In Problem Solving. 1 Hour.**

In this course, students focus on learning advanced problem-solving strategies and apply them to more challenging problems in computer science and business. Students synthesize information that they have learned across different computer science courses, in particular data structures, to solve complex problems efficiently and communicate solutions to teammates and industry professionals. The course provides practice on problems drawn from different domains, characterized by incomplete, vague, and possibly inconsistent specifications. Emphasis is on problems that have practical and real-world relevance.

**Prerequisite:** CS-203 with a minimum grade of C.

**Corequisite:** CS-207.

**CS-311. Modern Computer Architecture. 3 Hours.**

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.

**Prerequisite:** (CS-207 with a minimum grade of C or CS-406 with a minimum grade of C) and CS-301 with a minimum grade of C.

**CS-314. Independent Study In Computer Science. 3 Hours.**

An opportunity for an individual research or applications project under the direction of an advisor knowledgeable in the field of endeavor. The project will be designed by the student and his/her project advisor, and must be approved by the chairperson of the Department of Computer Science before the project itself is undertaken.

**CS-315. Modern Database Management. 3 Hours.**

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.

**Prerequisite:** CS-200 with a minimum grade of C.

**CS-317. Event-Driven Programming. 3 Hours.**

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 control, database mapping, and application embedded support. Students will be expected to apply these concepts in programming projects.

**Prerequisite:** CS-207 with a minimum grade of C.

**CS-319. Writing Intensive Program: Fundamentals Of Software Engineering. 3 Hours.**

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.

**Prerequisite:** CS-207 with a minimum grade of C and ENGL-101 with a minimum grade of C.

**CS-320. Object-Oriented Programming. 3 Hours.**

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.

**Prerequisite:** CS-207 with a minimum grade of C.

**CS-321. Server Side Web Development. 3 Hours.**

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.

**Prerequisite:** CS-207 with a minimum grade of C and CS-300 with a minimum grade of C.

**CS-322. Applied Research And Statistical Data Analysis. 3 Hours.**

This course provides an in-depth study of research methods in computer science, probability theory, and modern statistical data analysis using the Binomial (discrete) and Normal (continuous) distribution, the Linear Regression model, Analysis of Variance, Nonparametric methods and Computer Random Sampling techniques. In addition, students will become experienced in the actual implementation of these statistical models with data sets using modern computer statistical software packages.

**Prerequisite:** CS-200 with a minimum grade of C and MATH-173 with a minimum grade of C.

**CS-323. Cyberlaw. 3 Hours.**

This course presents an introduction to the legal issues relating to the use of computers and the Internet. Topics covered include privacy, freedom of speech, intellectual property in cyberspace, encryption and interception of communication, computer crime, professional ethics and codes of conduct and work related ethical and legal issues.

**CS-324. Introduction To The Design Of Algorithms. 3 Hours.**

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.

**Prerequisite:** CS-201 with a minimum grade of C and CS-207 with a minimum grade of C.

**CS-325. Theory Of Computation. 3 Hours.**

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.

**Prerequisite:** CS-201 with a minimum grade of C and CS-207 with a minimum grade of C or (CS-424 with a minimum grade of C).

**CS-326. Numerical Methods Using Fortran Programming. 3 Hours.**

An introduction to structured Fortran programming, Computational errors, Solving nonlinear equations, Solving sets of Equations, Determinants and matrix inversions, Interpolating polynomials.

**Prerequisite:** MATH-106 with a minimum grade of C or MATH-185 with a minimum grade of C.

**CS-327. Computational Methods In Biology. 3 Hours.**

Bioinformatics is the discipline that applies mathematics, statistics, computer science, chemistry, and biology to solving problems in biology using biological data sets. The problems investigated are usually at the molecular level. These problems include sequence alignment, genome assembly, models of evolution and phylogenetic trees, analyzing gene expression data, and gene linkage analysis. One of the most important statistical tools used in bioinformatics is the Bayesian network. This course introduces the techniques used in bioinformatics, in particular Bayesian networks, and provides solutions to several bioinformatics problems.

**Prerequisite:** (CS-201 with a minimum grade of C or MATH-251 with a minimum grade of C) and (BIO-100 with a minimum grade of C or BIO-201 with a minimum grade of C) and CS-200 with a minimum grade of C.

**CS-329. Decision Theory. 3 Hours.**

This course covers probabilistic networks, influence diagrams, and decision trees, and their application to making decisions in the face of uncertainty. It addresses modeling one-time decisions and also modeling repeatable decisions as done by an expert system. An expert system is a system that makes the judgments and decisions of an expert. Classical examples of expert systems are systems that make financial decisions and ones that perform medical diagnosis. This course will concentrate more of the latter. Methods for building expert systems and for doing inference with them will be covered.

**Prerequisite:** CS-201 with a minimum grade of C and CS-207 with a minimum grade of C.

**CS-331. Computer Networks. 3 Hours.**

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.

**Prerequisite:** CS-207 with a minimum grade of C or CS-406 with a minimum grade of C or CS-424 with a minimum grade of C.

**CS-334. Open Source Systems. 3 Hours.**

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.

**Prerequisite:** CS-308 with a minimum grade of C.

**CS-335. Artificial Intelligence. 3 Hours.**

This course covers strong artificial intelligence methods, which have resulted in the development of systems that solve open problems in specialized domains. Such methods include 1) AI models based on logical reasoning, in particular decision trees and learning decision trees, rule-based expert systems, semantics nets, and frames; 2) AI models based on probabilistic reasoning, in particular Bayesian networks and learning Bayesian networks, influence diagrams, and class probability trees; and 3) AI models based on emergent intelligence, in particular evolutionary computation and swarm intelligence. Lastly, the course discusses an important endeavor in AI, namely language processing.

**Prerequisite:** CS-207 with a minimum grade of C and (CS-201 with a minimum grade of C or CS-400 with a minimum grade of C).

**CS-336. History Of Computing. 3 Hours.**

This course discusses the history of computing beginning with the earliest computational devices and continuing to current technologies. The history of computing is much more than the study of computers. It also involves the study of how computing is done and approached and how it has evolved over time. This course covers the following aspects of computing history: technology, both hardware and software; business history; and sociological impacts and key turning points. Within those aspects, trends and evolution are covered as well.

**CS-338. Science, Women, And Technology. 3 Hours.**

This course includes an overview of the women who have made major contributions to computing from Grace Hopper to Ellen Spertus. Furthermore, it provides a life-course analysis of women in computing from an early childhood interest, through university, to graduate school and finally into the work place. This analysis will provide the seed for research topics. Each student will choose a research topic, conduct the research, and present the results to the class.

**CS-339. Fundamentals Of Information Technology Project Management. 3 Hours.**

An Information System is a well-coordinated collection of technological and human resources that gathers and transforms data into information that enables decision making and process improvement within organizations. Information Technology Project Management is the application of knowledge, skills, tools, and techniques to project activities in order to meet project requirements. This course serves as an introduction to these concepts. Students will be expected to apply these tools and techniques in a group based project.

**Prerequisite:** CS-207 with a minimum grade of C.

**Corequisite:** CS-319.

**CS-340. Fundamentals Of Computer Graphics. 3 Hours.**

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.

**Prerequisite:** CS-207 with a minimum grade of C.



**CS-341. Parallel Computing And Distributed Systems. 3 Hours.**

This course works on the fundamental concepts of building systems that work across multiple computing platforms. The course includes topics of distributed operating systems and network protocols for process communication, synchronization, scheduling, and exception and deadlock resolution; understanding of client-server, web-based collaborative systems; parallel computing; concurrency issues; and API's for distributed application development. Several distributed computing environments are discussed and used in developing experimental projects in a cluster of networked computers. Building systems using cloud-based and service-oriented architectures may also be included.

**Prerequisite:** CS-308 with a minimum grade of C and CS-207 with a minimum grade of C.

**CS-342. Introduction To Human Computer Interaction. 3 Hours.**

A good understanding of how a system/device interacts with its users is what differentiates a product that is technically sound from a usable one. HCI is the science that explores these interactions. HCI is at the intersection of many disciplines including cognitive psychology, linguistics, design and engineering. HCI considerations are increasingly cited as key factors in product design. In this course we will explore the science behind HCI and we will put parts of it into practice.

**CS-343. Introduction To Natural Language Processing. 3 Hours.**

Computers have tried to understand humans since the beginning. Today, with social media, globalization and the widespread use of computing devices the task of understanding is facing new challenges. In this course the students will learn the core techniques used by computers to understand and generate language, as well as state of the art research in the field.

**Prerequisite:** CS-207 with a minimum grade of C.

**CS-345. Network Security. 3 Hours.**

This course discusses the principles and practice of network security applications and standards that are widely used on the internet and on corporate networks. Building upon a review of networking and cryptographic algorithms, topics covered include network access control, network attacks and countermeasures, Internet security protocols, intrusion detection systems, firewalls and intrusion prevention systems, tunneling and virtual private networks, proxy firewalls and servers, anonymizing proxies, and cloud computing security.

**Prerequisite:** CS-331 with a minimum grade of C.

**CS-346. Interdisciplinary Seminar In STEM. 2 Hours.**

This course uses a hands-on approach to modern inquiry-based research problems and techniques in the physical and computational sciences. The course is structured around a series of modular problem-based exercises, covering topics from the fields of Chemistry, Computer Science, Earth Science, Mathematics and Physics, and is designed to provide the content and pedagogical background for students to be successful peer leaders. The cross-disciplinary modules will draw connections between scientific disciplines, and showcase common research tools and techniques used in the sciences. The workshop will also incorporate discussions on a range of topics, from scientific ethics, scientific methodology and error analysis.

**Prerequisite:** MATH-185 with a minimum grade of C.

**CS-347. Mobile Application Development. 3 Hours.**

This course covers programming applications for mobile platforms. Students will learn about mobile application environments and platforms and how to design and develop applications to account for the limited screen size, memory, and access to the internet. Students will incorporate graphics, networking, security, media to create new, real world, practical applications. Development, design, implementation, testing, debugging, and maintaining these applications will also be covered. Students will use a variety of programming languages to create these applications.

**Prerequisite:** CS-207 with a minimum grade of C and CS-300 with a minimum grade of C.

**CS-348. Computer Ethics And Public Policy. 3 Hours.**

This course discusses ethical and social issues related to the development and use of computer technology. The course provides students with historical and philosophical context to understand the evolution of ethics and its intersection with the use of technology as well as touching on major ethical issues currently affecting the use of computer technology. Topics involve ethics, public policy, privacy, responsibility and legal considerations.

**CS-349. Introduction To The Internet Of Things. 3 Hours.**

Internet of Things (IoT) is an emerging technology that actively brings informative and interactive dimensions to the spaces we live and work in. IoT is about creating a fully integrated Internet that includes both cyber elements and physical devices, where the interactions and interconnections between them build smart spaces and trigger applications in many areas (e.g., home automation, transportation, healthcare). This course introduces the fundamentals of IoT, ad-hoc systems, and sensor networks. The topics covered include the different architectures and platforms, communication modules and protocols, hardware accessories and devices, application models and IoT programmability. The course then focuses on the different challenges, limitations, security threats and attacks, and privacy and security measures and protocols.

**Prerequisite:** CS-200 with a minimum grade of C and CS-331 with a minimum grade of C.

**CS-351. Data Wrangling For Data Analysis. 3 Hours.**

Data is messy, comes from different sources and it is seldom complete. This course provides an in-depth study of how to prepare data coming from various sources, in different formats, with noisy information, in order to perform meaningful and sound analyses. Contents include grouping data, visualizing data, and aggregating data from the web and other sources.

**Prerequisite:** MATH-173 with a minimum grade of C.

**CS-355. Cryptography. 3 Hours.**

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.

**Prerequisite:** CS-324 with a minimum grade of C or (CS-400 with a minimum grade of C and CS-404 with a minimum grade of C).

**CS-359. Machine Learning. 3 Hours.**

This course provides an introduction to machine learning and its underlying fundamental statistical concepts. Building upon basic probability theory and linear algebra, the course addresses several concepts essential to the understanding of machine learning, including approximation, generalization, overfitting, underfitting, and linear and nonlinear systems. Several supervised and unsupervised learning algorithms are covered and used to solve real-world problems. The course will also introduce neural networks, ensemble learning, and active learning. Hands-on projects and in-class laboratories of the application of machine learning to the broad field of computer science and related fields will be given.

**Prerequisite:** CS-207 with a minimum grade of C.

**CS-360. Cybersecurity. 3 Hours.**

This course covers various advanced security concepts, tools, and models. Topics covered include denial-of-service attacks, web security and client- and server-side attacks, email security, database security, payment system security, digital rights management, network security, and incident response. Building upon the introduced security fundamental concepts, advanced enterprise security topics such as static and dynamic malware analysis, security auditing architecture and trails, incident response, and threat intelligence frameworks will be introduced. Hands-on experience will be provided through several laboratory sessions and a final module on penetration testing.

**Prerequisite:** CS-260 with a minimum grade of C and CS-331 with a minimum grade of C.

**CS-361. Secure Programming And Testing. 3 Hours.**

This course details how to design, build, and test programs in order to make them more secure. The course will discuss the following topics: concepts of secure programming (including risk management), techniques and tools used to build secure systems, techniques to test for security in programs and systems, specific vulnerabilities to avoid (and how to do so), and how to test for those vulnerabilities. Specific common classes of programming-induced vulnerabilities will be included such as buffer overflows, race conditions, off-by-one errors, integer overflow, and improper use of randomness functions.

**Prerequisite:** CS-331 with a minimum grade of C.

**CS-362. Writing Intensive Program: Digital Forensics. 3 Hours.**

Digital forensic science concerns the acquisition, recovery, and investigation of digital data. This course provides an introduction to computer components, storage devices, and file systems. Topics covered include forensic algorithms, operating systems artifacts analysis, files analysis, network attacks and forensics, Internet artifacts with emphasis on browser and mail applications, and memory forensics. Students will use tools and create scripts for digital forensic investigation.

**Prerequisite:** CS-207 with a minimum grade of C and CS-260 with a minimum grade of C and ENGL-101 with a minimum grade of C.

**CS-390. Supervised Field Study I. 3 Hours.**

(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.

**CS-391. Supervised Field Study II. 6 Hours.**

(Internship) Same as CS-390 except that project should take approximately 336 hours to complete.

**CS-392. Supervised Field Study III. 9 Hours.**

(Internship) Same as CS-390 except that project should take approximately 504 hours to complete.

**CS-400. Discrete Modeling And Analysis. 3 Hours.**

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.

**Prerequisite:** CS-201 with a minimum grade of B or CS-405 with a minimum grade of C.

**CS-401. Software Engineering. 3 Hours.**

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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-404. Analysis Of Algorithms. 3 Hours.**

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.

**Prerequisite:** CS-207 with a minimum grade of B or CS-425 with a minimum grade of C.

**Corequisite:** CS-400.

**CS-408. Advanced Operating Systems. 3 Hours.**

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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.



**CS-409. Topics In Compiler Theory. 3 Hours.**

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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-411. Professional Computing. 3 Hours.**

This course introduces the technical and communication skills needed for a successful career in the field of Information Technology. This course is designed to enhance the student's technical research, writing, and presentation skills, as well as to empower the student to use and understand technology more effectively. Utilizing Computer Science-focused topics, this course equips the student with today's technological knowledge and prepares the student for their future career. The student will learn methods for gathering information, writing good documentation, rendering technical information usable to the intended audience, and delivering presentations.

**CS-412. Web Application Development. 3 Hours.**

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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-413. IT Project Management. 3 Hours.**

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. Required: CS-401 or can be taken concurrently.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-414. Independent Study. 3 Hours.**

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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-415. Design Of Data Base Systems. 3 Hours.**

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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-416. AI And Robotics. 3 Hours.**

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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-417. Video Game Programming. 3 Hours.**

The aim of this course is to explore the basics 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 game prototype as a team.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-418. Research Topics In Artificial Intelligence. 3 Hours.**

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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-419. Informatics. 3 Hours.**

Information 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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-420. Object-Oriented Design. 3 Hours.**

This course provides student 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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-421. Applied Programming Fundamentals I. 3 Hours.**

This is a course that covers the principles of computer programming using an object-oriented programming language. Topics will include fundamental constructs of an applied object-oriented programming language such as variables, methods/functions, classes, dynamic object construction, and elementary data structures as well as abstract thinking techniques. A key component of this course is the presentation of programming concepts with relevant and interdisciplinary examples, and project-based experiences. Students will learn how to read and understand documentation, as well as install and access code management tools. This is a project-oriented course.

**CS-422. Data Mining. 3 Hours.**

Data mining is a powerful technology that extracts useful knowledge hidden in large datasets. This knowledge can be utilized to help people make decisions and predict future events. Data mining has its wide application in many areas, including science and engineering, finance and marketing research, medicine and healthcare, etc. This course covers common data preprocessing techniques and data mining algorithms, such as data preparation, aggregation and visualization, classification, regression analysis, clustering, and model evaluation. Some special topics will also be discussed in this course.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-423. Enterprise Architecture & IT Strategy. 3 Hours.**

Enterprise Architecture (EA) is the process of translating organizational vision & strategy into effective & agile business processes that utilize integrated management information systems. These systems allow for; timely decision making, speed to market for competitive advantage or to create a significant barrier to entry. This course studies organizational strategy and its interrelationship & importance with major supporting business systems. The student will gain an understanding of Enterprise Resource Planning (ERP), Product Lifecycle Management (PLM), Customer Relationship Management (CRM), Business Intelligence, & Ecommerce systems and how the use & selection of these systems are critical to an overall IT Strategy.

**Prerequisite:** CS-413 with a minimum grade of C.

**CS-425. Applied Programming Fundamentals II. 3 Hours.**

This is an introductory course covering the principles of object-oriented programming and data structures. Topics include fundamental constructs such as inheritance, polymorphism, exception handling, and commonly used data structures. A key component is the presentation of programming concepts with relevant, interdisciplinary examples and project-based experiences. Students will learn how to utilize data structures and object-oriented techniques to develop large-scale projects. This is a project-oriented course where a variety of teaching methods will be introduced. These methods can include pair programming, in-class presentation of topics, and class projects utilizing communication and collaboration tools.

**Prerequisite:** CS-421 with a minimum grade of C.

**CS-426. Advanced Numerical Methods. 3 Hours.**

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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C and MATH-301 with a minimum grade of C.

**CS-427. Cross-Platform Mobile Application Development. 3 Hours.**

The course introduces the student to modern mobile application development languages. Then, through hands-on projects, the students will gain experience with paradigms, app architecture, and user interfaces. The course culminates in a final project for which students implement an app entirely. Students will incorporate graphics, networking, security, media to create new, real world, practical applications. Development, design, implementation, testing, debugging, and maintaining these applications will also be covered. Students will use a variety of programming languages to create these applications.

**Prerequisite:** CS-412 with a minimum grade of C.

**CS-435. Expert Systems. 3 Hours.**

An expert system is a program that is capable of making the judgements 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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-440. Computer Graphics. 3 Hours.**

Graphics hardware. Scaling and data charting. Representation of two-dimensional objects. Translation and rotation of objects. Two-dimensional line clipping. Three-dimensional object representation. Perspective in three-dimensional object representation. Line- clipping and hidden line and face removal in three dimensions.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-442. Topics In Network Design. 3 Hours.**

Protocols for computer networks. Performance requirements, evaluation and analysis. Case studies of actual networks.

**CS-450. Advanced Computer Architecture. 3 Hours.**

Computer system structure and design issues such as ALU design, arithmetic algorithms, memory hierarchy, control, microprogramming, instruction sets, addressing, input-output. Comparison of specific examples of computer models and selected topics on parallel processors.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-460. Computer Security. 3 Hours.**

Study of existing hardware and software techniques for implementing security. Passwords, encryption and authorization schemes. Special security problems presented by distributed and network environments.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-490. Master's Project. 3 Hours.**

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.

**Prerequisite:** CS-400 with a minimum grade of C and CS-404 with a minimum grade of C.

**CS-5901. Thesis Hours. 1 Hour.**

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.

**CS-5902. Thesis Hours. 2 Hours.**

See course description for CS-5901.

**CS-5903. Thesis Hours. 3 Hours.**

See course description for CS-5901.

# Consortium Course (ZZZZ)

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ZZZZ-100. Consortium Agreement Course. 1-6 Hours.

# Counselor Education (COUN)

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## Courses

### **COUN-401. Professional Orientation & Legal/Ethical Practices. 3 Hours.**

This course offers an orientation to the counseling profession, including professional identity issues and the professional career options. Students will study the history of the profession, ethical and legal standards and practices, credentialing, professional organizations, functions of a counselor, and professional journals. Students will also be oriented to skills required for multicultural counseling competency.

### **COUN-402. Developmental Counseling. 3 Hours.**

Course focuses on the concept of developmentally oriented counseling. It is based upon lifespan theory which makes the assumption that there is developmental logic to behavior. Counselors learn to assess and understand the client's developmental processes and provide appropriate helping strategies for clients working through developmental blocks. Students study developmental theories, concepts and principles, including psychosocial, cognitive, moral, emotional, family, career, self and cultural development.

### **COUN-403. Theories Of Counseling. 3 Hours.**

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.

### **COUN-404. Assessment And Evaluation In Counseling. 3 Hours.**

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.

### **COUN-405. Individual Counseling Skills. 3 Hours.**

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.

**Prerequisite:** (COUN-401 with a minimum grade of C or COUN-433 with a minimum grade of C) and COUN-403 with a minimum grade of C and COUN-430 with a minimum grade of C.

### **COUN-406. Group Counseling. 3 Hours.**

Course focuses on groups and group leadership. Knowledge base includes theory, group processes, group dynamics, interventions, roles of members and leaders, facilitative and debilitating 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.

**Prerequisite:** COUN-405 with a minimum grade of B.

### **COUN-407. Advanced Clinical Mental Health Counseling. 3 Hours.**

This advanced clinical mental health counseling course will address the contextual complexity of the constructs of "mental health" and "mental illness." Students will review service delivery strategies and evaluate the effectiveness of clinical mental health counseling approaches through the lenses of strengths-based and wellness-informed practices. Students will work to foster resilience in their clients and practice self-care strategies to prevent against burnout in themselves. Students will apply these skills within a theoretical framework, consistent with best practices, in a laboratory setting with community clients under live supervision of the faculty supervisor.

**Prerequisite:** COUN-405 with a minimum grade of B.

### **COUN-408. Research Seminar. 3 Hours.**

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.

**Prerequisite:** COUN-404 with a minimum grade of C.

### **COUN-409. Career Development. 3 Hours.**

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 student in the Counselor Education Program.

### **COUN-410. Seminar In School Counseling. 3 Hours.**

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 Program.

**COUN-411. Post Secondary College & Career Counseling. 3 Hours.**

This course is intended to provide school counseling students with specialized information about the college and career search, admissions, and financial aid processes. This course will provide an overview of the field of college counseling and the basics of the college admission and selection process. It will emphasize the role of the school counselor in providing information, assistance, and support in the students' and families' decision-making.

**Prerequisite:** COUN-410 with a minimum grade of B.

**COUN-412. Topics In School Counseling. 3 Hours.**

This course examines important topics for professional school counselors: collaboration and consultation in schools; crisis management in schools; and academic development of students. It also addresses current Illinois Learning Standards for counselors: reading methods, social/emotional learning, and bilingual/bicultural education. Critical analysis of best practice is considered as well as strategies to maximize learning and development of Pre K - Age 21 students.

**Prerequisite:** COUN-410 with a minimum grade of C.

**COUN-414. Advanced Career Counseling. 3 Hours.**

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 and in-depth client case study. This course is required of all students in the career development sequence.

**Prerequisite:** COUN-409 with a minimum grade of C.

**COUN-415. Children And Youth In School And Family Systems. 3 Hours.**

This clinically-focused graduate course offers an in-depth exploration of play therapy, blending theory, research, and practice. Students will study its application in diverse settings, engage in comparative analysis of therapeutic models, and develop practical skills through supervised laboratory experience. This course aims to advance student's clinical practice with children and youth using play-based assessment and therapeutic techniques.

**Prerequisite:** COUN-402 with a minimum grade of C.

**COUN-416. Introduction To Play Therapy. 3 Hours.**

Study of play therapy theory, research, and utility in school and clinical settings. Application of play-based assessment, treatment planning, and therapeutic skills through supervised laboratory experience.

**Prerequisite:** COUN-401 with a minimum grade of B and COUN-402 with a minimum grade of B and COUN-403 with a minimum grade of B and COUN-405 with a minimum grade of B and COUN-415 with a minimum grade of B.

**COUN-420. Introduction To Family Counseling. 3 Hours.**

Course focuses on major theories and techniques of family counseling. Lectures, student research and role playing are utilized as presentation forms.

**Requirement:** Master's degree candidacy in Counseling or consent of the instructor.

**COUN-421. Advanced Couple And Family Counseling. 3 Hours.**

This advanced clinical class and lab experience in couple and family counseling will increase the student's knowledge and skills in the practice of relational therapy within a culturally-responsive framework. Students will study couple and family therapy treatment models which focus on promoting relational wellness and strengths. Students will apply these skills in a laboratory setting with community clients under the live supervision of the faculty instructor. Skills in clinical assessment and record-keeping will be taught and practiced. Introductory self-supervision strategies will be explored.

**Prerequisite:** COUN-401 with a minimum grade of C and COUN-403 with a minimum grade of C and COUN-420 with a minimum grade of C.

**COUN-422. Interventions For Grief & Traumatic Bereavement Across The Lifespan. 3 Hours.**

This skill-building course will present an overview of clinical interventions for grief and traumatic bereavement across the lifespan. Evidence-based, developmentally-appropriate and culturally-informed intervention models to build and repair attachment bonds and resilience will be taught. Students will practice skills in active role plays during class sessions.

**Prerequisite:** (COUN-401 with a minimum grade of C or COUN-433 with a minimum grade of C) and COUN-403 with a minimum grade of C and COUN-420 with a minimum grade of C.

**COUN-423. Counseling For Business And Industry. 3 Hours.**

This course is designed for students in the Career Development Sequence. Focuses on the counseling needs in business and industry. The course builds on the work done in COUN-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.

**Prerequisite:** COUN-409 with a minimum grade of C.

**COUN-424. Resiliency, Wellness, And Self-Care In Trauma Counseling. 3 Hours.**

This course provides an overview of the complexities of working with trauma survivors and the role of mental health professionals within the context of lifespan development of resiliency, posttraumatic growth, resistance, and recovery skills during prevention and intervention. Students learn about countertransference reactions, vicarious trauma, and symptoms of compassion fatigue. The course provides an overview of stress management techniques to enhance sense of well-being, develop resilience and skills to apply self-care strategies. Each student designs, implements and evaluates a personal self-care program appropriate to their own needs and resources. Students engage in research and support group activities to work with various aspects of self-care.

**COUN-425. Diagnosis And Treatment Of Addictive Disorders. 3 Hours.**

This course is an introduction to alcoholism, substance abuse, and other addictive disorders. The course provides an overview of screening, assessment, and treatment models of addictive disorders. 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.

**Prerequisite:** (COUN-401 with a minimum grade of C or COUN-433 with a minimum grade of C) and COUN-403 with a minimum grade of C.

**COUN-426. Advanced Treatment Of Addictive Disorders. 3 Hours.**

This course focuses on the examination and evaluation of evidence based treatment practices for addictive disorders, including process addictions. The course also examines core functions of the alcohol and other drug therapist. Clinical concepts, terminology, and treatment modalities including group, individual, couple, and family counseling techniques are reviewed. The importance of the clinical continuum of care is discussed with additional emphasis on prevention, intervention, treatment and aftercare. Other topics relevant to the ATOD counselor from the treatment perspective, ethical practices, and legal aspects are presented.

**Prerequisite:** COUN-425 with a minimum grade of C.

**COUN-427. Diagnostic Systems For Counseling. 3 Hours.**

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.

**Prerequisite:** COUN-403 with a minimum grade of C.

**COUN-428. Advanced Issues In Co-occurring Disorders And Counseling Interventions. 3 Hours.**

This advanced course builds on foundation knowledge from Diagnosis and Treatment of Addictive Disorders (COUN-425) and Crisis and Trauma Counseling (COUN-438). This course explores selected theories and methods for engaging and retaining clients in substance abuse and trauma treatment. In addition, the course reviews and discusses advanced issues resulting from co-morbid substance abuse and mental health problems and identifies system interventions and support strategies for this population. The course specifically focuses on the intersection of traumatic experiences, substance misuse, and mental illness. The behavioral health model and dual-diagnosis are also covered. This course meets curricular requirements for CACREP standards.

**COUN-429. Psychopharmacology. 3 Hours.**

This is an introductory course to psychopharmacology for non-medical, helping professionals. Students will be informed about the pharmacological aspects of addiction, psychotherapeutic medications and drugs of abuse. Emphasis is placed on the basic principles of pharmacology, the effects of drugs on the human central and peripheral nervous systems; and psychoactive drug effects and side effects. It is also designed to provide an overview of pharmacological classification systems and pharmacological interventions for psychiatric disorders. It will address benefits and side effects, trends and physiological principles as well as medical and pharmacological lexicon.

**COUN-430. Social & Cultural Diversity In Counseling. 3 Hours.**

Students will be introduced to the training model for multicultural competency, which includes awareness of cultural assumptions, knowledge of cultural diversity and racial/ethnic issues, and skills for social and cultural diversity counseling. Students will gain understanding of the impact of their own cultural identity on behavior, functioning, and the therapeutic relationship. Skills for successful social and cultural diversity counseling will be taught, including assessment of cultural identity and worldview, acculturation, spirituality, gender, socioeconomic status, and oppression.

**COUN-431. Couple And Family Systems Study. 3 Hours.**

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.

**Prerequisite:** COUN-420 with a minimum grade of C and COUN-405 with a minimum grade of B.

**COUN-432. Couples Counseling And Human Sexuality. 3 Hours.**

This course provides students with knowledge and understanding of principal theoretical frameworks and the existing clinical approaches to human sexuality and counseling couples. The course exposes students to a variety of clinical topics a counselor is most likely to encounter in clinical work with couples and when addressing issues of human sexuality.

**Prerequisite:** COUN-420 with a minimum grade of C and COUN-405 with a minimum grade of B.

**COUN-433. Foundation Of Rehabilitation Counseling. 3 Hours.**

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.



**COUN-434. Medical & Psychosocial Aspects Of Disability. 3 Hours.**

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.

**COUN-435. Work & Disability. 3 Hours.**

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.

**Prerequisite:** COUN-433 with a minimum grade of C.

**COUN-436. Case Management In Rehabilitation Counseling. 3 Hours.**

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.

**Prerequisite:** COUN-433 with a minimum grade of C and COUN-434 with a minimum grade of C and COUN-435 with a minimum grade of C.

**COUN-437. Trauma-Focused Assessment And Integrative Counseling Interventions. 3 Hours.**

The purpose of this course is to advance the student's knowledge and skills in trauma-informed integrative approaches. The course covers commonly used trauma-informed counseling assessments and interventions with an emphasis on the integration of neuroscience. Students will learn the roles and responsibilities of helping professionals working with clients who have experienced trauma by examining the affective, neurobiological, developmental, cognitive, behavioral, and systemic issues that emerge from exposure to crisis and trauma.

**Prerequisite:** COUN-405 with a minimum grade of B and COUN-427 with a minimum grade of C.

**COUN-438. Trauma And Crisis Counseling. 3 Hours.**

This course provides the counseling student with an introduction to research, theory, and practices within the field of trauma and crisis diagnosis, assessment and intervention. The course will cover the historical evolution of the field; biopsychosocial underpinnings of trauma and trauma spectrum disorders; issues in diagnosis, assessment, and intervention from a culturally diverse and systemic framework; and a synthesis of best practices as they are currently evolving.

**Prerequisite:** COUN-405 with a minimum grade of B and COUN-427 with a minimum grade of C.

**COUN-439. Case Conceptualization & Treatment Planning. 3 Hours.**

This course will focus on using integrative conceptualization and counseling models and a basis for on-going assessment (clinical understanding of the client), diagnosis (identification and labeling of a problem), and treatment planning (interventions and strategies) to help clients make changes and improve their coping and resiliency. The course builds on the knowledge of theories of counseling (COUN-403) and diagnosis of mental disorders with the current, Diagnostic and Statistical Manual of Mental Disorders of the American Psychiatric Association (COUN-427).

**Prerequisite:** COUN-403 with a minimum grade of C and COUN-427 with a minimum grade of C.

**COUN-442. Practicum I: Group Supervision In School Counseling. 3 Hours.**

This 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. Clinical experiences in school counseling, in which these strategies are applied in supervised counseling sessions with individuals and groups, will be discussed in group supervision. This course contributes to the counseling proficiency component of the program, and is required of all students enrolled in the school counseling program.

**Prerequisite:** COUN-401 with a minimum grade of C and COUN-402 with a minimum grade of C and COUN-403 with a minimum grade of C and COUN-404 with a minimum grade of C and COUN-405 with a minimum grade of B and COUN-406 with a minimum grade of B and COUN-409 with a minimum grade of C and COUN-410 with a minimum grade of C and COUN-412 with a minimum grade of C and COUN-430 with a minimum grade of C.

**COUN-444. Practicum: Group Supervision In Clinical Mental Health Counseling. 3 Hours.**

This course focuses on group supervision of clinical experiences. Students receive weekly supervision from university supervisor and site supervisor, while practicing their skills in conducting intake, mental health assessment, diagnosis, case conceptualization, treatment planning, and mental health counseling. This course contributes to the counseling proficiency component of the program and is required of all students in the Clinical Mental Health Counseling program.

**Prerequisite:** COUN-403 with a minimum grade of C and COUN-404 with a minimum grade of C and COUN-401 with a minimum grade of C and COUN-402 with a minimum grade of C and COUN-405 with a minimum grade of B and COUN-406 with a minimum grade of B and COUN-407 with a minimum grade of B and COUN-409 with a minimum grade of C and COUN-420 with a minimum grade of C and COUN-427 with a minimum grade of C and COUN-430 with a minimum grade of C.



**COUN-445. Practicum I:Group Supervision In Couple And Family Counseling. 3 Hours.**

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.

**Prerequisite:** COUN-401 with a minimum grade of C and COUN-402 with a minimum grade of C and COUN-403 with a minimum grade of C and COUN-404 with a minimum grade of C and COUN-405 with a minimum grade of B and COUN-406 with a minimum grade of B and COUN-409 with a minimum grade of C and COUN-415 with a minimum grade of C and COUN-420 with a minimum grade of C and COUN-421 with a minimum grade of B and COUN-427 with a minimum grade of C and COUN-430 with a minimum grade of C and COUN-432 with a minimum grade of C.

**COUN-446. Practicum In Rehabilitation Counseling. 3 Hours.**

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.

**Prerequisite:** COUN-402 with a minimum grade of C and COUN-403 with a minimum grade of C and COUN-404 with a minimum grade of C and COUN-405 with a minimum grade of B and COUN-406 with a minimum grade of B and COUN-409 with a minimum grade of C and COUN-433 with a minimum grade of C and COUN-434 with a minimum grade of C and COUN-435 with a minimum grade of C and COUN-436 with a minimum grade of C.

**COUN-462. Internship I:School Counseling. 3 Hours.**

This is the first of two supervised internship courses required for the school counseling program. The focus of the course 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.

**Prerequisite:** COUN-442 with a minimum grade of B.

**COUN-463. Internship I:Rehabilitation Counseling. 3 Hours.**

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.

**Prerequisite:** COUN-446 with a minimum grade of B.

**COUN-464. Internship I: Clinical Mental Health Counseling. 3 Hours.**

The course focuses on group supervision of students in the Clinical Mental Health Counseling program during their internship experience. Students receive supervision from faculty supervisor and site supervisor while they master skills learned throughout their program by demonstrating effective counseling skills with actual clients in individual and group counseling sessions. Students are required to complete a minimum of 300-hours of supervised field-related experience such as intake, mental health assessment, diagnosis, case conceptualization, treatment planning, and mental health counseling.

**Prerequisite:** COUN-444 with a minimum grade of B.

**COUN-465. Internship I:Group Supervision In Couple And Family Counseling. 3 Hours.**

This is the first of the supervised internship courses required for the family counseling program. 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.

**Prerequisite:** COUN-445 with a minimum grade of B.

**COUN-466. Independent Study In Guidance And Personnel Work. 3 Hours.**

Intensive guided study in selected areas of guidance and personnel work. Consultation with instructor prior to registration is mandatory.

**COUN-468H. Seminar In Counseling:Student Personnel Work In Higher Education. 3 Hours.****COUN-469. Independent Study In Guidance And Personnel Work. 1 Hour.**

Intensive guided study in selected areas of guidance and personnel work. Consultation with instructor prior to registration is mandatory.

**COUN-470. Independent Study In Guidance And Personnel Work. 2 Hours.**

(See COUN-469 for description.).

**COUN-472. Internship II:School Counseling. 3 Hours.**

Second of two supervised internship courses required for the school counseling program. A continuation of COUN-462 focusing on the implementation of the role of the school counselor in school settings. Additionally, Illinois Professional Teaching Standard 6: Reading, Writing, and Oral Communication is addressed in the course. 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.

**Prerequisite:** COUN-442 with a minimum grade of C.

**COUN-473. Internship II: Rehabilitation Counseling. 3 Hours.**

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.

**Prerequisite:** COUN-463 with a minimum grade of B.

**COUN-474. Internship II: Clinical Mental Health Counseling. 3 Hours.**

This course is a continuation of COUN-464 which further involves the intern in mastering individual and group counseling skills. Students are required to complete a minimum of 300-hours of supervised field-related experience such as intake, mental health assessment, diagnosis, case conceptualization, treatment planning, and mental health counseling.

**Prerequisite:** COUN-464 with a minimum grade of B.

**COUN-475. Internship II: Group Supervision In Couple And Family Counseling. 3 Hours.**

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.

**Prerequisite:** COUN-465 with a minimum grade of B.

**COUN-476. Internship II: Rehabilitation Counseling. 3 Hours.**

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.

**Prerequisite:** COUN-466 with a minimum grade of B.

**COUN-477. Current Issues: Marriage And Family Therapy. 1 Hour.**

Presents detailed treatment of selected issues and concerns in Marriage and Family Therapy. Consult the Schedule of Classes for current offerings. Prospective topics will include the Theory and Treatment of Sexual Dysfunction, Treating the Sexually Abusive Family, and Divorce Mediation.

**COUN-478. Advanced Counseling. 3 Hours.**

The purpose of this course is to provide the counselor education students with advanced practice in individual counseling. Students will serve as graduate mentors to those who are taking COUN-405 Individual Counseling Skills. The students in this course will assist the instructor in demonstrations of proper counseling skills, in supervision of counseling sessions held in the counselor education laboratory, and in giving feedback to students in COUN-405.

**Prerequisite:** COUN-405 with a minimum grade of C.

**COUN-479. Supervision: Marriage And Family Therapy. 3 Hours.****COUN-490. Thesis Research. 3 Hours.**

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.

**Prerequisite:** COUN-408 with a minimum grade of C.

**COUN-499. Clinical Supervision. 3 Hours.**

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 a group and individual supervision-of supervision will be a component of the class.

**COUN-5901. Thesis Research. 1 Hour.**

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. Students will enroll in a total of 3 credits of thesis hours over one or more semesters while working on the thesis.

**Requirement:** consent of Department or Instructor

**Prerequisite:** COUN-403 with a minimum grade of C and COUN-404 with a minimum grade of C and COUN-408 with a minimum grade of C.

**COUN-5902. Thesis Research. 2 Hours.**

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. Students will enroll in a total of 3 credits of thesis hours over one or more semesters while working on the thesis.

**Requirement:** consent of Department or Instructor

**Prerequisite:** COUN-403 with a minimum grade of C and COUN-404 with a minimum grade of C and COUN-408 with a minimum grade of C.

**COUN-5903. Thesis Research. 3 Hours.**

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. Students will enroll in a total of 3 credits of thesis hours over one or more semesters while working on the thesis.

**Requirement:** consent of Department or Instructor

**Prerequisite:** COUN-403 with a minimum grade of C and COUN-404 with a minimum grade of C and COUN-408 with a minimum grade of C.

# Curriculum K-12 (CURR)

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## Courses

### **CURR-417. Learning Through The Arts. 3 Hours.**

This K-12 course develops an in-depth understanding of the use of creative arts in the classroom. Study, discussion and hands-on application and use of the arts in the classroom is addressed through structured participation in creative drama activity, integrating movement (dance), music and vocal expression through creative playmaking, improvisation, role-play and guided imagery. Emphasis is placed on the application and integration of arts education methodology, including the "reading of pictures" formulating an understanding of art aesthetics and methodology relating to exploration of pedagogical research and relationships to thinking, listening, speaking, reading, writing, viewing and visually representing competencies.

### **CURR-430. Trends & Issues In Assessment K-12. 3 Hours.**

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 instruction. Provides opportunities for inservice and preservice teachers to study assessment strategies and issues specific to the level (early childhood, elementary, or secondary), linguistic-cultural background, and subject-matter area of their teaching or internship assignment.

### **CURR-450. Teaching For Critical Literacy. 3 Hours.**

The purpose of this course is to develop an understanding of the theories and methodologies of critical pedagogy and critical literacy. This includes the basic history of critical pedagogy; and examination of our own literacies, school experiences, cultures, and perspectives; exploring issues of culture and race, economic class, gender, sexual orientation, media literacy, and ecological literacy in society, schooling, and curriculum; the purposes of critical literacy in the development of the self, community, society, and world; and the creation of curriculum to teach for critical literacy, including using children's and young adult literature.

### **CURR-451. Classroom Organization & Management. 3 Hours.**

This course explores methods and strategies through theoretical, practical and case study methods, which are employed by teachers to organize their classrooms, manage their instruction and create effective learning environments. These strategies are also applicable to student behavior and management techniques for utilization in the classroom to further develop and maintain a learning-conducive environment. The emphasis is to develop teacher practices that encourage and cultivate good behavior within learning communities. This course encourages teachers to develop a personal, eclectic understanding of classroom management techniques.

### **CURR-501. Research-Based Curriculum & Instruction In A Multicultural Society. 3 Hours.**

This course focuses on the contributions of researchers and learning theorists to the planning and implementation of curriculum for multicultural classrooms. Areas explored include uses of educational research and data, implications of learning theory in curriculum design, development of instructional methods, use of learning resources, and the importance of reflective decision-making. The course is designed for the classroom teacher who focuses on connecting theory, research and practice.

### **CURR-502. Teaching In Diverse Classrooms. 3 Hours.**

This course provides an examination of the theoretical background and implications of planning and delivering instruction to diverse learners, as well as instruction in practical strategies that can be applied in classroom settings. Topics of study include the following: cultural, linguistic, personal, and academic diversities in today's schools; different grouping structures; implications of the standards movement for curriculum differentiation, classroom workshop models and their implementation; engaging student inquiry; selecting and managing multiple texts in one classroom, assessment issues as related to differentiated instruction and response to intervention.

**Prerequisite:** CURR-501 with a minimum grade of C and (READ-416 with a minimum grade of C or READ-410 with a minimum grade of C or READ-417 with a minimum grade of C).

### **CURR-503. Research Methodologies For Classroom Teachers. 3 Hours.**

This course focuses on preparing candidates with the tools, skills and procedures required to enter the professional discourse as teacher action researchers. Basic research methodologies will be explored including quantitative, qualitative, ethnographic, and action research. Candidates will demonstrate their working knowledge of an instructional practice or instructional issue through the development of an action research proposal that will foster constructive decision making for ongoing examination of practice and curriculum building.

**Prerequisite:** CURR-501 with a minimum grade of C.

### **CURR-504. Action Research Project Seminar. 1 Hour.**

This seminar course involves implementing an action research project in a school setting based on a project proposal developed in CURR-503 Research Methodologies for Classroom Teachers. As a result, candidates will collect, analyze and report data that will foster constructive decision-making for continued curriculum building and instructional effectiveness.

**Prerequisite:** CURR-501 with a minimum grade of C and CURR-503 with a minimum grade of C.

### **CURR-505. Reflective Professionals Building Learning Communities. 3 Hours.**

This course focuses on understanding the teacher as change agent. Perspectives on leadership and the change process are explored. The facilitation, management, assessment, and context of change are viewed from a planning perspective. Conflict resolution within the change process is explored. The orientation to change focuses on building a multicultural community of learners: Educational professionals within the school, parents, and all community stakeholders. Teaching and learning is viewed from the perspective of group work, collaboration, and team building in classrooms and the school community. Issues of equity and empowerment provide a framework for the course.

**Prerequisite:** CURR-501 with a minimum grade of C.

**CURR-506. Theories Of Teaching, Learning & Best Practices. 3 Hours.**

This course provides teacher leaders an in-depth study of educational research and theories that focus on the improvement of academic achievement of all students and particularly students at risk of academic failure through analyses of student work, assessment data, cognitive peer coaching (teachers coaching teachers), differentiated instruction, positive response to intervention systems, and appropriate instructional interventions. Teacher leaders work with professional partners in classrooms to improve the academic achievement of students and groups of students using best practices and effective intervention plans. Analysis of progress of teaching and learning will be on-going throughout the course.

**Prerequisite:** CURR-501 with a minimum grade of C.

**CURR-507. Human Relations, Leadership, & Curriculum Development. 3 Hours.**

This course focuses on the analysis of interpersonal relationships, communication, group interaction, and leadership in the implementation, evaluation, and revision of appropriate curriculum for specific groups of culturally and linguistically diverse children. Teacher leaders reflect on human relations, interpersonal communication, leadership styles, collaborative group practices, organizational dynamics, and the transformative nature of school improvement initiatives. Teacher leaders comprehend how these interactions impact curriculum development, instruction and student learning. Teacher leaders analyze strategies for problem-solving and improving communication among all stakeholders. Teacher leaders utilize the effective, data driven strategies for improving educational environments for P-12 students.

**Prerequisite:** CURR-501 with a minimum grade of C.

# Dance (DANC)

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## Courses

### **DANC-101. The Dance Experience: Introduction To The Art Of Dance. 3 Hours.**

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-109. First Year Experience: Steppin' Out: Dance In Chicago. 3 Hours.**

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

### **DANC-131. Introduction To Spanish Dance. 3 Hours.**

This course is an introduction to the three styles of Spanish dance: Classical, Regional and Flamenco with emphasis on basic technique, and on Spain's varied music from the 13th through 21st centuries.

### **DANC-161. Spanish Dance I. 2 Hours.**

This course is open to beginning students as a continuation of DANC-131 with an emphasis on the mastery of four important repertory styles and their dances: Classical, Regional, Flamenco, and Escuela Bolera. The course is repeatable up to 3 times for credit towards graduation.

**Prerequisite:** DANC-131 with a minimum grade of C.

### **DANC-203U. Field Experiences:Dance In Chicago I. 3 Hours.**

Field experience in studios or schools. Detailed information is available in the departmental office.

### **DANC-203V. Field Experiences:Dance In Chicago II. 3 Hours.**

Advanced field experience in studios or schools. Detailed information is available in the departmental office.

### **DANC-203W. Field Experiences:Hispanic Dance I. 3 Hours.**

Hispanic dance field experience in studios or schools. Detailed information is available in the departmental office.

### **DANC-204. Dance Performance Ensemble. 2 Hours.**

This course is open to enrolled students with beginning to intermediate skills in dance technique (ballet, modern, jazz or combination). The course is repeatable up to 3 times for credit towards graduation.

### **DANC-251. Modern Dance I. 2 Hours.**

This course is open to beginning students as an introduction to the fundamental theories and techniques of modern dance. It is an exploration of movement as an art form, emphasizing body alignment, strength, flexibility and musicality. The course is repeatable up to 3 times for credit towards graduation.

### **DANC-254. Modern Dance II. 2 Hours.**

This course is open to intermediate students as a continuation of concepts explored in DANC-251. The course emphasizes coordination, balance, locomotor phrases, and improvisation. The course is repeatable up to 3 times for credit towards graduation.

**Prerequisite:** DANC-251 with a minimum grade of C.

### **DANC-255. Jazz Dance I. 2 Hours.**

This course is open to beginning students as an introduction to fundamental techniques of jazz dance. The course emphasizes musicality, posture and coordination through theatrical and classical styles. The course is repeatable up to 3 times for credit towards graduation.

### **DANC-256. Ballet I. 2 Hours.**

This course is open to beginning students as an introduction to fundamental ballet concepts, movement vocabulary and basic terminology. The course emphasizes body alignment, coordination, strength and flexibility. The course is repeatable up to 3 times for credit towards graduation.

### **DANC-261. Spanish Dance II. 2 Hours.**

This course is open to intermediate students as a continuation of concepts explored in DANC-161. Students will further explore the Classical, Regional, Flamenco, and Escuela Bolera styles with an emphasis on mastery of technique, music, and theatrical history. The course is repeatable up to 3 times for credit towards graduation.

**Prerequisite:** DANC-161 with a minimum grade of C.

### **DANC-351. Modern Dance III. 3 Hours.**

This course is open to advanced students as a continuation of concepts explored in DANC-254 utilizing elements of Graham, Limon and Cunningham Techniques. The course emphasizes movement quality, efficiency, power, and performance skills through varied styles of progressions and center work. The course is repeatable up to 3 times for credit towards graduation.

**Prerequisite:** DANC-254 with a minimum grade of C.

**DANC-355. Jazz Dance II. 2 Hours.**

This course is open to intermediate students as a continuation of jazz dance techniques explored in DANC-255. Students will gain a greater understanding and expression of more refined classical, theatrical, and street techniques with increasing agility, coordination, flexibility, and stylized combinations. The course is repeatable up to 3 times for credit towards graduation.

**Prerequisite:** DANC-255 with a minimum grade of C.

**DANC-356. Ballet II. 2 Hours.**

This course is open to intermediate students as a continuation of ballet techniques, movement vocabulary and terminology explored in DANC-256. The course emphasizes control, speed, coordination, balance, and ballet combinations through adagio, allegro, and center work. The course is repeatable up to 3 times for credit towards graduation.

**Prerequisite:** DANC-256 with a minimum grade of C.

**DANC-357. Ballet III. 2 Hours.**

This course is open to advanced students as a continuation of the ballet techniques, movement vocabulary and terminology explored in DANC-356. Students will learn greater development of speed, coordination, balance, movement quality and performance skills through adagio, allegro, and center work. The course is repeatable up to 3 times for credit towards graduation.

**Prerequisite:** DANC-356 with a minimum grade of C.

**DANC-360. Dance Composition. 3 Hours.**

This course addresses practical aspects of dance creation and design as well as theoretical aspects of dance as an art and form of communication. The creation of choreographic studies is required. The course is repeatable up to 2 times for credit towards graduation.

**Prerequisite:** DANC-204 with a minimum grade of C or DANC-261 with a minimum grade of C or DANC-390B with a minimum grade of C or DANC-390D with a minimum grade of C or DANC-390E with a minimum grade of C.

**DANC-365. Dance Production. 3 Hours.**

This course covers the practical aspects of production principles including budgets, timelines, marketing, costuming, make-up and lighting for dance.

**DANC-370. Musical Resources For Dance. 3 Hours.**

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.

**DANC-371. Theory And Philosophy Of Dance And The Related Arts. 3 Hours.**

The nature of dance and its historical interrelatedness with other art forms: poetry, drama (opera), painting and music; the role of the critic.

**DANC-380. Contemporary Dance Education. 3 Hours.**

This courses addresses the practical aspects of the theory and application of educational methods to the field of dance in various settings, such as conservatory, community and age-specific interest groups.

**DANC-382. Dance Management And Grantsmanship. 3 Hours.**

**DANC-390B. Seminar In Dance Performance: Jazz Dance. 3 Hours.**

This course is open to advanced students as a continuation of jazz techniques and styles explored in DANC-355. This course provides students with practical experience in the area of Jazz dance technique, movement development and expressive movement performance while integrating and maintaining correction. The course is repeatable up to 3 times for credit towards graduation.

**Prerequisite:** DANC-355 with a minimum grade of C.

**DANC-390D. Seminar In Dance Performance: Spanish Dance. 3 Hours.**

This course is open to advanced students as a continuation of DANC-261. This course provides students with practical experience via the study and rehearsal of Spanish dance technique, styles, choreographic works and history. Students will focus on the professional expectations of the field through regular class instruction, performance, lectures and films. The course is repeatable up to 3 times for credit towards graduation.

**Prerequisite:** DANC-261 with a minimum grade of C.

**DANC-390E. Seminar In Dance Performance: Styles. 3 Hours.**

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 with the opportunity to improve their ability to integrate and maintain correction in the areas of technique and movement development. Course is repeatable up to 3 times for credit towards graduation.

**Prerequisite:** DANC-204 with a minimum grade of C or DANC-254 with a minimum grade of C or DANC-261 with a minimum grade of C or DANC-355 with a minimum grade of C or DANC-356 with a minimum grade of C or DANC-357 with a minimum grade of C.

**DANC-391. Internship In Dance. 3 Hours.**

Practicum in art agencies, dance companies, community organizations or arts-related industries designed by the student, a dance faculty advisor and generally an off-campus agent.

# Early Childhood-Bilingual (ECBL)

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## Courses

ECBL-301. Curriculum And Instruction In Early Childhood Education. 4 Hours.

ECBL-306. Methods Of Teaching Reading In Early Childhood. 3 Hours.

ECBL-328I. Clinical Experiences In Early Childhood/Infants And Toddlers. 1 Hour.

ECBL-328M. Clinical Experiences In Early Childhood Educ/Kindergarten & Primary Grades/Multicultural Emphasis. 1 Hour.

ECBL-328T. Clinical Experiences In Early Childhood Educ:Preschool-Kindergarten & Primary/Technology Emphasis. 1 Hour.

ECBL-329. Student Teaching In Early Childhood. 9 Hours.

ECBL-352. Methods Of Teaching Language Arts, Music And Art In Early Childhood. 3 Hours.



# Early Childhood Education (ECED)

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## Courses

### **ECED-301. Curriculum And Instruction In Early Childhood Education. 3 Hours.**

In this course, candidates learn to create developmentally appropriate lesson plans and implementation strategies for infants and toddlers (ages 0-3), preschool and kindergarten (ages 4-5), and primary grade children (ages 6-8). Appropriate classroom layouts, curricular materials, activities, learning centers, educational play, individualization of instruction, child guidance and classroom management techniques for each age range are discussed. Lesson plans created for infant/toddler, preschool and the primary grades are implemented within the course.

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C.

### **ECED-306. Methods Of Teaching Reading In Early Childhood. 3 Hours.**

This course presents methods, techniques, materials and assessments for early literacy instruction. It examines the nature of the literacy processes (listening, speaking, reading, writing, viewing and visual representation), literacy development in the typically developing child, and the child with special needs. Attention is given to the five major areas of literacy instruction (phonological awareness, phonics, fluency, vocabulary and comprehension). Candidates learn how to use authentic assessment data to monitor children's progress and create flexible groupings for instructional purposes. They also learn strategies to differentiate instruction and support struggling and advanced readers. The course is integrated with technology.

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C.

### **ECED-313. Writing Intensive Program: Language Development And Educational Implications. 3 Hours.**

This Writing Intensive Program (WIP) course is a study of young children's language development, communication theory and analysis of the five aspects of language knowledge-phonemes, semantics, syntax, morphemes and pragmatics. Major language acquisition theories, basic language development inventories and research on early brain development with regard to language growth are studied. Culture, gender, and socio-economic differences as well as the function of the home language in young children's development are discussed in relation to their effect on communication in the classroom. Developmentally appropriate screening tools, observation methods and language assessment approaches, are examined.

**Prerequisite:** ENGL-101 with a minimum grade of C and EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C.

### **ECED-316. Child, Family And Community. 3 Hours.**

This course focuses on how to build trusting relationships with families and engage them in the education of their children. It examines various models of family involvement, advocacy and strategies for utilizing families' funds of knowledge, assets and resources that they bring to the school. Candidates create home learning activities that support families in engaging their children and locate, classify and catalogue community resources and programs that support children and families. Community health appraisal procedures are evaluated and emphasis is placed on building a culturally responsive classroom environment that fosters family, school and community cooperation.

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C.

### **ECED-325. Children's Literature Across The Curriculum. 3 Hours.**

Methods, strategies and materials are presented for integrating children's literature across the curriculum in the early grades. Instruction focuses on how to choose books that are developmentally appropriate for children birth through 3rd grade, and how to provide them with enjoyable reading experiences of both fiction and non-fiction. Emphasis is on developing critical thinking skills and generating understanding in children through in-depth exploration of literary element in different genres. Text analysis is guided by reader response theory, which emphasizes the reading transaction balance between the reader, the text and the context. Focus is placed on non-fiction and various text structures.

**Requirement:** minimum cumulative GPA of 2.75 in professional courses is required

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-306 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C and ECED-338 with a minimum grade of C and ECED-355 with a minimum grade of C and ECED-327A with a minimum grade of B and BLBC-340 with a minimum grade of C.

### **ECED-327A. Clinical Experiences In Early Childhood Education: Infant To Preschool. 3 Hours.**

This 100-hour clinical provides a supervised field experience that allows candidates to be integrated into a classroom environment with children from age 0 to 4 under the guidance of a Cooperating Teacher and a University Supervisor. The course unites the theoretical concepts, methods, developmental milestones, and strategies including the basic principles and practices of personal, interpersonal and community health and safety. It emphasizes integrated language and literacy activities that encourage intellectual curiosity using interdisciplinary approaches in multi-ethnic classrooms. The supervised, field experiences are integrated with conferences and weekly classes. A grade of B or better is required to pass the course.

**Requirement:** minimum cumulative GPA of 2.75 in professional courses is required

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-306 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C.

**ECED-327B. Clinical Experiences In Early Childhood Education: Kindergarten To 2nd Grade. 3 Hours.**

This 100-hour clinical provides opportunity to interact with children in kindergarten, first, or second grade in school settings. Candidates will use interdisciplinary approaches to plan integrated language and literacy as well as Science, Technology, Engineering, Art and Math (STEAM) activities that encourage intellectual curiosity in multi-cultural classrooms. Emphasis is on differentiated instruction for all students. The supervised field experience is integrated with individual conferences and require weekly 3-hour class meetings throughout the semester. A grade of B or better is required to pass the course.

**Requirement:** a minimum cumulative GPA of 2.75 in professional courses

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C and ECED-306 with a minimum grade of C and ECED-338 with a minimum grade of C and ECED-355 with a minimum grade of C and ECED-327A with a minimum grade of B and BLBC-340 with a minimum grade of C.

**ECED-329. Student Teaching In Early Childhood. 9,12 Hours.**

Student Teaching is the culminating experience of the teacher education program. Teacher candidates spend 16 weeks of full-time teaching in a Preschool, Kindergarten or Primary setting under the supervision of a licensed Cooperating Teacher and a University Supervisor. Teacher candidates apply theory to practice, referencing research-based topics including developmentally appropriate practice and integrating developmental domains into all curriculum areas. Teacher candidates reflect on their professional growth in planning, implementing, assessing and differentiating instruction to address individual strengths and needs and on using authentic assessment data to plan instruction. A minimum cumulative GPA of 2.75 in professional courses is required.

**Requirement:** Successful completion of all Block 4 courses and PASS Illinois Content Area Test

**Prerequisite:** ECED-327A with a minimum grade of B and ECED-327B with a minimum grade of B.

**ECED-329B. Student Teaching In Early Childhood. 6 Hours.**

Student Teaching is the culminating experience of the teacher education program. Teacher candidates spend 16 weeks of full-time teaching in a Preschool, Kindergarten or Primary setting under the supervision of a licensed Cooperating Teacher and a University Supervisor. Teacher candidates apply theory to practice, referencing research-based topics including developmentally appropriate practice and integrating developmental domains into all curriculum areas. Teacher candidates reflect on their professional growth in planning, implementing, assessing and differentiating instruction to address individual strengths and needs and on using authentic assessment data to plan instruction. A minimum cumulative GPA of 2.75 in professional courses is required.

**ECED-338. Developmental Assessment Of Young Children. 3 Hours.**

This course presents approaches, strategies, and tools for authentically assessing young children's development and learning from birth through second grade. Emphasis is on physical, socio-emotional, and mental/cognitive growth. Teacher candidates study varieties of academic achievement and screening tools to monitor children's progress in content-area benchmarks and developmental outcomes. Assessment is presented as an ongoing, informal practice that monitors children's interests, motivation and engagement in instruction, as well as the collection, organization and aggregation of data for communicating academic progress to stakeholders. Candidates discuss family involvement in assessing children's development and learning and how to create positive, high quality learning environments.

**Requirement:** minimum cumulative GPA of 2.75 in the professional sequence

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-306 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C.

**ECED-352. Methods Of Teaching Language Arts, Music And Art In Early Childhood. 3 Hours.**

In this interdisciplinary course, ECED candidates learn how to facilitate and support language development and children's creative expressions within the aesthetic domain through a variety of sensory experiences including art, drama, music, dance, and a variety of fine and gross motor movement activities. Candidates explore approaches to teaching art, and discuss methods and materials for supporting culturally responsive artistic expressions in young children. Candidates examine cultural dimensions of the visual arts, as well as the interrelations of visual arts and other forms of art, including drama, music, dance and movement. Candidates analyze technological tools for creating works of art.

**Requirement:** Minimum GPA of 2.75 in the professional sequence

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-306 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C and ECED-338 with a minimum grade of C and ECED-355 with a minimum grade of C and BLBC-340 with a minimum grade of C and ECED-327A with a minimum grade of B.

**ECED-355. Methods Of Teaching Mathematics, Science And Social Science In Early Childhood. 3 Hours.**

This course explores methods and materials for teaching mathematics, science, and social science to young children in multicultural classrooms. ECED candidates explore major concepts and interdisciplinary approaches to learning, including connections to language and literacy. ECED candidates learn to teach U.S. history, world economic systems, and how to summarize and use data in Social Science with the integration of technology. Candidates study children's mathematical development, increase pedagogical knowledge and math proficiency. Science methods and principles include active exploration and experimentation within everyday environments. Emphasis is on preschool, kindergarten and primary grades. Classroom-management techniques conducive to successful individual and group lessons are discussed.

**Requirement:** minimum cumulative GPA of 2.75 in the professional sequence

**Prerequisite:** EDFN-302 with a minimum grade of C and EDFN-303 with a minimum grade of C and ECED-301 with a minimum grade of C and ECED-306 with a minimum grade of C and ECED-313 with a minimum grade of C and ECED-316 with a minimum grade of C.

**ECED-375. Capstone Experience In Early Childhood Studies. 6 Hours.**

The capstone provides students the opportunity to participate in high-level inquiry in an area of specialization within the field of early childhood. Capstone projects will be applied experiences that are inquiry-based and will bridge theory and practice. The capstone aligns student interests and needs within the early childhood field including, original research projects, literature reviews, program development and evaluation, and curriculum development and assessment. The capstone may also build on prior field experiences as appropriate. The capstone supervision and associated course will support students in the creation of their capstone project and provide opportunities for reflective practice.

**Requirement:** Minimum grade of C in not more than two courses completed in the Early Childhood Studies program. A minimum cumulative GPA of 2.5 in professional courses is required.

**ECED-403. Early Childhood Assessment. 3 Hours.**

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.

**Prerequisite:** PSYC-212 with a minimum grade of C and SPED-303 with a minimum grade of C.

**ECED-408. Language Acquisition And Intervention Strategies For Teachers Of Young Children. 3 Hours.**

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.

**Prerequisite:** (ECED-313 with a minimum grade of D or CIEC-313 with a minimum grade of D) and PSYC-215 with a minimum grade of C.

**ECED-411A. Clinical Experiences In Early Childhood Education: Infant To Preschool. 3 Hours.**

This 100-hour clinical provides a supervised field experience that allows candidates to be integrated into a classroom environment with children from age 0 to 4 years under the guidance of a Cooperating Teacher and a University Supervisor. The course unites the theoretical concepts, methods, developmental milestones, and strategies including the use of assessment tools, learning technologies, and practices of personal, interpersonal and community health and safety. It also emphasizes integrated language and literacy activities that encourage intellectual curiosity using interdisciplinary approaches in multi-ethnic classrooms. The supervised, field experiences are integrated with conferences, and weekly seminars. A grade of B or better is required to pass the course.

**Requirement:** acceptance to master's degree candidacy and 15 credit hours in core courses (ECED-402, ECED-410, ECED-452, LTCY-501, and ECED-408).

**ECED-502. Theories, Philosophies And Technologies Informing Early Childhood Education And Assessment. 3 Hours.**

This course reviews early philosophies, developmental theories and current technologies that inform/influence the understanding of young children's development, learning and assessment. Classroom implications are discussed, highlighting constructivist theories, approaches, strategies and techniques for effective instruction to meet individual needs of diverse groups of young children. Candidates are introduced to key concepts about how to assess children's development and learning through the observation method, play-based and other assessment techniques, and using assessment to inform instruction. Technological tools that promote children's development and learning as well as those used in collecting and organizing assessment information are discussed.

**ECED-503. Early Childhood Curriculum And Assessment. 3 Hours.**

This course studies the implications of research and learning theories on developing curriculum and assessment techniques for young children. Students investigate strategies for planning, teaching, using appropriate technologies, assessing, and evaluating young children's learning to promote physical, cognitive and social-emotional development. Teaching techniques for small-group, large-group and individual children are explored through observing and analyzing classroom interaction through major program models. Basic concepts in measurement are applied to select/develop and/or use assessment tools that yield reliable and valid data to inform instruction. Students discuss community resources, use of learning technologies, learner diversity and parent-teacher relationships to enrich children's learning.

**ECED-504. Early Language Acquisition, Assessment, And School-Family Intervention Strategies. 3 Hours.**

This course focuses on acquisition of language as young children develop phonemic, semantic, syntactic, morphemic and pragmatic understanding through receptive and expressive interaction with parents/caregivers. Based on brain research, the first three years of age are emphasized as critical time period for developing language. Parents'/caregivers' active involvement in children's verbal and nonverbal early language development, assessment and technology use are discussed. Students explore teaching and assessment techniques for preschool and school age children's development of language as a tool for communication and learning. Research on multiple languages and programs is discussed alongside cultural and linguistic diversity of families and classrooms.

**ECED-505. Technology Integrated Practice In ECED: Methods Of Teaching/Assessing Language Arts, Music, And Art. 3 Hours.**

This course explores advanced knowledge of the theoretical foundations, concepts, current research and methods of teaching and assessing language arts, music, drama and visual arts in Early Childhood. Students will learn how to facilitate language and literacy development and support culturally responsive artistic expression in young children through a variety of sensory experiences including art, drama, music, dance, and movement activities. Candidates will also analyze technological tools and develop appropriate assessments for creating, using and evaluating works of art.

**ECED-506. Methods Of Teaching STEAM And Assessing Learning In Early Childhood. 3 Hours.**

This course is designed to help students learn to teach Science, Technology, Engineering, Art and Math (STEAM) and Social Studies to preschool and primary school children and assess their learning. Students explore major concepts and approaches in all six areas and learn to plan and implement thematic units integrating content from all areas, and present it meaningfully to children. Students learn to develop and utilize a variety of assessment strategies and tools. Students also learn classroom management strategies and use of children's diversity as a resource for effective learning.

**Corequisite:** ECED-527B.

**ECED-507. Research Seminar In Early Childhood Education. 3 Hours.**

This capstone course presents fundamental concepts of systematic inquiry and assessment of learning in early childhood education. Various experimental designs and descriptive approaches to research are explored. Focusing on action research, students select research problems, develop and evaluate hypotheses/research questions, collect, organize and analyze data, and summarize findings to inform practice. Techniques for writing research proposals and reports are studied. Students examine strategies for maximizing reliability and validity of research and assessment processes to yield usable results. Students examine current technological tools to ease data organization, analysis and interpretation of findings. This capstone course requires a supervised research project.

**Prerequisite:** ECED-502 with a minimum grade of C and ECED-503 with a minimum grade of C and ECED-504 with a minimum grade of C and ECED-505 with a minimum grade of C and ECED-506 with a minimum grade of C and ECED-527A with a minimum grade of C and ECED-527B with a minimum grade of C and SPED-404 with a minimum grade of C and BLBC-440 with a minimum grade of C and LTCY-501 with a minimum grade of C.

**ECED-510. Early Acquisition & Maintenance Of Multiple Languages. 3 Hours.**

Students will study acquisition of multiple languages at an early age (by age 8), and analyze sociolinguistic factors that help maintain multiple languages throughout early childhood and beyond. Students will view and discuss language modules developed from brain research and relate them to individual experiences of early acquisition of multiple languages after interviewing individuals who grew up with two or more languages from early childhood and observing young children (0-8 years) who have been exposed to more than one language in their natural settings. Students will explore their personal philosophies of educating young children in multilingual classrooms.

**ECED-511. Evaluation & Use Of Research In Early Childhood Education. 3 Hours.**

This course introduces students to evaluating and using research in early childhood education, especially research on early brain development. Employing principles of systematic inquiry and fundamentals of early development and learning, students examine different kinds of research processes and reports to determine application within contexts of working with young children. In particular, students will analyze research reports on early development of the brain, and devise practical and contextually beneficial ways to utilize the research finding to enhance children's development and learning. Students will develop and use research-based, culturally and linguistically sensitive strategies to enrich children's experiences.

**ECED-512. Global Perspectives In Early Childhood Education. 3 Hours.**

Students will study, compare and contrast early childhood education policies, programs and practices in selected countries for the purpose of broadening and deepening knowledge about global education systems and how they interrelate. Students will create profiles of early education practices and the circumstances determining those practices. Electronic contacts will be created between NEIU students and students in other countries (preferably NEIU partnership schools) in order to provide opportunities for students to interact with teacher education candidates in other countries. Students will continue developing their personal philosophies of effective education for young children within multicultural and global contexts.

**ECED-527A. Clinical Experiences In Early Childhood Education - Infant To Preschool. 1.5 Hour.**

This 80-hour clinical provides two supervised field placements that allow candidates to be integrated into a classroom with children ages 0-2 (30 hours) and ages 3-4 years (50 hours) under the guidance of a Cooperating Teacher and a University Supervisor. The course unites the theoretical concepts, methods, developmental milestones, and strategies including the use of assessment tools and learning technologies with the application of interdisciplinary classroom approaches to promote personal, interpersonal and community health and safety in multi-ethnic classrooms. The supervised field experiences require weekly seminars. A grade of B or higher is required to pass the course.

**Prerequisite:** ECED-502 with a minimum grade of C and ECED-503 with a minimum grade of C and ECED-504 with a minimum grade of C and ECED-505 with a minimum grade of C and LTCY-501 with a minimum grade of C.

**ECED-527B. Clinical Experiences In Early Childhood Education - Kindergarten To 2nd Grade. 1.5 Hour.**

In this 80-hour clinical, teacher candidates interact with children in kindergarten, first, or second grades in multicultural school settings. They plan and carry out integrated language, literacy and Science, Technology, Engineering, Art and Math (STEAM) and Social Science activities that capture children's interest and incorporate health and life skills. Candidates are required to respect children's diverse linguistic, cultural and family backgrounds to ensure that learning activities are free from bias. The supervised field experiences require weekly seminars throughout the semester. A grade of B or better is required to pass the course.

**Prerequisite:** ECED-502 with a minimum grade of C and ECED-503 with a minimum grade of C and ECED-504 with a minimum grade of C and ECED-505 with a minimum grade of C and ECED-527A with a minimum grade of C and LTCY-501 with a minimum grade of C and SPED-404 with a minimum grade of C and BLBC-440 with a minimum grade of C.

**Corequisite:** ECED-506.

**ECED-529. Internship - Student Teaching In Early Childhood Education. 6 Hours.**

This course offers supervised teaching experience for graduate students in the Master of Arts in Teaching in ECED program. Candidates will spend 16 weeks full-time teaching in Preschool/Primary settings under the supervision of a Cooperating Teacher and a University Supervisor. Five University supervisor observations are integrated with weekly two-hour seminars throughout the semester. Candidates will reflect on their professional growth in planning, instruction, using authentic assessment, learning technology and differentiated instruction to address individual strengths and needs. Candidates will also complete edTPA portfolio as required by the State. A grade of B or better is required to pass the course.

**Prerequisite:** ECED-502 with a minimum grade of C and ECED-503 with a minimum grade of C and ECED-504 with a minimum grade of C and ECED-505 with a minimum grade of C and ECED-506 with a minimum grade of C and ECED-527A with a minimum grade of C and ECED-527B with a minimum grade of C and LTCY-501 with a minimum grade of C and BLBC-440 with a minimum grade of C and SPED-404 with a minimum grade of C.

# Earth Science (ESCI)

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## Courses

### **ESCI-109. First Year Experience: Chicago Rocks! Geology In The City. 3 Hours.**

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. First Year Experience: Chicago's Muddy Waters- Environmental Geology. 3 Hours.**

Chicago's vital bodies of water - Lake Michigan, Chicago River, and others - interact with the urban landscape and the soils and rocks of the ground beneath. Such interactions influence environmental issues in everyday life, including "What happens when water goes down the drain?" and "Why do certain areas flood after it rains?" These questions are explored in the context of Chicago's geology, to evaluate the critical factors 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 environmental geology impacts in local neighborhoods. (Lecture 2 hr., lab 2 hr.).

### **ESCI-121. Introduction To Earth Science. 3 Hours.**

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.

**Prerequisite:** (MATH-091 - 499 or MATH-091A - 499Z or NEIU Math Placement Result 02 - 45 or ACT Math 19 - 36 or Accuplacer Elementary Algebra 060 - 084 or Accuplacer College Level Math 020 - 120 or Accuplacer Adv. Algebra & Func 200 - 300 or SAT Math 500 - 800).

### **ESCI-123. Environmental Geology. 3 Hours.**

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.

**Prerequisite:** (MATH-091 - 499 or MATH-091A - 499Z or NEIU Math Placement Result 02 - 45 or ACT Math 19 - 36 or Accuplacer Elementary Algebra 060 - 084 or Accuplacer College Level Math 020 - 120 or Accuplacer Adv. Algebra & Func 200 - 300 or SAT Math 500 - 800).

### **ESCI-150. Water: Science And Society. 3 Hours.**

This course is designed as an introduction to the importance of water for society and its unique characteristics from an Earth Science perspective. The course will focus on the major earth processes that govern water systems and resources and will offer a basic scientific background for understanding water occurrence, movement, and behavior. Students from any background will be given opportunities to connect the earth science of water to society, arts, and humanities through a variety of interactive activities, virtual field trips, assigned readings, and online discussions.

### **ESCI-180. Fundamentals Of Data Science. 4 Hours.**

Foundations of data science considers data from three perspectives: inferential thinking, computational thinking, and real-world relevance. Given data arising from some real-world phenomenon, how does one analyze that data to understand that phenomenon? The course teaches critical concepts and skills in computation and statistical inference, in conjunction with hands on analysis of real-world datasets, including economic data, document collections, geographical data, and data from social networks. It delves into social, ethical, and legal issues surrounding data analysis, including privacy and data ownership.

**Prerequisite:** MATH-173 with a minimum grade of C.

### **ESCI-201. Exploring America's National Parks. 4 Hours.**

This course blends an overview of U.S. national parks with a general understanding of how the earth works. We will explore how geologic processes control the landscapes and features in U.S. national parks and along the way learn about the concepts of geologic time, plate tectonics, and how the rock record can be used to reconstruct the geological story of the parks. The course investigates geological hazards including volcanic eruptions, earthquakes, and landslides that pertain to various parks. Additionally, we will critically examine how the geology relates to cultural aspects and values, native stewardship, and environmental issues in these parks.

### **ESCI-211. Physical Geology. 4 Hours.**

This course emphasizes basic geologic processes and concepts with a focus on understanding the Earth as a system. In this course we will study how the rock cycle, geotectonics, volcanoes, and earthquakes are interrelated, and examine the way internal and external processes interact at the Earth's surface to shape our landscape. Formation, relevance, and implication of water, mineral, and energy resources, as well as climate change, will be part of the fundamental intellectual inquiry into the past, present, and future of our planet.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).



**ESCI-303. Environmental Geology In The Field. 4 Hours.**

This course introduces students to standard approaches, equipment, and tools used in geological field investigations and lab-based methods in order to develop and test geological ideas and concepts. Special attention is given to the fundamental aspects of geologic mapping, field observations, data gathering, use of a geologic compass, topographic and geologic map use and interpretation, and the construction of geologic cross sections. A significant part of the course will involve case studies as well as hands-on field and laboratory analyses with a focus on Midwestern geological features and landforms. The course includes two mandatory weekend field trips.

**Prerequisite:** ESCI-121 with a minimum grade of C or ESCI-211 with a minimum grade of C.

**ESCI-306. Writing Intensive Program: Earth Materials. 4 Hours.**

This course focuses on identifying common rocks and minerals and understanding their association to plate tectonic settings and landscape dynamics. Observational skills and hand sample identification are emphasized.

**Prerequisite:** ESCI-211 with a minimum grade of C and ENGL-101 with a minimum grade of C.

**ESCI-307. Climate Change: Evidence, Causes, Effects. 4 Hours.**

This course will provide an integrative understanding of the components of the climate system, including the science behind climate change, the range of natural climate variability and external drivers of climate change, as well as impacts of a changing climate on multiple sectors. The course explores the basic science underpinning environmental dynamics and climate change, and the practical problem solving and communication skills to critically assess and discuss these topics. We will use case studies and media stories as backdrop to illustrate the many environmental and climate issues we face today.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**ESCI-308. Geology Of The National Parks. 3 Hours.**

Study of the geological processes producing and controlling the lands within the National Park System. Lecture 3 hours.

**Prerequisite:** ESCI-121 with a minimum grade of C or ESCI-211 with a minimum grade of C.

**ESCI-309. Geochemistry. 3 Hours.**

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.

**Prerequisite:** CHEM-211 with a minimum grade of D and (ESCI-306 with a minimum grade of D or ESCI-206 with a minimum grade of D).

**ESCI-310. Geology Of The Chicago Region. 4 Hours.**

The geologic history of Chicago integrates the effects of changes in climate and sea level, varied sedimentary processes, and the influence of the tectonic framework of the Midwestern US region. This course explores the diversity in Chicago's geologic past and present, including the continuing evolution of a geologic landscape affected by glacial, stream, and coastal processes, and examines the impact of local geology on resources and land use, as well as the impact of human processes on the geologic environment. Interpretation of map evidence and real-time data, individual research, and local and regional field experiences supplement class discussion. Lecture 2 hours and Lab 3 hours.

**Prerequisite:** ESCI-211 with a minimum grade of C.

**ESCI-311. Mineralogy And Petrology I. 4 Hours.**

This course is an introduction to fundamental mineralogical and petrological principles. Igneous and metamorphic processes are explained using crystallization theory, phase diagrams, thermodynamics, and geochemistry. We survey the distribution, chemical composition, and mineral associations in rocks of the Earth's crust and upper mantle, and investigate the relationships between these and tectonic environments. Lab methods include studying physical and optical properties of rocks and minerals.

**Prerequisite:** CHEM-211 with a minimum grade of C and (ESCI-306 with a minimum grade of C or ESCI-206 with a minimum grade of C).

**ESCI-312. Historical Geology. 4 Hours.**

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.

**Prerequisite:** ESCI-121 with a minimum grade of C or ESCI-211 with a minimum grade of C.

**ESCI-314. Paleontology. 4 Hours.**

Principles, study of invertebrate phyla, morphology, taxonomy, evolution and paleoecology as well as occurrence of various fossil types. Lecture 2 hours, lab 3 hours.

**Prerequisite:** ESCI-212 with a minimum grade of C or ESCI-312 with a minimum grade of C.

**ESCI-315. Glacial Geology. 4 Hours.**

This course focuses on interpreting glacial processes and glacial environments, both past and present. Applying techniques that include map interpretation and correlation, remote sensing, and comparison of sediment and topographic data, students will analyze glacier dynamics, the development of glacial landscapes, and the geologic record of glaciations and glacial processes. Lecture 2 hours, Lab 3 hours. Prereq: ESCI-121 or ESCI-211.

**Prerequisite:** ESCI-121 with a minimum grade of C or ESCI-211 with a minimum grade of C.

**ESCI-316. Volcanic Processes And Hazards. 4 Hours.**

This course will cover physical and chemical controls on the timing, style, and magnitude of volcanic eruptions, as well as the products (including natural resources) that form from volcanic activity. Data obtained from a variety of analytical techniques associated with physical and chemical processes at volcanoes will be evaluated and applied to solve volcanic problems. Impacts of volcanic eruptions on society and the strategies to reduce risk, such as volcanic monitoring, will be discussed.

**Prerequisite:** ESCI-211 with a minimum grade of C and CHEM-211 with a minimum grade of C.

**ESCI-317. Sedimentology And Stratigraphy. 4 Hours.**

This course introduces students to the basic principles used in the study of sedimentology and stratigraphy, including the knowledge and tools to investigate sediment formation, transportation, and deposition. Students learn the fundamentals of fluid flow, sediment transport, physical properties of sediments, and the formation of sedimentary structures, as well as how to connect these with the environments in which sedimentary rocks form. Special emphasis is placed on stratigraphic nomenclature and observation of thin sections in the lab, and the application of various concepts to stratigraphic columns in the field.

**Prerequisite:** ESCI-306 with a minimum grade of C or ESCI-206 with a minimum grade of C.

**ESCI-319. Petrology. 4 Hours.**

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.

**Prerequisite:** ESCI-311 with a minimum grade of C.

**ESCI-320. Limnology. 4 Hours.**

In this course, students will explore the geological aspects of freshwater systems, focusing on Lake Michigan. Topics that will be covered include the origin of Lake Michigan, tectonic and climatic settings of the Lake, physical sedimentary processes, sedimentary geochemistry, geochronology and paleolimnology. Students will also explore the multidisciplinary aspects of biogeochemical cycling of elements, the role of planktonic organisms in these cycles. Lecture 2 hours, Lab 3 hours.

**Prerequisite:** ESCI-211 with a minimum grade of C.

**ESCI-324. Oceanography I. 4 Hours.**

Ocean boundaries and bottom topography. Origin and evolution of ocean basins. Nature and characteristics of coastal and marine sediments. Gathering of oceanological data development of the marine sciences.

**Prerequisite:** ESCI-121 with a minimum grade of C and ESCI-207 with a minimum grade of C.

**ESCI-326. Independent Study In Earth Science. 3 Hours.**

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.

**ESCI-327. Aqueous Environmental Geochemistry. 4 Hours.**

This course builds on students' fundamental knowledge of aqueous chemistry and highlights applications relevant to geological sciences. The course focuses on using chemical principles to study surface and near surface water and water-rock/water-soil interactions. Topics include basic thermodynamics, chemical speciation, mineral solubility, complexation, acid-base reactions, oxidation-reduction reactions, carbonate chemistry, and an introduction to geochemical modeling. The practical applications of these topics will develop quantitative skills required for addressing geological and environmental issues.

**Prerequisite:** ESCI-211 with a minimum grade of C and CHEM-212 with a minimum grade of C.

**ESCI-329. Soil Science. 4 Hours.**

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.

**Prerequisite:** ESCI-121 with a minimum grade of C or ESCI-211 with a minimum grade of C.

**ESCI-330. Structural Geology. 4 Hours.**

This course introduces the basic concepts of brittle and ductile deformation processes and how they control the strength, mechanical behavior and development of structures in the Earth's continental crust. The course provides a basic understanding of the forces driving deformation and associated displacements and strains. Emphasis is placed on (1) illustrating how deformation processes change under the influence of changing pressures and temperatures with increasing depth in the lithosphere, and (2) examining the types of structures produced by single episodes of deformation of crust, and how their styles and geometries vary as a function of depth in the continental crust.

**Prerequisite:** ESCI-303 with a minimum grade of C and ESCI-317 with a minimum grade of C.

**ESCI-331. Geological Structures And Map Interpretation. 4 Hours.**

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.

**Prerequisite:** ESCI-211 with a minimum grade of C.

**ESCI-333. Internship In Earth Science. 3 Hours.**

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.



**ESCI-335. Meteorology. 4 Hours.**

This course introduces the processes at work in the earth's atmosphere and the physical laws that control them; horizontal and vertical circulations, atmospheric stability, radiation balance, precipitation, air masses, frontogenesis, and severe weather. Laboratory work involves extensive use of maps and charts.

**Prerequisite:** PHYS-201L with a minimum grade of C or PHYS-206L with a minimum grade of C.

**ESCI-337. Principles Of Hydrogeology. 4 Hours.**

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.

**Prerequisites:** ESCI-211 and (MATH-185 or MATH-106 or NEIU Math Placement Result 35 - 45 or ACT Math 25 - 36 or Accuplacer College Level Math 031 - 120 or SAT Math 580 - 800 or Accuplacer Adv. Algebra & Func 250 - 300).

**ESCI-339. Field Hydrogeology. 4 Hours.**

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, analysing, mapping and reporting field data. Lecture 2 hours, lab 3 hours.

**Prerequisite:** ESCI-337 with a minimum grade of C.

**ESCI-340. Introduction To Geotechnical Engineering. 4 Hours.**

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.

**Prerequisite:** (MATH-104 or MATH-177 or MATH-185 or NEIU Math Placement Result 35 - 45 or ACT Math 25 - 36 or Accuplacer College Level Math 031 - 120 or SAT Math 580 - 800 or Accuplacer Adv. Algebra & Func 250 - 300) and.

**ESCI-341. Environmental Hydrology. 4 Hours.**

The course introduces surface water hydrology, emphasizing applications in urban and agricultural environments of the glaciated Midwest. The course includes basic principles of the processes, interrelationships, and measurement of precipitation, infiltration, evaporation, evapotranspiration, interflow, overland flow, stream flow, and ground water flow. Also covered are an introduction to quantification of watershed hydrologic budgets, hydrographs, flood routing, hydraulic drainage and control structures, and estimation of extreme events. Lecture 2 hrs., laboratory 3 hrs.

**Prerequisite:** ESCI-211 with a minimum grade of C and MATH-185 with a minimum grade of C.

**ESCI-347. Climate Change: Past, Present, Future. 4 Hours.**

This course investigates the characteristics and causes of short (1 year) to long-term (>1 million years) climate change over the past ~400 million years and ~100 years into the future. The course will present an overview of the methods and techniques used to reconstruct Earth's climate history in the past, and will investigate ongoing climate changes in the present, and those predicted for the future. Students will be introduced to an educational state-of-the-art climate model (EdGCM) to simulate, implement, and analyze the effects of climate change by using real-world data and scientific approaches.

**ESCI-350. Geotectonics. 4 Hours.**

Geotectonics is the study of large-scale motion and deformation of earth's crust and mantle, the relationship of geodynamics to volcanic activity, earthquakes, and surface features, as well as the deep structure and movement of the interior of the earth. Interdisciplinary instruction of geological, geophysical, and geochemical concepts will allow students to develop a broad working knowledge of classic and current plate tectonics. Historical and recent papers on plate tectonics will be read, discussed, summarized in written reports, and presented to the class. Laboratories will consist of analyzing geologic, geophysical, geochemical, and remotely sensed evidence of current and ancient geodynamics.

**Prerequisite:** ESCI-211 with a minimum grade of C.

**ESCI-356. Introduction To Geophysics. 4 Hours.**

This course is designed to be a survey of the various subdisciplines of geophysics. Students will be introduced to geophysical phenomena through the acquisition, reduction and interpretation of data from geophysical surveys and exercises. We will examine simple physics and processes that govern Earth's dynamic behavior and students will demonstrate their knowledge employing various survey methods including seismic refraction, ground penetrating radar (GPR), and electrical resistivity to address near surface environmental and geotechnical issues. Lecture 2 hours, Lab 3 hours.

**Prerequisite:** MATH-187 with a minimum grade of C and (PHYS-202L with a minimum grade of C or PHYS-207L with a minimum grade of C).

**ESCI-370. Interdisciplinary Seminar On Climate Change. 2 Hours.**

This university-wide seminar provides important views on the critical issue of climate change, drawing from many perspectives and disciplines. Faculty from different NEIU departments and other institutions will present an overview of socio-economic, political, cultural, racial, gender, ethical, and scientific perspectives on the issue of climate change. The main objective of the seminar is to gain an understanding of the dynamic linkages and feedbacks between the climate system and society and to critically evaluate climate change solutions in the context of sustainability and social & environmental justice.

**ESCI-390. Field Geology. 5 Hours.**

This course introduces standard geologic field techniques and data analysis. It is a multiple-week intensive course in geologic mapping and field investigation that focuses on: (1) Collecting and recording data using common geologic field methods and tools; (2) Synthesizing geologic data collected in the field by producing geologic maps and cross-sections; (3) Developing a reasonable geologic history based on multiple lines of evidence. Students will be exposed to a spectacular landscape, where different geologic processes are present and well-exposed. Lecture 3 hours, Lab 3 hours.

**Prerequisite:** ESCI-330 with a minimum grade of C and ESCI-311 with a minimum grade of C.

# Economics (ECON)

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## Courses

### **ECON-100. Financial Literacy. 3 Hours.**

This course will provide students with an introduction to basic financial literacy. Students will cover the basics of the financial system, including basic banking, investment, budgeting, contracting and debt management. This course will cover both personal finance, small business organization and the relationships between households and businesses in the economy.

### **ECON-109. First Year Experience: Money Matters: The Chicago Economy. 3 Hours.**

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

### **ECON-200. Essentials Of Economics. 3 Hours.**

This course will provide students with an overview of general economic issues, principles and concepts in both microeconomics and macroeconomics. Through its integrated design, students will have the opportunity to analyze individual firms and markets as well as aggregate economic indicators. Topics to be covered include: inflation, unemployment and economic growth, with a focus on the government's role in its attempts to regulate the economy. Upon completion of the course, students will have gained a basic understanding of how people make decisions, how people interact, and how the economy as a whole works so that they may be able to conceptualize how the economy works, make better business decisions and establish a framework for viewing and interpreting the economic world around them.

**Prerequisite:** MATH-091 with a minimum grade of D.

### **ECON-215. Principles Of Macroeconomics. 3 Hours.**

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.

### **ECON-217. Principles Of Microeconomics. 3 Hours.**

Among the topics covered are supply, demand, prices, the working of markets, the markets of labor and for other factors of production, distribution of the product and contemporary economic problems.

### **ECON-220. Business And Economics Statistics I. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C and (MATH-165 with a minimum grade of C or MATH-167 with a minimum grade of C or MATH-177 with a minimum grade of C or MATH-185 with a minimum grade of C or MATH-187 with a minimum grade of C or MATH-202 with a minimum grade of C or MATH-203 with a minimum grade of C).

### **ECON-221. Writing Intensive Program: Tools For Economists. 3 Hours.**

This course introduces students to a wide variety of resources used by academic and applied economists. Students will learn the basics of word processing and spreadsheet design, with particular emphasis placed on the written description of data, tables and graphs, as well as academic and business writing styles. Students will also learn how to locate, interpret, and present publicly available economic data that are commonly cited in academic, business, and mass-audience publications. This is a reading- and writing-intensive course that satisfies NEIU's Writing Intensive Program (WIP) requirement for economics majors.

**Prerequisite:** (ECON-215 with a minimum grade of C or ECON-217 with a minimum grade of C) and ENGL-101 with a minimum grade of C.

### **ECON-300. Economic Perspectives. 3 Hours.**

This course uses a multidisciplinary pedagogical approach to introduce economic insights to students from all disciplines. This course is designed to engage students from outside economics to combine tools from other disciplines with tools from economics toward problem-solving. Students will be given an introduction to basic economic tools. Students will also identify a topical economic problem and present multiple analyses of the same topic from different perspectives.

### **ECON-303. Intermediate Macroeconomic Theory. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C and (MATH-165 with a minimum grade of C or MATH-167 with a minimum grade of C or MATH-177 with a minimum grade of C or MATH-185 with a minimum grade of C or MATH-187 with a minimum grade of C or MATH-202 with a minimum grade of C or MATH-203 with a minimum grade of C).

**ECON-304. Intermediate Microeconomic Theory. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C and (MATH-165 with a minimum grade of C or MATH-167 with a minimum grade of C or MATH-177 with a minimum grade of C or MATH-185 with a minimum grade of C or MATH-187 with a minimum grade of C or MATH-202 with a minimum grade of C or MATH-203 with a minimum grade of C).

**ECON-306. Labor Economics. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-307. Money And Banking. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-308. Comparative Economic Systems. 3 Hours.**

Analysis of the structure, institutions and performance of alternative economic systems: capitalism, socialism, communism. Selected countries are studied as examples of each system.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-309. Public Finance. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-310. Writing Intensive Program: Business And Economic Statistics II. 3 Hours.**

This course is a continuation of ECON-220. Topics to be covered include analysis of variance, multiple regression and correlation, time series analysis, nonparametric tests, and decision theory with computer applications.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D and ECON-220 with a minimum grade of D and ENGL-101 with a minimum grade of C.

**ECON-312. Mathematical Economics. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C and (MATH-165 with a minimum grade of C or MATH-167 with a minimum grade of C or MATH-177 with a minimum grade of C or MATH-185 with a minimum grade of C or MATH-187 with a minimum grade of C or MATH-202 with a minimum grade of C or MATH-203 with a minimum grade of C).

**ECON-313. Economic History Of Europe. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-314. The Development Of Economic Thought. 3 Hours.**

Historical survey of the major streams of economic thought including classical, Marxian, Institutional, neoclassical, radical and monetarist thought. The course covers the origins, methods and validity of economic theories.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-316. Independent Study In Economics. 3 Hours.**

Intensive study of special topics of economics; faculty guidance.

**ECON-318. Introduction To Econometrics And Forecasting. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D and ECON-220 with a minimum grade of C and (MATH-165 with a minimum grade of D or MATH-110 with a minimum grade of D or MATH-177 with a minimum grade of D).

**ECON-320. Writing Intensive Program: Non Profit Management, Administration & Communications. 4 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ECON-321. International Monetary Theory & Relations. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C.

**ECON-322. International Economics. 3 Hours.**

This course will examine international trade in goods and services, and international movements of labor capital, with a focus on the role of domestic and international political forces, regional issues, and urban systems. Traditional trade theories and policies will be discussed, as well as topical issues such as immigration, foreign direct investment, environmental policy, international political economy, and "global cities."

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C.

**ECON-323. Writing Intensive Program: Economic Development. 3 Hours.**

This course will examine the process of economic development primarily at the nation level throughout the world. Students will study important theories of development and will be expected to apply these to writing and research on a specific country, and to disseminate their work to the class.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D and ENGL-101 with a minimum grade of C.

**ECON-324. The Economics Of The European Union. 3 Hours.**

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 economic 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.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-330. Urban And Regional Economic Development. 3 Hours.**

This course introduces students to the basic theories and practice of local economic development. Subject matter is limited to topics most relevant to domestic (i.e. U.S.) local economic development. Topics covered include the history of local economic development policy, competing theories of development, and the structure and impact of various economic development policies. Methods for gauging the composition and health of a local economy are also reviewed in detail. The concepts and methods covered in this course are used regularly by local economic development practitioners. Students interested in urban/regional economics and/or urban planning will find this course especially insightful.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C.

**ECON-332. Industrial Organization. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-333. Urban Economics. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-334. Cost-Benefit Analysis. 3 Hours.**

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.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-336. Health Economics. 3 Hours.**

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 utilization; behavior of health care providers under various types of financial reimbursement mechanisms and market structures.

**Prerequisite:** ECON-217 with a minimum grade of C and MATH-091 with a minimum grade of C.

**ECON-337. Environmental Economics. 3 Hours.**

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.

**Prerequisite:** ECON-217 with a minimum grade of C and ECON-215 with a minimum grade of C.

**ECON-340. Managerial Economics. 3 Hours.**

The application of economic theory to the analysis of business decision-making. Topics include the theory of production, cost, 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.

**Prerequisite:** ECON-215 with a minimum grade of D and ECON-217 with a minimum grade of D.

**ECON-343. Macroeconomic Data Analysis. 3 Hours.**

The manipulation, presentation, and interpretation of real macroeconomic data. Concepts include GDP, inflation, interest rates, exchange rates, and nominal and real variables. Students will gain experience applying formulas, preparing graphs, and uncovering basic statistical relationships among data series.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C and (MATH-165 with a minimum grade of C or MATH-167 with a minimum grade of C or MATH-177 with a minimum grade of C or MATH-185 with a minimum grade of C or MATH-187 with a minimum grade of C or MATH-202 with a minimum grade of C or MATH-203 with a minimum grade of C).

**ECON-344. Financial Economics. 3 Hours.**

This course will provide students with the economic tools that are critical to understanding the idea of risk and return and how various factors affect the valuations of assets like bonds, stocks, mutual funds or houses. These concepts are also useful for the types of analysis done by financial experts in banks, financial institutions, and companies who also have to understand the risk-return of various assets and overall financial decisions. This course also emphasizes the deep interconnections of finance with macroeconomics more generally.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C.

**ECON-345. The U.S. Federal Reserve. 3 Hours.**

This is an applied course on the U.S. Federal Reserve policy and practices. Students will be expected to research Fed policy and prepare briefings on the state and trajectory of the U.S. economy. The class will collaborate on a presentation to the Chicago Fed as part of the Student Fed Challenge, a competition involving Universities throughout the Chicago Fed district.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C.

**ECON-346. Applied Economic Statistics Using R. 3 Hours.**

This course provides an introduction to the open-source statistical software R, including operations, packages, and coding principles. Students will apply statistical concepts using economic data, gaining experience with the software while deepening their knowledge of economics.

**Prerequisite:** (ECON-215 with a minimum grade of C or ECON-217 with a minimum grade of C) and (ECON-220 with a minimum grade of C or MATH-305 with a minimum grade of C or MNGT-368 with a minimum grade of C).

**ECON-349. Data Science Lab For Health Equity Research And Cancer Policy. 4 Hours.**

This is an applied data science course in health economics that combines economic theory and real-world data to research socioeconomic diversity, health equity research, and cancer risks and policy. The data science lab will benefit any student interested in developing these highly transferable skills, as well as improve the understanding of the socioeconomic dimension of health equity and cancer policy.

**Prerequisite:** ECON-215 with a minimum grade of C or ECON-217 with a minimum grade of C.

**ECON-377. Real Estate Economics. 3 Hours.**

This course provides an overview of the economics of real estate markets. Primary focus is on the interaction of supply and demand in determining real estate property valuations and other real estate-related assets such as mortgage-backed securities. Different methods of determining real estate valuations are examined, including residential, cost, hedonic, and income-based approaches for commercial and residential properties. Additionally, the link between real estate markets and the broader economy is examined, including emphasis on the mortgage industry and mortgage markets.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C.

**ECON-3953. Internship In Economics. 3 Hours.**

The internship in economics is designed for students in the Department of Economics with a declared major or minor and who are approaching the terminus of their program and wish to apply their learned knowledge within a non-academic and professional setting. For many students, an internship constitutes a first glimpse into "how economists work" outside of the classroom and, consequently, serves as a guide for future career goals and opportunities. Additionally, well-received interns often obtain strong letters of recommendation and/or the option of permanent employment.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C and ECON-303 with a minimum grade of C and ECON-304 with a minimum grade of C.

**ECON-3956. Internship In Economics. 6 Hours.**

See course description for ECON-3953.

**Prerequisite:** ECON-215 with a minimum grade of C and ECON-217 with a minimum grade of C and ECON-303 with a minimum grade of C and ECON-304 with a minimum grade of C.

**ECON-401. Fundamentals Of Business Economics. 4 Hours.**

Provides knowledge of microeconomic and macroeconomic theory necessary for advanced business analysis.



# Educational Foundations (EDFN)

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## Courses

### **EDFN-109. First Year Experience: Schooling Chicago: Communities, Public Education And Change. 3 Hours.**

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 use of new information technologies in k-12 education.

### **EDFN-202. Laboratory In The Foundations Of Education. 1 Hour.**

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.

### **EDFN-203. Laboratory In The Foundations Of Education. 2 Hours.**

(See EDFN-202 for description.).

### **EDFN-204. Laboratory In The Foundations Of Education. 3 Hours.**

(See EDFN-202 for description.).

### **EDFN-206. Laboratory In Foundations Of Education. 1 Hour.**

(See EDFN-202 for general description) Specific to understanding and utilization of concepts developed in EDFN-306 (Educational and Individual Differences).

### **EDFN-207. Laboratory In Foundations Of Education. 1 Hour.**

(See EDFN-202 for general description) Specific to understanding and utilization of concepts developed in EDFN-307 (Psychology of Instruction and Learning).

### **EDFN-214. Technology In The Classroom. 3 Hours.**

This course focuses on instructional use of media technology and helps participants develop foundational skills in technology integration in the classroom. They will learn to use various programs and tools in the educational context. Participants will understand how to enhance teaching and learning experiences through the meaningful integration of technology.

### **EDFN-215. Schools As A Social Institution. 3 Hours.**

This course explores the underpinnings of American public education. Students explore key historical moments, within broader social, cultural, political and economic developments, that shape responses to questions about the role of schools in society. For example, what is the purpose of schools? Who should be educated? What should that education consist of? Students will unpack the different perspectives surrounding these questions and explore parallels to debates in education today. This course lays the foundations to understand schools as a complex social institution that can potentially empower individuals and simultaneously operate in contradictory ways.

### **EDFN-216. Child And Adolescent Development:Individual Differences. 3 Hours.**

Consideration of Human developmental individual differences, including diversity within physical, social, emotional, and cognitive domains from birth through adolescence. Focus will include: 1) genetic, maturational, and environmental factors effects on development; 2) impact of special education and other federal laws on working with children in the classroom; 3) building observational skills for assessing differences to aid student development; 4) study of selected individual children or adolescents; 5) application of principles to classroom practice. Ten hours of classroom observation required. Ten hours of service required.

### **EDFN-217. Educational Psychology. 3 Hours.**

Principles of educational psychology, focusing on learning, assessment of learning, motivation and classroom management for a diverse, global society, including special need students. Ten hours of classroom observation required. Ten hours of service learning required.

### **EDFN-302. Philosophical And Historical Foundations Of Early Childhood Education. 3 Hours.**

This course examines the philosophical, historical, and psychological underpinnings of early childhood education for children from birth to age eight in public and private school settings. It evaluates trends in the field, current social and family issues that affect young children and their families. It examines children's health, wellness, safety and nutrition and how families' access to resources often impacts these factors. The course also evaluates different types of programs and services for young children and families, and examines early childhood educators' professional standards with an emphasis on linking theory with classroom practice.

### **EDFN-303. Early Childhood Development. 3 Hours.**

This course is designed to study the growth and development of young children from birth through second grade, including physical, cognitive, language and socio-emotional development. The course presents major theories, principles, concepts and research in child development and how to provide learning opportunities that support these areas of development. Candidates learn how early brain development is promoted through developmentally and culturally appropriate learning experiences, and discuss how children differ in their development and approaches to learning. The course also addresses the basic principles of health, nutrition, children's safety needs, and trauma and resiliency.

**EDFN-305. Philosophical And Historical Foundations Of Public Education. 3 Hours.**

The exploration of differing views of the aims of public education in America. The study of the historic settings in which the system developed. Identification of major social and cultural problems in relation to their historic antecedents. The study of various philosophic schools of thought and their impact on educational theory and practice, past and present.

**EDFN-306. Education And Individual Differences. 3 Hours.**

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. A federal background check will be required for in-person school observations.

**EDFN-307. Psychology Of Instruction And Learning. 3 Hours.**

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. A federal background check will be required for in-person school observations.

**Prerequisites:** College of Education Admission YES and (EDFN-306 minimum grade of C or ZFND-306 minimum grade of C).

**EDFN-308. Teaching And Learning. 1.5 Hour.**

This course is designed to have the learner study and apply psychological theories and principles of instruction, learning (cognitive, affective, and behavioral), classroom and school-wide diversity, motivation, productive learning environments, assessment strategies, achievement, classroom management including inclusion, standardized testing and interpreting test scores. Offering this course concurrently with student teaching will allow students an authentic learning experience allowing them to directly apply theory learned in this course to real life issues that they are experiencing in their student teaching.

**Prerequisite:** College of Education Admission YES.

**EDFN-312. Seminar In Current Educational Literature. 3 Hours.**

An examination of current educational literature included would be recent research findings, important views of educational critics, newly developed theories of learning and education and innovative practices in educational institutions.

**EDFN-313. Problems, Issues And Practices In Education. 3 Hours.**

An in-depth examination of salient issues confronting contemporary American education. Topics selected are varied in accordance with student interest.

**Prerequisite:** College of Education Admission YES.

**EDFN-314B. Race, Identity, & Cultures In Education. 3 Hours.**

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.

**EDFN-314K. Social Justice And The Politics Of Education. 3 Hours.**

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?.

**EDFN-314L. Gender, Race, And Class Issues In Education. 3 Hours.**

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.

**EDFN-319. Adolescent Development. 3 Hours.**

This course focuses on adolescent development of middle level students with attention to its impact on psychology and education. The content includes theories related to middle school students' self-concept, affect, motivation, effective thinking, interpersonal skills, classroom diagnosis, individualization, teacher effectiveness, roles and problems of teachers, moral development, diversity, inclusion, effective parenting, learning styles, and developing independent learners.

**Prerequisite:** College of Education Admission YES.

**EDFN-342. Teaching With Technology. 3 Hours.**

This course focuses on instructional use of computer technology and helps students develop technology integration skills. Students will understand how to enhance learning experiences through meaningful integration of technology. They will learn to use different programs and tools to facilitate teaching and learning in classrooms.

**Prerequisite:** College of Education Admission YES.

**EDFN-343. Using Technology In Classrooms. 2 Hours.**

This course focuses on the instructional use of computer technology and helps students develop foundational skills in technology integration in K-8 classrooms. Students will understand how to enhance learning experiences through meaningful integration of technology. They will learn to use different programs and tools to facilitate teaching and learning in classrooms.

**EDFN-350. Philosophy Of Curriculum Integration In Middle Grades. 3 Hours.**

This course focuses on the philosophical, theoretical, and practical tenets of middle level education. The course explores interdisciplinary project-, problem-, and challenge-based curriculum to learn various approaches for developing cohesive, integrated curriculum and authentic assessment in the middle grades 5-8. Particular attention will focus on developing skills through inquiry and justice-oriented projects that transcend disciplinary boundaries and are relevant and responsive to students' questions and curiosities.

**Prerequisite:** EDFN-305 with a minimum grade of C and EDFN-319 with a minimum grade of B and ELED-300 with a minimum grade of B and SPED-317 with a minimum grade of B and MLED-302 with a minimum grade of B and MLED-310 with a minimum grade of B and BLBC-338 with a minimum grade of B and MLED-328A with a minimum grade of B and ELED-303 with a minimum grade of B and MLED-309 with a minimum grade of B and MLED-305 with a minimum grade of B.

**EDFN-405. Development Of Educational Thought. 3 Hours.**

An examination of the historical development of American education and some of its antecedents. A study of the educational theories of selected philosophies; an examination of the purposes of education in pluralistic America; an evaluation of educational institutions and practices in terms of present circumstances.

**EDFN-406. Human Development And Learning. 3 Hours.**

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. A federal background check will be required for in-person school observations.

**EDFN-407. Learning Theories And Educational Practices. 3 Hours.**

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. A federal background check will be required for in-person school observations.

**Prerequisite:** College of Education Admission YES.

**EDFN-409. Individual Differences And Educational Practice. 3 Hours.**

This course is designed to have candidates consider individual differences of human development and how these changes impact learning. Current educational and human development theories and research will be used to understand that children and adolescents are individuals with differing abilities, aptitudes, interests and emotional responses due to genetic, maturational, cultural, societal and environmental factors. Candidates will apply theories and principles of instruction, learning, diversity, motivation, bullying prevention and intervention, social emotional development and socially just classroom management to guide and inform teaching practice.

**Prerequisite:** College of Education Admission YES.

**EDFN-410. Education As A Social Institution. 3 Hours.**

Study of the school as a social system and as an institution which influences and is shaped by other institutions of society. Particular attention is given to urban education. Laboratory experiences are expected.

**EDFN-411. Comparative Education. 3 Hours.**

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 students's mastery of international and comparative education elements of the course topic.

**EDFN-411B. Leadership In Communities And School. 3 Hours.**

This course provides the student with an opportunity to analyze and examine leadership as a theoretical process with consideration of practical applications. Leadership models will be used to plan, evaluate, implement and facilitate positive change in and among schools and communities.

**EDFN-413. Power, Communities And Change. 3 Hours.**

The purpose of this course is to provide a forum and structure for community and school leaders to increase their understanding of school-community relations while enhancing their ability to implement effective programs and act as change agents. Participants will deepen their understanding of salient and critical global and local policy issues and develop skills to actively and participate in the public life of their communities. Course involves out of class time activities and community engagement.

**EDFN-415. Educational Thought And Secondary Schooling. 3 Hours.**

In this course, candidates examine critical issues in U.S. education and discuss them in light of the social, economic, and political conditions of the times. Throughout the course, candidates focus on the following recurring themes: (a) sociopolitical consciousness; (b) cultural competence; and (c) academic success. Candidates will analyze how these themes manifest in contemporary contexts, examine their own educational experiences and philosophies, and identify curricular and pedagogical strategies for promoting success among diverse students. This course includes a variety of instructional strategies: reading, research, lecture, guided discussion, small group discussion, candidate presentations, group projects, directed writing assignments and community engagement/experiences.

**Corequisite:** SCED-415.



**EDFN-416. Cultural Pluralism And Schools. 3 Hours.**

The study of multicultural groups: differences and commonalities. Special emphasis is on the investigation and evaluation of various concepts and models of cultural and subcultural relationships as manifested in the schools. Study and application of ethnographic methods to sub-cultures related to and within the educational context.

**EDFN-420A. Seminar In Development & Learning: Contemporary Issues In Middle Level Education. 3 Hours.**

This course examines theory and key components involved in middle level education settings relating to historical and contemporary issues facing middle schools. In focusing on historical, organizational, and philosophical characteristics of middle schools, and how these impact middle level education as well as educators, the course explores social and cultural issues and their impact on middle level students, and his/her school. Topics include but not limited to an overview of challenging curriculum and instruction, empowering and equitable schools and classrooms for all middle level students and their families, and dealing with special aspects of middle school design and development.

**EDFN-421. Middle School Advisory & Counseling. 3 Hours.**

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.

**EDFN-441. Digital Literacy: Learning And Leadership. 3 Hours.**

This course is intended to foster digital literacy among participants as it applies to education and leadership. Course content will emphasize contemporary issues and utilize authentic learning experiences to improve participants' digital technology knowledge and skills. Through the improvement of technology knowledge and skills, participants' leadership capacity will be developed or enhanced so that they may be able to use technology effectively as school leaders or community leaders.

**EDFN-442. Media Technology For Educators. 3 Hours.**

The media technology course will encompass all types of curricular/learning materials in varied formats *i*. CD-ROM, laser disc technology, telecommunications, satellite learning, and online databases. Multimedia educational software will be integrated into computer instruction in multicultural/multiethnic learning presentations. Electronic data management, classroom application, and integrated learning systems will be utilized in educational settings.

**EDFN-443. Integrating Media Technology Into Elementary Classroom. 3 Hours.**

This class will familiarize participants with media and technology for instructional use in K-8 classroom settings. Participants will learn to utilize current media technology to enhance teaching, learning, and assessments. The learning activities in this class include the development of projects that enhance the creativity and media technology knowledge base of teacher candidates. This knowledge base will be developed through readings, interactive discussions, reflections, creative process, and presentations. This course focuses on both the knowledge and skills needed to use technology to teach, to design curriculum, and also to enable elementary students use the technology in their assignments.

**EDFN-450. African Studies Institute (AfSI). 3 Hours.**

As the origin of humanity, Africa's history is steeped in culture, biodiversity, and indigenous knowledge. The African Studies Institute (AfSI) introduces students to Africa and heightens their curiosity to research and explore more about this fascinating continent. AfSI is a good fit for students in education who are interested in learning about Africa and/or will be working with students, refugees and immigrants from Africa. Moreover, AfSI provides the necessary tools for teachers and other professionals who are interested in integrating African sociocultural, linguistic, historical, political, human rights, and economic contexts into their teaching practice and workplace.

**Requirement:** Graduate standing or approval from the instructor and the Dean of the College of Graduate Studies and Research for undergraduates.

**EDFN-451. Research Methods. 3 Hours.**

The purpose of this course is to help develop knowledge, skills and dispositions related to standardized and action research methods. This course will include quantitative, qualitative and mixed methods designs, data collection, analysis and interpretation as they relate to teaching and leadership. Students will understand how assessment is used to improve learning and achievement, how professional development improves learning and how leadership enhances learning and development.

**EDFN-452. Technology In Content Area Teaching. 1.5 Hour.**

This course intends to familiarize participants with technology for instructional use in secondary school classrooms. Participants will gain insights into how technology could be used for instructional applications, and learn to implement current technology to enhance teaching and learning in content areas. Participants in this course will gain hands-on experience in technology integration in instructional activities. The activities in this class include the development of projects that enhance the creativity and technology knowledge base of teacher candidates. This knowledge base will be developed through readings, reflections, interactive discussions, creative process, and presentations.

**EDFN-453. E-learning Design And Development. 3 Hours.**

This course is designed to empower participants to create effective e-learning experiences for instruction, training, professional development and other learning environments. Educators, instructional designers, trainers or anyone who is interested in e-learning will be equipped with the essential guidelines and multimedia programs to design and develop e-learning content and activities. Participants will also explore the trends of e-learning.

**EDFN-455A. Seminar I. 3 Hours.**

This seminar provides an opportunity for students to synthesize educational, intellectual and experiential interests. Students apply relevant research to their area of inquiry and utilize this research to write a master's level research paper. This process will involve both intensive individual work and significant engagement with peers' projects creating an interdisciplinary learning community through interaction and collaboration. Students are expected to follow a prescribed procedure under the direct guidance and supervision of the instructor that will produce a research proposal.

**EDFN-455B. Seminar II. 3 Hours.**

This seminar provides an opportunity for students to synthesize educational, intellectual and experiential interests. Students apply relevant research to their area of inquiry and utilize this research to write a master's level research paper. This process will involve both intensive individual work and significant engagement with peers' projects creating an interdisciplinary learning community through interaction and collaboration which implements a research proposal and culminates in a completed research study. Students are expected to follow a prescribed procedure under the direct guidance and supervision of the instructor.

**Prerequisite:** EDFN-455A with a minimum grade of C.

**EDFN-492. Social Justice Education In Schools. 3 Hours.**

This course engages students in an examination of historical and contemporary approaches to promoting equity and justice in K-12 education, including curricular, pedagogical, and policy-related interventions. Topics include but are not limited to the relationship between social justice education and student outcomes, strategies for enacting social justice in standards-based classrooms, and approaches to designing, implementing and evaluating social justice curriculum and policy.

**EDFN-497. Critical Race Theory In Education. 3 Hours.**

The purpose of this course is to provide an introduction to the tenets of Critical Race Theory (CRT) in legal scholarship and education as a means to interpret education in school and community contexts. Incorporating legal, historical, policy analysis and sociological approaches, this class develops analysis and praxis through CRT in the examination of educational concerns. Through the incorporation of various segments of critical theory (e.g. post-modern, post-structural, post-colonial, critical feminism, etc.) the class seeks to place CRT in the realm of education for social justice. This course is reading and writing intensive.

# Educational Leadership (ELAD)

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## Courses

### **ELAD-109. First Year Experience:School's Out:Chicago's Bouquet Of Nontraditional Educational Programs. 3 Hours.**

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 then 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 your career opportunities, and Expand your horizons and creativity.

# Education (EDUC)

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## Courses

EDUC-322. Independent Study In Education. 3 Hours.

# Elementary Education (ELED)

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## Courses

### **ELED-109. First Year Experience: Building Chicago One Teacher At A Time. 3 Hours.**

In this course the five foundations (Future Planning, Integral Preparation, Research, Self-discovery, and Transitions) of Northeastern's First-Year Experience program are taught alongside an introduction to content specific to the discipline of Teaching of Elementary Education. Introduction to Chicago schools, communities, and diverse student population as well as curricular models, school structures and best practices in teaching.

### **ELED-300. Instructional Design In The 21st Century Classroom. 1.5 Hour.**

This course prepares future elementary school teachers to teach all learners in today's classrooms. Special focus is given to teaching students in grades 1-6 with a variety of needs and abilities, including English language learners, students with disabilities, gifted/talented students, and reluctant students. This diversity brings some challenges for teachers. Strategies and practices are taught to prepare future teachers for these challenges in instruction and assessment.

**Prerequisite:** EDFN-305 with a minimum grade of C and EDFN-306 with a minimum grade of C.

**Corequisite:** SPED-317.

### **ELED-302. Writing Intensive Program: Foundation Of Teaching The English Language Arts. 3 Hours.**

This course is designed to provide candidates with an overview of learning theories, practices, curriculum design and materials used in teaching Language Arts in grades 1-6. Language Arts instruction includes mastery of six language arts competencies: reading, writing, listening, talking, viewing and visual representation. The course addresses differentiating instruction to meet the needs of diverse learners with attention to special needs students and English Learners (ELs). This is a writing intensive course affording students the opportunity to demonstrate competency in writing in various genres.

**Prerequisite:** EDFN-305 with a minimum grade of C and EDFN-306 with a minimum grade of C.

**Corequisite:** ELED-308.

### **ELED-303. Children's And Young Adult Literature. 1.5 Hour.**

This course familiarizes students with quality children's and young adult literature for elementary and middle grades. Students will learn to select, discuss, and critique books appropriate for this age range. Assigned readings and projects will enable students to develop critical, analytical and instructional skills for integrating culturally diverse children's literature across the curriculum.

**Prerequisite:** ELED-302 with a minimum grade of C and ELED-300 with a minimum grade of C and ELED-310 with a minimum grade of C and SPED-317 with a minimum grade of C.

**Corequisites:** ELED-309, ELED-328A.

### **ELED-304. Inquiry-Based Social Studies In The Elementary Grades. 3 Hours.**

This course explores teaching, learning, and curriculum for all elementary students in grades 1-6. The course has an emphasis on creating an inquiry-based social studies classroom, designing project-based curriculum units, and finding and teaching with real-world resources. The course explores the vital role of social studies in a democratic society, social responsibility, teaching critical thinking, decision-making, and problem solving skills, and includes a focus on curricular integration of cultural diversity, global awareness, technology, and integrating literature in social studies. Students will also explore integrating standards and teaching skills for reading and writing informational texts in social studies.

**Prerequisite:** ELED-300 with a minimum grade of C and SPED-317 with a minimum grade of C.

### **ELED-305. Teaching Science In The Elementary School. 3 Hours.**

This course focuses on the development of elementary science teaching skills and knowledge in grades 1-6. Emphasis is placed on designing inquiry-based science lessons to help linguistically and culturally diverse students engage in science. It addresses the importance of teaching scientific inquiry, the nature of science, and process skills using educational technologies and applying a 5E learning cycle to plan, teach, evaluate, and reflect on science lessons. The course content reflects the curricular emphases of the Next Generation Science Standards (NGSS).

**Prerequisite:** ELED-300 with a minimum grade of C and ELED-302 with a minimum grade of C and ELED-310 with a minimum grade of C and SPED-317 with a minimum grade of C.

### **ELED-306. Methods Of Literacy Instruction. 3 Hours.**

This course is designed for pre-service teachers to develop the knowledge and skills to teach literacy in elementary level classrooms, grades 1-6. Content includes: concepts of print, phonemic awareness, phonics, word knowledge, comprehension, and the writing process, assessment, grouping strategies and differentiated instruction. Issues of diversity and equity as they relate to literacy teaching and learning in today's 21st century context will be threaded throughout the course with an emphasis on working with diverse student populations.

**Prerequisite:** BLBC-339 with a minimum grade of C and ELED-328A with a minimum grade of C and ELED-303 with a minimum grade of C and ELED-309 with a minimum grade of C and ELED-305 with a minimum grade of C.

**Corequisite:** ELED-328B.

### **ELED-308. Instructional Design. 3 Hours.**

This course is an introduction to long and short-term curriculum planning and instruction. Candidates learn about the decisions involved in creating classroom communities that are inclusive, culturally responsive, and engaging.

**Prerequisite:** EDFN-305 with a minimum grade of C and EDFN-306 with a minimum grade of C.

**ELED-309. Content Area Literacy. 1.5 Hour.**

In this course, candidates will develop the knowledge, skills, and understandings to support the literacy development of students in elementary grades (1-6) with a focus on literacy in the content areas. Topics include: learning theories, literacy strategies in specific disciplines, assessment, differentiation, use of informational text, technology, and planning for instruction. Issues of motivation, engagement and cultural relevance are integrated throughout.

**Prerequisite:** ELED-300 with a minimum grade of C and ELED-302 with a minimum grade of C and ELED-310 with a minimum grade of C and SPED-317 with a minimum grade of C.

**Corequisite:** ELED-303.

**ELED-310. Methods Of Teaching Mathematics In The Elementary Grades. 3 Hours.**

This course is a study of instructional methods and materials for teaching mathematics to grades 1-6 elementary school level students, including linguistically, culturally diverse learners and exceptional children. Students explore theoretical and practical frameworks and develop materials, lessons, techniques, and assessments for the teaching of early and late elementary grade mathematics. Students engage in mathematical processes to promote critical thinking and explore elementary level math concepts and skills. Problem solving, modeling, teaching, and integrating elementary level mathematics in various content areas are emphasized.

**Prerequisite:** MATH-149 with a minimum grade of C.

**Corequisite:** ELED-308.

**ELED-313. Literature And Literacy In The Content Areas. 3 Hours.**

In this course, candidates will develop the knowledge and skills to support literacy development across the curriculum. Candidates will learn to select, analyze, and evaluate culturally diverse children's literature for use in the content areas.

**ELED-316. Critical Issues In Education. 3 Hours.**

In this course, candidates will examine pedagogical elements such as curriculum, instruction, assessment, classroom management, and more, through critical historical and contemporary perspectives.

**ELED-320. Classroom Management. 1.5 Hour.**

This course will provide teacher candidates with the theoretical and practical foundations necessary to manage and organize the classroom. The class will explore strategies and approaches for guiding student behavior, fostering engagement, and designing a classroom conducive to student learning. Candidates will develop a personal management plan based on the theorists examined and practical examples shared. Candidates will also design an ideal classroom to demonstrate understanding of creating learning contexts to motivate and engage all students.

**Prerequisite:** ELED-303 with a minimum grade of C and ELED-309 with a minimum grade of C and BLBC-339 with a minimum grade of C and ELED-328A with a minimum grade of C.

**ELED-328A. Clinical Experiences. 3 Hours.**

This course provides teacher candidates who are enrolled in BLBC-339 Culturally Responsive Teaching in Diverse Classrooms with intensive clinical experience in elementary classrooms with culturally and linguistically diverse (CLD) students. This course provides candidates with opportunities for supervised interactions with children in selected content areas. Candidates meet with a university supervisor in 3 weekly seminars. This course fulfills 100 clock hours of the 200 clinical experience hours required by the State for licensure.

**Prerequisite:** ELED-300 with a minimum grade of C and SPED-317 with a minimum grade of C and ELED-302 with a minimum grade of C and ELED-310 with a minimum grade of C.

**Corequisite:** BLBC-339.

**ELED-328B. Clinical Experience In Elementary Education. 3 Hours.**

ELED-328B provides intensive clinical experience in elementary schools for students enrolled in ELED-306. Involves supervised and graduated teaching interactions with children in literacy in 1-6 classrooms and includes weekly seminars. The seminars will provide intensive preparation and practice with EdTPA and a focus on the clinical context. This course fulfills 100 of the 200 required clock hours of clinical experiences.

**Prerequisite:** ELED-300 with a minimum grade of C and ELED-309 with a minimum grade of C and BLBC-339 with a minimum grade of C and ELED-328A with a minimum grade of C.

**Corequisite:** ELED-306.

**ELED-329. Student Teaching In Elementary Grades. 7.5-9 Hours.**

This course provides the teacher candidate with sixteen weeks of full day supervised classroom teaching experience combined with weekly class discussions.

**Prerequisite:** Illinois Content Area Test with a score of P.

**ELED-329B. Student Teaching In Elementary Grades. 3.75 Hours.**

This course provides the teacher candidate with sixteen weeks of full day supervised classroom teaching experience combined with a weekly seminar.

**Requirement:** Successful completion of all program courses with a minimum GPA of 3.0. Passing scores on content area tests.

**ELED-342. Classroom Assessment. 1.5 Hour.**

Provides the teacher candidates with a thorough understanding of the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools. Candidates will examine the appropriate uses of formative and summative assessments for determining student needs, measuring student growth, and evaluating student outcomes. Candidates will understand how to make evidence-based decisions about curricular and instructional effectiveness and how to adjust practice to meet the needs of all students.

**Corequisite:** ELED-320.

**ELED-403. Teaching Mathematics In Elementary Grades. 3 Hours.**

This course is for prospective elementary school teachers to learn methods of teaching mathematics in grades 1-6, with an emphasis on culturally and linguistically diverse students, exceptional students, and gifted students in multicultural classrooms. The course provides teacher candidates an opportunity to reflect on their beliefs about teaching, learning, and expectations for students. Additionally, teacher candidates will become familiar with Common Core State Standards for Mathematics, different instructional models, teaching aids for learning mathematics concepts, and current technological resources for teaching mathematics.

**ELED-406. Research Skills For The Classroom Teacher. 3 Hours.**

Enables the regular classroom teacher to use tools and procedures that will demonstrate the working effectiveness of any instructional practice; thus, the teacher will develop data that will foster constructive decision-making for continued curriculum building.

**ELED-414. Principles Of Curriculum Development. 3 Hours.**

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.

**Prerequisite:** EDFN-406 with a minimum grade of C.

**ELED-415. Teaching Science As Inquiry In Elementary Grades. 3 Hours.**

This course focuses on the development of elementary science teaching skills and knowledge in grades 1-6. Emphasis is placed on designing and implementing inquiry-based interdisciplinary science lessons to help linguistically and culturally diverse students engage in science. It addresses the importance of teaching scientific inquiry within the Next Generation Science Standard (NGSS) Framework, the nature of science, research and practices using classroom technologies, science misconceptions, differentiated instruction, classroom management, and informal and formal assessment strategies.

**ELED-416. Teaching Social Studies As Inquiry In Elementary Grades. 3 Hours.**

This course explores the theory and practice of teaching social studies in the elementary grades 1-6 with an emphasis on creating an inquiry-based classroom and designing project-based curriculum. Teacher candidates will learn about the vital role of social studies in a democratic society, teaching critical thinking and decision-making. The course includes a focus on cultural diversity, global awareness, technology, using children's literature in social studies, multiple forms of assessment, and standards. Candidates will also explore strategies for reading and writing informational texts in social studies. ELED-428C Clinical in the Content Areas will be taken simultaneously.

**ELED-417. Multicultural Literature And Drama In The Elementary Classroom. 3 Hours.**

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.

**ELED-418. Theoretical Implications For Instruction In The Elementary Classroom. 3 Hours.**

The contributions of learning psychologists that are applicable to the teaching-learning process; areas explored include implications of learning in curriculum design, instructional methods, educational decisions and in the use of learning resources; relevant for the classroom teacher who attempts to utilize learning concepts in the classroom and in research.

**ELED-419. Current Issues In Elementary Language Arts Instruction. 3 Hours.**

Developmental of an understanding of principles and techniques of instruction in elementary school language arts; students to investigate research as it relates to the improvement of instruction in language arts.

**ELED-428. Clinical Teaching. 1 Hour.**

This 100-hour clinical teaching experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience and seminar focus on literacy instruction in elementary classrooms. Students will conduct classroom observations and practice teaching one-on-one, in small groups, and with the whole class. A university supervisor will observe students teaching a minimum of three times. Taken concurrently with ELED-504.

**ELED-428A. Clinical Teaching: Literacy. 1 Hour.**

This 50-hour clinical teaching experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience has a thematic focus on teaching reading, writing, and speaking. Clinical seminar is integrated into ELED-504 and ELED-435. Students will conduct classroom observations and will spend a minimum of 35 hours teaching one-on-one, in small groups, and with the whole class. A university supervisor will observe students teaching a minimum of two times.

**Prerequisite:** ELED-506 with a minimum grade of B and EDFN-442 with a minimum grade of B.

**Corequisites:** ELED-435, ELED-504.



**ELED-428B. Clinical Diversity. 1 Hour.**

This 50-hour clinical experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience has a thematic focus on teaching for human diversity, including cultural, linguistic, English language learners, students with special needs, gender, LGBTQ, and socioeconomic. Clinical seminar is integrated into BLBC-440. Students will conduct classroom observations and will spend a minimum of 35 hours teaching one-on-one, in small groups, and with the whole class. A university supervisor will observe students teaching a minimum of two times. Concurrency with EDFN-406 Human Development & Learning OR SPED-404 Survey of the Field of Special Education.

**Prerequisite:** ELED-506 with a minimum grade of B and (INMD-410 with a minimum grade of B or EDFN-442 with a minimum grade of B).

**Corequisite:** BLBC-440.

**ELED-428C. Clinical Teaching: Content Areas. 1 Hour.**

This 100-hour clinical teaching experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience has a content area and inquiry focus integrated through ELED-416 and a weekly seminar. Teacher candidates will observe as well as teach one-on-one, small groups, and the whole class in a content area. A university supervisor will observe students teaching a minimum of three times, once per subject. To be taken concurrently with ELED-416.

**ELED-429. Internship In Elementary Education. 6 Hours.**

In this course teacher candidates are engaged in full-time student teaching for the entire semester in an elementary classroom within grades 1-6. With support from their cooperating teacher and university supervisor, candidates gradually increase their classroom responsibilities and then assume responsibility for all curriculum planning and teaching for a minimum of five weeks. In this course, candidates complete their Illinois licensure requirement and present their MAT Exit Project. Teacher candidates will be observed a minimum of five times by their university supervisor.

**Requirement:** Completion of all MAT program courses, completion of all science and social science courses required by the Illinois State Board of Education, passing score on the ICTS Subject Area Test, and no more than two Cs in all program courses and a minimum grade of B in both clinical courses.

**ELED-429B. Internship In Elementary Education. 3 Hours.**

In this course teacher candidates are engaged in full-time student teaching for the entire semester in an elementary classroom within grades 1-6. With support from their cooperating teacher and university supervisor, candidates gradually increase their classroom responsibilities and then assume responsibility for all curriculum planning and teaching for a minimum of five weeks. In this course, candidates complete their licensure requirement and present their MAT Exit Project. Teacher candidates will be observed a minimum of five times by their university supervisor.

**Requirement:** Completion of all MAT program courses, completion of all science and social science courses required by the Illinois State Board of Education, passing score on the ICTS Subject Area Test, and no more than two Cs in all program courses and a minimum grade of B in both clinical courses.

**ELED-430. Trends And Issues In Assessment. 3 Hours.**

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.

**ELED-435. Children's And Young Adult Literature. 3 Hours.**

Students will read, peruse, and study all genres of diverse literature written for elementary and middle school students, grades 3-8, as well as some appropriate young adult literature. Topics emphasized are: identifying and locating high quality books, evaluating books for appropriate developmental stages, critical reading, integrating literature across the curriculum, designing curriculum with literature, teaching reading with literature, creating classroom libraries, using a wide variety of multicultural and global literature, connecting books to real-world resources, using literature to cover standards, motivating students to read, and appreciating good writing.

**ELED-453. Inquiry-Based Social Studies Instruction. 3 Hours.**

This course is a study of instructional methods and materials for teaching social studies through inquiry. Explores approaches to promoting children's cognitive and affective knowledge and understanding in the social sciences, including history, current events, and critical thinking skills. The course includes an exploration of teaching for cultural diversity, global awareness, and critical citizenship skills and dispositions, along with a focus on creating an inquiry-based social studies classroom, the teacher as a creator of curriculum and an in-depth examination of the literature within the field of social studies education.

**ELED-501. Curriculum And Instruction. 1 Hour.**

This course introduces teacher candidates to the fundamentals of curriculum and instruction: teaching and learning processes, instructional planning, classroom management, and critical thinking. Candidates explore the relationships between theory and practice and learn about the connections between individuals, classrooms and communities.

**ELED-504. Teaching Writing: Purpose, Voice, Craft. 3 Hours.**

This course is designed to provide teacher candidates with an in-depth exploration of Writer's Workshop and the theory, best practices, curriculum design and materials used in writing in the K-8 school setting. Candidates will engage in writing in a variety of genres using the Writing Workshop model. The course addresses differentiating instruction to meet the needs of diverse learners. To be taken concurrently with ELED-428 or MLED-428.



**ELED-506. Research Methodologies For Classroom Teachers. 3 Hours.**

A general survey of qualitative and quantitative research methods in educational research. The aim of this course is to develop candidates' abilities to design and conduct classroom-based inquiry related to teaching and learning. This course is designed to make candidates knowledgeable consumers of academic research. The survey of methods includes; a brief analysis of paradigms in qualitative and quantitative research, a discussion of the inquiry process, and an synthesis of research designs including; survey, narrative, experimental, ethnographic, correlation, case study, and action research. Action research design is discussed in details. This course is the first course in the sequence of 3 research courses (ELED-506, ELED-507, ELED-508).

**ELED-507. Action Research Design Seminar. 1 Hour.**

Candidates will design an action research plan that involves identifying a significant problem related to student learning in their current classroom. Candidates will locate and review relevant research on the designated problem, and design an intervention plan that will allow the candidate to examine the impact of instructional procedures or interventions on student learning. Candidates will develop reflective decision-making in using data to improve learning in elementary classrooms.

**Prerequisite:** ELED-506 with a minimum grade of B and ELED-525 with a minimum grade of B and ELED-520 with a minimum grade of B and BLBC-439 with a minimum grade of B.

**ELED-508. Action Research Project. 3 Hours.**

This course guides students through finalizing their action research design, implementing that design, collecting data, analyzing their data, and writing their action research paper. Students will implement their action research project in their classroom with a focus on understanding the process of data collection and analysis. Students will write their project as a major paper (including the literature study they completed in ELED-507 Action Research Design Seminar), and formally present their project as a PowerPoint to the class. This is a thesis-model hybrid course with some of the work and feedback given online and in conferences with the Instructor.

**Prerequisite:** ELED-506 with a minimum grade of B and ELED-525 with a minimum grade of B and ELED-520 with a minimum grade of B and BLBC-439 with a minimum grade of B and ELED-507 with a minimum grade of B.

**ELED-520. Curriculum And Inquiry. 3 Hours.**

This course is an overview of curriculum theory, development, design, and implementation for the experienced classroom teacher. The focus is on understanding the theory and practice of inquiry-based and project-based curriculum across subject disciplines, authentic literacy, and finding and using interesting and diverse real-world resources. Course emphasis is also on the history of curriculum development and schooling; and creating multicultural, critical, and creative curriculum that integrates technology, the arts, critical thinking, and standards. Students will critique and analyze their school curriculum and resources, and design curricular units for their own classroom.

**Prerequisite:** ELED-506 with a minimum grade of B and ELED-525 with a minimum grade of B.

**ELED-525. New Literacies For The 21st Century. 3 Hours.**

This course explores how the ideas and understandings of "literacy" have changed and evolved over the past century, the new literacies that are vital to life in the 21st century, and strategies for teaching those literacies. This course develops an understanding of designing curriculum and strategies for teaching critical thinking skills; collaboration; problem solving skills; media, technology, and information literacy; creativity and imagination; innovative thinking; civic, multicultural, and global literacy; critical literacy; environmental literacy; and systems thinking. The course will begin to study the theory and practice of inquiry-based, project-based, and problem-based teaching and learning, as well interdisciplinary curriculum and different forms of 21st century assessment, such as student exhibitions and presentations.

# English (ENGL)

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## Courses

### **ENGL-101. Writing I. 3 Hours.**

ENGL-101 offers specialized instruction and practice in beginning level academic writing. Students will write several short essays, and by doing so, work with usage, grammar, style, and paragraphing.

**Requirement:** High School cumulative GPA 3.25 or stated prerequisites

**Prerequisites:** (ELP-120 or ELP-099 or NEIU English Placement Writing 7 - 9 or (Accuplacer WritePlacer 4 - 8 and Accuplacer Sentence Skills 095 - 120) or (Accuplacer WritePlacer 5 - 8 and Accuplacer Sentence Skills 020 - 120) or Accuplacer Writing 200 - 300).

### **ENGL-102. Writing II. 3 Hours.**

Continuation of practice in composition with emphasis on a variety of forms of writing and long essays, culminating in the annotated research paper.

**Prerequisite:** (ENGL-101 or NEIU English Placement Writing 8 - 9).

### **ENGL-109A. First Year Experience:Chicago's Literary Diversity: Reading The Neighborhoods. 3 Hours.**

This course explores how literary Chicago enters into discourses on race and ethnicity in twentieth century literature. Beginning with 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. First Year Experience: Reading And Writing The Literary And Political Landscapes Of Chicago. 3 Hours.**

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. First Year Experience:Drama And Diversity In Chicago. 3 Hours.**

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

### **ENGL-109D. First Year Experience:Windy City Words: Ethnolinguistic Chicago. 3 Hours.**

This course integrates the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-Discovery, and Transitions) with concepts from the study of literacy and language. Using the city as a field site, students actively explore the linguistic and cultural diversity of Chicago through independent research, readings, online resources, speakers, and other experiences.

### **ENGL-109E. First Year Experience: Your Chicago: Write On!. 3 Hours.**

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

### **ENGL-201. The World Of Poetry. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **ENGL-202. The World Of Drama. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **ENGL-203. The World Of Fiction. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-203A. The World Of Creative Nonfiction. 3 Hours.**

The World of Nonfiction is a literature course which has three main objectives: 1) to familiarize students with the literary conventions of creative nonfiction forms, including memoir and personal essay; 2) to develop in students a critical stance toward literature; and 3) to develop in students an appreciation of both western and non-western cultures as experienced through literature.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-205. Literatures And Literacies. 3 Hours.**

This course an introduction to language arts for elementary education majors. As such, it provides practical foundation in the methods essential to the study of language arts, including active reading, critical thinking, and purposeful writing, and it includes skills such as note taking, quoting, using MLA style, summarizing arguments, and synthesizing and documenting others' opinions. This course will also explore multiple perspectives on controversial topics relevant to literary and literacy studies.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-206. The Bible As Literature. 3 Hours.**

This course introduces students to the major characters, settings, and literary devices of the Bible. It deepens students' understanding of the history of canon formation, textual scholarship, and interpretation as it relates to the Bible. Further, it expands their appreciation of the impact of the Bible on literature, history, and culture.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-102 with a minimum grade of C.

**ENGL-207. Banned Books: Challenges And Censorship. 3 Hours.**

This course considers book challenges / bans from different disciplinary perspectives. Students will read representative samples, learn about the history of book bans, and explore debates about reading challenged / banned texts as well as consider these issues within larger social and cultural contexts.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-209A. Red Scare: Literature Of The McCarthy Era. 3 Hours.**

The course focuses on the perceived communist threat on 1940s/50s United States and how politics affected writers such as Arthur Miller, Langston Hughes, Lillian Hellman and others as well as screenwriters in Hollywood through such films as On The Waterfront and High Noon. Research papers and projects will draw connections between societal perceptions of the times and their influence on Hollywood films and literature through genres of fiction, poetry, and drama.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-210. Writing Intensive Program: Methods for English Majors. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-102 with a minimum grade of C.

**ENGL-218. American Literature:Beginnings To 1865. 3 Hours.**

A course covering representative writing 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 necessart cultural literacy for higher-level courses in American Literature.

**ENGL-219. American Literature:1865 To The Present. 3 Hours.**

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.

**ENGL-221. English Literature:The Beginnings To C. 1750. 3 Hours.**

Representative works in English literature from Beowulf to the middle of the eighteenth century.

**ENGL-222. English Literature: C. 1750 To The Present. 3 Hours.**

Representative works in English literature from the middle of the eighteenth century to the modern era.

**ENGL-235. Introduction To Creative Writing I. 3 Hours.**

This course, for any student across the University, introduces the terms, notions, and practices of Creative Writing, as a discipline that includes non-fiction, short fiction, poetry, and drama.

**ENGL-250. Bilingual Creative Writing: Spanish And English. 3 Hours.**

This course offers preliminary study in Creative Writing in Spanish and English. It enables students to study creative writing in the bilingual mode and to 1) develop effective approaches to the craft of writing, 2) explore new techniques of the craft, and 3) consider their own craft and techniques in the context of two languages.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-291. Children's Literature. 3 Hours.**

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.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-300. Russian Literature: From Gogol To Chekhov. 3 Hours.**

Works (primarily novels, novellas and stories) of the major figures in nineteenth-century Russian literature (Turgenev, Tolstoi, Dostoyevski, etc.), relating them to the social, political and religious issues they touched on.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-301. Independent Study In English. 1 Hour.**

An independent study on the tutorial model, initiated at the student's suggestion to an instructor; course content designed in consultation with the instructor. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-301A. Special Topics In Literature And Culture: Department-Taught Course. 1 Hour.**

A 1-credit, 8-week course taught by multiple faculty members of the English department. Every week, the course will be lead by a different professor. Sample special topics include "Popular Culture During the Great Recession"; "the Rhetoric of the Long Civil Rights Movement"; and "Romanticism and Revolution." No formal papers. No tests.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-302. Literatures And Theories Of Love. 3 Hours.**

What does it mean to love? As philosopher John Armstrong writes, "This is to raise one of the deepest, and most puzzling, questions we can put to ourselves." This course explores diverse narratives and theories of love, especially emerging from marginalized thinkers such as bell hooks, James Baldwin, and Emma Pérez. As the course explores, love not only underwrites conceptions of the self, but more broadly, enables and generates new forms of community, ethics, and politics. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-303. Contemporary LGBTQ+ Literature. 3 Hours.**

This course uses an intersectional approach to explore fiction, film, and other texts that address the ways LGBTQ+ identities are layered, fluid, evolving, and sometimes conflicting. We will emphasize close reading of fiction, the ability to write clearly and analytically about literature, the history and culture of LGBTQ+ lives, and the role literature plays in our everyday lives. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisite:** and.

**ENGL-304A. Literary Editing. 3 Hours.**

Students will learn and implement skills involved in literary editing, including developmental and copy editing, and proofreading, supporting the production of the annual issue of SEEDS: A Literary & Visual Arts Journal or a collaborative anthology.

**Prerequisite:** ENGL-235 with a minimum grade of C.

**ENGL-305A. Literary Publishing. 3 Hours.**

Students will learn and implement skills involved in the publication of a literary journal, including navigation of process and product, supporting the production of the annual issue of SEEDS: A Literary & Visual Arts Journal or a collaborative anthology.

**Prerequisite:** ENGL-235 with a minimum grade of C.

**ENGL-307. Medieval Studies- The Development Of The Arthurian Legend. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-308. English Literature From Beowulf To Malory. 3 Hours.**

A survey fo English Medieval literature that, in dealing with majore works (e.g. Beowulf, The Canterbury Tales, Morte D'Arthur, etc.), situates them in the revelant political and linguistic contexts, as well as the literary context of competing "minor" works and genres. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-309. Reading & Writing In A Changing Digital Economy. 3 Hours.**

Through hands on experience and theoretical and rhetorical analyses, students will explore processes and issues with writing and reading in digital environments. Topics include connecting visuality with the written word, exploring online textual identities, collaboration and intellectual property, and web design, with an emphasis on how writing in digital environments impacts English studies. Students will produce a variety of non-traditional and traditional academic texts in this course, using current presentation, web-based or freeware programs. The class is open to students who are new to digital writing but will also benefit those with experience in composing New Media and digital texts.

**ENGL-310. Writing Intensive Program:Introduction To Composition Studies. 3 Hours.**

Examines some contemporary issues in composition studies, such as process theory, the role of grammar in writing instruction, digital and visual literacies, and scholarly considerations of writers' subjectivities. Introduces the discipline's modes of inquiry: theory, empirical research, and practice. Provides instruction in professional resources and bibliographic databases so that students can become independent learners in the discipline. Written assignments include responses to readings and a literature review. This course fulfills the NEIU Writing Intensive requirement for Secondary Education English majors and for English majors who as transfer students may have already taken a course comparable to ENGL-210.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-311. Introduction To Popular Culture Studies. 3 Hours.**

This course introduces students to the theoretical debates and interpretative strategies of popular culture studies. Using an interdisciplinary approach, this course explores how popular culture is produced, distributed, consumed, and responded to in diverse, contradictory ways. Forms analyzed will include movies, comics, television, photography, music, fan fiction, and video games.

**ENGL-312. Literature Of Colonial Times. 3 Hours.**

Prose and poetry of the Puritan and Revolutionary eras. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-313. American Literary Renaissance-1830-1860. 3 Hours.**

Prose and poetry of Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, and others. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-314. Chaucer And His Age. 3 Hours.**

Close study of selected early poems of Chaucer (ballads, envoys, and narratives), to present and 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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-315. Literature Of The English Renaissance. 3 Hours.**

Prose and poetry (not drama) of the English Renaissance in the sixteenth century. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-316. Forms Of Poetry. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-317. Modern American Drama. 3 Hours.**

This course considers the development of modern American drama, as well as the contributions of regional and storefront theaters. It also examines the convergences and divergences of drama as literature and performance, as well as other challenges and limits to understanding modern American drama, and concludes with original research presentations by students. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-319. Writing Culture And Identity. 3 Hours.**

In this course, students will explore theoretical, political, and cultural understandings of difference and identity through intensive reading and writing. Students will develop a deep understanding of cultural difference and the ability to write argumentative, personal, and theoretical essays about human diversity in a variety of forms.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-102 with a minimum grade of C.

**ENGL-320. Globalizing Literacies. 3 Hours.**

This course presents textual circulation as trade in cultural practices throughout early modern or protoglobalization (1600-1800) when European traditions were exported to the United States that, after being established through cultural syncretism, were exported to the rest of the world throughout the first (1870-1914) and second (1980-present) globalization periods. From these perspectives, students will examine central themes in textual production and consumption, such as the development of an American literary tradition and Americanization educational initiatives through particular genres, such as newspapers and magazines, as a part of a nationalized cultural identity, including ways this identity has been resisted and reconfigured.

**ENGL-321. Literature Of The Romantic Movement. 3 Hours.**

Poetry and prose from 1780 to 1830 including Blake, Burns, Wordsworth, Coleridge, Byron, Shelley, Keats, Lamb, Hazlitt, and DeQuincey.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-322. The American Short Story. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-323. Modern British Drama. 3 Hours.**

This course examines the development of modern British drama since the 1890s, studying writers like Shaw, Wilde, Yeats, O'Casey, Beckett, Pinter, Stoppard, and Churchill. Covering over a century of a dynamic period in the history of British drama, this course explores important influences such as Norwegian Henrik Ibsen's Realism, French "Symbolisme" Movement, Irish Literary Revival, poetic drama, the Theatre of the Absurd, and Postmodernist aesthetics. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.



**ENGL-324. The Romantic Novel. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-325. Gothics: Image, Music, Text. 3 Hours.**

This course examines American literature, film, music and art engaging in gothic aesthetics and/or traditions. Readings will be anchored in one or two major works of cultural theory (such as Barthes' Image-Music-Text). Coursework will stretch across geographic and historical contexts and be grounded in aesthetic, philosophical, psychological, and sociopolitical frameworks including the following: what is considered/constructed as abhorrent at a given time, and why? how have minoritized subjects played with fear towards self-empowerment and even resistance? what are the sociopolitical roots of figures such as vampires and (sometimes) ghosts? how have under-represented writers shaped, transformed and revised the traditional gothic?.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-326. Readings In World Literature. 3 Hours.**

Students will study a variety of genres and themes in literary and cultural traditions across the globe, involving works either written in English or in translation. Exploring the commonalities of human experience as well as the political and historical contexts that inform stark differences in the human condition and its expression, the course will be grounded in theories of race, gender and class even while it sharpens students' appreciation for unique cultural forms and the challenges posed in cross-cultural translation.

**Prerequisite:** ENGL-102 with a minimum grade of C and ENGL-210 with a minimum grade of C.

**ENGL-327. Chicago Drama. 3 Hours.**

This course examines the history of Chicago drama from the early performances of Joseph Jefferson to modern and contemporary playwrights, such as Lorraine Hansberry and David Mamet, who have found success in or been shaped by Chicago, as well as its contributions to drama in the U.S. and around the world. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-328. Seventeenth Century Literature. 3 Hours.**

Studies in seventeenth century literature exclusive of Milton. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-329. Milton. 3 Hours.**

Milton's work and the intellectual milieu of the period. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-330. Shakespeare: Comedies, Romances And Poetry. 3 Hours.**

This course explores Shakespeare's comedies, their late transformation into romances, and select narrative poetry. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-331. Shakespeare: Tragedies And Histories. 3 Hours.**

This course explores Shakespeare's works in the genres of tragedy and history, emphasizing close reading and historical context. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-332. Elizabethan And Jacobean Drama. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-333. Mythological Backgrounds Of English And American Literature. 3 Hours.**

Middle-Eastern, Nordic and Graeco-Roman mythological systems; reading in archetypal interpretation of literature with representative illustrations from fiction, drama and poetry. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-334. Biblical Backgrounds Of English And American Literature. 3 Hours.**

Influence of the Bible, especially the King James version, on the style and content of famous English and American writers. Selected reading from Old and New Testaments and from writers influenced by them. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-335. Written Communications For Business. 3 Hours.**

Designed primarily for Business and Management majors covering principles and practices of writing required in professional work. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-336. Technical Writing. 3 Hours.**

This course asks students to study the ways writers prepare professional documents, including reports, proposals, and web sites, in a world where our languages are becoming increasingly technical, jargon-filled, and diverse. Students will write in these modes as well to give them experience with the kinds of technical writing they may encounter in fields such as business, science, engineering, and more.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-102 with a minimum grade of C.

**ENGL-337. DC And Marvel Superheroes: Aesthetics, Ethics, Politics, And Commerce. 3 Hours.**

Over the course of the twentieth century, superheroes have elevated into a popular artform. Moreover, they have become vehicles for thinking about political movements; figures for engaging in ethical debates; and intellectual properties buttressing multi-million-dollar, multimedia franchises. This course will focus on how mainstream US comics (DC and Marvel) imagine heroism and justice across the decades during different historical crises from the Great Depression to Black Lives Matter. As this course foregrounds, superheroes must be studied within the matrices of class, race, ethnicity, gender, sexuality, nationality, and disability. No prior knowledge of comics is necessary. Capes are optional.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-338A. Literature, Bodyminds, And Disability Studies. 3 Hours.**

This course studies literature that challenges what a "normal" bodymind is and literature that recognizes and critiques how ideologically "normal" bodyminds form the basis of dominant narratives, values, and institutions. Breaking away from the paradigm of ableism (disability discrimination), this course historicizes the various constructions of disability (cognitive, fatness, ugliness, illness, injury, motor, sensory, race, sexuality, and citizenship), and explores how creative writers and activists shatter the paradigm of ableism to imagine new narrative forms that foreground a more diverse, capacious, democratic, imaginative, and socially-just world.

**ENGL-340. Independent Study In English. 2 Hours.**

An independent study on the tutorial model, initiated at the student's suggestion to an instructor; course content designed in consultation with the instructor. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-340A. Elements Of Style For Creative Writers. 3 Hours.**

The course will cover style conventions of the English language, including: punctuation, grammar, usage, and sound. There will be a focus on sentence and line analysis. Students will consider how these conventions and their deployment impact a reader's experience, and the issues of perspective, power, and bias encoded therein. Students will also develop a working definition of their own writerly style while experimenting in using, subverting, and experimenting with conventions. Students will be encouraged to work within their own desired genre(s); the reading selections will be modern and contemporary texts which move across fiction, nonfiction, poetry, drama, and hybrid.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-235 (may be taken concurrently) with a minimum grade of C.

**ENGL-341. Restoration And Eighteenth Century Literature I. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-342. Restoration And Eighteenth Century Literature II. 3 Hours.**

Intensive study of contrasts in the Age of Enlightenment; interrelationship of politics and writers; neoclassic literature; beginning of the novel; eighteenth century criticism and biography. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-343. Global Ecologies: U.S. Literature In The Age Of Environmentalism. 3 Hours.**

This interdisciplinary course explores why studying the environment is one of the most urgent, intellectual responsibilities of all disciplines, including English. Global Ecologies centers on how the environment is represented, imagined, and refigured across a range of literary and cultural texts, and the course studies how the environment is inextricable from understanding a range of social relations from race and class to ethics and politics.

**ENGL-344. Literatures Of Incarceration. 3 Hours.**

This class will examine the literatures that emerge from or deeply engage experiences of prison and confinement. It may consider literature from around the globe and from various moments in history (from authors such as Dostoyevsky, Mandela, and Soyinka), but the focus will be on contemporary work that considers US incarceration from the 1950s through today. This course will also consider how narrative can give voice to those who are incarcerated as it illuminates the many ways mass incarceration traps us all.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-102 with a minimum grade of C and ENGL-210 with a minimum grade of C.

**ENGL-345. Practical Criticism. 4 Hours.**

This course provides an upper level survey of some of the more important critical approaches to literature, with an emphasis on practical applications as well as theory. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-346A. Critical Writing For Creative Writers. 3 Hours.**

This course is a seminar and writing workshop for creative writers. Students will examine assigned models; choose outside reading of their own; produce various creative, creative-critical, and critical-creative pieces; submit at least one book review for possible publication; and through this process "enter the discourse."

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-347. Rust Belt Literature. 3 Hours.**

This course will introduce students to literature (poetry, fiction, non-fiction) of the region of the United States known as the Rust Belt in its historical, political, social, aesthetic, and broader cultural contexts, including the process of its continual redefinition. Students will read representative texts from a diverse range of authors and periods, and discuss such issues as desegregation, clean water, racism, and classism, among others.

**Prerequisite:** ENGL-102 with a minimum grade of C and ENGL-210 with a minimum grade of C.

**ENGL-348. Prose And Poetry Of The Victorian Age. 3 Hours.**

Selected Victorian poetry, with consideration of the social background of the period (1837-1910). Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-349A. Toni Morrison: A Deep Dive. 3 Hours.**

In contrast to other advanced courses covering diverse writers working within a genre, literary period or cultural situation, this course is a "deep dive" into the particular social, political, and economic factors contributing to the work of a single author over the long arc of her career, along with her particular contributions to literary culture in her time. Extensive reading involving a representative array of Toni Morrison's work and a wide variety of critical essays on that work will provide students excellent bases for their research, writing, and class discussion, culminating in an essay or creative project suitable for public presentation or publication.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-210 with a minimum grade of C.

**ENGL-349B. James Baldwin: A Deep Dive. 3 Hours.**

In contrast to other advanced courses covering diverse writers working within a genre, literary period or cultural situation, this course is a "deep dive" into the particular social, political, and economic factors contributing to the work of a single author over the long arc of his career, along with his particular contributions to literary culture in his time. Extensive reading involving a representative array of James Baldwin's work and a wide variety of critical essays on that work will provide students excellent bases for their research, writing, and class discussion, culminating in an essay or creative project suitable for public presentation or publication.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-210 with a minimum grade of C.

**ENGL-349G. Gloria Anzaldúa: A Deep Dive. 3 Hours.**

In contrast to other advanced courses covering diverse writers working within a genre, literary period or cultural situation, this course is a "deep dive" into the particular social, political and economic factors contributing to the work of a single author over the long arc of her career, along with her particular contributions to literary culture in her time. Extensive reading involving a representative array of the author's work and a wide variety of critical essays on that work will provide students excellent bases for their research, writing and class discussion, culminating in an essay or creative project suitable for public presentation or publication. This section of the course focuses on the work of Gloria Anzaldúa, as well as her collaborators and literary intellectual/artistic successors.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-349W. August Wilson: A Deep Dive. 3 Hours.**

In contrast to other advanced courses covering diverse writers working within a genre, literary period or cultural situation, this course is a "deep dive" into the particular social, political, and economic factors contributing to the work of a single author over the long arc of his career, along with his particular contributions to literary culture in his time. Extensive reading involving a representative array of Wilson's work and a wide variety of critical essays on that work will provide students excellent bases for their research, writing, and class discussion, culminating in an essay or creative project suitable for public presentation or publication.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-102 with a minimum grade of C and ENGL-210 with a minimum grade of C.

**ENGL-350. The Victorian Novel. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-351. The English Novel Of The Eighteenth Century. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-352. Jewish-American Literature: People Of The Books. 3 Hours.**

This course studies how the United States shapes the meaning of Jewish identity and culture, and conversely, how Jewish literature helps shape the meaning of American identity and culture. Working in a range of forms from comic books to genre fiction, Jewish writers throughout the modern era creatively and critically interrogate and re-imagine what it means to be Jewish-American, and more broadly, investigate and challenge what it means to be American. Required: ENGL-210 and one other English course at the 200 level.

**ENGL-353. Writing About Music In The U.S.: Contemporary History And Criticism. 3 Hours.**

This is a course designed for students who want to read, write, and think about music—and, by extension, literature and culture—more critically. This is not a survey of canonical writing about music, but it will focus on predominantly American writing of the last 20 years that challenges various narratives about popular music, including hip hop, rock, pop, country, and jazz. The course will focus on argumentative and often scholarly writing about music, and each student will write an extended piece of writing about music. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisite:** ENGL-101 and.



**ENGL-354. Star Wars: Narratives, Politics, And Economics Of A Billion-Dollar, Multi-Media Franchise. 3 Hours.**

Star Wars is a billion-dollar franchise that spans multiple generations, nation-states, and media forms. The ever-expanding empire includes movies, novels, toys, comic books, video games, television shows, fan fiction, and cosplay. Taking a multidisciplinary and transmedia approach, this course studies how this fictional galaxy is informed by wider historical, political, economic, and cultural processes from the economic and energy crises of the 1970s to social justice movements in the present. The course explores questions such as: How do historical crises inform global franchises? How do marginalized voices occupy a franchise? No prior knowledge of Star Wars is necessary.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-355. The Production Of "America": Work, Class, & Political Economy In U.S. Literature & Culture. 3 Hours.**

This class will explore U.S. literature and culture with an eye toward understanding the material conditions of production in the United States, particularly as represented in literary and cultural works, as well as how national identity is ideologically produced in U.S. culture. The class will foreground issues of class and political economy in reading literature and culture from a working-class perspective.

**Requirement:** English 101 with a C or better, and two of the following: ENGL-210 and one other English course at the 200 level

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-356A. Graphic Novels And Comics. 3 Hours.**

This course studies comics as a complex medium that offers new ways to think about and represent a range of social and cultural issues, such as gender, sexuality, race, ethnicity, class, national belonging, and the environment. Students will learn the critical vocabulary necessary to understand how the medium works, and read diverse comics in various historical and geographical contexts. Required: ENGL-210 and one other English course at the 200 level.

**ENGL-357. Land, Labor, & Literature: Studying The Works Of U.S. Working-Class & Colonized Writers. 3 Hours.**

We will study the representations of land and labor and the desire to reclaim them in the works of working-class and colonized writers in the U.S. Particular attention will be paid to the historical and cultural contexts in which texts are produced as well as theories of class and race.

**ENGL-358. Making Your Liberal Arts Degree Work: Writing For The Professional World & Internships. 3 Hours.**

This course provides a personal and professional communications orientation, covering the integrated landscape of digital media. Students will learn to adapt their writing for such practices as social marketing, blogging, headline writing, messaging, networking, community building and resumé development. Whether a students' ultimate career goals lead them to freelance, startup, non-profit or corporate endeavors, this course helps students learn more about putting their degree to work. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-359. Independent Study In English. 3 Hours.**

An independent study on the tutorial model, initiated at the student's suggestion to an instructor; course content designed in consultation with the instructor. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-360. Detective Fiction. 3 Hours.**

Literary and historical study of the detective story- from Poe and Sherlock Holmes- to Hammett and the present. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-361. Development Of The American Novel. 3 Hours.**

The novel as a developing form from Charles Brockden Brown to William Faulkner and beyond. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-362. United States Fiction: Traditions And Counter-Traditions. 3 Hours.**

A study of canonical and non-canonical fiction in the United States and the varieties of traditions composing U.S. literary history. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-364. Reading Film. 3 Hours.**

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." Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-365. Caribbean Literature. 3 Hours.**

This course will introduce students to literature (poetry, fiction, non-fiction, and drama) of the Caribbean in its his historical, political, social, and cultural contexts. Students will discuss such issues as cultural and racial hybridity, immigration/emigration/exile, and post-colonization, among others. Students will read representative texts from a diverse range of authors such as Jean Rhys, V.S. Naipaul, Earl Lovelace, Edwidge Danticat, and Junot Díaz. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-367. Re-Thinking Race And Gender. 3 Hours.**

We start with historical narrative, re-thinking how we learn to practice race and gender from within the larger systems of white supremacy and patriarchy. The course explores models for disrupting systemic patterns, and ways to turn rethinking into everyday action. The aim throughout is to interrogate structures and relations of race and gender, and how they get naturalized. Designed and cross-listed for advanced undergraduates, graduates, and teachers. When taught as a Summer Institute, course runs for eight days over three weeks. Required: Junior/Senior or Graduate status, or instructor consent. Prereqs: ENGL-101 with a grade of "C" or above.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-368. American Realism. 3 Hours.**

An examination of the literature that reflects the movement from American romanticism to realism and through realism to literary naturalism, approximately 1865-1910. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-369. U.S. Latino/a Literature And Culture. 3 Hours.**

This course introduces students to Latino/a literatures in the US 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.

**ENGL-370. Folklore And The Fairy Tale. 3 Hours.**

Readings from both traditional and contemporary folktales, including modern adaptations of traditional stories. Emphasis on similarities in different tales, and the differences in similar ones, with the aim of learning how the same elements pervade the archetypal stories and how variations in detail bespeak different ethnic and cultural interests and concerns. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-371. Studies In Women's Literature. 3 Hours.**

Literature by or about women; includes writing by women, portrayals of female characters, attitudes toward women and women's roles; other thematic concerns. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-372. American Women Writers Of The Nineteenth Century. 3 Hours.**

Comprehensive study of texts and contexts of women's writing in the US 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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-373. Yiddish Literature In Translation. 3 Hours.**

Yiddish literature from its beginning to the present from Eastern European and West Germany to the East Side and West Roosevelt Road. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-374A. Hybrid-form Writing. 3 Hours.**

This course examines models related to and provides tools for the production of Hybrid-form Writing (writing in and across multiple genres/forms). Hybrid-form work takes place at both the discrete level (individual, usually long-form pieces) and the manuscript level (a book-length project that relies on multiple forms). The emphasis is on long-form/extended projects, which must be rooted in a considered line of inquiry. This inquiry happens at multiple stages and levels: students experiment with different forms, students engage in pre-writing to conceive of projects, and students consider how form affects content/why certain forms might be culturally or personally privileged.

**Prerequisite:** ENGL-235 with a minimum grade of C and (ENGL-384 with a minimum grade of C or ENGL-386 with a minimum grade of C).

**ENGL-374B. Creative Writing: Flash Forms. 3 Hours.**

Flash forms are often studied (if at all) as a footnote within a contemporary literature or creative writing course, the literary version of the short story's cute younger cousin. However, while flash forms have become increasingly popular over that past two decades, they have been around for centuries. In this course, students will investigate the form's origins and the cultural contexts and developments that gave rise to its current prevalence. Students will study and practice specific craft elements while also exploring the plasticity of the form. They will read and write stand-alone pieces and investigate the possibilities and varieties of collections and chapbooks of flash.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-235 with a minimum grade of C.

**ENGL-374N. Writing The Now: A Cross-Genre Writing Workshop. 3 Hours.**

Students will respond to current sociopolitical issues via creative writing work across genres including fiction, creative nonfiction/the personal essay, poetry, drama/screenwriting, graphic narrative, and more, while examining writers' and artists' responses to historic moments and movements. The course will also cover hyper-contemporary creative and theoretical texts, while considering how literary art gets politicized and otherwise activated in the moment. Students will work independently on a multi-genre semester-long portfolio and share writing within the classroom community, as well as in a public-facing symposium.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-235 with a minimum grade of C.

**ENGL-375. Becoming A Writing Tutor. 3 Hours.**

This class considers theories of writing and the teaching of writing and trains students to become writing tutors. Students will apply the knowledge gained in class as they work with 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.

**ENGL-376. Advanced Composition. 3 Hours.**

Interdependence of rhetoric, grammar, logic, semantics, psychology, and criticism in communication of ideas; practice in various types of writing with focus on students' interest.

**ENGL-377. Argumentative Prose. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-378. Twentieth Century Fiction I. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-379. Twentieth Century Fiction II. 3 Hours.**

Development of the novel in English in recent decades against a background of historical and literary movements; includes work of West, Green, Lowry, Durrell, Bellow, Nabokov, Burgess, Barth, Lessing, Murdoch, Mailer, Updike and Pynchon. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-380. Multi-Cultural Literature In America. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-381. African-American Literature. 3 Hours.**

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. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-382. Chicana/o/x Literature. 3 Hours.**

This course examines the emergence and development of Chicana/o/x literature in relation to the historical conditions that gave rise to it within the Chicana/o/x Movement and the definition and redefinition of Chicana/o/x identity and politics. The course will also focus on feminist and LGBTQ perspectives within Chicana/o/x Literature and the Chicana/o/ movement. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-383. Postcolonial African Literature. 3 Hours.**

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, Nuruddin Farah, Buchi Emecheta, Tsitsi Dangarembga, etc. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-383S. Special Topics In Latina/o And Latin American Literary And Cultural Studies. 3 Hours.**

Varying topics in the field of Latinx and Latin American literary and cultural studies.

**ENGL-384. Creative Writing: Poetry I. 3 Hours.**

Students write poetry which is discussed and critiqued in class by instructor and students.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-235 with a minimum grade of C.

**ENGL-384R. Research Poetry. 3 Hours.**

Research Poetry engages students in poetry writing which incorporates the research process as a method for exploring topical questions relating to the humanities, social sciences, poetic identity, and inquiry.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-235 with a minimum grade of C.

**ENGL-385. Creative Writing: Poetry II. 3 Hours.**

Students write poetry which is discussed and critiqued in class by instructor and students.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-235 with a minimum grade of C.

**ENGL-386. Creative Writing: Fiction I. 3 Hours.**

Students read published fiction and explore topics in craft while writing, and discussing one another's work.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-235 with a minimum grade of C.

**ENGL-387. Creative Writing: Fiction II. 3 Hours.**

Students read published fiction and explore topics in craft while writing, and discussing one another's work.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-235 with a minimum grade of C.

**ENGL-388. Modern British And American Poetry. 3 Hours.**

Introduction to modern poetry in English: its origins, dominant themes, and characteristic techniques. Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-389. Contemporary Poetry. 3 Hours.**

A survey of poetry in English from 1950 to the present. This course will examine the major themes and techniques of poets writing during the period.

Required: ENGL-210 and one other English course at the 200 level.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-390. Young Adult Novel. 3 Hours.**

Advanced study in literature for young adults, grades 7-10. Evaluation and selection of recent books in the area as well as the history of the genre.

Criteria for selection: Book lists, indexes, professional literature in the field. Individual work on problem of special interest.

**Prerequisites:** ENGL-102 and ENGL-210 - 236.

**ENGL-391. Seminar On One Woman Writer. 3 Hours.**

This course will give students the opportunity to study the full range of one woman writer's life and work, along with documents from a variety of disciplines (e.g., history, economics, psychology and its predecessor pseudo-sciences, law--both in secondary and primary forms). Out of this work, students will produce a research paper, presentation, or in some cases a website, video or podcast that allows them to enter the public discourse recovering the voices of women of all backgrounds from medieval times to the present day.

**Prerequisite:** ENGL-102 with a minimum grade of C and ENGL-210 with a minimum grade of C.

**ENGL-392A. Writing/Life: Advanced Creative Writing Practice. 3 Hours.**

Students engage in a semester-long independent creative writing project, while participating in collaborative service learning, and acquiring skills regarding the creative process, participating in creative communities, editing, and publication. Meetings are a combination of seminar, discussion, studio, and workshop.

**ENGL-393. Literature Live: Studying The Works Of NEIU Visiting Writers. 3 Hours.**

Each semester, the Creative Writing Minor hosts "The 82" reading series, named for the Kimball bus line that brings many of us to and from campus. In this course, students will study the works of these local writers and others who have visited or will be coming to campus and with whom they will have a chance to engage. Students will engage with the work of these writers with an eye toward understanding and exploring the subtleties of craft to assist in their own creative writing as well as developing the skills of literary analysis. Students will be expected to attend a certain number of public readings on and off campus.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-394. Writing The Personal Essay. 3 Hours.**

In this course students will write in the creative non-fiction genre of the personal essay. This will involve work on techniques and approaches in a workshop setting, as well as critiques of other students' work. This course will also explore the personal essay as a literary form through readings of classic and recent examples.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-3941. Creative Writing Internship. 1 Hour.**

This is a supervised field experience in a profession that utilizes creative writing (magazine or book publishing, journalism, advertising, arts non-profit, etc). With the approval of the department chair, students may enroll for academic credit from 1-6 hours. In consultation with a faculty advisor and field supervisor, the student will contract field service hours and create an individualized work plan. Students will also meet regularly with the faculty advisor and be evaluated qualitatively and quantitatively for a final grade. By department permission only.

**Prerequisite:** ENGL-235 with a minimum grade of C and (ENGL-384 with a minimum grade of C or ENGL-386 with a minimum grade of C) and (ENGL-385 with a minimum grade of C or ENGL-387 with a minimum grade of C or ENGL-374 with a minimum grade of C).

**ENGL-3942. Creative Writing Internship. 2 Hours.**

This is a supervised field experience in a profession that utilizes creative writing (magazine or book publishing, journalism, advertising, arts non-profit, etc). With the approval of the department chair, students may enroll for academic credit from 1-6 hours. In consultation with a faculty advisor and field supervisor, the student will contract field service hours and create an individualized work plan. Students will also meet regularly with the faculty advisor and be evaluated qualitatively and quantitatively for a final grade. By department permission only.

**Prerequisite:** ENGL-235 with a minimum grade of C and (ENGL-384 with a minimum grade of C or ENGL-386 with a minimum grade of C) and (ENGL-385 with a minimum grade of C or ENGL-387 with a minimum grade of C or ENGL-374 with a minimum grade of C).

**ENGL-3943. Creative Writing Internship. 3 Hours.**

This is a supervised field experience in a profession that utilizes creative writing (magazine or book publishing, journalism, advertising, arts non-profit, etc). With the approval of the department chair, students may enroll for academic credit from 1-6 hours. In consultation with a faculty advisor and field supervisor, the student will contract field service hours and create an individualized work plan. Students will also meet regularly with the faculty advisor and be evaluated qualitatively and quantitatively for a final grade. By department permission only.

**Prerequisite:** ENGL-235 with a minimum grade of C and (ENGL-384 with a minimum grade of C or ENGL-386 with a minimum grade of C) and (ENGL-385 with a minimum grade of C or ENGL-387 with a minimum grade of C or ENGL-374 with a minimum grade of C).

**ENGL-3944. Creative Writing Internship. 4 Hours.**

This is a supervised field experience in a profession that utilizes creative writing (magazine or book publishing, journalism, advertising, arts non-profit, etc). With the approval of the department chair, students may enroll for academic credit from 1-6 hours. In consultation with a faculty advisor and field supervisor, the student will contract field service hours and create an individualized work plan. Students will also meet regularly with the faculty advisor and be evaluated qualitatively and quantitatively for a final grade. By department permission only.

**Prerequisite:** ENGL-235 with a minimum grade of C and (ENGL-384 with a minimum grade of C or ENGL-386 with a minimum grade of C) and (ENGL-385 with a minimum grade of C or ENGL-387 with a minimum grade of C or ENGL-374 with a minimum grade of C).

**ENGL-3945. Creative Writing Internship. 5 Hours.**

This is a supervised field experience in a profession that utilizes creative writing (magazine or book publishing, journalism, advertising, arts non-profit, etc). With the approval of the department chair, students may enroll for academic credit from 1-6 hours. In consultation with a faculty advisor and field supervisor, the student will contract field service hours and create an individualized work plan. Students will also meet regularly with the faculty advisor and be evaluated qualitatively and quantitatively for a final grade. By department permission only.

**Prerequisite:** ENGL-235 with a minimum grade of C and (ENGL-384 with a minimum grade of C or ENGL-386 with a minimum grade of C) and (ENGL-385 with a minimum grade of C or ENGL-387 with a minimum grade of C or ENGL-374 with a minimum grade of C).

**ENGL-3946. Creative Writing Internship. 6 Hours.**

This is a supervised field experience in a profession that utilizes creative writing (magazine or book publishing, journalism, advertising, arts non-profit, etc). With the approval of the department chair, students may enroll for academic credit from 1-6 hours. In consultation with a faculty advisor and field supervisor, the student will contract field service hours and create an individualized work plan. Students will also meet regularly with the faculty advisor and be evaluated qualitatively and quantitatively for a final grade. By department permission only.

**Prerequisite:** ENGL-235 with a minimum grade of C and (ENGL-384 with a minimum grade of C or ENGL-386 with a minimum grade of C) and (ENGL-385 with a minimum grade of C or ENGL-387 with a minimum grade of C or ENGL-374 with a minimum grade of C).

**ENGL-395. The Craft Of The Short Story. 3 Hours.**

In this course students will combine the study of the form of the short story with writing short stories. Readings will include classical and contemporary works from across many countries and traditions. Emphasis will be on studying texts and working on craft in workshops.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-396. Screenwriting: The Short Script. 3 Hours.**

This is a workshop course in screenwriting, concentrating on producing a short script. Students will study the particular form and conventions, as well as the specific format, of writing a screenplay. Readings will include exemplary screenplays in several genres, as well as essays on the philosophy and technique of screen writing. In workshop students will produce a short script.

**Prerequisite:** ENGL-235 with a minimum grade of C.

**ENGL-397. Summer Creative Writing Institute. 3 Hours.**

Offered only in summer as an intensive course that runs for ten extended class days. Experimenting with both prose and poetry, students participate in workshops as well as sessions with invited speakers covering subjects such as the craft of poetry and prose, the profession of writing and publishing, and the MFA. The emphasis is on an intense workshop experience and an atmosphere of constructive critique leading to the production of a significant portfolio of writing.

**Prerequisite:** ENGL-235 with a minimum grade of C.

**ENGL-398A. Creative Non-Fiction I. 3 Hours.**

Students write non-fiction prose which is discussed and critiqued in class by instructor and students.

**Prerequisite:** ENGL-235 with a minimum grade of C.

**ENGL-398B. Creative Non-Fiction II. 3 Hours.**

Students write non-fiction prose which is discussed and critiqued in class by instructor and students.

**Prerequisite:** ENGL-235 with a minimum grade of C.

**ENGL-402. Ecological Crises And Narratives. 3 Hours.**

How do literature and culture transform during periods of ecological crises? What new aesthetic forms and practices do writers and cultural producers develop in order to represent climate change, mass extinction, plastic pollution, and ecological genocide? How do ecological crises change the form of literature and culture, and moreover, change conceptions of class, race, ethnicity, gender, and belonging? This course considers these questions and more through the study of a wide range of genres, including canonical environmental literature, poetry, and science fiction.

**ENGL-403. Writing The Now. 3 Hours.**

Students will merge their training in analysis of sociopolitical issues and literary works that emerge from such with creative writing across multiple genres. As critical observers and creative beings, students will examine writers' and artists' responses to historic moments and movements. Students will read hyper-contemporary creative and theoretical texts, while considering how literary art gets politicized and otherwise activated. They will work independently on a multi-genre semester-long portfolio and share writing within the classroom community, and in a public-facing symposium. Literature of the moment will serve as models and source-texts, and students will respond through production of creative/critical manuscripts.

**Requirement:** 300-level undergrad creative writing course, graduate-level creative writing work, or permission of instructor.



**ENGL-404. Elements Of Style For Creative Writers. 3 Hours.**

The course reviews style conventions of the English language, including punctuation, grammar, usage, and sound, focusing on sentence and line analysis. Students will consider how deployment of conventions and issues of perspective, power, and encoded bias impact a reader's experience. Students will develop a working definition of their own writerly style while experimenting in using, subverting, and experimenting with conventions. Students will be encouraged to work within their own desired genre(s); modern and contemporary texts which move across genres will serve as models. Students seeking to develop editing and teaching skills will do the fine-detail work necessary to do so.

**Requirement:** 300-level undergraduate creative writing course, graduate-level creative writing work, or permission of instructor.

**ENGL-409A. Writing In Public: Community Literacies, Public Intellectuals, And Rhetorics Of Change. 3 Hours.**

This course looks at "public" writing and teaching in the work of marginalized communities, social movements, and public intellectuals. The primary goal is to understand writing as a contested, political act that can influence the public sphere but can also serve as a tool for oppression and control. This course is appropriate for students interested in theories and the teaching of writing and for students interested in critical and community education.

**Requirement:** At least six credits in the English MA program or by consent of instructor.

**ENGL-410. Literary Methods And Practice. 3 Hours.**

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.

**ENGL-411A. Cultural And Literary Studies: History, Theory, Practice. 3 Hours.**

This course introduces students to the institutional history, theoretical debates, and interpretative strategies of cultural studies, with a particular interest in how the study of culture, understood broadly, intersects and changes literary studies. Using an interdisciplinary approach, this course explores how cultural processes and forms are produced, distributed, consumed, and responded to in diverse, contradictory ways. Moreover, the course will emphasize how all culture must be studied on multiple scales, ranging from the local to the global.

**ENGL-413A. Crafting The MA List: Composing Literary, Cultural, And Compositional Fields. 3 Hours.**

This course examines some of the history and theories of English as a discipline to help students develop deep background knowledge of the field and conduct independent research that will help them construct their MA exam lists/fields of study. The collaborative work of the class helps students connect the various threads of English they are examining individually to the larger context of English Studies, and students are given extensive guidance as they work toward professional research agendas.

**ENGL-414. Seminar In Reading Film. 3 Hours.**

A seminar in film emphasizing methods of reading films as we would texts. Students will explore the complexity of film through close viewing, critical analysis of narrative structure, and attention to visual form and representational practice. To paraphrase a famous question asked about poetry, this course will explore "how a film means."

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-416. Ekphrastic Practice: Responding To Art In Inquiry-Based Creative Writing. 3 Hours.**

Ekphrasis is, in its simplest sense, writing that examines and describes a piece of art. This Creative Writing course takes that as a starting notion and pursues its potential as a writerly practice. Students will: examine multiple-genre book-length and individual pieces of Ekphrastic writing; consider those works as sites of inquiry about the complex relationship between source and response, content and form; from their experiences and observations in this work as both writer and reader, plan and execute a small manuscript-length project of creative writing that is both in the ekphrastic mode and rooted in inquiry.

**ENGL-418. Studies In Shakespeare. 3 Hours.**

Advanced study of Shakespeare's work, organized by theme. This course will explore a number plays grouped together by an organizing principle (such as "Shakespeare and History," "Shakespeare and the Other," "The Roman 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 reading of contemporary critical works.

**ENGL-419. Elizabethan And Jacobean Drama. 3 Hours.**

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.

**ENGL-420. Teaching Shakespeare. 3 Hours.**

This intensive summer course focuses on the teaching of Shakespeare's drama. In order to develop methods for teaching these plays at all levels we will study a few selected plays along with secondary literature. Moving from close textual analysis to a workshop will allow students to work on practical approaches to teaching the plays at the level of plot, characterization, theme, genre, performance, and more. Course material will be expanded with the help of documentaries, films, small group workshops, and guest faculty. Prerequisite: MA or at-large status. Or Permission of Instructor.

**ENGL-422. Milton. 3 Hours.**

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.

**ENGL-426. Seminar In Romantic Literature. 3 Hours.**

Advanced study of the major poets of the Romantic period, involving oral reports, and culminating in a term paper.

**ENGL-427A. Pedagogies Of College Level Writing. 3 Hours.**

In this course, students apply theoretical learning to practical considerations of teaching writing at the college level through textbook and assignment analysis, syllabus design, and lesson design for writing aspects, such as developing rhetorical strategies, attending to grammar and responding to student work. The course also addresses everyday aspects of teaching such as incorporating effective discussions, setting up culturally sensitive classes, and understanding the realities of employment at the college level. The course is open to students in MA composition or literature students, and students with graduate standing in related field.

**ENGL-428. The English Novel. 3 Hours.**

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.

**ENGL-429. Writing Across The Curriculum. 3 Hours.**

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.

**ENGL-430. Studies In Literary Criticism. 3 Hours.**

A study of some of the central problems and issues of contemporary criticism, as exemplified by the writings of major theorists.

**ENGL-431. Bibliography And Research In English. 3 Hours.**

Material, methods, and tools of literary research; use of libraries; preparation of scholarly papers.

**ENGL-432. Alternative Literacies. 3 Hours.**

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.

**ENGL-433. Seminar In Composition Theory. 3 Hours.**

This course includes an extensive examination of current composition methodologies with emphasis upon the eclectic needs of the composition student.

**ENGL-434. Seminar In Basic Writing Theory. 3 Hours.**

A survey of types of students in basic writing classes, a review of placement tests for identifying levels of writing competency, and a careful examination of various basic writing methodologies.

**ENGL-435. Writing Assessment: Theory And Practice. 3 Hours.**

Theoretical background on evaluating student writing, as well as practical training in how to diagnose and remediate problems with grammar and content at the secondary and college level.

**ENGL-436. Rhetorics Of Composition. 3 Hours.**

This course will provide students with a background in Classical Rhetoric and then examine how the conventions of Classical Rhetoric have been translated or transformed into rhetorics of composition, such as Expressionistic Rhetoric, Cognitive Rhetoric, Epistemic Rhetoric and Social Construct Rhetoric.

**ENGL-437. English Studies And Technology. 3 Hours.**

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.

**ENGL-438. Research In Composition. 3 Hours.**

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.

**ENGL-439. Stylistics. 3 Hours.**

Examination of the historical relationship of style to rhetoric; techniques for improving prose style; aspects of style as a part of writing evaluation.

**ENGL-446. Critical Writing For Creative Writers. 3 Hours.**

This course is a seminar and writing workshop in one. Students will: examine models of texts that operate in the critical-creative or creative-critical mode; choose outside reading of their own through an inquiry-based process for the purpose of producing multi-modal work; produce various critical, creative, creative-critical, and critical-creative pieces; submit a book review/essay for possible publication; and through this process "enter the discourse," as writers working in multiple modes.

**Requirement:** 300-level undergraduate creative writing course, graduate-level creative writing work, or permission of instructor.

**ENGL-456A. Graphic Novels And Social Conflicts. 3 Hours.**

This course studies graphic novels as a complex medium that offers new ways to think about and represent a range of social conflicts, including class, race, gender, ecology, history, and national belonging. Students will learn the vocabulary necessary to understand how the medium functions and how to read diverse graphic novels from various contexts. Some questions considered are: How do the visual and verbal dimensions of the graphic novel enable forms of thinking not possible in other media? Why do some theorists identify graphic novels as a medium in which some of the most progressive forms of feminism are unfolding?.

**ENGL-466. American Renaissance Revisited. 3 Hours.**

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 literary developments such as the slave narrative and women's domestic fiction.

**ENGL-467. The Age Of Literary Realism In The United States. 3 Hours.**

A study of U.S. 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, Chesnutt, Wharton, Dreiser, Chopin, and others.

**ENGL-468. U.S. Literary Modernism & Its Others. 3 Hours.**

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.

**ENGL-469. Seminar In Southern Literature. 3 Hours.**

Intensive reading of twentieth-century Southern literature exclusive of Faulkner with emphasis on the sociological and psychological aspects of the literature as they mirror in America's South.

**ENGL-470. Seminar In Faulkner. 3 Hours.**

Intensive reading of the short fiction and novels of William Faulkner with specific attention on his development as a novelist and his place among twentieth century American authors.

**ENGL-471. Studies In The American Novel. 3 Hours.**

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.

**ENGL-472. Graduate Seminar In Early American Women's Writing. 3 Hours.**

This seminar involves the study of women's writing in the US from the eighteenth and nineteenth centuries, including political and historical prose as well as gothic, sentimentalist, romantic and realist fiction. Critical readings present students the mid-20th century debates over the status of early women writers and popular fiction, literary-historical work recovering the social, political, economic and legal contexts in which women became professional writers, and contemporary feminist and historical work on women's writing of this period. Assignments may include close reading, critical engagement with new theoretical and historical criticism, and opportunities for research in primary sources.

**Prerequisite:** ENGL-410 with a minimum grade of C.

**ENGL-474A. Hybrid-form Writing In And Across Genres And Forms. 3 Hours.**

This course examines models related to and provides tools for the production of Hybrid-form Writing (writing in and across multiple genres/forms such as poetry, fiction, and nonfiction). Hybrid-form work takes place at both the discrete level (individual, usually long-form pieces) and manuscript level (a book-length project that relies on multiple forms). This course emphasizes long-form/extended projects, which must be rooted in a considered line of inquiry. This inquiry happens at multiple stages and levels: students experiment with different forms, engage in pre-writing to conceive of projects, and consider how form affects content/why certain forms might be culturally or personally privileged.

**ENGL-476. Oil Fictions: Reading Along The Transnational Pipeline. 3 Hours.**

This course brings together multiple literary genres and cultural forms to study diverse voices along the transnational oil pipelines, from privileged subjects whose desires, values, and lifestyles are enabled by mass oil consumption, to the communities and geographies that suffer the consequences of this oil dependency, social relations typically rendered invisible and inaudible by the dominant forms of globalization.

**ENGL-477. Producing "America":Issues Of Work, Class, And Political Economy In U.S. Literature And Culture. 3 Hours.**

This course will focus on literary and cultural works that represent the material conditions of production in the United States as well as on the way we ideologically produce American identity and culture in ways that obscure or make visible the work people do to make our material lives possible. The class will foreground issues of class and political economy in reading literature and culture from a working-class perspective.

**Requirements:** Admission to an English MA program or consent of instructor.

**ENGL-478. Screenwriting. 3 Hours.**

This is a workshop course in screenwriting, concentrating on producing a short to medium-length script. Students will study the particular form and conventions, as well as the specific format, of writing a screenplay. Readings will include exemplary screenplays in several genres, as well as essays on the philosophy and technique of screen writing.

**Prerequisite:** ENGL-410 with a minimum grade of C.

**ENGL-479A. Latina/o/x Literature. 3 Hours.**

This course offers graduate-level study of US Latina/o/x literatures, including writing from the early period to the present. Readings may offer a broad representation of writers from North America, South America, Central America and the Caribbean or may cover various genres including essays, novels, poetry and drama. Assignments, lectures and discussion will center on questions of identity, culture, history, politics and aesthetics. For students who are teaching or plan to teach, the course will also provide analysis of pedagogical methods in Latina/o/x studies.



**ENGL-480. Ethnic Literatures. 3 Hours.**

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.

**ENGL-481. Latin American Literature. 3 Hours.**

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.

**ENGL-482. Contemporary Poetic Forms. 3 Hours.**

A study of the diverse poetic forms emerging in American poetry since the 1960's- free verse, new formalism, and many experimental forms- as well as the hands-on experience of writing in these forms.

**ENGL-483. Postcolonial Literature. 3 Hours.**

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.

**ENGL-484. Contemporary U.S. Literature Since The Cold War. 3 Hours.**

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.

**ENGL-485. Contemporary European Literature. 3 Hours.**

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.

**ENGL-487. Material Culture. 3 Hours.**

In this seminar, students will concentrate on the material contexts (legal, economic, social, technological) that inform cultural production. While the cultural forms and historical periods focused upon may vary by instructor, in every case the course will introduce students to the history of critical work in this area and involve projects in which students trace the marks of material forces in cultural forms.

**Requirement:** two additional courses at the 400 level

**Prerequisite:** ENGL-410 with a minimum grade of C.

**ENGL-488. Africana Literature: Slavery And The Literary Imagination. 3 Hours.**

Through the lens of former slaves and contemporary novelists and scholars, this course explores the ways in which the slavery narrative and the neo-slave narrative attend to the larger existential question of what it means to be free. The corollary notions of race, gender, citizenship, and labor, among others, will also be considered. In addition, this class will investigate the ways in which the re-inscription of slavery, in contemporary literature, has impacted the development of the Africana literary tradition in terms of content, genre, and form.

**ENGL-491. Sonnet: Not Just A Love Song. 3 Hours.**

This class will explore the sonnet's many voices and subjects-from plaintive to menacing, from romance to racial injustice. We will read across the centuries, from Shakespeare to Keats to Edna St. Vincent Millay. We will read sonnet-variations, and sonnet-spoofs by contemporary American poets and we will experiment with sonnets of our own. Our time will be spent on close readings, discussions, writing, and informal presentations.

**ENGL-491A. One Woman Writer. 3 Hours.**

In this course, students will investigate the life and work of a single woman writer, chosen on any given term for her significance to literary history, criticism, philosophy or political economy. Readings will include a full array of the writer's original work as well as bio-critical, theoretical and literary critical responses to that work.

**ENGL-495. Re-Thinking Race & Gender. 3 Hours.**

The course starts with historical narrative, re-thinking how we learn to practice race and gender from within larger systems of white supremacy and patriarchy. Students will explore models for disrupting systemic patterns and turning rethinking into everyday action. The aim throughout is to interrogate structures and relations of race and gender, and how they get naturalized. Cross-listed for advanced undergraduates, graduates, and teachers. When taught as a Summer Institute, the course runs for eight days over three weeks.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**ENGL-4991. Independent Study In English. 1 Hour.**

This is a 1-credit course focused on a carefully planned subject area and work plan approved by the professor of record.

**Prerequisite:** (ENGL-400 - 499 or ENGL-400A - 499Z).

**ENGL-4993. Independent Study. 3 Hours.**

This course is designed for students pursuing independent studies of topics not covered in our catalog of courses at the graduate level in English.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-235 with a minimum grade of C.

**ENGL-5901. Thesis Hours. 1 Hour.**

Graduate students complete an extensive, lengthy research or creative project under the guidance of a supervising committee. The thesis is optional for English graduate students and accounts for 6 of the 33 credit hours required for the M.A.

**ENGL-5902. Thesis Hours. 2 Hours.**

See course description for ENGL-5901.

**ENGL-5903. Thesis Hours. 3 Hours.**

See course description for ENGL-5901.

# English Language Program (ELP)

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## Courses

### **ELP-096. Developmental Writing Workshop II. 3 Hours.**

(Does not count toward graduation or GPA calculation.) This course is an introduction to the basic principles used in writing expository essays based on personal experience, and intensive work to improve sentence level skills. Registration is by placement exam or permit.

**Prerequisite:** ELP-095 with a minimum grade of RC or ELP-112 with a minimum grade of C or Accuplacer WritePlacer with a score of 3.

### **ELP-098. Supportive Instruction Writing Skills Workshop. 3 Hours.**

(This course does not count toward graduation or GPA calculation.) ELP-098 must be taken concurrently with ENGL-101: Writing I. This course provides supportive instruction to reinforce or enhance content from the students' college-level writing course. The instructor works to meet the individual needs of the students emphasizing the skills one needs to develop a framework for writing including paragraph development, increased fluency in written English, and proofreading skills. Registration is by placement exam or permit.

**Prerequisite:** (Accuplacer WritePlacer 4 (and Accuplacer Writing 240 - 249) or ELP-096 or ELP-114).

**Corequisite:** ENGL-101.

### **ELP-112. ESL Writing Workshop I. 3 Hours.**

Open only to English Language Learners (ELLs). This course provides basic instruction aimed at guiding the ELLs' transition from their existing native language writing skills to academic English with an emphasis on sentence-level skills needed for writing personal narrative essays. Registration is by permit only.

### **ELP-114. ESL Writing Workshop II. 3 Hours.**

Open only to English Language Learners (ELLs). This course provides instruction aimed at continuing the ELLs' transition from their existing native language writing skills to academic English. Work centers on the writing of basic expository essays and intensive work on sentence level skills. Registration is by permit only.

### **ELP-120. ESL Writing Workshop III. 3 Hours.**

Open only to English Language Learners (ELLs). This course provides additional practice and instruction aimed at helping ELLs complete their transition from writing in their native language to writing in college-level academic English. Writing expository essays across various genre, with emphases on paragraph development, increased fluency and editing and proofreading skills form the core content of this course. Registration is by permit only.

### **ELP-121. English Grammar Skills. 3 Hours.**

Analysis of and practice in selected English grammatical patterns, with special emphasis on their academic application.

# English Second Language (ESL)

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## Courses

### **ESL-108. Listening And Speaking. 3 Hours.**

(English language learners.) Practice in the listening and speaking skill used in American universities, with emphasis on comprehension of brief academic lectures, presentation of brief reports, and participation in class discussion. Registration by permit only.

# Environmental Science (ENVI)

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## Courses

### **ENVI-101. Introduction To Environmental Science. 3 Hours.**

This course introduces environmental science as the interdisciplinary study of environmental issues related to human impact on the natural environment. The course addresses environmental science literacy and scientific methods through inquiry into and discussion of biogeochemical cycles, ecosystem dynamics, climate change, conventional and renewable energy, resources, and sustainability. Lecture (2 hrs) and laboratory (2 hrs).

**Prerequisite:** (MATH-091 - 499 or MATH-091A - 499Z or NEIU Math Placement Result 02 - 45 or ACT Math 19 - 36 or Accuplacer Elementary Algebra 060 - 084 or Accuplacer College Level Math 020 - 120 or Accuplacer Adv. Algebra & Func 200 - 300 or SAT Math 500 - 800).

### **ENVI-180. Fundamentals Of Data Science. 4 Hours.**

Foundations of data science considers data from three perspectives: inferential thinking, computational thinking, and real-world relevance. Given data arising from some real-world phenomenon, how does one analyze that data to understand that phenomenon? The course teaches critical concepts and skills in computation and statistical inference, in conjunction with hands on analysis of real-world datasets, including economic data, document collections, geographical data, and data from social networks. It delves into social, ethical, and legal issues surrounding data analysis, including privacy and data ownership.

**Prerequisite:** MATH-173 with a minimum grade of C or MATH-185 with a minimum grade of C or MATH-187 with a minimum grade of C.

### **ENVI-301. Methods In Environmental Science. 4 Hours.**

This problem-based interdisciplinary course builds on the knowledge and skills acquired in introductory biology, chemistry, earth science, mathematics, and physics. Topics covered include experimental design, sampling, and analytical techniques that are standard to the different scientific disciplines. Students are introduced to interdisciplinary field, laboratory, and data science methods, and develop skills in group collaboration as well as written and oral presentation. Laboratory activities will include both laboratory and fieldwork.

**Prerequisite:** BIO-202 with a minimum grade of C and CHEM-212 with a minimum grade of C and ENVI-101 with a minimum grade of C and MATH-275 with a minimum grade of C and (ESCI-121 with a minimum grade of C or ESCI-211 with a minimum grade of C) and (PHYS-202L with a minimum grade of C or PHYS-207L with a minimum grade of C).

### **ENVI-302. Beyond The Textbook: Science In Popular Literature. 2 Hours.**

In this course, students will read, discuss, and explore the foundations and implications of science literature written for a popular audience. The books chosen for this course vary from semester to semester and will be chosen to cover a broad, interdisciplinary range of perspectives in STEM. The books selected will provide insight into the pursuit of objective truth, while providing the lens that science is done and implemented by individuals and societies, and therefore has ethical, moral, and social implications. [This course can count toward meeting the ELE requirements if ENVI-303 is not used to fulfill the requirement.].

**Prerequisite:** (100 - 399 or 100A - 399Z or).

### **ENVI-303. Beyond Textbooks: Science In Popular Literature. 3 Hours.**

In this course, students will read, discuss, and explore the foundations and implications of science literature written for a popular audience. The books chosen for this course vary from semester to semester and will be chosen to cover a broad, interdisciplinary range of perspectives in STEM. The books selected will provide insight into the pursuit of objective truth, while providing the lens that science is done and implemented by individuals and societies, and therefore has ethical, moral, and social implications. [This course can count toward meeting the ELE requirements if ENVI-302 is not used to fulfill the requirement.].

**Prerequisite:** (100 - 399 or 100A - 399Z or).

### **ENVI-390. Environmental Science Research & Practice. 4 Hours.**

This course puts into practice the knowledge and skills acquired by students throughout the Environmental Science Program. Through case studies, literature review, group discussions, and a research project, students apply concepts from the various scientific disciplines. Working in small teams, students conduct practical scientific research on environmental issues relevant to the local, regional or global community.

**Requirements:** three electives in BIO, CHEM, ESCI, MATH, and/or PHYS; program approval

**Prerequisite:** ENVI-301 with a minimum grade of C.

# Exercise Science (EXSC)

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## Courses

### **EXSC-210. Group Exercise Instructor. 3 Hours.**

In this course students will learn how to design resistance and cardiovascular training programs based on periodization principles that are specific to group exercise classes. Successful completion of this course will allow students to sit for the exam to become a Certified Group Exercise Instructor.

### **EXSC-215. Resistance & Cardiovascular Training For Health & Fitness. 3 Hours.**

In this course students will learn how to design a resistance and cardiovascular training program based on periodization principles that are specific to an individual. Successful completion of this course will allow students to sit for the exam to become a Certified Personal Trainer.

### **EXSC-304. Testing And Prescription For Health And Fitness. 3 Hours.**

This course focuses on the physiological rationale for health-related fitness tests (i.e., cardiorespiratory endurance, muscular strength/endurance, muscular flexibility, and body composition) and covers the procedures for utilizing the information collected from these tests. The course also provides laboratory and field experiences on how to conduct and evaluate health-related fitness tests.

**Prerequisite:** PEMT-306 with a minimum grade of C.

### **EXSC-315. Design Of Specific Exercise Programs. 3 Hours.**

In this course students will learn how to design a resistance and cardiovascular training program based on periodization principles that are specific to an individual or sport. Successful completion of this course will allow students to sit for the exam to become a Certified Strength and Conditioning Specialist.

**Prerequisite:** EXSC-215 with a minimum grade of C.

### **EXSC-350. Independent Study Exercise Science. 3 Hours.**

In this course the instructor will work with the student to develop classroom materials as well as field experiences that are directly related to the students' future career interests. This course is taken in the students' final semester and needs departmental approval to enroll in it.

**Requirement:** Departmental Approval.

### **EXSC-403. Research Methods In Exercise Science, Physical Education, Sport, And Recreation Settings. 3 Hours.**

This course provides an introduction to the types of research methods and design utilized in exercise science, physical education, sport, and recreation settings. Students will learn how to read and interpret peer-reviewed literature and use that literature to develop a research proposal.

### **EXSC-404. Exercise Testing And Prescription. 3 Hours.**

The laboratory component 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 component of the course focuses on the physiological rationale for these tests and covers the procedures for utilizing the information collected in laboratory and field testing. Specifically, students will be instructed on the evaluation the health-related fitness status of tested individuals and on the prescription of exercise training regimens for health-related fitness status alteration and physical performance enhancement. An equipment fee of \$125 is required.

### **EXSC-405. Applied Nutrition. 3 Hours.**

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.

### **EXSC-413. Development And Management Of Physical Education, Recreation, And Sport Programs. 3 Hours.**

The course provides instruction on the development and management of physical education, recreation, and sport programs in schools, universities, corporations, and recreational facilities. Specifically, an overview and the underlying principles of operating facilities, sales/marketing strategies, member/ staff recruitment, management practices, equipment purchase/ maintenance, health/ safety considerations, financial management, legal issues, and insurance considerations will be discussed.

### **EXSC-414. Program Development And Management In Health Promotion. 3 Hours.**

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.

### **EXSC-415. Exercise Management In Chronic Diseases And Disabilities. 3 Hours.**

The course expands on the exercise testing and prescription information covered in EXSC-404 to include special population 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 disease/ 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.).

**Prerequisite:** EXSC-404 with a minimum grade of D.

**EXSC-416. Practices In Cardiac Rehabilitation. 3 Hours.**

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.

**Prerequisite:** EXSC-404 with a minimum grade of D.

**EXSC-418. Current Topics In Exercise And Sport Science. 3 Hours.**

The course provides students with the opportunity to explore the current research in the various areas that encompass the Exercise Sciences. Additionally, students are provided with a venue in which to discuss, with their peers and their professors, these topics salient to their professional growth and development. Understanding of these current topics is evaluated through the students' written reviews, oral presentations, and participation in class discussions of the presented reviews.

**EXSC-419. Psychology Of Exercise & Health Behaviors. 3 Hours.**

Research and psychological theories are examined in relation to Exercise and Physical activity behaviors across the lifespan; Psychological responses to exercise, sport and physical activity are examined in relation to behavior change and adherence. Students learn how to develop psychological interventions for increasing exercise participation and adherence.

**EXSC-420. Prevention Of Chronic Disease Through Diet & Exercise. 3 Hours.**

The course covers the molecular and cellular basis of prevention of chronic diseases. The emphasis is on the biological mechanisms of the causes of chronic diseases and on how dietary components and repeated stressful exercise alter the mechanisms of cause to reduce risk for these diseases. The major topics include: inflammation, obesity, metabolic syndrome and diabetes, atherosclerosis, and cancer.

**EXSC-421. Motor Control And Learning. 3 Hours.**

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.

**EXSC-422. Biomechanics. 3 Hours.**

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 biomechanics of work and energy, balance and movement control, force load and force production, and fatigue during exercise and performance will be discussed.

**EXSC-427. Adapted Physical Education, Recreation, And Sport Programs. 3 Hours.**

The course provides instruction on the history, current status, and future directions of adapted physical education, recreation, and sport programs within our society. The course will include discussions on the psychosocial and medical issues that must be considered when working with individuals with disabilities. Students will learn about existing sports, sport modifications, participation opportunities, and participation barriers for individuals with performance-altering impairments. Field work and visits to various agencies included in these programs.

**EXSC-430. Internship. 3 Hours.**

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.

**EXSC-431. Independent Study/Research. 3 Hours.**

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.

**Prerequisite:** EXSC-403 with a minimum grade of D.

**EXSC-433. Rehabilitation And Performance Injuries. 3 Hours.**

The course provides instruction in the prevention, management, and rehabilitation of performance injuries. The topics discussed include an overview of the prevention and care of injury, techniques for injury risk management, the pathology of injury, various injury management skills (e.g., psychosocial intervention, injury evaluation/emergency care, therapeutic modalities, and exercise rehabilitation), and an overview of the evaluation, care, and rehabilitation of various specific performance-related injuries.

**EXSC-434. Physiology Of Aging And Physical Activity. 3 Hours.**

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.

**Prerequisite:** EXSC-402 with a minimum grade of D.

**EXSC-435. Theory & Methodology Of Coaching. 3 Hours.**

The course provides instruction on the theories and methodologies of sport coaching. Specific emphasis will be placed on the planning, implementation and assessment aspects of coaching, including the philosophical foundations of coaching, technical and tactical coaching principles and player assessment strategies.

**EXSC-442. Sports-Specific Exercise Training. 3 Hours.**

This course integrates the cellular basis of performance enhancement with the components of fitness and of skill enhancement to develop an integrated and applied-science approach to exercise training for: the maximum-performance/moderate-skill sports of sprint & long-distance running, cycling, and swimming; the high-level fitness/high-skill sports of gymnastics, hockey, and soccer, and to the lower-level fitness/high-skill sports of basketball, football, and golf.

**EXSC-444. Cellular Physiology Of Exercise. 3 Hours.**

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.

**EXSC-445. Cardiovascular & Respiratory Physiology Of Exercise. 3 Hours.**

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, neuro-muscular fatigue, ergogenic aids (i.e., human performance enhancement substances), gender-related performance differences, and youth exercise/performance.

**EXSC-5901. Thesis Hours. 1 Hour.**

For those students selecting the Thesis Option for the Master of Science in Exercise and Sport 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.

**EXSC-5902. Thesis Hours. 2 Hours.**

For those students selecting the Thesis Option for the Master of Science in Exercise and Sport 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.

**EXSC-5903. Thesis Hours. 3 Hours.**

For those students selecting the Thesis Option for the Master of Science in Exercise and Sport 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.



# Finance (FINA)

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## Courses

### **FINA-109. First Year Experience: Financial Literacy And Making Smart Financial Decision In Chicago. 3 Hours.**

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 of financial literacy. Students will be introduced to basic knowledge and skills to manage their financial resources effectively in college and beyond. Students will learn to understand the importance of financial literacy, identify important personal financial goals, and develop financial planning skills to achieve goals such as college financing, debt repayment, investment and retirement planning. Livelihood in Chicago is incorporated throughout the course to aid students to make better and more informed personal finance decisions in Chicago.

### **FINA-309. Foundations In Personal Finance. 3 Hours.**

This course introduces knowledge and skills necessary to understand, plan, and manage personal financial affairs. Topics include cash management, budgeting, goal attainment, spending and credit, insurance, tax, and savings and investing. This course will provide a foundational understanding for making informed and responsible personal financial decisions.

### **FINA-350. Foundations Of FinTech. 3 Hours.**

This course is to provide an overview of the technological innovations in the finance industry. Topics include new and disruptive financial products and services, new technology related to fintech, and fintech regulations.

**Prerequisite:** FINA-360 with a minimum grade of C.

### **FINA-360. Principles Of Financial Management. 3 Hours.**

The purpose of this course is to provide a broad overview of the fundamental concepts in financial management such as creation of value for the shareholders, ratio analysis, time value of money, stock and bond valuation, risk and return, cost of capital and capital budgeting.

**Requirement:** All Foundation Courses completed

**Prerequisite:** ACTG-201 with a minimum grade of C.

### **FINA-362. Investment. 3 Hours.**

An introduction to financial markets. Particular emphasis is placed on valuation and the characteristics of different financial assets.

**Prerequisite:** FINA-360 with a minimum grade of C.

### **FINA-363. Security Analysis. 3 Hours.**

This course analyzes the factors affecting the market valuation of securities utilizing fundamental analysis and modern portfolio theory.

**Prerequisite:** FINA-360 with a minimum grade of C.

### **FINA-364. Problems In Business Finance. 3 Hours.**

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.

**Prerequisite:** FINA-360 with a minimum grade of C.

### **FINA-365. Personal Financial Planning. 3 Hours.**

This course is a broad-based introduction to a wide range of personal financial topics, including setting financial goals, budgeting, saving and credit management, insurance, tax planning, asset acquisition, investments, and retirement planning. It will provide the informational and decision-making tools needed for implementing a sound personal financial plan. Prereq.:MATH-165 and FINA-360.

**Prerequisite:** (MATH-110 with a minimum grade of C or MATH-165 with a minimum grade of C) and FINA-360 with a minimum grade of C.

### **FINA-366. Financial Institutions And Markets. 3 Hours.**

The course is designed to provide students with a broad and integrated view of the concepts and principles of the financial system as well as an understanding of pertinent issues faced by different types of financial institutions. Prereq.: FINA-360.

**Prerequisite:** FINA-360 with a minimum grade of C.

### **FINA-367. Short-Term Financial Management. 3 Hours.**

This course focuses on short-term assets and liabilities and discusses the implications of short-term financial management from the perspective of value creation. It also develops skills useful to a bank loan officer, a credit analyst, a cash manager, or a corporate treasurer. Prereq.: FINA-360.

**Prerequisite:** FINA-360 with a minimum grade of C.

### **FINA-368. Financial Management Of Financial Institutions. 3 Hours.**

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 institution framework which is in a state of transition.

**Prerequisite:** FINA-360 with a minimum grade of C.

### **FINA-369. Speculative Markets. 3 Hours.**

This course reviews the mechanics of the major futures contracts: commodities, financial, stock index, and currency futures. Particular emphasis is placed on hedging price risk with futures contracts, and speculating with futures and options contracts. The student is expected to complete a project involving a simulated trading game involving futures and options. Prereq.: FINA-360.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-370. Option Pricing:Theory And Strategic Applications. 3 Hours.**

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.

**FINA-371. International Financial Management. 3 Hours.**

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.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-372. Portfolio Management. 3 Hours.**

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.

**Prerequisite:** FINA-360 with a minimum grade of C and MNGT-368 with a minimum grade of C.

**FINA-373. Intermediate Financial Management. 3 Hours.**

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, debt policy, dividend policy, buy versus lease decisions, current asset management, mergers, bankruptcies and reorganizations. Students are expected to have a familiarity with a spreadsheet package.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-374. Futures Trading Strategies. 3 Hours.**

The course is designed to emphasize the practical, rather than theoretical, aspects of futures markets. Students will be exposed to technical analysis, mechanical system development, and to disciplined money management techniques. The student is expected to participate in a simulated trading game involving futures. Prereq.: FINA-360.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-375. Debt Markets And Portfolio Strategies. 3 Hours.**

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.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-376. Technical Analysis Of The Futures Market. 3 Hours.**

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.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-377. Real Estate Finance. 3 Hours.**

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 assess the impact that these changes have had on both the availability and costs of mortgage debt and the risks associated with its use.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-378. Introduction To Risk Management And Insurance. 3 Hours.**

The individual, family, business entity, and society are all exposed to accidental loss events that may have a significant bearing on their financial, 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.

**Prerequisite:** FINA-360 with a minimum grade of C.

**FINA-380. Entrepreneurial Finance. 3 Hours.**

This course offers a framework for understanding fundamentals of entrepreneurial finance. Topics include introduction to entrepreneurial finance, financial statement analysis, cash flow management, valuation of business, raising capital, debt financing, equity financing and other sources of funding.

**Prerequisite:** ACTG-201 with a minimum grade of C.

**FINA-382. Internship In Finance. 3 Hours.**

**FINA-383. Internship In Finance. 4 Hours.**

**FINA-384. Internship In Finance. 5 Hours.**

**FINA-385. Internship In Finance. 6 Hours.**

**FINA-395. Independent Study In Finance. 3 Hours.**

**FINA-396. Independent Study In Finance. 2 Hours.**

**FINA-397. Independent Study In Finance. 1 Hour.**

**FINA-400. Fundamentals Of Financial Management. 2 Hours.**

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.

**Prerequisite:** ACTG-400 with a minimum grade of C.

**FINA-402. Issues In Corporate Finance. 3 Hours.**

This course provides a broad exposure to the principles and techniques of Financial Management. The course discusses how important areas in Financial Management, namely, the Investment Decision, Financing Decision, and Payout Decision can contribute to the goal of shareholder value creation, from a domestic and international perspective. Prereq.: COBM-402 or undergraduate/graduate exposure to Financial Management.

**Prerequisite:** COBM-402 with a minimum grade of C.

**FINA-460. Financial Management. 3 Hours.**

**Prerequisite:** MNGT-368 with a minimum grade of C.

**FINA-462. Investment Strategies. 3 Hours.**

This course provides an overview of investing with an emphasis on the fundamental approach to investing. Students will be exposed to modern portfolio theory and its implications and gain an understanding of asset pricing models, bond portfolio management strategies, and equity portfolio management strategies. Prereq.: FINA-400 or equivalent and graduate standing.

**Prerequisite:** FINA-460 with a minimum grade of C.

**FINA-469. Mergers And Acquisitions. 3 Hours.**

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.

**Prerequisite:** FINA-400 with a minimum grade of C.

**FINA-470. Corporate Financial Strategy. 3 Hours.**

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.

**Prerequisite:** FINA-400 with a minimum grade of C.

**FINA-471. International Financial Management. 3 Hours.**

This course emphasizes the theoretical concepts of international finance such as currency arbitrage and interest rate parity and their practical ramifications. Particular emphasis is placed on the hedging of exchange risks for importers and exporters, swap financing, international capital budgeting, and the cost of capital for local and foreign currency borrowing. Prereq.: FINA-400 or equivalent and graduate standing.

**Prerequisite:** FINA-400 with a minimum grade of C.

**FINA-474. Seminar On Futures And Options Markets. 3 Hours.**

This seminar provides an overview of the commodity/financial futures and options markets. Particular emphasis is placed on hedging price risk with futures contracts, valuing options contracts, and speculating with trading strategies involving futures and options contracts. The course will emphasize trading strategies using the futures and options markets with the help of a simulated trading game. Prereq.: FINA-400 or equivalent and graduate standing.

**Prerequisite:** FINA-400 with a minimum grade of C.

**FINA-475. Management Of Financial Institutions. 3 Hours.**

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.

**Prerequisite:** FINA-400 with a minimum grade of C.

**FINA-500. Project. 3 Hours.**

Approval of major advisor is necessary.

**FINA-501. Thesis. 3 Hours.**

Approval of major advisor is necessary.

# Foreign Lang Elem Schl Tchg (EFLM)

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## Courses

EFLM-372. Methods Of Teaching Foreign Language In The Elementary School. 3 Hours.

# French (FREN)

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## Courses

### **FREN-101. Beginning French I. 3 Hours.**

Development of basic skills in listening, speaking, reading and writing. Cultural appreciation.

### **FREN-102. Beginning French II. 3 Hours.**

Continuation of FREN-101.

**Prerequisite:** (FREN-101 or NEIU French Placement Score 283 - 310).

### **FREN-201. Intermediate French I. 3 Hours.**

Continuation of FREN-102.

**Prerequisite:** (FREN-102 or NEIU French Placement Score 311 - 445).

### **FREN-202. Intermediate French II. 3 Hours.**

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 311 - 445).

### **FREN-210. Reading Modern French. 3 Hours.**

Practice in reading modern texts of current interest and moderate difficulty.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 311 - 445).

### **FREN-220. French Conversation I. 3 Hours.**

Development of oral-aural communication skills with emphasis on everyday situations. Conducted in French.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 311 - 445).

### **FREN-221. French Grammar And Composition I. 3 Hours.**

Overview of grammar with emphasis on writing skills.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 311 - 445).

### **FREN-230. French Phonetics. 3 Hours.**

Presentation, classification and analysis of the sounds of the French language with special emphasis on techniques and drills leading to habits of correct pronunciation. Conducted in French.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 311 - 445).

### **FREN-251. French Conversation II. 3 Hours.**

Continuation of FREN-220.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 311 - 445).

### **FREN-252. Grammar & Composition II. 3 Hours.**

Continuation of FREN-221.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 311 - 445).

### **FREN-300. Introduction To French Civilization. 3 Hours.**

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 446 - 999).

### **FREN-312. French Conversation III. 3 Hours.**

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 446 - 999).

### **FREN-313. French Grammar And Stylistics. 3 Hours.**

Identification, analysis and use of French structure; extensive exercises in grammatical and logical analysis. Conducted in French.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 446 - 999).

### **FREN-315. Applied French Linguistics. 3 Hours.**

A systematic comparison of French and English. Application of teaching techniques related to modern theories of language learning. Required for secondary school teacher certification.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 446 - 999).

### **FREN-320. Introduction To French Literature. 3 Hours.**

Outline of French literature; outstanding authors and their works from the Middle Ages to the present. Conducted in French.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 446 - 999).

### **FREN-350. Independent Study In French. 3 Hours.**

Project or research on a special topic relevant to the student's degree program. The course will be designed in consultation with an instructor who will also supervise the student's work.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 446 - 999).

### **FREN-357. Contemporary French Society. 3 Hours.**

The study and discussions 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.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 446 - 999).

**FREN-361. Advanced French Conversation. 3 Hours.**

Development of communicative skills primarily in speaking and listening in French at the Advanced Level. This course may be repeated once.

**Prerequisite:** (FREN-201 - 399 or FREN-201A - 399Z or NEIU French Placement Score 446 - 999).

# Geography and Envir Studies (GES)

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## Courses

### **GES-104. World Geography. 3 Hours.**

Students will study the major world regions using a geographic perspective which includes both the physical environment (e.g., climate, soils, natural resources, topography) and the human environment (e.g., population, economic, political, urban, trade, culture, language). The course includes map interpretation and a brief introduction to modern geospatial technologies.

### **GES-109A. First Year Experience: Global Chicago. 3 Hours.**

This First Year course provides a broad overview of the Chicago metropolitan area in the global context and within the framework of urban geography. Students will explore Chicago as a hub in the global economy and the many ways in which global forces have impacted the region.

### **GES-109B. First Year Experience: Humans And The Chicago Environment. 3 Hours.**

Students will explore the relationships between human settlement and the natural environment in the Chicago metropolitan area including local environmental problems, their causes, and their possible solutions. Issues such as waste disposal, recycling, brownfields, suburban sprawl, air and water pollution, water supply, flooding and drainage, invasive species, and urban parks are investigated with classroom discussion. Some field trips are possible.

### **GES-150. Introduction To Environmental Studies. 3 Hours.**

This is an introduction to the study of human-environment relations with a focus on sustainable solutions to environmental problems. Students will learn about fundamentals of environmental systems, human impacts on the environment, and sustainable solutions to environmental issues from local to global scales.

### **GES-180. Fundamentals Of Data Science. 4 Hours.**

Foundations of data science considers data from three perspectives: inferential thinking, computational thinking, and real-world relevance. Given data arising from some real-world phenomenon, how does one analyze that data to understand that phenomenon? The course teaches critical concepts and skills in computation and statistical inference, in conjunction with hands on analysis of real-world datasets, including economic data, document collections, geographical data, and data from social networks. It delves into social, ethical, and legal issues surrounding data analysis, including privacy and data ownership.

**Prerequisite:** MATH-173 with a minimum grade of C.

### **GES-199. Topics In Environmental Studies For Middle School Teaching. 4 Hours.**

### **GES-205. Physical Geography. 3 Hours.**

This course introduces students to the geographic distribution and interrelations of Earth's physical environment from a systems perspective. It emphasizes Earth-Sun relations, climate systems, soil, vegetation, and landform types and processes.

### **GES-218. Conservation Of Natural Resources. 3 Hours.**

This course introduces students to contemporary approaches to natural resource management emphasizing efforts toward conservation and preservation. Students will learn how to manage a range of resources such as air, water, soil, forests, grasslands, energy and minerals, and wildlife. They will study the processes, problems, and management methods for different resource types.

### **GES-250. Writing Intensive Program: Writing in GES. 3 Hours.**

In this writing intensive course students develop written communication skills relevant to Geography and Environmental Studies. Topics include note taking, outlines, drafts, writing styles, bibliography and references, essays, reviews, policy statements and reports of varying lengths. Library and online writing resources will be explored. Students will incorporate maps, graphs, and other visual aids.

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **GES-301. Great Lakes Environmental Management. 3 Hours.**

This course will survey human/environmental issues in the Great Lakes basin with an emphasis on environmental policy, planning, governance, and management. Topics include water resource use and management, wildlife management, industrial, urban and agricultural pollution and abatement, inter-state and inter-national transportation, and resource conflicts and solutions. Some field trips are possible.

### **GES-302C. Regional Geography: Africa. 3 Hours.**

This is a descriptive and explanatory 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.

### **GES-302D. Regional Geography: World Oceans. 3 Hours.**

Students will study the geography and distribution of the oceans: physical geography of the ocean floor, coastal landforms, earthquakes and volcanoes, oceans and climate, life in the oceans, ocean resources, and human impacts. Contemporary problems and future opportunities include laws of the sea; transportation, and the importance of the oceans to environmental quality of Earth.

### **GES-302F. Regional Geography: Australia And The Pacific Islands. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302G. Regional Geography: Caribbean. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302H. Regional Geography: Eastern Europe. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302K. Regional Geography: East Asia. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302L. Regional Geography: Southeast Asia. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302M. Regional Geography: Russia And Central Asia. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302N. Regional Geography: South Asia. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302O. Regional Geography: Middle East. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302Q. Regional Geography: Western Europe. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302S. Regional Geography: Developing World. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302V. Regional Geography: U.S. And Canada. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-302X. Regional Geography: Latin America. 3 Hours.**

This is a descriptive and explanatory 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.

**GES-303. Geography And Disability: Space, Place, And Power. 3 Hours.**

Students will study the social and geographic processes rendering some bodies disabled and others abled in space and place. The landscape of experience at different scales, mobility, geography of disability services, mapping as a form of representation, urban policies, and planning will be covered. Instruction may include critical debates, field trips and guest speakers.

**GES-303A. Topics In Geography: Social Geography. 3 Hours.**

A current topic in geography will be explored in depth. See Schedule of Classes, course notes, and consult the department for more information.

**GES-303B. Topics In Geography: American Cities: Past, Present And Future. 3 Hours.**

This is an overview of geographic and historical development of American cities and an evaluation of contemporary urban issues. It emphasizes spatial processes within cities and within the larger urban system. Using fundamental aspects of urban theory students will discuss how cities developed and how processes such as suburbanization affect the social, economic and environmental aspects of city life.

**GES-305. Geography And Map Skills For Teachers. 3 Hours.**

Students will review the structure and content of both physical and human geography as well as the themes and standards of geography education. Basic educational concepts will be covered, as will instructional strategies for integrating geographic, geospatial, and GIS concepts into curriculum. This course is intended for those who plan to become formal or informal educators in Grades K-12.

**GES-307. Environmental Education. 3 Hours.**

This course offers an exploration and analysis of educational theory, various instructional methods, and the design of environmental education and outreach programs. Students will gain practical knowledge in lesson plan design and implementation, current research trends in environmental education, and various conservation-based field techniques related to environmental programming. Curricular development skills will be applied in the context of contemporary environmental issues.



**GES-308. Conservation Psychology. 3 Hours.**

Students will explore the emerging field of conservation psychology with an emphasis on the psychological characteristics of the relationship between humans and nature, such as environmental values, attitudes, behavior, and decision-making practices. Course topics, including environmental perception, identity, personal morals, ecopsychology, wilderness psychology, domestic nature, managed nature, community dimensions, and environmental education, will be investigated in the context of promoting environmental responsibility.

**GES-309. Principles And Methods Of Environmental Interpretation. 3 Hours.**

Students will explore the art of interpreting the natural environment of various settings (e.g., parks, camps, historical markers, places of cultural significance) for visitors. Students will practice a variety of interpretive activities and techniques including storytelling, interpretive talks, role-playing, interpretive signage, and guided programs. Projects include the creation of unique interpretive programming under instructor guidance and possibly with external clients. Some field trips are possible.

**GES-311. Social Dimensions Of Water Resources Management. 3 Hours.**

This course examines the social dimensions of water resources management and development by examining the relationship between humans and the hydrological cycle in the U.S. and world regions. Students will draw from key social theoretical frameworks to better understand and explain the development, use, management, and governance of water resources by humans at various scales and in different settings. Human impacts on natural water systems, the influence of natural water systems on humans, and water conflicts and resolutions will be highlighted. Field trips are possible.

**GES-314. Political Geography. 3 Hours.**

Students will study the relationship between geographical factors of the physical and human environments and political organization. Topics include territorial claims and conflicts, defining borders and districts, spatial patterns of legislation, development and evolution of nations, and changing patterns in the world political map.

**GES-315. Economic Geography. 3 Hours.**

Students will explore how economic activities are organized in space at the local, regional and global levels. Geographic frameworks, concepts, explanations and analytical tools will be used to show how space and location are critical elements affecting economic systems and why different places achieve different levels of well-being.

**GES-316. Location Analysis. 3 Hours.**

This course focuses on the use of location theory and economic modeling to understand spatial patterns of land use and to determine optimal spatial arrangements relating to location of business, services, resources and trade. Environmental influences and impacts are discussed.

**GES-319. Environmental And Natural Resources Policy. 3 Hours.**

This course analyzes environmental and natural resource policy development, implementation, and revision. It emphasizes contemporary political, environmental, economic, and legal aspects of US federal and state environmental policies in a global.

**GES-321. Environmental Impact Assessment. 3 Hours.**

Students will analyze the National Environmental Policy Act (NEPA) 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; and public participation and conflict management.

**GES-322. Aerial Photo Interpretation. 3 Hours.**

This course introduces the use of aerial photographs for evaluating natural and built environments. Students will gather and study information in order to identify various cultural and natural features from aerial photographs.

**GES-323. Green Infrastructure Planning And Management. 3 Hours.**

This course focuses on the challenges and benefits of incorporating open space, native landscaping, street trees, etc. into urban planning to ameliorate problems such as erosion, storm water management, climate change, habitat loss, and pollution. Plans at differing scales will be compared; case studies of green infrastructure implementation will be examined; and management and maintenance of green infrastructure practices will be discussed. This is a GES-approved field class. Most classes will be held in the field.

**GES-327. Forest Resource Management. 3 Hours.**

Students will study forest values, management, policies and practices for public and private lands, including national wilderness areas, parks and forests, and the role of trees and forests in urban areas. Some field trips are possible.

**GES-328. Wildlife Resource Management. 3 Hours.**

This is a general wildlife management course designed for resource planners, environmental managers, interpretive naturalists, and educators. Fish and wildlife values, conservation principles and practices, and current policy issues will be covered.

**GES-329. Sustainable Energy Policy. 3 Hours.**

Students will study renewable energy resources such as solar, wind, hydro, and biomass sources as alternatives to nuclear energy and traditional fossil fuels. They will examine sustainable energy policy and other ways energy resources can be managed towards a sustainable future.

**GES-336. Solid Waste Issues. 3 Hours.**

This course examines trends in municipal solid waste generation, collection, disposal and management. Students will explore and discuss the roles of federal, state, county, and municipal governments and policies. International waste issues and management strategies will also be covered.

**GES-337. Cultural Geography. 3 Hours.**

This course will focus on the cultural landscape including patterns of language, religion, ethnicity, gender, and livelihoods as they vary from region to region around the world.

**GES-338. Sustainable Development. 3 Hours.**

Sustainable development is an alternative to traditional industrial-economic models of growth which often marginalize people and damage ecosystems. The course will cover specific strategies, policies, and implications of the sustainable development approach globally. Environmental, social, and economic aspects of development will be examined at various scales.

**GES-339. Geography Of Energy. 3 Hours.**

This course examines the changing spatial patterns of the distribution, consumption, and transportation of energy resources in the US and world regions. Students will investigate new technologies and management strategies for production and delivery of energy resources. Some field trips are possible.

**GES-344. Chicago River Issues. 3 Hours.**

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. As a GES- approved field class, most classes are held in the field and will include light hiking and paddling.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**GES-345. Medical Geography. 3 Hours.**

The course will cover health-related topics including infectious and non-infectious diseases, from a spatial perspective. Ecological, social, and spatial factors affecting health and disease will be studied, as will the tools and methods of intervention. Special attention is given to the effects of globalization and urbanization on health and disease.

**GES-346. Geography Of Metropolitan Chicago. 3 Hours.**

This is a detailed study of communities within Chicago and its surrounding area with an emphasis on the formation and spatial distribution of distinct regions. Some field trips are possible.

**GES-347. Gentrification And Urban Redevelopment. 3 Hours.**

Students will examine the processes and effects of gentrification, revitalization, restoration and urban redevelopment both in metropolitan Chicago and globally. Some field trips are possible.

**GES-348. Latinx Metropolis. 3 Hours.**

This course explores the processes of Latinx urbanization and urbanism in the United States and the spatialization of Latinx identities and experiences. As more Latinxs live and work in U.S. cities, they gradually transform the social relations and spatial practices that manifest the geographical and historical legacies of previous waves of urbanization, to suit their varied needs and to express their own diverse values. As U.S. urban spaces increasingly become loci that constitute, constrain and mediate the life experiences of Latinxs, they become sites laden with political and social potential poised to transform our collective urban futures.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**GES-349. Environment And Urbanization. 3 Hours.**

The course focuses on urban development emphasizing the role of the natural environment in cities around the world. The rapid growth of urban areas both within and beyond core regions will be studied, with special attention paid to the environmental factors affecting urbanization and the impacts of urbanization on the natural environment.

**GES-350. Climate Change: International Policy And Politics. 3 Hours.**

This course covers international climate change policy and politics in the context of global capitalism, with a focus on efforts to limit the causes (mitigation) and impacts (adaptation) since the signing of the UN Framework Convention on Climate Change in 1994. The course emphasizes the disproportionate impacts of climate change on the global South and marginalized communities in the global North. Students will assess mitigation and adaptation strategies in countries and regions from a people-centered, place-based approach that respects local socio-ecological contexts and environmental justice perspectives.

**GES-351. Spatial Statistics. 3 Hours.**

This course introduces students to the fundamentals of spatial statistics. Students will explore statistical problems, principles, and techniques for the study of geographic and environmental phenomena with spatially referenced data.

**GES-352. Independent Study In Geography And Environmental Studies. 3 Hours.**

Students will study a topic of special interest under the supervision of a faculty member. See the Department policy on independent studies.

**GES-353. Independent Study In Geography And Environmental Studies. 2 Hours.**

(See GES-352 for description.).

**GES-354. Independent Study In Geography And Environmental Studies. 1 Hour.**

(See GES-352 for description.).

**GES-355. Metropolitan Transportation: Problems And Planning. 3 Hours.**

This course presents a study of the location, impact, causes, and mitigation of natural hazards globally. Example topics include earthquake, volcano, flooding, landslide, subsidence, extreme weather, wildfire, and tsunamis. Hazard mitigation will also be covered. Some field trips are possible.

**GES-357. Geography Of Natural Hazards. 3 Hours.**

This course presents a study of the location, impact, causes, and mitigation of natural hazards globally. Example topics include earthquake, volcano, flooding, landslide, subsidence, extreme weather, wildfire, and tsunamis. Hazard mitigation will also be covered. Some field trips are possible.

**GES-358. Museum Studies. 3 Hours.**

This course takes a multi-disciplinary approach to the study of museums, cultural heritage institutions, and natural history organizations and the contemporary issues and challenges facing them. Students will examine the theory and organization of museums as well as their historical and contemporary role in education, cultural preservation, research, and interpretation. This course will also take a critical look at the role of museums in colonialist endeavors, and at how they address social hierarchies, race, and ethnicity. Students will enrich their classroom learning with working visits to a diversity of institutions in the Chicago area. Course is open to all majors.

**GES-359. Environmental Planning. 3 Hours.**

In this course students will learn how to incorporate environmental factors into land use and resource planning. They will explore interrelations between physical systems and land use; they will identify tools and resources for ecologically sound analysis and planning; and will develop an environmental plan of their own.

**GES-360. Environmental Justice And Activism. 3 Hours.**

Students will investigate the history and process of environmental equity, grassroots activism, legislation and lobbying, and community organization. Some field trips are possible.

**GES-361. Urban Planning. 3 Hours.**

Students will study the historical development of urban planning in the United States, the components of a comprehensive plan, and the theory and practice of urban planning.

**GES-362. Population Geography. 3 Hours.**

Population structure, growth/decline, distribution, and migration from local to global scales will be covered. The impact of population structure on economic growth, and problems including environmental degradation and human suffering will be discussed. The course will also cover population policies and initiatives.

**GES-3631. Field Experience:Problems In Geography. 3 Hours.****GES-365. Urban Geography. 3 Hours.**

This survey course in urban geography focuses on processes and outcomes of urbanization. It will address the changes unfolding in the metropolitan landscape and will encourage students to develop a deeper and more nuanced understanding of cities and urban socio-spatial processes.

**GES-367. Geography Of Tourism. 3 Hours.**

Students will examine tourism from a geographic and environmental perspective. Topics include political and economic impact on communities, ecotourism, and the cultural consequences of tourism in different world regions. Students will investigate a local tourist site. Some field trips are possible.

**GES-368. Climate Change: Changing Climate, Changing Chicago. 3 Hours.**

This course focuses on climate change mitigation and adaptation efforts in the Chicago metropolitan region. Students will learn how physical geographers evaluate historical climate conditions as well as project future climates, and how to apply this information to planning problems. A majority of the class will emphasize the ongoing creation and use of local, county, state, and regional climate change mitigation and adaptation plans.

**GES-370. Interdisciplinary Seminar On Climate Change. 2 Hours.**

This university-wide seminar provides important views on the critical issue of climate change, drawing from many perspectives and disciplines. Faculty from different NEIU departments and other institutions will present an overview of socio-economic, political, cultural, racial, gender, ethical, and scientific perspectives on the issue of climate change. The main objective of the seminar is to gain an understanding of the dynamic linkages and feedbacks between the climate system and society and to critically evaluate climate change solutions in the context of sustainability and social & environmental justice.

**GES-371. Advanced Physical Geography. 3 Hours.**

This course will cover advanced topics in physical geography, focusing primarily on geomorphic systems (e.g., rivers, glaciers, deserts, coastal zones, karst) and biomes. It will cover contemporary approaches to physical geography as a discipline.

**Prerequisite:** GES-205 with a minimum grade of C.

**GES-372. GIS Across Disciplines. 3 Hours.**

This course introduces students to the fundamental concepts of Geographic Information Systems (GIS) and its application in a variety of disciplines including both social and natural sciences. Students will also gain hands-on experiences of collecting and manipulating spatial data and creating effective maps.

**GES-374. Research Methods. 3 Hours.**

This course explores the foundations and tools of research including quantitative, qualitative, and mixed-methods approaches used in Geography and Environmental Studies. Students will conduct original research from topic selection and development of a research question to a finished paper and presentation. They will gain skills in data collection, analysis, and interpretation as well as in professional writing and presentation.

**Prerequisite:** GES-250 with a minimum grade of C and (GES-104 with a minimum grade of C or GES-150 with a minimum grade of C).

**GES-376. Principles Of Cartography. 3 Hours.**

This course covers principles of map making, the history of cartography, evolution of modern techniques, projections, symbolization, visual appeal, thematic mapping techniques, design, production and interpretation.

**GES-377. Computer Cartography. 3 Hours.**

Students will design, create, and publish a variety of thematic maps using digital graphics programs. The course will include cartographic conventions, aesthetic considerations, and effective symbology.

**GES-380. Field Methods. 3 Hours.**

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 research projects tailored to each student's interest. Approved for graduate credit.

**GES-383. Internship In Geography And Environmental Studies. 3 Hours.**

This is a supervised field experience with an agency related to the student's career interest. Prior course work and other disciplinary experiences are evaluated before approval is granted to enroll in the internship. Students will work closely with their advisor in advance of enrollment and will have regular contact throughout the course. There is a formal process for reporting and assessment and 160 work hours are required. This is a GES-approved field class.

**GES-387. Interactive Cartography. 3 Hours.**

This course focuses on cartographic techniques for web delivery of interactive maps. Students learn basic coding and script modification for interactive map images, and preparation of base maps and data. Emphasis is placed on widely available open source tools. Students will design and complete a research project using new skills for interactive mapping.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**GES-388. Field Camp. 3 Hours.**

Students must consult the Schedule of Classes for specific destination and costs for this travel-based course. Departmental approval is required for enrollment. There will be classroom meetings prior to travel for discussion of the geographic and environmental issues of the destination. Student will perform a research project based on literature review and field work. This is a GES- approved field class.

**GES-389. Urban Design Studio. 3 Hours.**

This studio course presents perspectives, standards and techniques used in representing urban plans and projects. Cultural, economic, political and social dimensions of urban life are incorporated in the computer assisted design projects.

**GES-390. Remote Sensing And Digital Image Processing. 3 Hours.**

This course focuses on the analysis of remotely sensed data for geographic and environmental applications including the detection of a variety of resources in the natural and human environments, measurement of change, and human impact.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**GES-391. Introduction To GIS. 3 Hours.**

This course is an introduction to Geographic Information Systems (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.

**GES-392. Geospatial Analysis. 3 Hours.**

This course introduces advanced skills in Geographic Information Systems (GIS), including the concepts, methods and techniques of geospatial analysis and modeling. A variety of spatial data geoprocessing tools will be explored, using both raster and vector formats. Students will apply GIS tools and skills to a real world problem.

**Prerequisite:** GES-391 with a minimum grade of C.

**GES-393. GIS Modeling And Programming. 3 Hours.**

This course focuses on advanced analysis of Geographic Information Systems (GIS) data using scripts and programming. Topics will include database management, model building, scripting and programming, and open source GIS. Students will complete several projects related to the course topics.

**Prerequisite:** GES-391 with a minimum grade of C.

**GES-395. GIS Internship. 3 Hours.**

This course is a supervised field experience using Geographic Information Systems (GIS) and related geospatial technologies. A proposal and departmental approval is required in advance of registration. There is a formal process for reporting and assessment, and 160 work hours are required. Students should consult Department materials for specific guidelines and instructions. This is a GES- approved field class.

**Prerequisite:** GES-391 with a minimum grade of C.

**GES-396. Food And The City. 3 Hours.**

In the face of growing awareness of the environmental impacts of conventional agriculture, food insecurity, and climate change, many view urban agriculture as a promising solution to a variety of socio-economic and environmental concerns. This course will examine the historical development, current versions, and future potentials of urban food production in a geographic context. Some field trips are possible.

**GES-401. Seminar In Cultural Geography. 3 Hours.**

This course will explore dimensions of the cultural landscape emphasizing the influence of location and place in the creation, shaping, and maintenance of cultural regions. Cultural change and interactions will be studied at various scales of analysis.

**GES-411. Scope And Philosophy Of Geography And Environmental Studies. 3 Hours.**

This is a historical and theoretical review of geography as a spatial discipline, and of the philosophy of conservation and environmental studies. The relationship between these two fields will be examined. The course also provides an overview of the M.A. program and graduate level studies.

**GES-413. Advanced Research Methods. 3 Hours.**

This course develops concepts and skills for those preparing for graduate research (thesis or research paper) in the Department of Geography and Environmental Studies or related social science fields. Research design, data-gathering techniques, data analysis, research planning, and quantitative, qualitative, and mixed method approaches will be covered. Students will interpret published research and produce a research proposal.

**Prerequisite:** GES-411 with a minimum grade of C.

**GES-415. Geospatial Data Analysis. 3 Hours.**

This course covers the use of contemporary tools used in the design and preparation of thematic maps. It also provides an overview of spatial analyses now possible with geographic information systems (GIS). Topics include data collection, input, storage, retrieval, manipulation and output.

**GES-416. GIS For Natural Systems Management. 3 Hours.**

This course introduces students to the theory and concepts of data storage, retrieval, visualization, modelling, and output for natural resource applications and management. Mainly with the use of raster GIS students will design and complete their own research projects.

**Prerequisite:** GES-391 with a minimum grade of C or GES-491 with a minimum grade of C.

**GES-417. Urban Information Systems. 3 Hours.**

This course focuses on the application of GIS in the urban environment. Topics will include suburbanization, segregation, economic development, network-based transportation and site location. Students' exploration will culminate in independently designed research projects.

**Prerequisite:** GES-391 with a minimum grade of C or GES-491 with a minimum grade of C.

**GES-424. Human Dimensions Of Global Environmental Change. 3 Hours.**

This course introduces students to the role of humans in driving environmental change at local to global scales. They will integrate knowledge of human and non-human systems to enhance their understanding of contemporary global environmental problems. By studying academic literature connecting social and ecological systems they will explore the causes and consequences of human activities in relation to anthropogenic issues such as climate change and biodiversity loss. They will also study ways to mitigate or adapt to these changes.

**GES-430. Research Seminar. 3 Hours.**

Students conduct a focused and comprehensive literature review, and write a research paper on an approved topic to fulfill requirements for the Master of Arts degree. Credit for both this course and the Thesis Seminar will not be permitted. A proposal must be approved by both committee members in advance of registration. See Departmental policies.

**GES-435. Seminar In Physical Geography. 3 Hours.**

Students will investigate geomorphic systems and the importance of physical geography for studying the Earth. This course will introduce contemporary principles, models, and theories of physical geography, with special attention paid to the application of physical geographic knowledge for G&ES scholars and professionals.

**Prerequisite:** GES-205 with a minimum grade of C.

**GES-437. Seminar: Global Wildlife Issues. 3 Hours.**

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-440. Qualitative Research Methods In Geography And Environmental Studies. 3 Hours.**

Students will explore qualitative analytical tools and methods used in geography and environmental studies. They will develop the foundational philosophical knowledge of qualitative inquiry while practicing and applying various qualitative techniques related to the study of complex human-environment phenomena. Individual research projects will involve collecting, analyzing, and representing qualitative data.

**Prerequisite:** GES-411 with a minimum grade of C and GES-413 with a minimum grade of C.

**GES-442. Geographic Problems In Quantitative Measurements. 3 Hours.**

This course focuses on quantitative and statistical tools used in geography and environmental studies. It will cover common statistical measures and will emphasize geometrics and spatial analyses. Statistical projects are required.

**GES-445. Seminar In Resource Management And Decision-Making. 3 Hours.**

This research seminar incorporates principles of resource management and environmental governance through research projects conducted in the Chicago metropolitan area.

**GES-448. Seminar: Latinx Metropolis. 3 Hours.**

This course explores the processes of Latinx urbanization and urbanism in the United States and the spatialization of Latinx identities and experiences. As more Latinxs live and work in U.S. cities, they gradually transform the social relations and spatial practices that manifest the geographical and historical legacies of previous waves of urbanization, to suit their varied needs and to express their own diverse values. As U.S. urban spaces increasingly become loci that constitute, constrain and mediate the life experiences of Latinxs, they become sites laden with political and social potential poised to transform our collective urban futures.

**GES-449. Seminar In Land Use Controls. 3 Hours.**

Students will explore the rationale and methods of private land regulation: land subdivision, zoning, regulations, and growth control. Research projects are required.

**GES-450. Seminar In Urban Planning. 3 Hours.**

This is a broad overview of urban planning as it is practiced in the United States and in the Chicago metropolitan area. It focuses on the fundamental theoretical perspective as well as on the common regulatory and procedural tools utilized by planning professionals. Students will examine the historical context and evolution of the planning profession, the complex issues associated with urbanization, and of the role of planning in contemporary society.

**GES-453. Seminar In Sustainable Development. 3 Hours.**

This is an 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 and 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 Hours.**

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 Hours.**

Proactive land use strategies to minimize pollution, protect biodiversity and water and energy resources, and reduce vulnerability to natural hazards will be explored. Issues such as smart growth, sustainable transportation, sprawl, watershed management, preservation, natural hazard mitigation, and green design will be discussed with emphasis on those in the Chicago area. Tools will include GIS, economic analysis, and environmental impact assessment. Some field trips are possible.

**GES-456. Seminar In U.S. Environmental Policy. 3 Hours.**

This is a detailed exploration of environmental law and policy in the United States, including legal structures, processes, and constraints, notable successes and failures, the role and influence of advocacy and interest groups, and major controversies relating to decentralization, market-based mechanisms, risk-based analysis, environmental justice, and others. Differences in state laws and performance will also be explored.

**GES-457. Seminar: International Environmental Policy. 3 Hours.**

Students will study international efforts to address global environmental problems such as deforestation, climate change, ozone depletion, fisheries decline, and toxic chemicals. They will analyze the effectiveness of these measures. The class will explore various theories and philosophies, international regimes, international cooperation, and the promoters of and obstacles to progress. The impact of globalization, of regional disparities, and of international organizations will be examined.

**GES-461. Independent Study In Geography And Environmental Studies. 3 Hours.**

This independent research is on a topic chosen by the student in consultation with the instructor and approved in advance of registration.

**GES-462. Seminar In Environmental Education. 3 Hours.**

In this course students will explore, analyze, and critique advanced environmental education theories and practices. Students will gain an understanding of pedagogical tools and techniques related to a variety of ages, locations, and mechanisms of conservation education. Foundational knowledge will be combined with current research trends in the context of individualized projects.

**GES-470. Seminar in Health & Medical Geography. 3 Hours.**

This seminar focuses on the intensive study of sociospatial patterns that characterize public health challenges and outcomes, including a host of health disparities across a broad spectrum of intersectionalities that include gender, race, ethnicity, class, sexuality, ability, age, etc. The students are immersed in a rigorous examination of relevant current scholarly literature. They learn how to apply key geographic concepts and methods on case-studies to analyze the health effects of interactions between people and their environments. Special attention is given to the impact of globalization and urbanization on health at various scales of analysis.

**GES-471. Seminar In Urban Geography. 3 Hours.**

Students will research and discuss current topics and theories from the academic literature in urban geography.

**GES-472. Seminar In Regional Geography: Third World Issues. 3 Hours.**

Students will examine the less developed world regions based on current geographical perspectives of development processes. Topics will include social inequity, resource exploration, economic development, and demographic change. Students will develop their own research areas, incorporating the academic literature.

**GES-483. Internship. 3 Hours.**

This is a 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. See Department policies and internship procedures.

**GES-487. Interactive Cartography. 3 Hours.**

This course focuses on cartographic techniques for web delivery of interactive maps. Students learn basic coding and script modification for interactive map images, and preparation of base maps and data. Emphasis is placed on widely available open source tools. Students will design and complete a research project using new skills for interactive mapping.

**GES-490. Remote Sensing And Digital Image Processing. 3 Hours.**

This course focuses on the analysis of remotely sensed data for geographic and environmental applications including the detection of a variety of resources in the natural and human environments, measurement of change, and human impact.

**GES-491. Introduction To GIS. 3 Hours.**

This course is an introduction to Geographic Information Systems (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.

**GES-492. Geospatial Analysis. 3 Hours.**

This course introduces advanced skills in Geographic Information Systems (GIS), including the concepts, methods and techniques of geospatial analysis and modeling. A variety of spatial data geoprocessing tools will be explored, using both raster and vector formats. Students will apply GIS tools and skills to a real world problem.

**Prerequisite:** GES-391 with a minimum grade of C or GES-491 with a minimum grade of C.

**GES-493. GIS Modeling And Programming. 3 Hours.**

This course focuses on advanced analysis of Geographic Information Systems (GIS) data using scripts and programming. Topics will include database management, model building, scripting and programming, and open source GIS. Students will complete several projects related to the course topics.

**Prerequisite:** GES-391 with a minimum grade of C or GES-491 with a minimum grade of C.

**GES-499. Capstone Portfolio. 3 Hours.**

This course serves as the capstone project for non-thesis students completing the Master of Arts degree in Geography and Environmental Studies. The capstone portfolio requires students to work closely with faculty members to compile completed work within the context of the goals and objectives of the MA program.

**GES-5901. Thesis Hours. 1 Hour.**

Under the supervision of three advisors students conduct independent research and write a thesis to fulfill requirements for the Master of Arts degree. Credit for this course and GES-430 will not be permitted. See Department policies.

**GES-5902. Thesis Hours. 2 Hours.**

Under the supervision of three advisors students conduct independent research and write a thesis to fulfill requirements for the Master of Arts degree. Credit for this course and GES-430 will not be permitted. See Department policies.

**GES-5903. Thesis Hours. 3 Hours.**

Under the supervision of three advisors students conduct independent research and write a thesis to fulfill requirements for the Master of Arts degree. Credit for this course and GES-430 will not be permitted. See Department policies.

# German (GER)

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## Courses

### **GER-112. Beginning German I. 3 Hours.**

Beginning course in German for novice learners with no substantial prior knowledge or exposure to the language. This course will introduce you to the language, accents, and cultures of German speaking countries, using theme-related vocabulary, grammatical structures and authentic materials. You will practice listening, speaking, reading and writing in German.



# Gifted Education (GIFT)

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## Courses

**GIFT-450. Psychology Of Individuals Who Are Gifted And Talented. 3 Hours.**

**GIFT-452. Education Of Individuals Who Are Gifted And Talented. 3 Hours.**

The course provides students with an opportunity to study and reflect on the theories, program models and strategies for teaching high-ability students. New theories of giftedness, research, identification, programming models, and legislation are continuing challenges for those professionals responsible for developing, implementing programs and services for the gifted and talented. At the completion of the experience of translating theory, research, and examples of current programming practices, the graduate student will be a reflective and responsive professional in the critical aspects of programming and services for high-achieving and high-ability students.

**Prerequisite:** GIFT-453 with a minimum grade of C.

**GIFT-453. Seminar In Curriculum And Materials For The Gifted. 3 Hours.**

**Prerequisite:** GIFT-450 with a minimum grade of C.

**GIFT-454. Teaching Gifted Students In The Inclusive Classroom. 3 Hours.**

**GIFT-455. Bibliography and Methodology In Research In Gifted Education. 3 Hours.**

**Prerequisite:** GIFT-450 with a minimum grade of C and GIFT-452 with a minimum grade of C.

**GIFT-456. Parenting And Advocacy For Individuals Who Are Gifted And Talented. 3 Hours.**

**GIFT-457. Research Seminar For The Gifted. 3 Hours.**

**Prerequisite:** GIFT-450 with a minimum grade of C and GIFT-452 with a minimum grade of C and GIFT-453 with a minimum grade of C.

**GIFT-458. Meeting Gifted Students' Social-Emotional Needs. 3 Hours.**

**Prerequisite:** GIFT-450 with a minimum grade of C.

**GIFT-459. Field Demonstration In Gifted Education. 3 Hours.**

**Prerequisite:** GIFT-450 with a minimum grade of C and GIFT-452 with a minimum grade of C and GIFT-453 with a minimum grade of C.

**GIFT-462. Identifying And Providing For Underserved Gifted Students. 3 Hours.**

This course provides in-depth understanding of the needs of a typical 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 school today. Included are those in the following populations: Economically disadvantaged, Creatively gifted, Underachievers, Visual-spatial learners, Those with other needs, Racially, culturally & linguistically diverse, Low-incidence/ highly gifted, Gifted girls, Rural/ isolated gifted. The course will focus on recent videotaped interviews with leaders in the field of gifted education who are concerned with underserved gifted students.

# Global Studies (GS)

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## Courses

### **GS-201. Thinking Globally: Global Perspectives On The Contemporary World. 3 Hours.**

This course introduces students to the multiple dimensions and impact of globalization as it is reflected across disciplines. Accordingly, we explore globalization through specific themes and approaches, including those of: 1) Culture, Society, and Identity; 2) Language, Knowledge, and Representation; 3) Power, Movements, and Political Economy; 4) Nature, Technology, and the Body; 5) Violence, Resistance, and Resolution. In this way, the course generates a comparative understanding of the significant implications arising in the wake of an increasingly globalized world.

### **GS-205. Writing Intensive Program: Interdisciplinary Research And Writing. 3 Hours.**

Interdisciplinary Research and Writing provides students with practical training in conducting research and writing effectively in an interdisciplinary field. Students will learn about the advantages and challenges of interdisciplinary scholarship through a series of stepped research and writing assignments, including literature searches and reviews, hands-on experimentation with field methods, and multiple formal and informal writing activities that guide students in creating rough drafts, conducting revisions, and producing polished work. The course serves students in all interdisciplinary fields.

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **GS-303. Writing Intensive Program: The Power Of Writing: Interdisciplinarity As Critical Practice. 3 Hours.**

This course provides students with experience and training in interdisciplinary writing by focusing on three critical genres: writing for change through carefully crafted letters and social media posts, reflexive writing in the form of autobiographical essays, and academic writing based on empirical research. Students will learn about advantages and challenges of interdisciplinary writing through multiple formal and informal writing activities. The course encourages students to embrace writing critically and creatively in order to express themselves effectively in a broad range of contexts. The course, and the interdisciplinary writing skills on which it focuses, are relevant to students from many academic fields.

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **GS-3901. Independent Study In Global Studies. 1 Hour.**

The Independent Study in Global Studies provides an opportunity for a student to propose and conduct a scholarly project that is not otherwise possible within existing courses. A Global Studies major or minor interested in doing an independent study must contact a Global Studies faculty member to propose their project and to confirm the faculty member's ability to support the student as mentor and instructor for the duration of the course. The student and mentoring faculty member must submit the necessary proposal and paperwork the semester before the independent study is to take place. Contact the program coordinator for details.

### **GS-3902. Independent Study In Global Studies. 2 Hours.**

The Independent Study in Global Studies provides an opportunity for a student to propose and conduct a scholarly project that is not otherwise possible within existing courses. A Global Studies major or minor interested in doing an independent study must contact a Global Studies faculty member to propose their project and to confirm the faculty member's ability to support the student as mentor and instructor for the duration of the course. The student and mentoring faculty member must submit the necessary proposal and paperwork the semester before the independent study is to take place. Contact the program coordinator for details.

### **GS-3903. Independent Study In Global Studies. 3 Hours.**

The Independent Study in Global Studies provides an opportunity for a student to propose and conduct a scholarly project that is not otherwise possible within existing courses. A Global Studies major or minor interested in doing an independent study must contact a Global Studies faculty member to propose their project and to confirm the faculty member's ability to support the student as mentor and instructor for the duration of the course. The student and mentoring faculty member must submit the necessary proposal and paperwork the semester before the independent study is to take place. Contact the program coordinator for details.

### **GS-397. Capstone Portfolio Global Studies. 1 Hour.**

In this one credit hour course, students will compile the written work they have accomplished across their Global Studies coursework and synthesize it through a carefully edited portfolio that includes an integrating essay. The course provides an opportunity for students to reflect on their work across the GS major and gather the strands together toward a comprehensive whole that highlights the synergies and dominant themes that have emerged from their body of work as Global Studies majors.

**Prerequisite:** GS-201 with a minimum grade of C and GS-303 with a minimum grade of C.

### **GS-399. Capstone Global Studies. 4 Hours.**

In this course students will examine and conduct research on global phenomena. We will read and debate a range of approaches to the study of the global, addressing both methodological and theoretical issues. Students will conduct individual research projects, working through all the stages from proposal to completed paper. As the capstone course for the Global Studies Program, the primary course goal is to provide students with practical experience in linking reading and discussion of published sources in Global Studies to the tasks of researching, analyzing, and writing about their own areas of interest in the field.

**Prerequisite:** GS-201 with a minimum grade of C and GS-202 with a minimum grade of C.

# Graduate College (GRAD)

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## Courses

### **GRAD-498. Thesis Research Or Major Project. 1 Hour.**

Guidance of students conducting thesis research or a major project. Registration in this course is required every fall and spring for graduate students who are not currently registered for other credits, but who are working on theses or major projects. Registration is not required during summer sessions. The Course Schedule Maintenance for Thesis Research form must be submitted to the Graduate college by the end of the first week of classes.

### **GRAD-999. Continuing Enrollment. 1 Hour.**

This course serves to allow graduate students to meet the requirements of the Graduate Continuing Enrollment policy rather than any specific program credit hour requirements. By the design of the policy, it allows students to remain enrolled at the university as they fulfill any non-course requirements in their program (e.g. passing a comprehensive exam) if they are not otherwise enrolled, thus allowing students access to university resources, such as library, advisement, mentoring and assessment, computer software packages and platforms, and email privileges.

# **Greek (GREK)**

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# Health Education (HLED)

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# Health Sciences (HSCI)

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## **HSCI-107. Health For Effective Living. 3 Hours.**

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.

## **HSCI-109. First Year Experience: Health And Wellness In Chicago. 3 Hours.**

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 of health, wellness, and the urban environment of Chicago. Students will learn basic skills and identify resources throughout the city to help them become successful students. Students will learn the importance of addressing issues related to health in the urban environment and the professions they might pursue to address these issues.

## **HSCI-200. Community Health. 3 Hours.**

This course is an introduction to community health, public health, and health education that includes health services, environmental health, behavioral health, public policy, healthcare systems, occupational health and other subfields. Students will explore the concepts of advocacy and health disparities on local and global levels in the context of historical and contemporary events. Students will locate and interpret valid health information, practice assessment skills, develop educational interventions for priority populations, act as a resource person, and advocate for the profession and health of others. This will be accomplished through course discussions, assignments, and presentations.

## **HSCI-203. Fitness Education. 3 Hours.**

This course will cover the development and implementation of numerous fitness-related activities and current trends in fitness for physical education. Students will be introduced to the components of health and skill related fitness, principles of training and fitness pedagogy through experiential activities. Students will achieve a thorough understanding of fitness.

## **HSCI-303. Human Sexuality And Sex Education. 3 Hours.**

This course provides a foundation for educating others in the area of human sexuality. Students will acquire knowledge about anatomy, pregnancy, childbirth, contraception, sexually transmitted infections, and the consequences of inadequate sex education at the individual, community, and societal levels. An emphasis will be placed on social, cultural, political, and religious influences and historical context. Students will evaluate their own values and beliefs and apply health education, learning, and behavior principles to the design and development of sex education.

## **HSCI-307. Human Diseases. 3 Hours.**

This course uses a multidisciplinary approach to discuss the etiology, the major underlying determinants, transmission, prevention, control, and treatment of communicable, chronic, and degenerative diseases. It examines the relationship between disease and political, social and economic development. Drawing upon the sciences, social sciences and humanities, students are introduced to the nature and determinants of communicable, non-communicable, and neglected tropical diseases; and they explore the factors shaping the distribution of disease, as reflected in local, national, and international health goals and research. They also will examine modern approaches disease prevention and health promotion priorities.

## **HSCI-309. Nutrition And Health. 3 Hours.**

This course provides a foundation in nutrition through the examination of the connection between eating and personal health. It also discusses the biological, socioeconomic, cultural, environmental and psychological factors that impact dietary intake. Using a prevention framework, students will explore chronic diseases and intuitive eating. Emphasis will be placed on the relationships between dietary nourishment, health, and quality of life.

## **HSCI-312. Global And Environmental Health. 3 Hours.**

This course will address the relationships between global health, environmental health, and political, social and economic development. Drawing upon the biological, social, and behavioral sciences, students will examine the determinants related to population health throughout the world. Understanding historical context and applying theoretical constructs are critical to this process. Local, national, and international goals, as well as current research, serve as both evidence and resources.

## **HSCI-314. Epidemiology And Human Diseases. 3 Hours.**

Presents principles and practices related to the cause, prevention and control of disease. Emphasis is placed on understanding the occurrence and distribution of 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.

## **HSCI-315. Writing Intensive Program: Writing In The Health Sciences And Physical Education. 3 Hours.**

This course is a writing intensive experience, offering students the opportunity to develop written communication skills in their profession. Topics include evaluating sources of information, conducting an annotated bibliography using library databases, citing references using APA format, ethical use of resources, utilizing a multi-step writing process, summarizing communications, building a persuasive argument, proposing a solution to a problem, and explaining a phenomenon. Exercises include developing press releases, memo, article critiques, newsletter articles, a grant application, resume, and cover letter in application for a job. Information sources include peer-reviewed and popular periodicals, videos, websites, textbook, and other appropriate media.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**HSCI-316. Health Disparities: Individual, Communities, And Systems. 3 Hours.**

In this course, learners will examine how health disparities are defined and discuss the major underlying determinants of poor health and the relationship between health and key socio-demographic variables, including race, sex/gender, age, income, education, and immigrant status. It explores the factors shaping the distribution of poor health, locally and globally, and their connection with historical, social, environmental, economic, and political systems. It also considers the impact of global income inequality on health risks, availability and access to health resources. Learners will explore local and global efforts to narrow and eliminate inequalities via a variety of interventions.

**HSCI-317. Age, Death, And Dying. 3 Hours.**

This course will provide students with an interdisciplinary understanding of the human experiences of aging, death and dying, focusing primarily on psychosocial, mental health, behavioral, and ethical issues. Students will examine the way individuals, communities, and societies perceive and manage the elderly and the issues surrounding the end of life. The causes and effects of attitudes towards these subjects will be explored as well as how these perceptions relate to health behavior.

**HSCI-318. Consumer Health. 3 Hours.**

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.

**HSCI-319. Substance Use And Abuse Education. 3 Hours.**

This course provides a foundation for educating others in the area of substance use and abuse. Students will acquire knowledge about addiction and legal/illegal drug use and the consequences of inadequate drug education at the individual, community, and societal levels. An emphasis will be placed on social, cultural, political, and religious influences and historical context. Students will evaluate their own values and beliefs about substance usage and apply health education, learning, and behavior principles to the design and development of drug education.

**HSCI-320. Cancer Health Policy. 3 Hours.**

This course on cancer-related policy cross-examines topics related to cancer as a chronic degenerative disease from diverse disciplinary lenses including public health, biology, economics, and social science. Students will be exposed to various cancer-related issues under the guidance of an instructor and experts in the oncological, social sciences and health policy fields. This course will also explore socio-political issues that influence cancer related policy in United States and other countries.

**HSCI-323. Mental And Emotional Health. 3 Hours.**

This course covers the principles of community and personal mental, emotional, and social well-being. Employing a socio-ecological approach, students study the individual, family, organizational, biological, historical, and societal factors influencing mental health. Students learn how to improve personal mental health through reflective practice and behavioral strategies, promote community mental health through educational strategies, and advocate for the mental health of others. Ethical use of technology to support learning, reflection, communication, and collaboration is foundational to this course.

**HSCI-340. Health Behavior Theory & Practice. 3 Hours.**

This course is an introduction to the fundamental theories in behavior. Because theory and practice are driven by research, the course will also introduce students to examples of health promotion research. Students will analyze constructs that explain or predict behavior including intrapersonal capacity, interpersonal supports, and environmental contexts. They also will apply individual and community-based theories to the design of a community health intervention.

**HSCI-350. Community And Public Health Education Methods. 3 Hours.**

In this course, students develop skills to communicate health information effectively and positively affect population health at the individual, community, and societal levels. Students apply health behavior, communication, and learning theories and models to develop, implement, and evaluate community and public health messages for selected audiences. Emphasis is placed on multicultural humility and competence, health literacy, empowerment, and equity. Ethical use of technology to support learning, reflection, communication, and collaboration is foundational to this course.

**Prerequisite:** College of Education Admission with a score of Y and HSCI-340 with a minimum grade of C.

**HSCI-355. Organization & Administration Of School Health. 3 Hours.**

This course introduces students to the connections between health and student learning and to the components of a coordinated school health approach. Students will explain the role of the school health coordinator, assess and advocate for school health needs, plan a school health initiative, and identify opportunities for professional growth. Collaboration and the ethical use of technology to support learning, reflection, and communication is foundational to this course.

**HSCI-357. Introduction To Health Care Management And Leadership. 3 Hours.**

This course will provide a general introduction to leadership and management in the field of health care. Students will explore concepts, processes, and theoretical content considered necessary for persons who intend to practice in a health care administrative position. Emphasis is placed on the differences between leadership and management, profit and nonprofit, and health care and other commodities with ongoing attention to social, cultural, economic, and environmental accountability.

**HSCI-360. Health Program Management & Evaluation. 3 Hours.**

In this course, students develop skills to design, develop, and implement a health promotion program that addresses population health. After identifying stakeholders and partners, students conduct a community health assessment, establish program goals, and develop implementation, management, and evaluation plans. Emphasis is placed on multicultural humility and competence, empowerment, and equity. Ethical use of technology to support learning, reflection, communication, and collaboration is foundational to the course.

**Prerequisite:** HSCI-340 with a minimum grade of C or HSCI-350 with a minimum grade of C.

**HSCI-364. Theories And Concepts Of School Health Education. 3 Hours.**

This course introduces theories and concepts of health education. Students will explain the role of the health education teacher as a resource person and consider professional and ethical issues in health education. Students also will apply principles and procedures for planning, implementing, and evaluating school health education. This process includes utilizing best practices in instructional and assessment strategies to foster health literacy in the health education classroom. Collaboration and the ethical use of technology to support learning, reflection, and communication is foundational to this course.

**HSCI-365. Health Education For The High School. 3 Hours.**

This course provides future and practicing educators the functional knowledge and skills needed to teach high school health education effectively. Developing a health education learning segment, that aligns with state and national standards, integrates technology to improve learning outcomes, and meets the needs of a diverse student population will form the focus of the course. Inquiry and theoretical approaches, collaboration, and reflective practice are employed.

**HSCI-370. Field Experience: Community Health. 9 Hours.**

The-200- hour community health field experience affords students the opportunity to integrate concepts and skills, learned in the curriculum, while immersed in a community and public health setting. A weekly seminar provides interns a forum to debrief field experiences, learn about the profession, and prepare for a job search. Completion of performance-based assessments aligned with public health competencies support the development of a professional portfolio.

**Prerequisite:** HLED-360 with a minimum grade of C.

**HSCI-375. Health Promotion Field Experience. 3 Hours.**

This course provides a 100-hour field experience for Community Health minors. Students meet weekly to share and debrief their field experiences, collectively solve instructional and site management problems, revisit research and theory regarding addressing the needs of a diverse learning audience, and learn about the health promotion profession. Observation, reflection, presenting, and assessment are critical activities in this course.



# History (HIST)

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## Courses

### **HIST-109. First Year Experience: History Of Chicago. 3 Hours.**

Chicago is the most "American" of the major cities and has been at the forefront of change. In 50 years Chicago transformed from a fur-trading crossroads to a major industrial center, and that speed made it a city of stark contrasts. Enormous tensions emerged between the entrepreneurial forces that built the city and the countervailing social forces that strived to humanize it. A stream of immigrants played an integral role in shaping the city, contributing to economic and cultural development. Chicagoans faced huge challenges and as a result became pioneers of the economic, social, and political trends that shaped modern America.

### **HIST-110. World History I: From The Origins Of Human Civilizations To 1500. 3 Hours.**

The course examines world history up to roughly 1500. It focuses on how various peoples encountered each other, and how these interactions transformed their communities and cultures. Themes of conquest and imperialism, commerce, faith, and human relationships with the natural environment will be addressed.

### **HIST-111A. World History: The Origins Of The West, To 1500. 3 Hours.**

Survey of the formation of Western Civilization from its ancient Mediterranean origins until the European Renaissance.

### **HIST-111B. World History: The West And The World, 1500-Present. 3 Hours.**

Survey of Western Civilization from the Renaissance to the present age of expanded European influence.

### **HIST-111C. World History: East Asia. 3 Hours.**

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 Hours.**

Survey of the history and culture of Latin America, with emphasis on the last 500 years.

### **HIST-111E. World History: Africa. 3 Hours.**

Survey of the history and culture of Africa with emphasis on the relations between Africa and the wider world.

### **HIST-111F. World History: Islam. 3 Hours.**

Survey of the role of Muslims in World History, with emphasis on the diversity of their religious, social, cultural and economic lives and their change over time.

### **HIST-112. World History II: Global Connections And Conflicts Since 1500. 3 Hours.**

The course examines world history since roughly 1500. It focuses on how various peoples encountered each other, and how these interactions transformed their communities and cultures. Themes of conquest and imperialism, commerce, faith, and human relationships with the natural environment will be addressed.

### **HIST-114. Rethinking STEM In World History. 3 Hours.**

This course reconsiders the history of modern science in light of new research in social and cultural history, feminist and gender studies, and the history of race and colonialism. Since the 1960s, historians have recognized that a narrowly-focused history of science (usually centered on European "founding fathers" of modern scientific disciplines) fails to capture the diverse population of people who have contributed to the production of scientific knowledge and practices. HIST-114 centers the roles of enslaved Africans, indigenous Americans, colonized peoples, women, and laborers in the production of knowledge about the natural world.

### **HIST-214. American History To 1877. 3 Hours.**

This course explores the social, political, intellectual, diplomatic and economic development of the American colonies and the United States from the beginnings through 1877.

### **HIST-215. American History Since 1877. 3 Hours.**

This course explores the social, political, intellectual, diplomatic and economic development of the United States from 1877 to present.

### **HIST-300A. Ancient Greece. 3 Hours.**

Social, political and intellectual history of Greece, from the age of Homer through the Peloponnesian War. Readings include selections from poetry, drama, history and philosophy of the period. Required: Two courses in history or consent of instructor.

### **HIST-300B. Ancient Rome. 3 Hours.**

The history of Rome from prehistoric cultures to the end of the Roman Empire. Required: Two courses in history or consent of instructor.

### **HIST-300W. Writing Intensive Program: The Historian's Craft. 3 Hours.**

The purpose of this course is to introduce History majors to the methods and writing skills necessary to succeed in their chosen discipline. The writing assignments in the course are intended to help students develop skills in analyzing sources, evaluating books, and producing historiographical essays that will benefit students in the other courses they take for the major, and beyond. Instructors will choose content on a historical theme that highlights how historians interpret the past from diverse perspectives that change over time.

**Prerequisites:** (HIST-100 - 299 or HIST-100A - 299Z) and ENGL-101.

### **HIST-301. Medieval Europe. 3 Hours.**

Major themes of the Middle Ages in Europe with emphasis on Western Europe. Required: Two courses in history or consent of instructor.

**HIST-301C. The Crusades In The Middle Ages. 3 Hours.**

This course takes a multi-disciplinary approach to the study of the crusades in the Middle Ages. Students will examine the theory, context, causes, events, and results of the medieval crusades. This course will also take a critical look at the ways the crusades have been viewed both by scholars and the public in the modern world. The course is open to all majors.

**HIST-302A. Age Of Renaissance. 3 Hours.**

The political and cultural history of Italy and Northern Europe from 1300-1600. Required: Two courses in history or consent of instructor.

**HIST-302B. Religion, Rebellion, & War: The European Reformations, 1500-1700. 3 Hours.**

This course introduces students to the European Reformations from 1500 to 1700. The Roman Catholic Church once symbolized Christianity for much of western Europe, but Christianity is now composed of hundreds of different churches. HIST-302B investigates how the Reformations fractured Christianity into a variety of traditions and thereby transformed the development of the modern world. We will investigate the political, religious, and social causes of the European Reformations and examine a range of actors who shaped these changes, from popes and princes to renegade nuns, rebelling peasants, and Jewish leaders.

**HIST-303. Europe During The Ancien Regime 17th And 18th Centuries. 3 Hours.**

The political, economic, social and intellectual development of Europe in the seventeenth and eighteenth centuries. Required: Two courses in history or consent of instructor.

**HIST-304. Europe In The Age Of Revolution 1789-1871. 3 Hours.**

The historical forces in European society from the French Revolution to the completion of the unification processes. Required: Two courses in history or consent of instructor.

**HIST-305. European Imperialism And World War, 1871-1919. 3 Hours.**

This course addresses European history from the creation of global empires to the trauma of the First World War. Themes include: European efforts to dominate the global south; the interactions of industrialization with class, gender, and race relations; liberal politics and socialism.

**HIST-306. Europe 1919-1948: Fascism, Socialism, And The Second World War. 3 Hours.**

This course addresses European history from the Treaties that ended the First World War in 1919 to the Berlin Crisis and the start of the Cold War. Themes will include the Great Depression and crisis of liberal democracy, the challenges to it posed by Mussolini, Hitler, and Stalin, and the culmination of tensions among these in the Second World War. Particular attention will be paid to genocide and the Nazi attempt to destroy the European Jewish community.

**HIST-307A. The Age Of The Baroque. 3 Hours.**

An examination of the intellectual and cultural history of seventeenth-century Europe, with special emphasis on scientific, philosophical, political and religious thought. Required: Two courses in history or consent of instructor.

**HIST-307B. Freedom, Oppression, & Progress: The Contradictions Of The European Enlightenment. 3 Hours.**

This course introduces students to the European Enlightenment of the 1700s. The Enlightenment has been celebrated as an era of exciting intellectual discovery and unprecedented social progress, when figures like Locke, Kant, and Jefferson laid the foundations of modern human rights, representative government, social equality, and science-based reasoning. However, the eighteenth century was also a time in which European women, Europeans with disabilities or deafness, and Africans demanded access to the so-called universal rights celebrated by European philosophers. This course reexamines the contradictions of the Enlightenment era and challenges students to rethink our common narratives about modern progress.

**HIST-308. Human Rights In History, Literature, And Law. 3 Hours.**

This course examines the development of human rights from the eighteenth century to the Bosnian War of the 1990s. Using a variety of sources and disciplinary perspectives, students will study the origins of discussions of rights in the American and French Revolutions and debates over the nature of rights in the nineteenth century. The laws of war and crimes against humanity in the twentieth century will receive particular attention, along with the causes of the emergence of human rights as a goal of political actors across the globe in the late twentieth century.

**Prerequisite:** and.

**HIST-309. The History Of Disability. 3 Hours.**

This course examines the history of people with disabilities, a minority that makes up a substantial proportion of the U.S.'s and world's populations. The history of disability reveals how societies understand critical issues like civil rights, social identity, gender and sexuality, "normality," or a "healthy" body. Course topics will explore different facets of disability, including medicine, law, culture, and education.

**Prerequisite:** and.

**HIST-311A. History Of England To 1688. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-311B. History Of England 1688-Present. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-312. Tudor England. 3 Hours.**

Major political, social, intellectual and economic trends in sixteenth century England. Required: Two courses in history or consent of instructor.

**HIST-313A. History Of Prussia-Germany 1640-1918. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-313B. Twentieth Century Germany. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-314A. The History Of Russia From Its Origins To The Height Of Empire, 988-1855. 3 Hours.**

This course addresses Russian and Eurasian history from the conversion of Vladimir to Orthodox Christianity to the Death of Nicholas I. Subjects include the reigns of Ivan the Terrible, Peter the Great, and Catherine the Great; the development of the Russian Orthodox tradition; the formation of the Russian Empire and its relations with Islamic and Jewish populations; and the enslavement of Russian peasants.

**HIST-314B. The Russian Empire And Soviet Union, 1855 To The Present. 3 Hours.**

Addresses Russian and Soviet history from the Great Reforms of Alexander II to Vladimir Putin's presidency of the Russian Federation. Central themes include social status and class, ethnic and religious differences, revolutionary movements, Soviet socialism, and the reassertion of authoritarian rule after the collapse of the Soviet Union.

**HIST-315. Women In Medieval Society. 3 Hours.**

Survey of the status of women in medieval Europe beginning with the settlement of the barbarians and ending with the high middle ages. Required: Two courses in history or consent of instructor.

**Prerequisite:** and.

**HIST-317. French Revolution, World Revolutions 1789-Present. 3 Hours.**

Survey of the French Revolution (1789-1795), with the special emphasis on the political and social principles of the Old Regime and the tension between established order and political discontent. Required: Two courses in history or consent of instructor.

**HIST-320. Empires And Indigenous People In Early America. 3 Hours.**

This course examines trade, warfare, and cultural and ecological exchanges between indigenous people, Africans, Creole people, and the British, French, Spanish, and Dutch in North America before the American Revolution.

**HIST-321. The American Revolution 1763-1789. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-324. The Civil War And Reconstruction 1860-1877. 3 Hours.**

The inevitability of the U.S. Civil War (1861-1865); the inevitability of the war's outcome; and the terms on which the Confederacy's eleven states, and what was left of the United States, reunited, will all be explored. The end of slavery, and the Reconstruction-era beginnings of black civil rights, are additional important topics. Required: Two courses in history or consent of instructor.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**HIST-325. Industrial And Progressive America 1877-1929. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-326. The Era Of Franklin D Roosevelt 1929-1945. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-327. The United States In The Age Of Crisis 1945 - Present. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-328. Surveillance And Privacy In The United States, 1898-Present. 3 Hours.**

This course examines the creation of a surveillance infrastructure in the United States and overseas from 1898 to the present, as well as the privacy and civil rights issues that have resulted from surveillance.

**HIST-329A. African American History To 1865. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-329B. African American History And Race Relations Since 1865. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-332A. The U.S. In The World, 1776-1914. 3 Hours.**

This class examines the close relationship between domestic and foreign policy in American statecraft from the American Revolution up to World War I, addressing many of the social, economic, and ideological impulses that shaped the U.S. as nation-state. The course offers a unique vantage point for tracing the evolution of American society from an agrarian society based on republican values and oriented toward territorial expansion, to an industrial capitalist economy competing with the imperialist Great Powers for global trade and investment outlets at the outset of the 20th century.

**HIST-332B. United States Foreign Relations 1914 - Present. 3 Hours.**

The United States as a world power, the aftermath of World War I, new relationships with Latin American, Asia and Europe; the United States and the Long Armistice; American involvement in World War II, and the Cold War. Required: Two courses in history or consent of instructor.

**HIST-332C. America In The Vietnam Conflict. 3 Hours.**

This class focuses on the American involvement in the Vietnam conflict from World War II to the Communist victory in 1975. It will provide a coherent narrative of the conflict from the 1940s when the U.S. began to take an active role in South East Asia. The class will examine the cultural, economic, ideological, political, strategic and military dimensions of the conflict. This broad perspective will explain why the United States eventually embarked on a large scale military campaign in Vietnam by the mid-1960s.

**HIST-333. International Migration In U.S. History. 3 Hours.**

The course addresses the migration of people over land and sea borders of the United States since 1800, with special emphasis on immigration, controversies over assimilation, American hostility to immigration, and emigration from the U.S. to countries of origin. Required: Two courses in history or consent of instructor.

**HIST-334. History Of American Sports. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-335. History Of Crime And Violence In America. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-336. Work, Money, And Shopping: The History Of Capitalism. 3 Hours.**

This course examines the development of capitalism from the eighteenth century until the present. Using sources from history, economics, and political theory, students will explore how capitalist labor, money and finance, and distribution of goods shape our social and political life and intersect with race and gender.

**HIST-337. History Of The South 1877 To The Present. 3 Hours.**

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 consideration. Required: Two courses in history or consent of instructor.

**HIST-338. Women In American History. 3 Hours.**

Survey, from colonial times to the present, of the role of woman in America including women's reform movements. Required: Two courses in history or consent of instructor.

**HIST-339A. Sexuality And Intimacy In America. 3 Hours.**

This course studies the political and social histories of sexuality and private life in American contexts, especially what these histories reveal of the workings of power. Topics will include the history of same-sex love, the sexual revolutions and counterrevolutions of the twentieth century, struggles over reproductive rights, changing perceptions of marriage, and the development of homosexual identity politics.

**Prerequisite:** and.

**HIST-342. The City In American History. 3 Hours.**

General survey of urban America with emphasis on various topics such as the changing function and character of cities, immigration, reform, and urban planning. Required: Two courses in history or consent of instructor.

**HIST-343. Science, Magic, And Religion In History. 3 Hours.**

Where does knowledge come from? What authorities do we trust to provide accurate information about human nature, the natural world, or the mysteries of the universe? This course investigates three ways of knowing (or epistemologies) in European and U.S. history: science, magic, and religion. Science has become an important source of knowledge since the Renaissance, while magic and religion lost much authority they once held. However, the relationship between all three ways of knowing has been complex and interdependent into the present day. This course takes a historical approach combined with religious and gender studies, anthropology, and history of science.

**Prerequisite:** and.

**HIST-344. The History Of Islamic Spain: 711-1492. 3 Hours.**

The course addresses Muslim expansion and rule over Iberians, the development of a hybrid political system, cultural interactions, and causes of the demise of the Moors. This course will evaluate the legacy of Muslim rule in Spanish culture in Europe and in the new world.

**Prerequisite:** and.

**HIST-345. Mexican American History. 3 Hours.**

An introduction to major themes in the history of Mexicans in America from the colonial era to the present, including discussions of the social, political, and economic conditions Mexicans and Mexican Americans have confronted; examinations of how these conditions differ over time and between regions; and explorations of important issues in contemporary Mexican American history. Surveys a variety of primary and secondary sources from different mediums to offer a better understanding of Mexican-origin populations as immigrants to the United States, internal migrants within the U.S., and settled residents and citizens throughout the nation.

**Prerequisite:** HIST-111A with a minimum grade of D and HIST-111B with a minimum grade of D and HIST-214 with a minimum grade of D and HIST-215 with a minimum grade of D.

**HIST-346. Environmental History. 3 Hours.**

This course examines historical relationships between people—and their economic and political institutions—and non-human nature. Through lectures, discussions, and readings of secondary and primary source materials in history, economics, political science, and the natural sciences, students will examine how people of different races and genders have thought about, used, and been shaped by the natural environment over the last three centuries.

**Prerequisite:** and.

**HIST-350. History Of Brazil. 3 Hours.**

Survey of the history of Brazil; pre-Columbian roots in the Western Hemisphere, Western Europe's influence, and the present with emphasis on political and economic developments in the last two centuries. Required: Two courses in history or consent of instructor.

**HIST-351. Central America And The Caribbean. 3 Hours.**

History of Central America and of the major islands of the Caribbean, emphasizing the period since independence and the relation with the United States. Required: Two courses in history or consent of instructor.

**HIST-353. History Of Mexico. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-354. Contemporary Latin America. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-355. History Of Food And Drink. 3 Hours.**

This course explores scholarly approaches to food in a global context. It takes an interdisciplinary approach and draws from fields outside of history to examine the significance of food in a variety of cultural and temporal settings. The last segment of the course focuses on the problems associated with the contemporary industrialized food system.

**Prerequisite:** and.

**HIST-356. History Of Revolutionary Movements In Modern Latin America. 3 Hours.**

An examination of the origins and processes of revolutionary movements in Latin America since WWII, focusing on Guatemala, Cuba, El Salvador, Peru, Nicaragua, Chile, Colombia, and Mexico. The course looks at the domestic and international factors that have led to revolutionary crises in Latin America and addresses the role of U.S. intervention in the region.

**Requirement:** Undergraduate students- two courses in history or consent of instructor; Graduate students- Admission to graduate program and consent of instructor.

**HIST-358. Latin American History Through Film. 3 Hours.**

This course takes a multi-disciplinary approach to the study of how Latin American history has been portrayed in popular cinema. Students will analyze films from Latin America and the United States which grapple with various events in Latin American history as well as issues related to race, ethnicity, gender, and class. We will also draw on film theory to evaluate the intersection between form and content in film. The course is open to all majors.

**HIST-359. Museum Studies. 3 Hours.**

This course takes a multi-disciplinary approach to the study of museums, cultural heritage institutions, and natural history organizations and the contemporary issues and challenges facing them. Students will examine the theory and organization of museums as well as their historical and contemporary role in education, cultural preservation, research, and interpretation. This course will also take a critical look at the role of museums in colonialist endeavors, and how they address social hierarchies, race, gender, and ethnicity. Students will enrich their classroom learning with working visits to a diversity of institutions in the Chicago area. Course is open to all majors.

**HIST-360. History Of Pre-Modern China. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-361. Modern Chinese History. 3 Hours.**

Modern Chinese history; institutional and intellectual changes and developments brought about in China by modernization, rebellion, revolution and war. Required: Two courses in history or consent of instructor.

**HIST-362. History Of Japan To 1850. 3 Hours.**

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. Required: Two courses in history or consent of instructor.



**HIST-363. History Of Japan Since 1850. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-365. The History Of Women And Gender In Muslim Societies. 3 Hours.**

The course addresses the situation of women in Islamic societies, and the challenges and obstacles to female inclusion in civil society. The economic and social impact of gendering will be considered, and how regional variations inform gender expression. The nature and influence of native and western-inspired feminist movements will be assessed.

**HIST-366. War And Revolution In The Middle East Since 1900. 3 Hours.**

The course will examine sources of instability and tension in the Middle East, and how they produced revolution and war. Starting with rebellions against the Ottoman Empire in the early twentieth century, the course will conclude with study of the Arab Spring in the early twenty-first century.

**HIST-370. Precolonial Sub-Saharan Africa. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-371. Nineteenth And Twentieth Century Africa. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-372. History Of Southern Africa, 1800-Present. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-373. Women & Gender In African History. 3 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-379. History Of The Byzantine Empire. 3 Hours.**

This course offers an overview of the political, religious, cultural, social, and economic history of the Byzantine Empire (also known as the Eastern Roman Empire) from the time of Constantine until the conquest of Constantinople in 1453. The course takes an interdisciplinary and intersectional approach to the primary and secondary sources of Byzantine history. The class also provides an introduction to the many perspectives from which scholars study the past.

**HIST-380. History Of Christianity. 3 Hours.**

Analytical survey of the institutional, social and cultural origins of Christianity and the development of that religion from the ancient world to the present with attention to the dynamics of the relationships between Christianity and the various cultures in which it has been housed. Required: Two courses in history or consent of instructor.

**HIST-381. History Of The Second World War. 3 Hours.**

Intensive study of the Second World War, in its global aspects and implication, including post-war developments and the cold war. Required: Two courses in history or consent of instructor.

**HIST-382. The World In The Twentieth Century. 3 Hours.**

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 break up of the colonial empires, etc. Required: Two courses in history or consent of instructor.

**HIST-385. Presenting Public Controversies In History. 1 Hour.**

The course explores a particular contemporary public controversy in history. Students identify multiple viewpoints on the controversy and compile materials that illuminate that controversy. Students work with the instructor to present this controversy to a broad public at the university and beyond. The course culminates in a public panel discussion on the controversy.

**HIST-391. Contemporary Historical Problems. 3 Hours.**

Exploration and analysis of important current political, economic, social and cultural issues. Consult the schedule of Classes for specific topics. Required: Two courses in history or consent of instructor.

**HIST-392. Problems In History. 3 Hours.**

Exploration and analysis of topics in history; relevant sources and scholarly research. Consult the Schedule of Classes for specific topics. Required: Two courses in history or consent of instructor.

**HIST-393. Capstone Seminar In History. 3 Hours.**

The objective of the capstone seminar is for History majors to use the skills they have acquired in History 275 and in their 300-level history courses to write a substantial research paper. Students in the capstone seminar will identify primary and secondary sources and use them to write a research paper that engages an important issue of historical interpretation. Course instructors will choose the course content on a specific historical theme.

**HIST-394. Historical Tour. 6 Hours.**

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. Required: Two courses in history or consent of instructor.

**HIST-395A. Independent Study In History. 3 Hours.**

Intensive study in selected subject and periods of history. Independent Studies require the approval of the instructor, department chair and the College Dean. Required: Two courses in history or consent of instructor.

**HIST-395B. Independent Study In History. 2 Hours.**

(See HIST-395A for description.) Independent Studies require the approval of the instructor, department chair and the College Dean. Required: Two courses in history or consent of instructor.

**HIST-395C. Independent Study In History. 1 Hour.**

(See HIST-395A for description.) Independent Studies require the approval of the instructor, department chair and the College Dean. Required: Two courses in history or consent of instructor.

**HIST-396. Internship I. 3 Hours.**

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 College Dean.

**HIST-401. Historiography And Historical Method. 3 Hours.**

Historical understanding; philosophies of history and methods of historical research.

**HIST-407B. Freedom, Oppression, & Progress: The Contradictions Of The European Enlightenment. 3 Hours.**

This course introduces students to the European Enlightenment of the 1700s. The Enlightenment has been celebrated as an era of exciting intellectual discovery and unprecedented social progress, when figures like Locke, Kant, and Jefferson laid the foundations of modern human rights, representative government, social equality, and science-based reasoning. However, the eighteenth century was also a time in which European women, Europeans with disabilities or deafness, and Africans demanded access to the so-called universal rights celebrated by European philosophers. This course reexamines the contradictions of the Enlightenment era and challenges students to rethink our common narratives about modern progress.

**HIST-409. The History Of Disability. 3 Hours.**

This course examines the history of people with disabilities, a minority that makes up a substantial proportion of the U.S.'s and world's populations. The history of disability reveals how societies understand critical issues like civil rights, social identity, gender and sexuality, "normality," or a "healthy" body. Course topics will explore different facets of disability, including medicine, law, culture, and education.

**HIST-410. Readings In Medieval History. 3 Hours.**

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.

**HIST-411. Readings In Early Modern Europe. 3 Hours.**

Intensive readings and discussions of aspects of European history during the early modern period.

**HIST-412. Readings In English History To 1688. 3 Hours.**

Topics in British history until the Glorious Revolution. Consult the Schedule of Classes for specific hours.

**HIST-414. Readings In Modern English History. 3 Hours.**

Intensive readings and discussion on aspects of the history of Modern England. Consult the Schedule of Classes for specific topics.

**HIST-414A. The History Of Russia From Its Origins To The Height Of Empire, 988-1855. 3 Hours.**

This course addresses Russian and Eurasian history from the conversion of Vladimir to Orthodox Christianity to the Death of Nicholas I. Subjects include the reigns of Ivan the Terrible, Peter the Great, and Catherine the Great; the development of the Russian Orthodox tradition; the formation of the Russian Empire and its relations with Islamic and Jewish populations; and the enslavement of Russian peasants.

**HIST-414B. The Russian Empire And Soviet Union, 1855 To The Present. 3 Hours.**

Addresses Russian and Soviet history from the Great Reforms of Alexander II to Vladimir Putin's presidency of the Russian Federation. Central themes include social status and class, ethnic and religious differences, revolutionary movements, Soviet socialism, and the reassertion of authoritarian rule after the collapse of the Soviet Union.

**HIST-415. Readings In 19th Century Europe. 3 Hours.**

Intensive readings and discussion on aspects on nineteenth century European history. Consult the Schedule of Classes for specific topics.

**HIST-416. Readings In 20th Century Europe. 3 Hours.**

Intensive readings and discussion on aspects of twentieth century European history. Consult the Schedule of Classes for specific topics.

**HIST-417. Readings In The History Of Weimar And Nazi Germany. 3 Hours.**

Intensive readings and discussion on aspects of Weimar and Nazi Germany.

**HIST-420. Seminar In Early Modern Europe. 3 Hours.**

Research on various topics in the history of early Modern Europe. A paper based on primary sources is required.

**HIST-421. Seminar In English History. 3 Hours.**

**HIST-422. Seminar In 19th Century Europe. 3 Hours.**

Research on various topics in English history. A paper based on primary sources is required.

**HIST-423. Seminar In Modern European Society. 3 Hours.**

Research on various topics in the modern history of Europe. A paper based on primary sources is required.

**Prerequisite:** HIST-401 with a minimum grade of C.

**HIST-424. Seminar In Impact Of War/Revolution In Europe. 3 Hours.**

Research on various topics related to war, revolution and their consequences for European history. A paper based on primary sources is required.

**HIST-430. Readings In Colonial America. 3 Hours.**

Intensive readings and discussion on aspects of Colonial American history.

**HIST-431. Readings In The American Revolution. 3 Hours.**

Intensive readings and discussion on aspects of the American Revolution.

**HIST-432. Readings In Early National America. 3 Hours.**

Intensive readings and discussion on aspects of the Early National Period.

**HIST-433. Readings In 19th Century America. 3 Hours.**

Intensive readings and discussion on aspects of nineteenth century American history.

**HIST-434. Readings In 20th Century America. 3 Hours.**

Intensive readings and discussion on aspects of twentieth century America. Consult the Schedule of Classes for specific topics.

**HIST-435. Readings In Cultural And Intellectual U.S. History. 3 Hours.**

Intensive readings and discussion on aspects of American cultural and intellectual history. Consult the Schedule of Classes for specific topics.

**HIST-436. Readings In Women's History Of The United States. 3 Hours.**

Intensive readings and discussions of American Women's history. Consult the Schedule of Classes for specific topics.

**HIST-437. Readings In Afro-American History. 3 Hours.**

Intensive readings and discussion on aspects of Afro-American history. Consult the Schedule of Classes for specific topics.

**HIST-439. Readings In American Social History. 3 Hours.**

Intensive readings and discussion on aspects of American social history. Consult the Schedule of Classes for specific topics.

**HIST-439A. Sexuality And Intimacy In America. 3 Hours.**

This course studies the political and social histories of sexuality and private life in American contexts, especially what they reveal about the workings of power.

**HIST-440. Seminar In Colonial America. 3 Hours.**

Research on various topics in Colonial American history. A paper based on primary sources is required.

**HIST-441. Seminar In The American Revolution. 3 Hours.**

Research on various topics in the American Revolution. A paper based on primary sources is required.

**HIST-442. Seminar In Early National America. 3 Hours.**

Research on various topics in the Early National Period. A paper based on primary sources is required.

**Prerequisite:** HIST-401 with a minimum grade of C.

**HIST-443. Seminar In 19th Century America. 3 Hours.**

Research on various topics in nineteenth century America. A paper based on primary sources is required.

**HIST-444. Seminar In 20th Century America. 3 Hours.**

Research on various topics in twentieth century America. A paper based on primary sources is required.

**Prerequisite:** HIST-401 with a minimum grade of C.

**HIST-445. Seminar In Cultural And Intellectual U.S. History. 3 Hours.**

Research on various topics in American cultural and intellectual history. A paper based on primary sources is required.

**HIST-446. Seminar In Women's History Of The U.S.. 3 Hours.**

Research on various topics in the history of American women. A paper based on primary sources is required.

**HIST-447. Seminar In Afro-American History. 3 Hours.**

Research on various in Afro-American history. A paper based on primary sources is required.

**HIST-449. Seminar In American Social History. 3 Hours.**

Research on various topics in American social history. A paper based on primary sources is required.



**HIST-450. Readings In Colonial Latin America. 3 Hours.**

Intensive readings and discussion on aspects of colonial Latin America to 1825.

**HIST-451. The Cold War In Latin America. 3 Hours.**

This course examines scholarly approaches to the Cold War era in Latin America. The conflict between the Soviet Union and the United States brought devastating violence to the region; it led to mass exiles, revolutionary upheaval, and authoritarian regimes that terrorized and murdered citizens. The course will examine Latin America in general and pay special attention to Guatemala, Cuba, and the Southern Cone as well as the role of the United States in the region's turmoil.

**HIST-452. Seminar In Latin American History. 3 Hours.**

Research on various topics in the history of Latin America. A paper based on primary sources is required.

**HIST-453. Seminar In The History Of Mexico. 3 Hours.**

Research on various topics in the history of Mexico. A paper based on primary sources is required.

**HIST-454. Commodities In Latin American History. 3 Hours.**

For the last five hundred years, Latin America has been a producer of commodities or raw materials, a persistent feature that has profoundly shaped the economies, societies, and politics of the region as well as its connections to the wider world. This course will examine this history through a variety of approaches, including ethnohistory and environmental, cultural, social, and labor history. It will also introduce students to some of the major issues, theoretical approaches, and thematic concerns in the study of Latin American history.

**HIST-455. History Of Mexico. 3 Hours.**

This course surveys the history of Mexico from the colonial period to the present. The course will focus especially on authoritarian regimes: the dictatorship of Porfirio Díaz in the late nineteenth century and the regime of the PRI which cast a long shadow over the state and society throughout much of Mexico's twentieth century. While the class will examine how the rich and powerful profited from these systems of domination, it will also study how ordinary Mexicans have endured and challenged them.

**HIST-460. Readings In Modern Japanese History. 3 Hours.**

Intensive readings and discussion on the development of the modern Japanese state and society since the nineteenth century.

**HIST-461. Readings In Classical Chinese History. 3 Hours.**

Intensive readings and discussion Chinese history from the Archaic Shang period (c. 1200 B.C.) through the seventeenth century.

**HIST-463. Readings In Modern Chinese Social History. 3 Hours.**

Intensive readings and discussion on various aspects of modern Chinese history from the nineteenth century to the present.

**HIST-470. Graduate Readings In African History. 3 Hours.**

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.

**HIST-471. Seminar In African History. 3 Hours.**

**Prerequisite:** HIST-401 with a minimum grade of C and HIST-470 with a minimum grade of C.

**HIST-479. History Of The Byzantine Empire. 3 Hours.**

This course offers an overview of the political, religious, cultural, social, and economic history of the Byzantine Empire (also known as the Eastern Roman Empire) from the time of Constantine until the conquest of Constantinople in 1453. The course takes an interdisciplinary and intersectional approach to the primary and secondary sources of Byzantine history. The class also provides an introduction to the many perspectives from which scholars study the past.

**HIST-480. Readings In History. 3 Hours.**

Exploration and analysis of topics in history. Consult the Schedule of Classes for specific topics.

**HIST-480A. Readings In History: Race, Ethnicity & Nationalism. 3 Hours.**

Exploration and analysis of topics in history. Consult the Schedule of Classes for specific topics.

**HIST-490. Independent Graduate Study In History. 3 Hours.**

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.

**HIST-496. Internship. 3 Hours.**

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 appropriate College Dean.

**HIST-5901. Thesis Hours. 1 Hour.**

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.

**HIST-5902. Thesis Hours. 2 Hours.**

See course description for HIST-5901.

**HIST-5903. Thesis Hours. 3 Hours.**  
See course description for HIST-5901.

# Honors (HNRS)

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## **ZHON-191. Honors Introduction To The Arts. 3 Hours.**

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.

## **ZHON-192. Introduction To The Humanities. 3 Hours.**

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 count for General Education credit in the Humanities area.

## **ZHON-193. Honors Introduction To The Social Sciences. 3 Hours.**

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 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.

## **ZHON-194. Honors Introduction To The Sciences. 3 Hours.**

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 advance 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.

## **ZHON-360. Honors Seminar In Research & Creative Processes. 3 Hours.**

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.

## **ZHON-375. Honors Colloquium: World Perspectives. 3 Hours.**

Specialized and intensive investigation of topics in broadly defined areas of current interest: reading, discussions, guest lectures.

## **ZHON-395. Honors Thesis/ Creative Project. 3 Hours.**

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

**Prerequisite:** ZHON-360 with a minimum grade of C.

## **ZHON-3951. Honors Thesis/ Creative Project Hours. 1 Hour.**

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.

## **ZHON-3952. Honors Thesis/ Creative Project Hours. 2 Hours.**

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.

## **ZHON-3953. Honors Thesis/ Creative Project Hours. 3 Hours.**

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.

## **Courses**

**HNRS-397. Honors Colloquium. 3 Hours.**

**HNRS-398. Honors Seminar. 3 Hours.**

**HNRS-399. Honors Thesis/Project. 3 Hours.**

# Human Resource Development (HRD)

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## Courses

### **HRD-202. Career And Life Planning I. 3 Hours.**

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 Hours.**

Students explore their aptitudes and interests in relation to the roles of educators in non-school settings. They familiarize themselves with the overall purposes of organizations and the role of educators within such organizations.

**Prerequisite:** (100 - 399 or 100A - 399Z).

### **HRD-301. Adult Teaching/Learning Process. 3 Hours.**

Students study the principles of adult learning and instruction and the range and types of desired educational outcomes related to the characteristics of adult learners. Required: HRD-300 or can be taken at the same time as HRD-300; Completion of a Minimum of 45 College-Level Semester Hours.

**Prerequisite:** (100 - 399 or 100A - 399Z).

### **HRD-310. Instructional Techniques And Technology. 3 Hours.**

Students apply 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.

**Prerequisite:** HRD-300 with a minimum grade of C and HRD-301 with a minimum grade of C.

### **HRD-313. Political Savvy In The Workplace. 3 Hours.**

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.

**Prerequisite:** (100 - 399 or 100A - 399Z).

### **HRD-313B. Program Development In Human Resource Development. 3 Hours.**

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.

### **HRD-315. Computer Utilization In Human Resource Development. 3 Hours.**

Students in this course will be introduced to the use of computers for instructional purposes. Course will focus on design, storyboarding, logic and authoring software. Students will develop computer-based training programs.

**Prerequisite:** HRD-300 with a minimum grade of C and HRD-301 with a minimum grade of C and HRD-310 with a minimum grade of C.

### **HRD-320. Dynamics Of Working With Groups And Individuals. 3 Hours.**

Students explore effective interpersonal and group behavior in organizations. Emphasis is placed on understanding the importance of such behaviors. Completion of a minimum of 45 college-level semester hours required.

**Prerequisite:** (100 - 399 or 100A - 399Z).

### **HRD-321. Designing Instruction In Human Resource Development. 3 Hours.**

Students apply major principles relating to the design and presentation of training/education programs for adults. Students demonstrate and improve their level of competency on major course tasks. Recommended: HRD-315 or may be taken concurrently.

**Prerequisite:** HRD-310 with a minimum grade of C and HRD-315 with a minimum grade of C and HRD-320 with a minimum grade of C.

### **HRD-323. Independent Study In Human Resource Development. 3 Hours.**

In-depth study of special areas in human resource development.

**Prerequisite:** HRD-310 with a minimum grade of C.

### **HRD-325. Writing Intensive Program:Communication In Human Resource Development. 3 Hours.**

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.

**Prerequisite:** HRD-300 with a minimum grade of C and ENGL-101 with a minimum grade of C.

**HRD-328. Organizational Project Management. 3 Hours.**

This three-credit hour course guides students through the process of creating a project management proposal including a timeline. The course examines issues relating to project structure and stakeholders. It explores responsibilities within a project as well as how to identify project sponsors and project tasks. Students will be exposed to project management as it relates to organizational goals, preparing them to participate in projects while maintaining an organizational perspective.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**HRD-329. Internship And Seminar In Human Resource Development. 6 Hours.**

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. Permission from the HRD Advisor or Program Coordinator required.

**Prerequisite:** HRD-301 with a minimum grade of C and HRD-310 with a minimum grade of C and HRD-315 with a minimum grade of C and HRD-321 with a minimum grade of C.

**HRD-362. Instructional Media In Human Resource Development. 3 Hours.**

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.

**Prerequisite:** HRD-301 with a minimum grade of C.

**HRD-390. Computer-Based Training. 3 Hours.**

Systematic approach to the design and use of computer-based and interactive video instructional materials. Course includes courseware development, implementation, training techniques, documentation and state-of-the-art technology.

**Prerequisite:** HRD-300 with a minimum grade of C and HRD-301 with a minimum grade of C and HRD-310 with a minimum grade of C and HRD-315 with a minimum grade of C.

**HRD-400. Hrd And The Organization. 3 Hours.**

Study of the role of HRD in relation to the needs, purposes, structures and processes of organizations in order to maximize the effectiveness and value of HRD to the organization.

**HRD-401. The Adult Learner I. 3 Hours.**

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.

**Prerequisite:** HRD-400 (may be taken concurrently) with a minimum grade of C or HR-400 with a minimum grade of C.

**HRD-402. Adult Learner II. 3 Hours.**

In-depth focus on individual difference characteristics of adults that affect learning. Consideration of such characteristics as motivation, learning styles, perception of self on other, culture, experiential background, memory/information processing, attribution, cognitive structures and metacognition. Research paper required that includes application to HRD field.

**Prerequisite:** HRD-401 with a minimum grade of D or HR-401 with a minimum grade of D.

**HRD-403. Leadership & Political Savvy In The Workplace. 3 Hours.**

Students will explore the relationship between leadership practices and politically-savvy behaviors in the workplace for human resource development professionals. Students will examine the theoretical and practical aspects of leadership, explore the political nature of the workplace, review the importance of power and influence, and refine interpersonal and communication skills necessary for personal career success.

**Prerequisite:** HRD-400 with a minimum grade of B.

**HRD-404. Applied Technology In Human Resource Development. 3 Hours.**

This course is an introduction to the use of computers and electronic communication devices for HRD-specific purposes. It focuses on the application of software tools and electronic communication devices in instructional design and workplace communication, utilizing storyboarding, mapping logic, and various platforms as authoring programs. Special emphasis is placed on development of proficiency with PowerPoint as an e-learning authoring tool.

**Prerequisite:** HRD-406 with a minimum grade of C and (HRD-400 with a minimum grade of C or HRD-401 with a minimum grade of C).

**HRD-405. Needs And Task Analysis In Hrd. 3 Hours.**

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.

**Prerequisite:** HRD-400 with a minimum grade of C or HR-400 with a minimum grade of C.

**HRD-406. Instructional Design In Hrd I. 3 Hours.**

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.

**Prerequisite:** HRD-401 with a minimum grade of C or HR-401 with a minimum grade of C.

**HRD-407. Measurement And Evaluation In Hrd. 3 Hours.**

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.

**Prerequisite:** HRD-406 with a minimum grade of C or HR-406 with a minimum grade of C.

**HRD-408. Instructional Design In Human Resource Development II. 3 Hours.**

In this course, students study advanced instructional design techniques as they go through the process of assessing needs, designing and developing instruction and developing both an assessment and an implementation plan for their training. Students develop an instructional program designed to meet client needs, giving them an opportunity to apply theories learned in earlier courses, as well as acquainting them with additional instructional strategies to developing an expanded instructional program.

**Prerequisite:** (HRD-406 with a minimum grade of D or HR-406 with a minimum grade of D) and (HRD-407 with a minimum grade of D or HR-407 with a minimum grade of D) and (HRD-490 with a minimum grade of D or HR-490 with a minimum grade of D or HRD-462 with a minimum grade of D).

**HRD-409. Television Production In Human Resource Development. 3 Hours.**

This course will explore techniques of television production and utilization as they apply to the field of human resource development. Students will learn the principles of camera operation, lighting, composition, video and audio recording, video editing, field production, directing and scripting. The approach will be hands-on; students will write and produce video training materials using instructional design principles.

**Prerequisite:** (HRD-362 with a minimum grade of C or HR-362 with a minimum grade of C) and (HRD-406 with a minimum grade of C or HR-406 with a minimum grade of C).

**HRD-410. Talent Management. 3 Hours.**

Exploration of the major aspects of talent management from developing core competencies to the design and employment of performance management systems. We will study the perspectives, methods, and theoretical framework employed by HRD practitioners in developing HRD strategies to improve organizational performance.

**Prerequisite:** HRD-400 with a minimum grade of C and HRD-401 with a minimum grade of C and HRD-405 with a minimum grade of C.

**HRD-411. Consulting In Human Resource Development. 3 Hours.**

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.

**Prerequisite:** (HRD-407 with a minimum grade of C or HR-407 with a minimum grade of C) and (HRD-406 with a minimum grade of C or HR-406 with a minimum grade of C).

**HRD-412. Project Management In Human Resource Development. 3 Hours.**

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.

**Prerequisite:** HRD-405 with a minimum grade of C or HR-405 with a minimum grade of C.

**HRD-413. Independent Study In Human Resource Development. 3 Hours.**

In-depth study of special areas in human resource development.

**HRD-414. Strategic Planning In Human Resource Development. 3 Hours.**

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.

**HRD-415. Seminar In Human Resource Development- Organizational Development. 3 Hours.**

This seminar guides students in developing a broad understanding of various aspects of Organization Development (OD), including: OD field and organizational change; the history of OD; how to manage the OD process; the elements of Action Research in OD; OD interventions; power, culture, and politics as an organization tool.

**Prerequisite:** (HRD-401 with a minimum grade of C or HR-401 with a minimum grade of C) and (HRD-400 with a minimum grade of C or HR-400 with a minimum grade of C) and (HRD-403 with a minimum grade of C or HR-403 with a minimum grade of C) and (HRD-405 with a minimum grade of C or HR-405 with a minimum grade of C) and (HRD-406 with a minimum grade of C or HR-406 with a minimum grade of C) and (HRD-407 with a minimum grade of C or HR-407 with a minimum grade of C).

**HRD-416. Masters Capstone. 3 Hours.**

Students in the MA in Human Resource Development program will complete a capstone course where they will complete one of three capstone projects:  
 Practitioner project: A front-end assessment or performance analysis, white paper, policy analysis, or program evaluation  
 Instructional design: A research-based lesson design and analysis project  
 Internship: A 15-week supervised practicum/internship, either in the field of training and development in an organization in which they are presently working, or in talent development within an appropriate, site-approved organization.  
 The selection of the capstone option must be approved by the instructor of record.

**Requirement:** Departmental Approval, completion of all required courses

**Prerequisite:** (HRD-401 with a minimum grade of C or HR-401 with a minimum grade of C) and (HRD-403 with a minimum grade of C or HR-403 with a minimum grade of C) and (HRD-405 with a minimum grade of C or HR-405 with a minimum grade of C) and (HRD-406 with a minimum grade of C or HR-406 with a minimum grade of C) and (HRD-407 with a minimum grade of C or HR-407 with a minimum grade of C).



**HRD-417. Practicum In Hrd II. 3 Hours.**

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.

**Prerequisite:** (HRD-401 with a minimum grade of C or HR-401 with a minimum grade of C) and (HRD-400 with a minimum grade of C or HR-400 with a minimum grade of C) and (HRD-403 with a minimum grade of C or HR-403 with a minimum grade of C) and (HRD-405 with a minimum grade of C or HR-405 with a minimum grade of C) and (HRD-406 with a minimum grade of C or HR-406 with a minimum grade of C) and (HRD-407 with a minimum grade of C or HR-407 with a minimum grade of C).

**HRD-418B. Topical Seminar: Human Performance Technology In Human Resource Development. 3 Hours.**

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.

**HRD-418E. Topical Seminar In Global/Cultural Issues In Human Resource Development. 3 Hours.**

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.

**HRD-418F. Topical Seminar: Group Dynamics In Human Resource Development. 3 Hours.**

This course will explore the principles of group dynamics as they affect individuals, groups, and team in organizations. This highly interactive course will explore group and team issues including: the nature of groups, group formation, development and socialization, structure, influence power, decision making, conflict, and additional issues.

**HRD-419. Project In Human Resource Development. 3 Hours.**

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.

**HRD-420. Thesis Seminar In Hrd. 3 Hours.**

Guidance of students conducting research and writing a thesis to fulfill the requirements of the program, Master of Arts in Human Resource Development.

**HRD-421. Leadership And Ethics In HRD. 3 Hours.**

This course presents historical and contemporary leadership theory and models and applies leadership theories and concepts in the context of Human Resource Development. This course also guides students through a personal assessment of leadership characteristics, utilizing different tools to measure the individual's strengths and focus on self-enhancement to better assist in ethical decision making.

**Prerequisite:** HRD-400 with a minimum grade of C and HRD-401 with a minimum grade of C.

**HRD-462. Instructional Strategies In Hrd. 3 Hours.**

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.

**HRD-490. Multimedia: Design And Application. 3 Hours.**

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.

**Prerequisite:** HRD-404 with a minimum grade of C.



# Inner City Studies Education (ICSE)

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## Courses

### **ICSE-101. Development Of Inner City Children. 3 Hours.**

An examination of traditional theories of child growth and development in 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 Hours.**

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 Hours.**

An overview to of the problems of minority groups in large urban settings. Includes the study of mental and physical health and community services.

### **ICSE-201. History And Culture Of Ethnic Groups In America. 3 Hours.**

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-301. Racism In Theory And Fact. 3 Hours.**

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 Hours.**

The study of the politics, economics, and social structure of the inner city. In addition, the ecological approach will be covered.

### **ICSE-303. Writing Intensive Program: Research Design And Methodology. 3 Hours.**

Research Design and Methodology examines the literature and theories that relate to research of urban communities. The course will focus on the design of research projects and the methods of data collection used in researching urban phenomena.

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **ICSE-304. Communication In The Inner City. 3 Hours.**

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 Hours.**

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-327. Seminar In Administrative Practicum. 2 Hours.**

Designed to provide orientation, overview and evaluation of practicum experience. Must be taken concurrently with ICSE-328.

**Prerequisite:** ICSE-305 with a minimum grade of D or ICST-305 with a minimum grade of D.

**Corequisite:** ICSE-328.

### **ICSE-328. Administrative Practicum. 4 Hours.**

A ten week assignment in an inner city administrative unit, governmental or private. Designed to give the student experience in administration and administrative problems of various agencies and organizations. The student will be supervised by a cooperating administrator working with the faculty practicum supervisor. Must be taken concurrently with ICSE-327.

**Prerequisite:** ICSE-305 with a minimum grade of D or ICST-305 with a minimum grade of D.

**Corequisite:** ICSE-327.

### **ICSE-329C. Inner City Organization And Institution Building. 3 Hours.**

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 & The Inner City Community. 3 Hours.**

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 Hours.**

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 dilemmas effecting inner city communities, specifically, miseducation and the misuse and abuse of economic and political power are discussed, debated and researched. 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 Hours.**

Course examines historical and contemporary aspects of inner city life in major urban areas in the United States and abroad. It will include the study of the demographics, politics, economics, and social structure, as well as the systems and institutions which affect these inner city communities. The central focus of the course is the comparative exploration of the nature and function of the historical and contemporary role of inner city communities within major cities internationally. The course is research-oriented. Students are organized into teams to explore two major cities in each of the countries: United States, Africa, Caribbean, and Europe.

**ICSE-329H. Inner City Development. 3 Hours.**

This course examines the development in inner city communities in the city of Chicago since 1970 and tracks future plans for development. Students will examine the economic, political, social and cultural development of inner city communities and how this development impacts the residents of these communities. This examination will include a thorough look at the development efforts of the city, state, and federal governments, as well as the efforts of private and non-profit agencies.

**ICSE-329L. African Communications. 3 Hours.**

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 World" in communication will also be considered. Approaches to building cultural knowledge, competence, and literacy will be analyzed. Lectures and discussion will inform instruction.

**ICSE-329P. History Of Africa. 3 Hours.**

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-329V. Elite Theory & American Democracy. 3 Hours.**

The purpose of this course is to examine social organization and theories of power to determine who really rules America. Moreover, we will delve into the process of how the power elite maintain and enhance their power in society. Edward Shils reminds us that society has a center. Our goal will be to examine this "center" to determine how it impinges in various ways on those who live within American society.

**ICSE-329W. Inner City Institutions. 3 Hours.**

This course examines the various institutions in inner city communities and the roles they play within these communities. The course will specifically evaluate the political economy generated by these institutions which are created, funded, and operate from sources outside of the inner city community. The topic of fiscal budgeting and management of the city government and how it relates to inner city institutions, as well as the institutional generation and allocation of funds will be examined to analyze how the funding process facilitates structural advantages and/or disadvantages in the inner city community.

**ICSE-331. Literature Of Ethnic Groups. 3 Hours.**

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, Mexican and Puerto Ricans. Insight into the cultural attributes of these groups through the reading of novels, plays, biographies, essays, poems and short stories.

**ICSE-416. History And Culture Of Afro-Americans. 3 Hours.**

African derivation and the culture of American slavery; urban and rural existence; development of the emergent African-American middle-class.

**ICSE-425A. Comparative Religion & Philosophical Systems. 3 Hours.**

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.

**Prerequisite:** ICSE-411 with a minimum grade of C or ICST-411 with a minimum grade of C.

**ICSE-425B. African Civilization. 3 Hours.**

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.

**Prerequisite:** ICSE-411 with a minimum grade of C or ICST-411 with a minimum grade of C.

**ICSE-425C. The African World View. 3 Hours.**

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.

**Prerequisite:** ICSE-411 with a minimum grade of C or ICST-411 with a minimum grade of C.

**ICSE-428. The Urban World. 3 Hours.**

This course is an examination of the urban communities in which peoples of African descent reside, the evolving urban patterns, and the changing nature of urban life in these areas of the world. It looks at the realities of "slum" existence, factors behind the creation of slums, the policies that govern urban communities, and the limitations of these policies in many developing countries. Many major cities were founded on "squatter-style" neighborhoods. We further explore the growing challenges and issues presented by these urban areas in an increasingly globalized world. Further we will conduct comparative analyses of some of these communities.

**Prerequisite:** ICSE-411 with a minimum grade of C and ICSE-442 with a minimum grade of C.

**ICSE-444. Methods Of Teaching In The Inner City. 3 Hours.**

Curriculum development and adjustment to meet the 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.

**Prerequisite:** ICSE-411 with a minimum grade of D or ICST-411 with a minimum grade of D.

**ICSE-454. Masters Project Research. 3 Hours.**

Supervision and advisement in evolving a research project and in writing research results.

# **Instructional Media (INMD)**

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# Italian (ITAL)

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## Courses

**ITAL-101. Italian I. 3 Hours.**

Development of basic skills in listening, speaking, reading and writing. Cultural appreciation.

**ITAL-102. Italian II. 3 Hours.**

Continuation of ITAL-101.

**Prerequisite:** ITAL-101 with a minimum grade of D.

**ITAL-103. Italian III. 3 Hours.**

Continuation of ITAL-102. Completes the study of the basic elements of Italian.

# Japanese (JPN)

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## Courses

**JPN-101. Japanese I. 3 Hours.**

Development of basic skill in listening, speaking, reading and writing. Cultural appreciation.

**JPN-102. Japanese II. 3 Hours.**

Continuation of basic skill in listening, speaking, reading and writing. Cultural appreciation.

**Prerequisite:** JPN-101 with a minimum grade of D.

**JPN-103. Japanese III. 3 Hours.**

Continuation of basic skill in listening, speaking, reading and writing. Cultural appreciation.

**JPN-104. Japanese IV. 3 Hours.**

Continuation of basic skill in listening, speaking, reading and writing. Cultural appreciation.

# Jewish Studies (JS)

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## **JS-301. Jewish Studies Applied Learning Internship. 3 Hours.**

Placement in an internship with a Jewish agency, either in social services, nonprofit, or other areas. Students will meet regularly with their instructor and complete assignments and readings relating to their internship work.

**Prerequisite:** (100 - 399 or 100A - 399Z).

## **JS-306. Europe 1919-1948: Fascism, Socialism, And The Second World War. 3 Hours.**

This course addresses European history from the treaties that ended the First World War in 1919 to the Berlin Crisis and the start of the Cold War. Themes will include the Great Depression and crisis of liberal democracy, the challenges to it posed by Mussolini, Hitler, and Stalin, and the culmination of tensions among these in the Second World War. Particular attention will be paid to genocide and the Nazi attempt to destroy the European Jewish community.

**Prerequisite:** (100 - 399 or 100A - 399Z).

## **JS-314B. Russian And Soviet History 1855 To The Present. 3 Hours.**

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. The great diversity of the Russian Empire and Soviet Union's populations will be a particular focus, with emphasis on the Jewish and the Muslim communities.

**Prerequisite:** (100 - 399 or 100A - 399Z).

## **JS-316. Languages And Cultures: Middle East. 3 Hours.**

This course introduces students to the languages, cultures, values, preconceptions and misconceptions associated with the region known as the Middle East. A variety of sources, including academic texts, articles, fiction, poetry, film and the visual arts are incorporated to better grasp and appreciate the complex of languages and cultures of the region. Check the current schedule for the focus country.

## **JS-321. American Jewish Politics. 3 Hours.**

This course will cover: Conceptual frameworks of American Jewish political power, institutions and behavior; multiple theories of modern Jewish politics in America; internal and external advocacy institutions from 1820-present; American Jews and the legal process; American Jews and the Labor Movement; American Jews and Feminist politics; Anti-Semitism and the American Jewish response; American Jewish politics and Israel.

**Prerequisite:** (100 - 399 or 100A - 399Z).

## **JS-344. Narratives Of The Jewish Experience. 3 Hours.**

This course focuses on stories told in contemporary Jewish communities as illustrative of the Jewish experience. Narrative is representative and constructive of life experience, memory, and identity. We will analyze stories collected by others and available to wide audiences, and to stories we collect through interaction and interviews with members of the Jewish community. Analyses will be conducted within a narratological framework that blends discursive theory and practice. Students will gather oral narratives from family members, community members, political and religious leaders, and educators with the goal of analyzing how stories both reveal and construct personal and social identities.

**Prerequisite:** (100 - 399 or 100A - 399Z).

## **JS-352. Jewish-American Literature: People Of The Books. 3 Hours.**

This course studies how the United States shapes the meaning of Jewish identity and culture, and conversely, how Jewish literature helps shape the meaning of American identity and culture. Working in a range of cultural forms from comic books to genre fiction, Jewish writers throughout the modern era creatively and critically interrogate and re-imagine what it means to be Jewish-American, and more broadly, investigate and challenge what it means to be American.

**Prerequisite:** ENGL-101 with a minimum grade of C.

## **JS-396. Jewish Political Thought. 3 Hours.**

This course explores the Jewish political tradition, focusing particularly on the concepts of power, sovereignty, and community. Starting from the Biblical text, we will examine how both classical and modern thinkers within the Jewish tradition understood the ways in which power was created, the different meanings of leadership, the idea of national independence, and the ultimate question of belonging within a fragmented political community.

**Prerequisite:** (100 - 399 or 100A - 399Z).

# Justice Studies (JUST)

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## Courses

### **JUST-101. Introduction To Social Justice. 3 Hours.**

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-109. First Year Experience: Justice In Chicago. 3 Hours.**

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

### **JUST-201. Introduction To The Criminal Justice System. 3 Hours.**

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. Writing Intensive Program: Justice And Inequality. 3 Hours.**

This course focuses on the unfair and unequal treatment occurring in contemporary U.S. society based on people's race, gender, sexual orientation, and class. The course analyzes the ways in which race, class, gender, and sexual orientation work as interlocking systems of privilege and disadvantage affecting all of us. The course also focuses on biases and discrimination in the criminal justice system and in the delivery of justice. Discussions will also identify strategies for reducing injustice. This course fulfills the Writing Intensive Program (WIP) graduation requirement for Justice Studies majors.

**Prerequisite:** JUST-101 with a minimum grade of C and ENGL-101 with a minimum grade of C.

### **JUST-301. Theories Of Justice And Social Change. 3 Hours.**

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.

**Prerequisite:** JUST-101 with a minimum grade of C and JUST-202 with a minimum grade of C.

### **JUST-305. The Carceral State: A Contemporary System Of Punishment And Control. 3 Hours.**

This course extends students' understanding of mass incarceration and the current state of the criminal legal system by introducing a theoretical understanding of the Carceral State as a system of control and punishment. This course examines the Carceral State through an intersectional framework that considers the relationship between punishment and criminalized identities, such as race, ethnicity, nationality, gender, sexuality, class, and ability. The course focuses on prison abolition work as a response to dismantling the Carceral State.

**Prerequisite:** JUST-313 with a minimum grade of C.

### **JUST-307. Prisoner Reentry Systems. 3 Hours.**

This course examines how the prison reentry system works, the causes of recidivism, and how recidivism rates could be lowered. Students will gain applied knowledge of how the criminal justice system works and of patterns of incarceration and release, as well as trends in prisoner reintegration.

**Prerequisite:** JUST-313 with a minimum grade of C.

### **JUST-309. Portrayal Of Crime In Media. 3 Hours.**

Analysis of the media's presentation of crime with attention to the historical development of the portrayal of crime and its effect on current 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 Hours.**

This course explores the position of women in society; theories of female criminality; crimes committed by and against women, such as prostitution, rape, physical and psychological abuse, and forced sterilization; the treatment of women by various social and criminal justice agencies.

### **JUST-312. Theories Of Criminal Behavior. 3 Hours.**

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.

**Prerequisite:** JUST-101 with a minimum grade of C or JUST-201 with a minimum grade of C.

### **JUST-313. Prisons And Jails. 3 Hours.**

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 Hours.**

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 Hours.**

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 & Elite Deviance. 3 Hours.**

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 Hours.**

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 & The Criminal Justice System. 3 Hours.**

Examines the relationship between Latinos/as and the criminal justice system. Issues addressed are what distinguishes Latinos/as from other racial and ethnic groups in the criminal justice system? What sociological and criminological theories can explain these differences. Key variables that are discussed are historical context, race and ethnic relations, current criminal justice policies.

**JUST-321. Violence Against Women. 3 Hours.**

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 response to violence, including the anti-rape and battered women's movements.

**JUST-322. Women, Justice And The Law. 3 Hours.**

A discussion of justice and its intersection with gender. The course focuses on federal statutes and their interpretation, on sexual harassment and employment and state statutes focusing on family law and criminal law.

**JUST-323. Introduction To Child Advocacy Studies. 3 Hours.**

This course provides a survey of the emerging field of Child Advocacy Studies, which researches and seeks remedies for the maltreatment of children and youth, including specific acts of violence and neglect, in the context of the pernicious effects of racism, poverty, sexism, and heterosexism, including the unique problems faced by immigrant and displaced children. The course examines the various economic, political, social and cultural circumstances that may contribute to the abuse and maltreatment of children and youth. It also teaches students about the strategies and tactics used by various local governmental and nongovernmental agencies, courts and medical establishments to address these problems.

**JUST-324. Women As Political Prisoners. 3 Hours.**

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 Hours.**

Theories of justice informing revolutionary practice with attention to the role played by women in revolution, especially in liberation struggles in Central America.

**JUST-326. Juvenile Justice System. 3 Hours.**

Socio-economic analysis of the history of the juvenile justice system in an effort to understand how the system functions and whom it serves.

**JUST-328. Social Justice & LGBTQ Issues. 3 Hours.**

This course explores lesbian, gay, bisexual, transgender and queer social justice issues. Students will study LGBTQ issues and theories in the context of both historic and contemporary social justice practices. This will include an examination of race, class, gender, and ethnicity in LGBTQ communities, along with a discussion of legal, social, and political steps taken and contemplated to end the oppression of LGBTQ people.

**JUST-329. Politics Of Punishment. 3 Hours.**

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 Hours.**

Study of basic reference and source materials. Visits to law libraries are required. Presentation of a written and oral argument.

**Prerequisite:** JUST-201 with a minimum grade of C and JUST-202 with a minimum grade of C and ENGL-101 with a minimum grade of C.

**JUST-331. Law And Racism In America. 3 Hours.**

The nature of racism, its essential features and their relationship to the legal, social and economic practices in the United States.

**JUST-332. Race & Ethnic Relations. 3 Hours.**

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.

**Prerequisite:** JUST-101 with a minimum grade of C and JUST-202 with a minimum grade of C.

**JUST-333. Community Law. 3 Hours.**

General introduction to the impact of law on the public: consumer law, family law and individual rights.

**JUST-334. Criminal Law And Procedure. 3 Hours.**

The basic principles of American criminal law, current issues and controversies surrounding the criminal justice process, and the constitutional rights of the accused.

**JUST-335. Legal Process I. 3 Hours.**

Analysis of common law and the role of precedent with emphasis on appellate courts, particularly the U.S. Supreme Court.

**JUST-336. Postmodern Law & Criminology. 3 Hours.**

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 Clinic. 3 Hours.**

The Workers' Rights Clinic will critically examine theoretical, legal and practical aspects of workers' rights and acknowledges the dynamics of the employer-employee power relationship. Readings and classroom activity will ground students in doctrinal aspects of workers rights and the laws governing employment relationships. Students will attend and observe court and administrative and worker related legal cases such as employment termination, discrimination and wage litigation pending in state and federal courts and/or federal, state and municipal administrative agencies. Students will observe courtroom proceedings, examine court papers, and engage with lawyers, judges, court personnel, workers and clients.

**JUST-338. Introduction To Human Rights. 3 Hours.**

This course provides an introductory overview to human rights. Human rights are examined from several different points of view: as a legal and moral discourse in which justice claims are expressed; as an international regime consisting of many different treaties, legal bodies, United Nations agencies and non-profit organizations which seek to prevent, investigate, and punish human rights violations; as a global social movement that promotes minimum universal standards of human dignity and respect; as a contested philosophical concept that is compared and contrasted with other types of moral claims; and as an increasingly important strategy being used by various communities in the United States to overcome many different types of social injustice. The main human rights organizations and their methods of working will be explained. Each student will also get an opportunity to research one human rights issue in depth.

**JUST-339. Tenant's Rights Clinic. 3 Hours.**

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 Hours.**

This course concerns the development of law in society. We cover: historical development of law; functions of law; the connection between political economy and law; various perspectives in studying law; classical thinkers; current and emerging thought; the emergence of lawyers and their language and form of reasoning; the emergence of legal rights and the legal subject; substantive biases of law (gender, race, class, intersectional); how "realities" are constructed in the courtroom; and freedom and coercion in law.

**JUST-343. Conflict Transformation. 3 Hours.**

Conflict is part of human daily experience. When properly managed, it can lead to awareness, growth, and better human relationships. However, when misdiagnosed and mismanaged, it can sour things and destroy relationships. It also leads to intra and interpersonal, intra- and inter-group/organizational violence, as well as large scale intra-state and international violence. This course explores the connection between justice, peace, and conflict by seeking to understand social conflict and the mechanisms used in its transformation. We begin by examining the theories of conflict analysis and resolution and conclude by exploring methods and best practices.

**JUST-345. Practicum In Justice Studies. 3 Hours.**

Specific skills necessary for entry level agency/community work.

**Prerequisite:** JUST-202 with a minimum grade of C and JUST-101 with a minimum grade of C and JUST-241 with a minimum grade of C and JUST-301 with a minimum grade of C.

**JUST-346. Introduction To Oral History For Communities. 3 Hours.**

This course introduces students to oral history, a practice that has expanded to many disciplines for its ability to providing information on aspects of life missing from documentary sources and offering different perspectives on historical events and processes. Notably, oral history is used in recovering the experiences of ordinary people. Students will gain knowledge and skills for engaging people in communities in telling their own stories. Students will learn the principles of oral history methodology by analyzing theoretical, ethical, and practical challenges interviewers and researchers face. Students will also learn basic skills on interviewing, transcribing, and abstracting oral histories.

**Prerequisite:** JUST-241 with a minimum grade of C or LLAS-290 with a minimum grade of C.

**JUST-347. Restorative Justice Theories And Practices. 3 Hours.**

Restorative Justice (RJ) is one of several umbrella concepts gaining in prominence in the Justice Studies arena. It refers to philosophical strategies and diverse practices to resolve conflicts in a way that is less litigious than traditional, adversarial legal proceedings. This course will introduce students to the origins, theories, controversies and practices of restorative justice—both past and present—as an alternative response to harm. It will also interrogate such questions as: When is it appropriate to forgive rather than to punish? What is entailed in coming to forgiveness, both for the perpetrator and the victim? Students will come to understand the meaning of restorative processes by examining the ways in which they are practiced around the world.

**JUST-348. Research Methods In Justice Studies. 3 Hours.**

This course introduces majors to quantitative and qualitative research methods used in the social sciences with a focus on Justice Studies issues. Students develop analytical skills through learning how researchers construct and use data to answer questions about human behavior, beliefs, and institutions.

**Prerequisite:** (JUST-101 with a minimum grade of C or JUST-201 with a minimum grade of C) and MATH-090 with a minimum grade of C.

**JUST-350. Field Work Seminar. 6 Hours.**

Application of the specific skills learned in the practicum, as well as other classroom theories and concepts, in an agency/ community setting. 180 volunteer hours at work in the field and a 1 1/2 hour weekly seminar.

**Prerequisite:** JUST-345 with a minimum grade of D.

**JUST-351. Advocating For Social Justice In Illinois. 3 Hours.**

This course provides students with a practical introduction to advocating for social justice in Illinois. It is taught from the perspective of marginalized communities that historically have been significantly less able to influence elected officials by donating large sums of money. However, these communities have been able to impact public education, legislation and policy formation/implementation through strategic injections of expertise, organizing, smart coalition building, access to media, litigation, direct action and other techniques. The course will include analyses of such issues as: the legislative process at the local and state levels, an introduction to the players; how to follow the money; the types of power such communities are up against in Chicago and suburbia; strategies to access media and produce a coherent message; the necessity of and methods to reframe and label issues; and the use of organizing, coalition-building, direct action, the courts, initiatives and referendum.

**Prerequisite:** JUST-101 with a minimum grade of C and JUST-202 with a minimum grade of C.

**JUST-352. Economic Justice. 3 Hours.**

In this course students will analyze economic issues and related inequalities in the context of theories of social justice. Students will learn causes of such injustices and practical strategies to reduce them.

**JUST-355. LGBTQ Communities & Crime. 3 Hours.**

Research indicates that lesbian, gay, bisexual, trans, and queer (LGBTQ) identities are stigmatized and even criminalized in many nations, LGBTQ individuals are at a heightened risk of crime victimization and face barriers to receiving help, and heterosexism and transphobia play integral roles in the perpetration of crime by LGBTQ individuals as well as in how criminal justice systems respond to them. By applying social justice and criminological lenses, students in this course will explore the nature of and potential resolutions to crime related to LGBTQ people, both in the United States and globally.

**JUST-357. Social Justice, Mental Health, And The Law. 3 Hours.**

Though one of six Americans suffers from some form of mental illness, there has been little progress in the last fifty years in our protection and treatment of patients who suffer from mental illness. In this course, students will learn about the laws, rights, and treatment of mental illness. They will explore the definitions of mental illness and the stigma and discrimination which ensues for those who are labeled. Students will also examine the arbitrariness of labels and diagnosis in the mental health system, and the devastating impact that this labeling can have on patients and their families.

**JUST-361. Five-Hundreds Years Of Resistance. 3 Hours.**

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.

**Prerequisite:** JUST-202 with a minimum grade of C.

**JUST-362. Justice Issues In Africa. 3 Hours.**

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.

**Prerequisite:** JUST-101 with a minimum grade of C.

**JUST-363. Globalization And The Pursuit Of Justice. 3 Hours.**

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 everyday 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.

**Prerequisite:** JUST-101 with a minimum grade of C.

**JUST-364. Terrorism In Media & Law. 3 Hours.**

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 US 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.

**Prerequisite:** JUST-101 with a minimum grade of C and JUST-202 with a minimum grade of C.

**JUST-370. Immigration In Global Perspective. 3 Hours.**

This course looks at contemporary international population movements and state policies in highly developed countries through the prism of social justice. The course provides an overview of the major theories explaining the nature, causes and consequences of migration including key dimensions such as control policies, integration, security, and citizenship. The course also analyzes current public conversations debating unauthorized immigration, assimilation, and membership and belonging. Through readings, lectures, videos and newspaper articles the course offers students tools for a critical understanding of migration by addressing questions of justice such as the rights of people to mobility, to work, to equality and to inclusion.

**JUST-371. U.S. Immigration Policy & Human Rights In The Americas. 3 Hours.**

Historical overview of United States' relations with the Americas as these structure economic and security interests in the region and influence regime change, human rights violations, and immigrant and refugee flows. Analysis of contrasting U.S. immigration and refugee policies.

**JUST-382. Social Justice & Literature. 3 Hours.**

Writers and artists often reflect and inspire major social realignments and radical shifts in the social structure. They have a unique lens with which to focus on society and institutions of power. This course explores the work of several writers and filmmakers to understand how their works mirrored and ignited aspects of social justice. It analyzes how artistic works serve as social critique to enable or inspire social protest and change. The course traces the author's/filmmaker's point of view in each work studied, and examines how they developed their central themes through plot and character.

**JUST-383. Social Justice And The Visual Arts. 3 Hours.**

Visual artists are important critics of institutions of power and social inequality. Through an exploration of visual media, students will gain insights into issues of power and social inequality based on gender, class, race and sexual orientation. Students will analyze visual media and images utilizing social justice theories, and compare and contrast different visual media to consider their relevance to social change.

**Prerequisite:** JUST-101 with a minimum grade of C.

**JUST-390. Social Justice And The Environment. 3 Hours.**

This course is a comprehensive overview of the connections between environmental justice, social justice, and animal ethics. The topics will be viewed from the following perspectives: 1) Justice and Sustainability; 2) Poverty, Economic Development and Environmental Justice; 3) Eco-Feminist Perspectives on Environmental Justice; 4) Native American Perspectives 5) Animal Ethics and the Relationship to Environmental Justice; and 6) Environmental Law.

**JUST-391. Independent Study In Social Justice. 1 Hour.**

This course provides a student with the opportunity to undertake an individualized investigation into a topic of the student's choice, under the personalized supervision of a Justice Studies faculty member. The student must fill out the Justice Studies' department's Independent Study form and get the project approved two weeks before the semester begins. Justice Studies major with GPA of 3.0 or above. Approval of instructor, Chair and College Dean required.

**Prerequisite:** JUST-241 with a minimum grade of C.

**JUST-392. Independent Study In Social Justice. 2 Hours.**

This course provides a student with the opportunity to undertake an individualized investigation into a topic of the student's choice, under the personalized supervision of a Justice Studies faculty member. The topic cannot duplicate what is taught in a regularly offered course. The student must fill out the Justice Studies' department's Independent Study form and get the project approved two weeks before the semester begins. Justice Studies major with GPA of 3.0 or above. Approval of instructor, Chair and College Dean required.

**Prerequisite:** JUST-241 with a minimum grade of C.

**JUST-393. Independent Study In Social Justice. 3 Hours.**

This course provides a student with the opportunity to undertake an individualized investigation into a topic of the student's choice, under the personalized supervision of a Justice Studies faculty member. The topic cannot duplicate what is taught in a regularly offered course. The student must fill out the Justice Studies' department's Independent Study form and get the project approved two weeks before the semester begins. Justice Studies major with GPA of 3.0 or above. Approval of instructor, Chair and College Dean required.

**Prerequisite:** JUST-241 with a minimum grade of C.

**JUST-395. Hunger & Homelessness. 3 Hours.**

This class uses an intersectional approach to analyze challenges faced by people who are underfed, unhoused, and in precarious housing conditions, including LGBTQI youth in foster care, unhoused female veterans, and mothers and children living in poverty. It explores the paths to poverty and the experience of poverty in America, emphasizing structural barriers related to race, class, gender, sexuality, and other inequalities. Through lectures, readings, service learning, and guest speakers, students gain a deep understanding of poverty as a lived experience. They will also explore advocacy strategies for society's most vulnerable populations - women and children.

# Korean (KOR)

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## Courses

**KOR-101. Korean I. 3 Hours.**

Development of basic skill in listening, speaking, reading and writing. Cultural appreciation.

**KOR-102. Korean II. 3 Hours.**

Continuation of basic skill in listening, speaking, reading and writing. Cultural appreciation.

**Prerequisite:** KOR-101 with a minimum grade of D.

**KOR-103. Korean III. 3 Hours.**

Continuation of basic skill in listening, speaking, reading and writing. Cultural appreciation.

**Prerequisite:** KOR-102 with a minimum grade of D.

**KOR-205. Business Korean. 3 Hours.**

Study of basic skills needed to conduct low-to-midlevel business transactions in Korean with emphasis on aspects of Korean culture that occur most frequently in a business environment. Conducted in English.

**Prerequisite:** KOR-103 with a minimum grade of D.

**KOR-220. Korean Conversation I. 3 Hours.**

Development of oral-aural communication skills with emphasis on everyday situations.

**Prerequisite:** KOR-103 with a minimum grade of D.

**KOR-221. Korean Grammar And Composition I. 3 Hours.**

Overview of grammar with emphasis on writing skills.

**Prerequisite:** KOR-103 with a minimum grade of D.

**KOR-222. Korean Conversation II. 3 Hours.**

Continuation of KOR-220 with emphasis on sophistication in speaking Korean through simulation and role playing.

**Prerequisite:** KOR-220 with a minimum grade of D.

**KOR-223. Korean Grammar And Composition II. 3 Hours.**

Continuation of KOR-221.

**Prerequisite:** KOR-221 with a minimum grade of D.

**KOR-313. Introduction To Korean Literature. 3 Hours.**

Overview of literary periods and significant trends in Korean and Korean-American Literature. Survey of major writers and their principal works.

**KOR-360. The Confucian Tradition In Korea. 3 Hours.**

An in-depth study of Korean ideas and values which explain some of the most fundamental traditional Korean assumptions about humanity, society and the world. This course will examine ideas and values, rooted in the Confucian tradition, which have influenced pre-modern Korean culture and in many ways remain in force in modern society.

# Latin (LAT)

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## Courses

LAT-101. Latin I. 3 Hours.

LAT-102. Latin II. 3 Hours.

# Latino and Latin Amer Studies (LLAS)

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## Courses

### **LLAS-101. Introduction To Latino & Latin American Studies. 3 Hours.**

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-109. FYE:Art, Thought, And Revolution In Chicago. 3 Hours.**

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. This 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.

### **LLAS-201. Writing Intensive Program: Culture & History Of Latinos. 3 Hours.**

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 its largest ethnic minority group.

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **LLAS-224. The Chicano Movement. 3 Hours.**

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 & The Caribbean. 3 Hours.**

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-285. Mexican Chicago. 3 Hours.**

This course aims to examine the meaning, conditions, and prospective future of the extensive and long-established Mexican presence in the Chicago region. Beginning with a comparison of Mexican populations in major US urban centers, the course proceeds to urban and suburban dimensions in the Midwest. It examines the complexity of the Mexican population in terms of regional, generational and phenotypical characteristics, as well as in relation to other minority populations in the region. The course highlights specific profiles of members of Mexican communities in the region and incorporates field experiences and online tours of cultural sites and manifestations.

### **LLAS-290. Research Methods In Latino And Latin American Studies. 3 Hours.**

The course provides an introduction to the theories and processes of critical inquiry in the social sciences and humanities. Each student conducts a focused review of the literature in response to a specific, identified issue and is introduced to the elements of scholarly writing. The course creates a learning community of scholars working to explore meaningful solutions to identified research questions in Latino and Latin American Studies humanities and social sciences area.

**Prerequisite:** LLAS-101 with a minimum grade of D and LLAS-201 with a minimum grade of D.

### **LLAS-301. Field Seminar In Latino & Latin American Studies. 3 Hours.**

The course aims towards the formulation of a sophisticated understanding of social and political life of Latinos in the current context. It combines theoretical insights and documentary information to examine the assets and current challenges of these communities. This course serves as the capstone course for LLAS minors.

**Prerequisite:** LLAS-101 with a minimum grade of C or MCS-101 with a minimum grade of C and LLAS-201 with a minimum grade of C or MCS-201 with a minimum grade of C.

### **LLAS-312. Introduction To The Barrio. 3 Hours.**

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-340. Latina/x Feminisms & Social Media. 3 Hours.**

This course has two goals: first, students will become familiarized with a panorama of texts exemplifying the historical trajectory of Latina/x intersectional feminist thought in the United States. During the second half of the course, students will research social media activism and contextualize popular Latina/x social media activists and representation, with special emphasis on the disputes and ongoing developments in group identities and senses of self, as well as broad social and political questions relevant to Latina/o/xs, with an eye towards citizenship, consumerism, and immigration issues.

### **LLAS-345. Race, Class, Gender & Latinos. 3 Hours.**

This course is an analytical overview of the complexity of Latino community/ies. The course aims towards the formulation of a sophisticated understanding of social and political life of Latinos in the current context. It combines theoretical insights and documentary information to examine the assets and current challenges of these communities.



**LLAS-346. Introduction To Oral History For Communities. 3 Hours.**

This course introduces students to oral history, a practice that has expanded to many disciplines for its ability to providing information on aspects of life missing from documentary sources and offering different perspectives on historical events and processes. Notably, oral history is used in recovering the experiences of ordinary people. Students will gain knowledge and skills for engaging people in communities in telling their own stories. Students will learn the principles of oral history methodology by analyzing theoretical, ethical, and practical challenges interviewers and researchers face. Students will also learn basic skills on interviewing, transcribing, and abstracting oral histories.

**Prerequisite:** LLAS-290 with a minimum grade of C or JUST-241 with a minimum grade of C.

**LLAS-347. The U.S.-Mexican Border. 3 Hours.**

This course examines the instrumental role that the international boundary plays in the regional and international contacts between Mexico and the United States. It examines origins and transformation of the current border demarcation and underscores the strategic role it plays in social and economic respects for both countries regarding trade, industrial production, and migration. Particular attention is placed on the contrasting impacts of this strategic role on the lives of the residents of this binational setting in terms of social, economic, environmental, and political characteristics. Symbolic aspects of the region in both countries will also be explored.

**LLAS-348. Mestiza/o Ways Of Knowing. 3 Hours.**

This course focuses on the hybrid character of Latino and Latin American identities. It focuses on the notion of Mestizaje, a central concept to refer to the blending of indigenous and other cultural roots in Latin America. It emphasizes the multi-racial and multi-cultural character of Latino and Latin American populations. Yet, the manifestation of these blendings varies--countries like Argentina and Chile, for example, manifest clearer European influences while Colombia, Dominican Republic, Haiti, and others, present more evident African influences. The course examines recent academic claims that hybridity influences the senses of the world.

**LLAS-349. Gloria Anzaldúa: A Deep Dive. 3 Hours.**

This course is a "deep dive" into the particular social, political and economic factors contributing to the work of a single author over the long arc of her career, along with her particular contributions to literary culture in her time. Extensive reading involving a representative array of the author's work and a wide variety of critical essays on that work will provide students excellent bases for their research, writing and class discussion, culminating in an essay or creative project suitable for public presentation or publication. This section of the course focuses on the work of Gloria Anzaldúa, as well as her collaborators and literary intellectual/artistic successors.

**LLAS-350. Latinos In A Transnational Perspective. 3 Hours.**

This course focuses on transnational contacts between Latinos and their communities of origin in Latin America. Latino immigrants, and often their U.S. born offspring, create and maintain support networks with family and other members left in their sending communities. Transnational networks involve individuals as well as groups. "Remittances," the money transferred through these networks from the U.S. to Latin American, have become the main source of foreign currency to Latin American Countries and are seen as a key promoter of development throughout Latin America. The course examines competing theoretical approaches to these networks and effects.

**LLAS-351. Latinos And Immigration. 3 Hours.**

The course examines social and cultural dimensions of the arrival and incorporation of Latin American immigrants to the United States. It reviews migratory flows across time and regions of the country. Through a discussion-based class, students explore immigration through diverse readings from a wide variety of fields (i.e. history, political science, sociology). The readings provide a comparative range of immigrant experiences from different Latin American countries and different time periods. This comparison will provide a broad exposure of the topic from which students will select a specific topic pertinent to personal and professional interest for their individual assignments.

**LLAS-353. Latino Diversities. 3 Hours.**

Latinos, the largest ethnic minority of the country, are far from comprising a homogeneous or cohesive group. This course examines various ways in which members of this umbrella group differ in their respective histories in this country, their integration processes, and potential outlooks. The examination goes beyond the distinction related to migratory or ancestral ties to Latin American countries to ascertain contrasts within and among groups. Thus, beyond contrast among Mexicans and Salvadorans, for example, students will explore differences within each of these two groups. Topics such as social mobility, educational attainments, labor force participation, and political involvement are some of many options students will be able to select for their research projects.

**LLAS-361. Queer Latin American Narrative And Film. 3 Hours.**

This course explores the representation of sexual diversity and gender nonconformity in Latin American cultural production (narrative and film) from a perspective informed by feminist theory, LGBT studies and queer theory. Students critically engage these theoretical paradigms while developing research skills and proficiency in oral and written expression through class assignments, including a final research paper.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**LLAS-381. Independent Study In Latina/o And Latin American Studies. 1 Hour.**

An intensive investigation of an area of Latina/o and Latin American studies.

**LLAS-382. Independent Study In Latina/o And Latin American Studies. 2 Hours.**

An intensive investigation of an area of Latina/o and Latin American Studies.

**LLAS-383. Independent Study In Latina/o And Latin American Studies. 3 Hours.**

An intensive investigation of an area of Latina/o and Latin American Studies.

**LLAS-383S. Special Topics In Latina/o And Latin American Literary And Cultural Studies. 3 Hours.**

Varying topics in the field of Latinx and Latin American literary and cultural studies.



**LLAS-384. Drugs, Intoxication And Addiction In The Americas. 3 Hours.**

This course is an interdisciplinary approach to drugs, intoxication and addiction in the Americas. Students will challenge received knowledge on these topics by analyzing cultural products that portray drug trafficking, consumption and addiction and by engaging with critical theory that problematizes the role of drugs in our society and the social harms caused by prohibition. Special emphasis will be given to the ways that various systems of oppression, such as capitalism, racism, (neo)colonialism and patriarchy, intersect in the economy of drugs and how peripheral perspectives from the Global South can indicate more liberating perspectives on the relationship between humans and intoxicants.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**LLAS-391. Internship In Latina/o & Latin American Studies. 3 Hours.**

This capstone course is an opportunity for students to culminate their Latino studies concentration with an internship tailored to enhance their understanding of social and political life of Latinos . The internship will be an intense course that will give students the opportunity to apply the knowledge and skills developed over the course of their undergraduate career to an actual work setting. Students should expect to work closely with site supervisor, others at internship site, seminar classmates, and Professor.

**Prerequisite:** LLAS-101 with a minimum grade of C and LLAS-201 with a minimum grade of C and LLAS-290 with a minimum grade of C.

**LLAS-392. Internship In Latin American Studies. 3 Hours.**

This capstone course is an opportunity for students to culminate their Latin American studies concentration with an internship tailored to enhance their understanding of social and political life of Latin Americans . The internship will be an intense course that will give students the opportunity to apply the knowledge and skills developed over the course of their undergraduate career to an actual work setting. Students should expect to work closely with site supervisor, others at internship site, seminar classmates, and Professor.

**Prerequisite:** LLAS-101 with a minimum grade of C and LLAS-201 with a minimum grade of C and LLAS-290 with a minimum grade of C.

**LLAS-393. Independent Studies In Latino & Latin American Studies. 3 Hours.**

Academic credit for special research project student conducts with individual guidance from a faculty member. Projects that could be completed in an established course are not appropriate for Independent Study. Student must submit project proposal to the faculty member in the semester prior to the one in which the project is to be conducted. Independent Study requires approval of instructor, coordinator of program, department chair and college dean.

**Prerequisite:** LLAS-101 with a minimum grade of C and LLAS-201 with a minimum grade of C and LLAS-290 with a minimum grade of C.

# Leadership (LEAD)

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## Courses

### **LEAD-333. School Law For Teachers. 3 Hours.**

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.

### **LEAD-401. Instructional Leadership. 3 Hours.**

An analysis of the basic determinants of curriculum PreK-12. Emphasis on significant psychological theories and development, learning and motivation for curricula development including impact of sociological, cultural, and ethnic factor. Special education programs are included. Methods are outlined for evaluating the effectiveness of curricula and programs. Roles and responsibilities of an instructional leader are highlighted as well as a focus on the improvement of instruction for school improvement and student achievement for all.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

### **LEAD-413. Human Relations And Leadership. 3 Hours.**

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-415. Historical And Philosophical Perspectives In Higher Education. 3 Hours.**

### **LEAD-421. Educational Leadership And Organizational Studies. 3 Hours.**

This course is designed to introduce the student to the field of educational leadership and management. The purpose of the course is to assist future educational leadership professionals to understand the philosophical, historical and organizational underpinnings of educational leadership. It provides students with a theoretical framework on which to develop and implement sound practical applications and decisions in the educational leadership tasks of communicating, planning, organizing, supervising, leading and evaluating strategies designed to build up highly effective learning communities. Further, it prepares the student to pursue alternative routes to excellence by understanding current education's challenges and by choosing the most successful leadership, management, motivational and decision-making strategies for a constantly changing educational environment.

### **LEAD-422. The Principalship. 3 Hours.**

The Principalship is an examination of PK-12 schools with an emphasis upon the transforming instructional leadership and school improvement roles of the principal to enhance student learning for all students. The course focus is on practical problem solving through working collaboratively and transformatively with staff through creating a vision of leadership and learning, developing a positive school culture, managing the school and interacting with the external school environment.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

### **LEAD-424. Introduction To Evaluation Of Certified & Support Staff. 3 Hours.**

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 Hours.**

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 for k-12 settings.

### **LEAD-428A. Seminar In Educational Administration: Educational Decision-Making. 3 Hours.**

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.

**Prerequisite:** LEAD-421 with a minimum grade of C and LEAD-424 with a minimum grade of C.

### **LEAD-428B. Seminar In Educational Administration: Administrative Theory And Practical Application. 3 Hours.**

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.

**Prerequisite:** LEAD-424 with a minimum grade of C and LEAD-421 with a minimum grade of C.

### **LEAD-428F. Seminar In Educational Leadership In The Middle School. 3 Hours.**

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.

**Prerequisite:** LEAD-421 with a minimum grade of C and LEAD-424 with a minimum grade of C.

**LEAD-429. Research Design & Analysis Of Educational Data. 3 Hours.**

This course develops administrative skills in research design including program statements, hypothesis formulation, population/sample collection, data collection, statistical analysis and interpretation. Quantitative and qualitative research designs will be examined as they relate to effective schools, improving student achievement and administrative research.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-430. Thesis Seminar. 3 Hours.**

This course provides guidance in the preparation and submission of a master of arts thesis under the supervision of faculty. It will extend the student's knowledge of standard techniques in the collection and analysis of data and facilitate the development of skills in advanced research design for possible future study at the doctoral level.

**LEAD-431. School & Community Relations. 3 Hours.**

The purpose of this course is to provide a forum for the transfer of theory to practice in the area of school-community relations. Additionally a teacher-as-researcher model and community-based research pedagogy are required in order to assist prospective school leaders in investigating their local school communities and increase their leadership skills. Effective school-community relationships begin at home facilitated by skillful leaders who have effective communication, research, collaborative and problem solving skills. These skills form bonds between schools and the local and global communities.

**LEAD-432. School Finance & Budgeting. 3 Hours.**

The goal of the course is to enable a student to demonstrate an understanding of school finance and related issues and to apply that knowledge in hypothetical school leadership situations. The content includes local, state and federal revenue sources, the legal and political settings that influence school finance, budgeting processes, revenue and expenditure management, research on the relationship of expenditures to achievement, the characteristics of a financially healthy school district, the operation of support services and measures to protect school funds and property.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-433. School Law & Ethics. 3 Hours.**

This course studies the legal and ethical issues as related to practical problems of school administration. Constitutional provisions and court decisions are examined as they impact education. Issues of ethics pertaining to legal tenets will be integrated throughout the semester.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-434. Internship I. 3 Hours.**

The major purpose of the internship is to comply with Illinois PA 96-903 and to provide the student with a supervised experience in the roles and responsibilities associated with the principalship in Pre-K through grade 12 during the course of a year. Each student will participate in administrative activities related to instructional leadership and school management. The three internships, LEAD-434, LEAD-435 and LEAD-437, are defined as all the experiences that result from applying the strategic, instructional, organizational, and contextual leadership guidelines in a workplace. This course is the first internship experience.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-435. Internship II. 3 Hours.**

The purpose of this internship is to continue the instructional leadership and school management Pre-K through grade 12 tasks and experiences as described in the school intern's contract and developed in LEAD-434. This is the second internship experience.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-436. Human Resources Administration In Education. 3 Hours.**

This course provides a general understanding of the personnel functions in educational settings. Decision-making and problem-solving will be emphasized. The functions of planning, recruitment, selection, placement, induction, staff development, motivation, compensation, performance, appraisal, negotiations and dismissal are included.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-437. Internship III. 3 Hours.**

The purpose of this internship is to continue the instructional leadership and school management Pre-K through grade 12 tasks and experiences as described in the school intern's contract and developed in LEAD-434, and LEAD-435. This is the third internship experience.

**Prerequisite:** LEAD-421 with a minimum grade of B and LEAD-424 with a minimum grade of B.

**LEAD-438. Collective Negotiations. 3 Hours.**

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-441. Independent Study In Educational Administration. 1 Hour.****LEAD-445. Practicum In School Business Management. 3 Hours.**

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 Hours.**

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 Hours.**

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. Administrative Use Of The Microcomputer. 3 Hours.**

An examination of the use of micro-computers in education 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 Hours.**

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 Hours.**

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. Adult Learner. 3 Hours.**

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 adult education.

**LEAD-491. Foundations In Higher Education. 3 Hours.**

This course provides students with knowledge of the historical development of higher education in the United States and its socio economic, political, legal and philosophical underpinnings. This course also provides students with an understanding of the structures and governance 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 Hours.**

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 Hours.**

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 Hours.**

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 Hours.**

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 Hours.**

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 Hours.**

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 Hours.**

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.

**LEAD-497. Student Personnel Work In Higher Education. 3 Hours.**

This course addresses issues relating to the philosophy, organization and administration of student affairs in post-secondary institutions, as well as, the development and implementation of student affairs policy and programs. It emphasizes the roles that student affairs professionals serve to promote intellectual, social, moral, ethical, spiritual, emotional, and physical development and wellbeing of students. Student affairs educators carry out their professional obligations by actively seeking collaborative relationships with each other across units, with students, faculty, and others on and off the campus in order to design, support, maintain, and/or change campus environments to optimally support student learning, wellness, and development.

# Leisure Studies (LEST)

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## Courses

LEST-201. Principles And Practices Of Recreation And Leisure. 3 Hours.

# Linguistics (LING)

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## Courses

### **LING-109. First Year Experience: Language And Diversity In Chicago. 3 Hours.**

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 Hours.**

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 Hours.**

Introduction to basic principles of psycholinguistics and sociolinguistics. Subjects covered may include dialect variation, language and the brain, child language acquisition, language and gender, conversational analysis, non-verbal behavioral, pidgins and creoles, and sign language. The course is designed for students having no background in linguistics. This course meets one of the Humanities requirements of the General Education Program as well as the Improving Human Relations requirement.

### **LING-201. Introduction To General Linguistics. 3 Hours.**

Nature and structure of languages and American English in particular. An overview of the description of language systems in terms of phonology (sound systems), morphology (word formation) and syntax (sentence organization). May also include an introduction to the areas of semantics (word meaning), pragmatics (the rules of the use of language in social contexts and conversation), and dialectology (cultural and geographical varieties of language use), and a look at the history of English and its relationship to other languages.

### **LING-300. English Grammar In The Classroom. 3 Hours.**

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 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.

**Prerequisite:** LING-120 with a minimum grade of C or LING-201 with a minimum grade of C.

### **LING-301. History Of The English Language. 3 Hours.**

Historical descriptive linguistic survey of English from its origins to modern English.

**Prerequisite:** LING-201 with a minimum grade of C.

### **LING-302. Theory Of Grammar. 3 Hours.**

### **LING-303. Grammars Of English. 3 Hours.**

A descriptive and historical analysis of English grammar.

**Prerequisite:** LING-201 with a minimum grade of C.

### **LING-304. Introduction To Phonetics & Phonology. 3 Hours.**

This class provides a foundation in the acoustic and articulatory properties of the sounds used in human languages and introduces theories about the systematic variation of sounds in ordinary speech. Through reading, problem solving and class discussion, students become familiar with basic phonetics, the analysis of sounds into features, both rule-based and constraint-based theories of sound variation, and the structure of sound at the segment, syllable and phrase levels. Prereq: or consent of instructor.

**Prerequisite:** LING-201 with a minimum grade of C.

### **LING-310. Historical/Comparative Linguistics. 3 Hours.**

**Prerequisite:** LING-201 with a minimum grade of C.

### **LING-316. Languages And Cultures: Middle East And North Africa. 3 Hours.**

This course introduces students to the languages, cultures, values, preconceptions, and misconceptions associated with the region known as the Middle East and North Africa (MENA). A variety of sources, including academic texts, articles, fiction, poetry, film, and the visual arts, may be presented to illustrate the complex of languages and cultures of the MENA region.

**Prerequisite:** LING-201 with a minimum grade of C or LING-322 with a minimum grade of C or ANTH-212 with a minimum grade of C or HIST-111F with a minimum grade of C or HIST-391 with a minimum grade of C.

### **LING-320G. Language And Culture: Aboriginal Australia. 3 Hours.**

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.

**Prerequisite:** LING-201 with a minimum grade of C.



**LING-320N. Language And Culture: Native American. 3 Hours.**

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.

**Prerequisite:** LING-201 with a minimum grade of C.

**LING-322. Introduction To Sociolinguistics. 3 Hours.**

A look at language variation based on social contexts. Includes ethnic, regional and social dialects, language and gender, and pidgin and creole language systems.

**LING-323. First & Second Language Acquisition. 3 Hours.**

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.

**Prerequisite:** LING-201 with a minimum grade of C.

**LING-325. Language And Disability: Comparative Language Development. 3 Hours.**

This course introduces students to normative and non-normative modes of language development and use. We look at language through a critical disability lens to show how language differences create marginalization. We start by studying language development in the first years of life to understand how our environment influences our brain and language development. We then explore individual differences in language development, the pathology of language-related disorders, as well as non-normative ways of "doing" language to identify and challenge ableist beliefs about language. Topics covered include language acquisition, language modalities, sign language, language disorders, bilingualism, racialized language, language ideologies.

**LING-326. Narratives Of The Jewish Experience. 3 Hours.**

This course focuses on stories told in contemporary Jewish communities as illustrative of the Jewish experience. Narrative is both representative and constructive of life experience, memory, and identity. We will listen to and analyze stories collected by others and available to wide audiences, and to stories we collect through interactions and interviews. Analyses will be conducted within a narratological framework that blends discursive and psycho-analytic theory and practice. Students will gather oral narratives from family members, community members, political and religious leaders, and educators with the goal of analyzing how stories both reveal and construct personal and social identities.

**LING-330. Language, Gender, And Sexuality. 3 Hours.**

This course introduces students to gender and sexual identity as they connect to language, meaning, and interaction. We first consider how language mediates, and is mediated by, social constructions of sex, gender, and sexuality. We then explore how language is used to perform gender and sexual identity, and how gender and sexual identity are perceived through linguistic expression. Students will gain an understanding of how language creates, maintains, challenges, and reconfigures social hierarchies and structures. Areas investigated include language variation and gender stereotypes; expression and perception of sexual identity through language; power and women's status; male vs. female communicative styles.

**LING-335. Language And Discrimination. 3 Hours.**

This course examines the ways our beliefs about language lead to social discrimination in various public and private contexts. Language use is a powerful tool of social identity construction, and often an unrecognized way in which speakers are categorized into social groupings. We will explore issues concerning language-based discrimination in public institutions and private contexts, how children are taught to discriminate, how language discrimination affects us as adults, regional and ethnically linked dialects, ideologies about language and language variation, hate speech and political correctness, linguistic diversity and language policy, and language endangerment.

**LING-337. Ethnography Of Communication. 3 Hours.**

This course adopts ethnographic methodology to explore the acquisition and performance of communicative competence in a variety of professional settings. The concept of communicative competence has its origins in the field of sociolinguistics - the branch of linguistics that studies the relationship between language and culture or, as sometimes defined, language in society. Key to one segment of sociolinguistic research and practice is the field of ethnography of communication, initiated by anthropological linguist Dell Hymes and John Gumperz. Ethnography of communication focuses on identifying and analyzing "the situations and uses, the patterns and functions of speaking as an activity in its own right" (Hymes 1974). In so doing, the theory and application of this field focuses on identifying the norms of appropriate language use in interaction in given social domains.

**Prerequisite:** LING-322 with a minimum grade of B.

**LING-338. Introduction To Syntactic Theory. 3 Hours.**

Following the ground work established over the past 15 years, this course will introduce students to modern syntactic theory as practiced within the Minimalist Program. An emphasis will be placed on the methodological and theoretical achievements of this area of research as developed in the past decade. Students will further examine the notions of functional and lexical projections, empty categories, feature checking operations, various kinds of movement and merge operations, and locality constraints.

**Prerequisite:** LING-201 with a minimum grade of B and LING-303 with a minimum grade of B.

**LING-344. Linguistics And Reading. 3 Hours.**

Relationship between language and structure and the reading process with emphasis on the practical problems such as the variety of dialectically different sound-symbol-correspondences in English, the perception of speech sounds, the reader's interpretation of syntactic and semantic structures, various alphabetic systems for teaching beginning reading, and an analysis of linguistic texts for teaching reading. Designed to be useful to the in-service classroom teacher as well as to undergraduates.



**LING-347. The Origin Of Language. 3 Hours.**

Organized as a seminar, this course discusses recent theories concerned with how, when and why language appeared in the human lineage. Students are introduced to scholarship from a range of fields including linguistics, cognitive science, philosophy, anthropology, primatology and evolutionary biology to address questions including: What is language? What cognitive and social preconditions underlie it? What are the similarities and differences between human language and other animals' communication systems? What language-specific biological wiring may exist at the core of the human language faculty? How was language adaptive for those humans? Did language emerge relatively recently and suddenly, or gradually over millions of years? Permission of instructor required.

**Prerequisite:** LING-201 with a minimum grade of C or BIO-201 with a minimum grade of C or ANTH-212 with a minimum grade of C or ANTH-215 with a minimum grade of C.

**LING-352. Introduction To Psycholinguistics. 3 Hours.**

This course introduces and explores the links between the physiological, cognitive, structural and sociolinguistic aspects of language. Students receive a comprehensive overview of the mechanisms involved in the production and comprehension of language and the development of language, memory and learning, from childhood and throughout adulthood. Various models of language production and comprehension are considered as we look at the interface between current linguistic principles and the brain.

**Prerequisite:** LING 201 with a minimum grade of D.

**LING-361. Introduction To World Englishes. 3 Hours.**

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.

**Prerequisite:** LING-201 with a minimum grade of C.

**LING-362. Linguistics And Literature. 3 Hours.**

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. By permission of instructor.

**Prerequisite:** LING-201 with a minimum grade of C.

**LING-363. Graphic Narratives: Linguistic And Visual Semiotic Approaches. 3 Hours.**

This course situates the graphic narrative as a complex, cultural form that deserves academic attention. Together, we will analyze how images and words interact in graphic narratives to create new identity formations, new cultural meanings, new knowledge webs, new histories, and new narratives.

**Prerequisite:** LING-120 with a minimum grade of C or LING-201 with a minimum grade of C.

**LING-366. Language And The Beatles. 3 Hours.**

This course introduces the music of the Beatles by focusing on the language they used, particularly in their song lyrics. Students will learn how the tools and theories of sociolinguistics, phonetics, phonology, and music can be applied in order to further appreciate and analyze the words of this culturally significant band. Music recordings, lyrics books, and academic writings in both linguistics and related fields will be used by the students to form their own conclusions and present them.

**Prerequisite:** LING-201 with a minimum grade of C.

**LING-380. Introduction To Corpus Linguistics. 3 Hours.**

This course aims to introduce students to theories and methods of corpus-based linguistic research. We will work with available tools and machine-readable corpora (large collections of texts) as a basis for linguistic description and language learning. Topics covered include language description and comparison, language change and current trends, genre and discourse analysis, first and second language acquisition, corpora in classroom instruction, etc. Students will learn how to analyze, visualize, and present data extracted from a corpus, as well as formulate and test hypotheses against evidence provided by a corpus. A basic understanding of language and grammatical categories is required.

**LING-391F. Advanced Grammatical Analysis: Mandan. 3 Hours.**

This is a course in advanced linguistic analysis. It focuses on the extremely endangered Siouan language, Mandan. Students will learn how to do linguistic research through a critical analysis of existent Mandan texts and explore various aspects of Mandan grammar. Topics may include any aspect of morphology, syntax, or narrative discourse structure.

**Prerequisite:** LING-201 with a minimum grade of B and LING-303 with a minimum grade of B and LING-322 with a minimum grade of B.

**LING-391N. Advanced Grammatical Analysis: Biloxi. 3 Hours.**

This is a course in advanced linguistic analysis. It focuses on the extinct Siouan language, Biloxi. Students will learn how to do linguistic research through a critical analysis of existent Biloxi texts and explore various aspects of Biloxi grammar. Topics may include any aspect of morphology, syntax, or narrative discourse structure.

**Prerequisite:** LING-201 with a minimum grade of B and LING-303 with a minimum grade of B and LING-322 with a minimum grade of B.

**LING-391O. Advanced Grammatical Analysis: Crow. 3 Hours.**

This is a course in advanced linguistic analysis. It focuses on the endangered Siouan language, Crow. Students will learn how to do linguistic research through a critical analysis of existent Crow texts and explore various aspects of Crow grammar. Topics may include any aspect of morphology, syntax, or narrative discourse structure.

**Prerequisite:** LING-201 with a minimum grade of B and LING-303 with a minimum grade of B and LING-322 with a minimum grade of B.

**LING-400. English Pedagogical Grammar. 3 Hours.**

This course introduces the basics of sentence structure in English with the purpose of enabling future teachers to teach English grammar successfully in multicultural classrooms. 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 different varieties and registers of spoken and written English and to the relationship between grammar and language arts instruction.

**LING-401. Fundamentals Of Modern Linguistics. 3 Hours.**

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. By permission of instructor.

**LING-405. Typology. 3 Hours.**

Typology studies the similarities and differences among human languages. We observe which categories (such as noun, verb, past) and which structures (such as questions, passive, causative) are universal, common or rare among the world's languages and how they are crosslinguistically similar and different. We then ask why languages seem to prefer some categories and constructions over others and what that might say about the human capacity for language. Through reading, problem solving and fieldwork, students learn about these language structures and discuss proposed explanations for why languages are the way they are.

**LING-416. Languages & Cultures Of The Middle East And North Africa. 3 Hours.**

This course provides an overview of languages and cultures associated with the region known as the Middle East and North Africa. This course will examine the structure of one or more language(s) spoken in this region, focusing on the phonology, morphology, and syntax of the language(s). The focus of the class may be on the culture(s) of one specific country or territory or from a larger sub-area of the Middle East. No prior knowledge of a Semitic, Turkic, or Indo-European language (other than English) is necessary.

**Prerequisite:** LING-401 with a minimum grade of C.

**LING-422. Phonetics & Phonology. 3 Hours.**

This class provides a foundation in the acoustic and articulatory properties of the sounds used in human languages and introduces theories about the systematic variation of sounds in ordinary speech. Through reading, problem solving and class discussion, students become familiar with basic phonetics, the analysis of sounds into features, both rule-based and constraint-based theories of sound variation, and the structure of sound at the segment, syllable and phrase levels. By consent of instructor.

**Prerequisite:** LING-401 with a minimum grade of C.

**LING-423. Advanced Phonetics And Phonology. 3 Hours.**

A sequel to LING-422 Phonetics and Phonology, this course advances students' understanding of principles and their ability to critically analyze problems concerning the acoustic and articulatory nature of sounds in human language. Topics include articulatory and acoustic phonetics, rule-based and constraint-based theories, segments and phonological features, syllables and moras, stress, tone and intonation and prosody. This course requires research in sound documentation using current recording technology. Students must evaluate various phonological theories and present findings orally and in written formats, to present data clearly and develop linguistics-oriented argumentation style, readying them for academic participation in scholarly journals, at conferences.

**Prerequisite:** LING-422 with a minimum grade of B.

**LING-427. Morphology. 3 Hours.**

The goal of morphology is to understand word structure and speakers' implicit knowledge of the components of words and their properties. By looking at data from many languages, students will become familiar with morphological processes such as derivation, inflection, compounding, incorporation and cliticization and with various proposals to account for word structure in languages. By consent of instructor.

**Prerequisite:** LING-401 with a minimum grade of C.

**LING-430C. Structure Of Language: Lakhota. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C and LING-422 with a minimum grade of C and LING-437 with a minimum grade of C.

**LING-433. Lexicography. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C.

**LING-435. Semantics. 3 Hours.**

What is meaning? How does word meaning contribute to sentence meaning? How are sentences semantically related to each other? How do words and sentences connect to the world and our thoughts about it? This course introduces the basic principles of semantics and how they are applied to a scientific analysis of meaning in language. Topics covered include the components of word meaning, the composition of words into sentence meaning, logic and truth conditions, lexical semantics, formal semantics and the pragmatic effects of context on meaning.

**Prerequisite:** LING-401 with a minimum grade of C and LING-437 with a minimum grade of C.

**LING-436. Advanced Semantics And Pragmatics. 3 Hours.**

Building on the introductory LING-435 Semantics course, this course pursues more substantive analyses of fundamental issues in semantics and pragmatics. Through readings of primary sources and analysis of original data, students deepen their understanding of concepts and problems in the field. Among the semantics issues examined are lexical semantics, reference, definiteness and specificity, quantification, and various formal methods for relating expressions to meaning and relating semantics to syntax. The semantic-syntax-pragmatics interface is also explored, with a more detailed study of Gricean implicature as well as recent analyses in neo-Gricean theory and relevance theory.

**Prerequisite:** LING-435 with a minimum grade of B.

**LING-437. Introduction To Generative Grammar. 3 Hours.**

This course introduces the study of sentence structure in natural language, with a goal of characterizing the unconscious knowledge that speakers have for recognizing, producing and interpreting any sentence in their language. Working within a Chomskyan generative approach, students analyze data in English and other languages to become familiar with issues such as constituent structure, argument structure and theta roles, case, movement and empty categories. Emphasis is placed on theory building and generalizing particular solutions to what might be universals about sentence grammar.

**Prerequisite:** LING-401 with a minimum grade of C.

**LING-438. Syntax. 3 Hours.**

This advanced course builds on Ling 437, reviewing basic principles of syntax and investigating them in greater detail. Students are introduced to recent literature on syntax, mostly within a generative perspective, but the strategy of the class is also to have students explore issues, analyze data and come up with their own proposals to various problems under Minimalist assumptions. The class also emphasizes theory building and justifying many assumptions that underlie syntactic theory. Topics include clause structure, noun phrase structure and the interface between syntax and semantics.

**Prerequisite:** LING-401 with a minimum grade of C and LING-437 with a minimum grade of C.

**LING-439. Research Methods And Statistics For Linguists. 3 Hours.**

LING-439 introduces statistics and research design for linguists, focusing on statistical methods most often used in the fields of language variation and change, meaning and grammaticality judgments, language production and perception, acquisition, etc. Topics include probability, statistical inference, sampling, and common tests such as t-test, chi-square, sign, analysis of variance, linear correlation and regression, each directed toward linguistics research.

**Prerequisite:** LING-401 with a minimum grade of C and LING-446 with a minimum grade of C and (LING-405 with a minimum grade of C or LING-437 with a minimum grade of C) and (LING-435 with a minimum grade of C or LING-422 with a minimum grade of C).

**LING-440. Linguistics And Literacy. 3 Hours.**

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 skill; pedagogical implications of linguistic views on literacy.

**Prerequisite:** LING-401 with a minimum grade of C.

**LING-446. Sociolinguistics. 3 Hours.**

Sociolinguistics examines ways in which language practices of individuals and communities vary in relation to social, cultural, and individual factors. This course explores topics such as language and identity, language contact, social and regional dialectology, interactional discourse, ethnography of communication, and language and gender.

**LING-447. The Origin Of Language. 3 Hours.**

The course introduces theorizing about how, when and why language appeared in humans, by considering evidence from linguistics, anthropology, cognitive science, philosophy, primatology and evolutionary biology. The course asks four broad questions: Did language appear gradually or suddenly? Did it appear recently or millions of years ago? How was language adaptive for the individuals who had it? What conditions were necessary for language to appear? Caution: this course is NOT about historical linguistics, the study of language change through time. This course looks at how language evolved in the species.

**Prerequisite:** LING-201 with a minimum grade of C or LING-401 with a minimum grade of C or BIO-201 with a minimum grade of C or ANTH-212 with a minimum grade of C or ANTH-215 with a minimum grade of C.

**LING-448. Discourse Analysis. 3 Hours.**

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. Theory and research focus on gathering and analyzing naturally-occurring texts to gain understanding of the patterns of social action they respond to and initiate. 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.

**Prerequisite:** LING-401 with a minimum grade of C and LING-437 with a minimum grade of C and LING-446 with a minimum grade of C.

**LING-449. Anthropological Linguistics. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C and LING-437 with a minimum grade of C and LING-446 with a minimum grade of C.

**LING-450. First Language Acquisition. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C.

**LING-452. Psycholinguistics. 3 Hours.**

Theoretical studies in the area of linguistics and psychology; possible implications of the form of grammar for the language learning process; survey of relevant research.

**Prerequisite:** LING-401 with a minimum grade of C.

**LING-453. Language Contact And Multilingualism. 3 Hours.**

This course examines language contact as a sociolinguistic phenomenon 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.

**Prerequisite:** LING-401 with a minimum grade of C and LING-437 with a minimum grade of C and LING-446 with a minimum grade of C.

**LING-454. Language and Identity. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C or LING-446 with a minimum grade of C.

**LING-461. Issues In Multiple Language Acquisition. 3 Hours.**

This course examines how speakers of one dialect/language learn other dialects/languages. Going beyond the traditional research on second language acquisition, this course emphasizes the theoretical issues of the acquisition of phonology, morphology, syntax, semantics, and pragmatics in a third language. Also emphasized are the differences and similarities in learning a second dialect, which may be more difficult than second language acquisition for learners.

**Prerequisite:** LING-401 with a minimum grade of C and LING-422 with a minimum grade of C and LING-437 with a minimum grade of C.

**LING-462. Lexical Acquisition. 3 Hours.**

This course examines how language learners acquire/learn vocabulary. Going beyond the traditional research on second language acquisition, this course focuses solely on the theoretical issues of lexical acquisition. Though the primary emphasis is on the acquisition of vocabulary in a second or third language, first language vocabulary acquisition will also be discussed.

**Prerequisite:** LING-401 with a minimum grade of C and (LING-427 with a minimum grade of C or LING-435 with a minimum grade of C).

**LING-471. World Englishes. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C and LING-446 with a minimum grade of C.

**LING-472. American English - History And Growth. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C.

**LING-473. The English Language - History And Development. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C.

**LING-475. Historical & Comparative Linguistics. 3 Hours.**

This course introduces students to the systematic comparison of languages to understand how languages change through time, and how they are thought to be related to one another and to their common ancestors. Students bring together the standard aspects of linguistics – the lexicon, morphology, phonology, syntax, and semantics – and see how these components of grammar changes over time. The course covers the history of the comparative method from the birth of modern linguistics and integrates modern theories about dialectology and sociolinguistics, and how language variation is related to language change. By consent of instructor.

**Prerequisite:** LING-401 with a minimum grade of C and LING-405 with a minimum grade of C and (LING-422 with a minimum grade of C or LING-427 with a minimum grade of C or LING-437 with a minimum grade of C).

**LING-480. Corpus Linguistics. 3 Hours.**

This course aims to introduce students to theories and methods of corpus-based linguistic research. We will work with available tools and machine-readable corpora (large collections of texts) as a basis for linguistic description and language learning. Topics covered include language description and comparison, language change and current trends, genre and discourse analysis, first and second language acquisition, corpora in classroom instruction, etc. Students will learn how to analyze, visualize, and present data extracted from a corpus, as well as formulate and test hypotheses against evidence provided by a corpus. A basic understanding of language and grammatical categories is required.

**LING-481. Language & Tourism. 3 Hours.**

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.

**Prerequisite:** LING-446 with a minimum grade of C and LING-401 with a minimum grade of C.

**LING-482. Stylistics. 3 Hours.**

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. By consent of instructor.

**Prerequisite:** LING-401 with a minimum grade of C and LING-448 with a minimum grade of C.

**LING-483. Field Methods In Linguistics. 3 Hours.**

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 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C and LING-405 with a minimum grade of C and LING-422 with a minimum grade of C and LING-437 with a minimum grade of C.

**LING-488. Languages & Cultures Of Iran. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C and LING-405 with a minimum grade of C and LING-437 with a minimum grade of C and LING-446 with a minimum grade of C.

**LING-489. Linguistics In The Professions. 3 Hours.**

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 Hours.**

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).

**Prerequisite:** LING-401 with a minimum grade of C and LING-405 with a minimum grade of C and LING-422 with a minimum grade of C and LING-437 with a minimum grade of C.

**LING-491F. Translation: Mandan. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C and LING-405 with a minimum grade of C and LING-422 with a minimum grade of C and LING-437 with a minimum grade of C.

**LING-491N. Translation: Biloxi. 3 Hours.**

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.

**Prerequisite:** LING-401 with a minimum grade of C and LING-405 with a minimum grade of C and LING-422 with a minimum grade of C and LING-437 with a minimum grade of C.

**LING-5901. Thesis Hours. 1 Hour.**

Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Arts degree in Linguistics. This course requires approval of the instructor, Department Chair and the appropriate College Dean(s). Students will have completed the required courses with a B average or higher, and have obtained the approval of their graduate advisor before registering for the thesis hours.

**LING-5902. Thesis Hours. 2 Hours.**

See course description for LING-5901.

**LING-5903. Thesis Hours. 3 Hours.**

See course description for LING-5901.



# Literacy Education (LTCY)

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## Courses

### **LTCY-301. Foundations Of Literacy Instruction In Secondary Grades. 3 Hours.**

This course will introduce preservice teachers to literacy teaching and learning across disciplines in middle and high school settings. This class explores theory, practices, and issues in teaching disciplinary literacy, including complex disciplinary texts, reading comprehension processes and strategies, academic vocabulary instruction, and the use of both print and digital materials to support learning across disciplines. Prerequisite: Junior in standing.

### **LTCY-311. Foundations Of Literacy Instruction. 3 Hours.**

This course addresses foundations of PK-12 literacy teaching and learning including relevant theory, core components of the literacy curriculum, evidence-based practices, assessments, and materials to meet the needs of all learners across grades including within subject areas. Issues of diversity, equity, inclusion, motivation and engagement, as they relate to literacy learning, are emphasized.

### **LTCY-402. Literacy Instruction Across Grades. 3 Hours.**

This course provides an overview of literacy teaching and learning in PK-12 classrooms. Topics include curriculum development, the literacy environment, assessment, and meeting the needs of all learners including culturally and linguistically diverse students and students with reading difficulties.

### **LTCY-501. Literacy Instruction In Primary And Elementary Grades. 3 Hours.**

This course addresses emergent and early literacy development, teaching, and learning. Candidates will explore relevant theory, core components of the literacy curriculum, instructional methods, assessments, and materials to meet the needs of young learners through the elementary years. Additional topics include using a variety of print and digital texts to motivate and engage learners and building a literacy-rich learning environment for all students.

### **LTCY-502. Disciplinary Literacy Instruction In Secondary Grades. 3 Hours.**

This course addresses the components of academic literacy development with an emphasis on instructional approaches to support and motivate adolescent learners. Candidates will explore literacy instructional practices to support student learning in various subject areas. Topics include comprehension of complex disciplinary text, academic vocabulary, and multimodal text types. Meeting the needs of all adolescent learners, including culturally and linguistically diverse students, is emphasized.

### **LTCY-503. Theory And Research In Literacy Education. 3 Hours.**

Candidates develop a knowledge of major theoretical, conceptual, historical, and evidence-based understandings of literacy processes and development. Candidates are introduced to basic research design and methodologies, and will engage in the critical reading of scholarship in the field.

**Prerequisite:** LTCY-501 with a minimum grade of B and LTCY-502 with a minimum grade of B.

### **LTCY-504. Children's And Young Adult Literature For Literacy Instruction. 3 Hours.**

This course focuses on the integration of children's and young adult literature to support teaching and learning in all grades and across disciplines. Candidates will develop foundational knowledge about children's and young adult literature, explore instructional approaches, and address relevant topics, including cultural authenticity, multicultural literature, and issues of diversity, equity, and inclusion.

### **LTCY-505. Writing Instruction In Elementary Grades. 3 Hours.**

Candidates explore instructional practices for supporting students' writing development from K through fifth grade. Topics include motivation, assessment, and writing to support reading development. Meeting the needs of all learners, including culturally and linguistically diverse students, is emphasized.

### **LTCY-506. Writing Instruction In Middle & High School. 3 Hours.**

Candidates explore instructional best practices for supporting students' writing development in middle and high school. Topics include motivation, assessment, and writing to support reading development. Meeting the needs of all learners, including culturally and linguistically diverse students, is emphasized.

### **LTCY-507. Literacy Assessment And Instructional Planning. 3 Hours.**

In this course, candidates will learn about various types of literacy assessments, their purposes, strengths, and limitations. Candidates will select and administer multiple assessments to gather information about students' developing literacy skills, progress, and performance. Candidates will learn to analyze and interpret assessment results in order to plan instruction that meets the needs of a range of learners.

**Prerequisite:** LTCY-501 with a minimum grade of B and LTCY-502 with a minimum grade of B.

### **LTCY-508. Practicum In Literacy Assessment & Intervention: Elementary Level. 3 Hours.**

In this supervised clinical practicum experience, candidates demonstrate their literacy knowledge and skills as they conduct assessments, analyze and communicate assessment results, and plan appropriate instruction for a K-5 student reading below grade level. Candidates apply theory and evidence-based practices as they design and teach a series of lessons that address the specific word recognition, comprehension, vocabulary, fluency, motivation, and self-efficacy needs of their assigned K-5 student. Candidates also engage in professional learning such as collegial coaching and reflection.

**Prerequisite:** LTCY-507 with a minimum grade of C.

**LTCY-509. Practicum In Literacy Assessment & Intervention: Middle Level. 3 Hours.**

In this supervised clinical practicum experience, candidates demonstrate their literacy knowledge and skills as they conduct assessments, analyze and communicate assessment results, and plan appropriate instruction for a middle grades (6-9) student reading below grade level. Candidates apply theory and evidence-based practices as they design and teach a series of lessons that address the specific word recognition, comprehension, vocabulary, fluency, motivation and self-efficacy needs of their assigned student. Candidates also engage in professional learning such as collegial coaching and reflection.

**Prerequisite:** LTCY-507 with a minimum grade of C or READ-407 with a minimum grade of C.

**LTCY-510. Practicum In Literacy Assessment & Intervention: Secondary Level. 3 Hours.**

In this supervised clinical practicum experience, candidates demonstrate their literacy knowledge and skills as they conduct assessments, analyze and communicate assessment results, and plan appropriate instruction for a grades 6-12 student reading below grade level. Candidates apply theory and evidence-based practices as they design and teach a series of lesson plans that address the specific word recognition, comprehension, vocabulary, fluency, motivation and self-efficacy needs of their assigned student. Candidates also engage in professional learning experiences such as collegial coaching and reflection during the course's seminar component.

**Prerequisite:** LTCY-507 with a minimum grade of C.

**LTCY-511. Research Seminar In Literacy Education. 3 Hours.**

Candidates design and conduct an original action/teacher research study based on a research question of their choosing. After collecting and analyzing data, candidates report their findings following the conventions of scholarly writing and present their study to peers. Advanced study of research methodologies and paradigms is included.

**Prerequisite:** LTCY-503 with a minimum grade of C.

**LTCY-512. Leadership In Literacy Instruction. 3 Hours.**

This course addresses the multifaceted leadership roles of specialized literacy professionals. Topics include the concept of leadership, formation of literacy teams, professional learning, coaching, instructional roles, comprehensive literacy programs, assessment, and school-family-community partnerships.

**Prerequisite:** LTCY-507 with a minimum grade of C.

**LTCY-513. Literacy Instruction For Middle Level Grades. 3 Hours.**

This course addresses motivating middle school learners to read and building the literacy skills needed for learning in subject areas. Topics include nurturing a love of reading, using instructional materials and text types to engage learners, and addressing the developmental needs of young adolescents. Meeting the needs of all students, including culturally and linguistically diverse middle school students, is emphasized.

**LTCY-514. Language And Literacy Instruction For Culturally And Linguistically Diverse Students. 3 Hours.**

This course focuses on instructional approaches and materials to support language and literacy development among culturally and linguistically diverse (CLD) students. Candidates will explore topics and issues of second language acquisition, bilingual and multicultural education, identity and CLD students, language diversity, language policy, and home and community engagement. Candidates will be able to apply their multifaceted knowledge across disciplines and professional contexts.

**Prerequisite:** LTCY-501 with a minimum grade of C and LTCY-502 with a minimum grade of C or LTCY-513 with a minimum grade of C or (READ-416 with a minimum grade of C and READ-417 with a minimum grade of C or READ-440 with a minimum grade of C).

**LTCY-515. Technology For Literacy Instruction. 3 Hours.**

In this course, candidates explore technology tools and digital media to support literacy teaching and learning among students of diverse backgrounds and abilities. Topics include selection and evaluation of technology tools; technology to support the developing needs of all learners; social, legal, and ethical issues related to classroom technology use; and technology use that promotes critical thinking and meaningful learning.

**Prerequisite:** LTCY-501 with a minimum grade of B or LTCY-502 with a minimum grade of B.

**LTCY-516. Advanced Practicum In Literacy Education. 3 Hours.**

This course provides candidates with the opportunity to examine more closely a particular facet of literacy development and/or to explore innovative diagnostic or instructional practices within a clinical setting.

**LTCY-517. Language Development And Early Literacy. 3 Hours.**

This course focuses on the relationship between children's oral language and early literacy development. Emphasis will be on the instructional implications for teachers working with children from infancy through Grade 3. Meeting the needs of all learners, including culturally and linguistically diverse students, is emphasized.

**Prerequisite:** LTCY-501 with a minimum grade of C.

**LTCY-521. Independent Study In Literacy Education. 1 Hour.**

Candidates who have interests in specific literacy topics may be invited by faculty members to conduct independent studies. They must collaborate with faculty members to develop proposals for departmental approval. Credit will be awarded commensurate with the scope of the proposed study and commitment required of faculty.

**Prerequisite:** LTCY-501 with a minimum grade of B or LTCY-502 with a minimum grade of B or LTCY-513 with a minimum grade of B.

**LTCY-522. Independent Study In Literacy Education. 2 Hours.**

Candidates who have interests in specific literacy topics may be invited by faculty members to conduct independent studies. They must collaborate with faculty members to develop proposals for departmental approval. Credit will be awarded commensurate with the scope of the proposed study and commitment required of faculty.

**Prerequisite:** LTCY-501 with a minimum grade of B or LTCY-502 with a minimum grade of B or LTCY-513 with a minimum grade of B.



**LTCY-523. Independent Study In Literacy Education. 3 Hours.**

Candidates who have interests in specific literacy topics may be invited by faculty members to conduct independent studies. They must collaborate with faculty members to develop proposals for departmental approval. Credit will be awarded commensurate with the scope of the proposed study and commitment required of faculty.

**Prerequisite:** LTCY-501 with a minimum grade of B or LTCY-502 with a minimum grade of B or LTCY-513 with a minimum grade of B.

# Management (MNGT)

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## Courses

### **MNGT-180. Fundamentals Of Data Science. 4 Hours.**

Foundations of data science considers data from three perspectives: inferential thinking, computational thinking, and real-world relevance. Given data arising from some real-world phenomenon, how does one analyze that data to understand that phenomenon? The course teaches critical concepts and skills in computation and statistical inference, in conjunction with hands on analysis of real-world datasets, including economic data, document collections, geographical data, and data from social networks. It delves into social, ethical, and legal issues surrounding data analysis, including privacy and data ownership.

**Prerequisite:** MATH-173 with a minimum grade of C.

### **MNGT-201. Introduction To Business. 3 Hours.**

The course provides a general overview of the field of business. Major components of business activity such as management, marketing, accounting, finance, and operations will be discussed. The course will enable students to identify potential careers or advanced coursework in business.

### **MNGT-350. Introduction To Entrepreneurship. 3 Hours.**

The course provides a general overview of the field of entrepreneurship. The focus is on introduction to entrepreneurship from the perspectives of start-up entrepreneurs and early stage investors. Special consideration is given to the processes of entrepreneurial mindset, design thinking, proof-of-concept testing and product-market fit. The course will enable students to identify potential ideas for advanced coursework in entrepreneurship.

### **MNGT-351. Data Visualization And Management. 3 Hours.**

This application-based course covers the core concepts of data retrieval, cleaning, and reporting implemented in current analytics software. The course focuses on data warehousing, accessing data from sources, data cleaning, data manipulation, and a wide range of data visualization methods.

**Prerequisite:** MNGT-368 with a minimum grade of C or MATH-275 with a minimum grade of C or MATH-305 with a minimum grade of C or ECON-220 with a minimum grade of C.

### **MNGT-352. Model-Based Decision Making. 3 Hours.**

This course introduces business intelligence and analytics techniques to develop skills for decision-making and complex business problem-solving.

These techniques focus on prescriptive analytics including optimization and simulation methods, and predictive analytics including data and text mining, machine learning, and forecasting. The course presents state-of-the-art decision support technologies required to solve real business problems primarily using Excel spreadsheets and SAP business analytics tools.

**Prerequisite:** MNGT-368 with a minimum grade of C or MATH-275 with a minimum grade of C or MATH-305 with a minimum grade of C or ECON-220 with a minimum grade of C.

### **MNGT-353. Supply Chain Analytics. 3 Hours.**

The course provides an introduction to supply chain management involving the flows of materials, information, and cash, from the source of raw materials to end customers. The focus is on decisions involving the investment in productive resources, configuration of processes, product designs, and development of partnerships with suppliers and channels of distribution. Perspectives on marketing (channels of distribution), logistics, and operations management will be analyzed.

**Prerequisite:** MNGT-377 with a minimum grade of C.

### **MNGT-354. Logistics Management. 3 Hours.**

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.

**Prerequisite:** MNGT-377 with a minimum grade of C.

### **MNGT-355. Creativity And Innovation. 3 Hours.**

This course focuses on innovation and creativity from the perspectives of the organizations, teams and individual employees. Special consideration is given to the processes of creativity, the relationship between creativity and innovation, development of creativity, multiple facets of creativity, building and managing creative teams, and development of original thinking.

### **MNGT-368. Business Statistics. 3 Hours.**

This course introduces students to both descriptive and inferential statistics as they apply to business. Its focus is on descriptive measures, probability concepts, discrete and continuous probability distributions, sampling distributions, estimation, hypothesis testing, and simple linear regression. Prereq.: MATH-165.

**Prerequisite:** MATH-165 with a minimum grade of C.

### **MNGT-369. Introduction To Data Science. 3 Hours.**

The course exposes students to key concepts, techniques and tools of business data science. Using R-scripts, students apply tools to analyze business data for decision making. The topics covered include, but are not limited to, regression, regularization, classification, experiments, controls, factorization, text data, and nonparametrics.

**Prerequisite:** (MNGT-368 with a minimum grade of C or MATH-275 with a minimum grade of C or MATH-305 with a minimum grade of C) or ECON-220 with a minimum grade of C.

**MNGT-370. Writing Intensive Program: Managing Global Business Organization. 3 Hours.**

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-focused writing skill.

**Requirement:** All foundation courses completed with a grade of C or better

**Prerequisite:** ENGL-101 with a minimum grade of C.

**MNGT-371. Organizational Behavior. 3 Hours.**

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.

**Prerequisite:** MNGT-370 with a minimum grade of C.

**MNGT-372. Organization Theory And Design. 3 Hours.**

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.

**Prerequisite:** MNGT-370 with a minimum grade of C.

**MNGT-373. Human Resource Management. 3 Hours.**

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.

**Prerequisite:** MNGT-370 with a minimum grade of C.

**MNGT-374. Staffing & Selection. 3 Hours.**

This course focuses on Staffing and Selection from the perspectives of the organization. Special consideration is given to the processes of Human Resource Planning, hiring, firing, the underlying legal environment, as well as ethical issues. The major topics include labor market, legal environment, HR planning, job analysis, measurement, recruiting, and selection. Prerequisites: (1) completion of at least 60 credit hours of course work, (2) completion of the eight 100-level and 200-level College of Business & Management Foundation courses, each with "C" or higher, and Foundation GPA of 2.50, and (3) MNGT-370 with a "C" or higher.

**Prerequisite:** MNGT-370 with a minimum grade of C.

**MNGT-375. Management And Organization Communications. 3 Hours.**

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.

**Prerequisite:** MNGT-370 with a minimum grade of C.

**MNGT-376. Small Business Management. 3 Hours.**

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.

**Prerequisite:** FINA-360 with a minimum grade of C and MKTG-350 with a minimum grade of C and MNGT-370 with a minimum grade of C.

**MNGT-377. Production/Operations Management. 3 Hours.**

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.

**Prerequisite:** MNGT-368 with a minimum grade of C and MNGT-370 with a minimum grade of C.

**MNGT-378. Managing Diversity In Organizations. 3 Hours.**

This class addresses the issues, knowledge, theories, and applications related to managing diversity in organizations. Topics covered in this class will enhance awareness of existence of diversity at the workplace and address approaches of creation of productive diverse workforce. Class discussion will include topics such as glass ceiling effect, stereotyping process, sexual harassment, work and family conflicts, and reverse discrimination. Readings related to the implementation of diversity training programs as well as fair recruitment and selection processes will be discussed.

**Prerequisite:** MNGT-370 with a minimum grade of C.

**MNGT-379. Business Analytics. 3 Hours.**

This application-based course covers descriptive, predictive, as well as prescriptive analytics. It focuses on data visualization, multiple regression, data mining, linear optimization models, integer linear optimization models, simulation and decision analysis.

**Prerequisite:** MNGT-368 with a minimum grade of C or MATH-275 with a minimum grade of C or MATH-305 with a minimum grade of C or ECON-220 with a minimum grade of C.

**MNGT-380. Entrepreneurship. 3 Hours.**

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.

**Prerequisite:** (FINA-360 with a minimum grade of C and MKTG-350 with a minimum grade of C and MNGT-370 with a minimum grade of C) or (MNGT-201 with a minimum grade of C and MNGT-350 with a minimum grade of C).

**MNGT-381. Managing International Business. 3 Hours.**

This course examines the following issues: Brief history of international business and globalization; opportunities and risks arising out of the economic, political, and socio-cultural similarities and differences among countries or regions; the role of governments, international institutions and agreements such as trade agreements in facilitating or influencing international business; variety of international business transactions including international trade and foreign direct investment and factors to consider while selecting and managing one or more of these business transactions and doing business abroad including cross-cultural management of stakeholders.

**Prerequisite:** MNGT-370 with a minimum grade of C.

**MNGT-382. Internship In Management. 3 Hours.****MNGT-383. Internship In Management. 4 Hours.****MNGT-384. Internship In Management. 5 Hours.****MNGT-385. Internship In Management. 6 Hours.****MNGT-386. Independent Study In Management. 3 Hours.****MNGT-387. Independent Study In Management. 2 Hours.****MNGT-388. Independent Study In Management. 1 Hour.****MNGT-390. Compensation Management. 3 Hours.**

This course provides students with a practical and theoretical understanding of compensation from the perspectives of managers (who make reward decisions), employees (who receive the rewards and are the "customers" of the reward system), and human resource practitioners (who assist in the design and maintenance of reward systems). It also provides an overview of the considerations necessary to develop a compensation system that is internally and externally equitable and fiscally responsible. Legislative and social issues affecting pay decisions and alignment of pay policies with business strategy and other human resource programs are also covered.

**Prerequisite:** MNGT-370 with a minimum grade of C and MNGT-373 with a minimum grade of C.

**MNGT-391. Human Resource Information System. 3 Hours.**

This course will help develop information system knowledge and skills that are necessary for Human Resource (HR) professionals. It will focus on the structure and strategic capabilities of a Human Resources Information System (HRIS); the identification of Human Resource information needs; the HRIS implementation process; and how HRIS supports various HR practices.

**Prerequisite:** MNGT-370 with a minimum grade of C and MNGT-373 with a minimum grade of C.

**MNGT-392. Business, Technology And Society. 3 Hours.**

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 Adult" : its function in business organizations; managing modern business: changes and adaptability; technology transfer activities in modern business: the U.S. and developing countries' experiences.

**Prerequisite:** MNGT-370 with a minimum grade of C.

**MNGT-393. Strategic Management. 3 Hours.**

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, student are exposed to theories of business policy, business environment, and the impact of different policy making scenarios on selected functions of the business organizations.

**MNGT-399. Management Of Change. 3 Hours.**

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.

**Prerequisite:** MNGT-370 with a minimum grade of C.

**MNGT-401. Fundamentals Of Business Statistics. 2 Hours.**

This course provides graduate students without a recent business academic background a foundation in the field of business statistics. It addresses the concepts of probability distributions and statistical inference and considers various methods of describing data, including the normal distribution. Statistical estimation, sampling and methods of testing hypotheses of means and proportions using various distributions are discussed. A brief consideration is given to quality control, analysis of variance, and linear regression.

**MNGT-402. Applied Business Research. 3 Hours.**

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.

**Prerequisite:** COBM-404 with a minimum grade of C or MNGT-368 with a minimum grade of C.

**MNGT-403. Leadership And Organizational Behavior. 3 Hours.**

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.

**MNGT-404. Operations Management. 3 Hours.**

This course provides a general introduction to operations management in organizations. Emphasis is placed on the application of the main principles and concepts of operations management. Among the topics covered are: operations strategy, capacity analysis, queuing theory, service management, quality management, inventory management, and a brief introduction to supply chain management.

**Prerequisite:** COBM-404 with a minimum grade of C or (MNGT-368 with a minimum grade of C and MNGT-377 with a minimum grade of C).

**MNGT-474. Human Resources Policy And Decision Making. 3 Hours.**

This course addresses personnel policy formulation and implementation. Consideration is given to human resources planning, staffing, development and placement issues in the context of legal and collective bargaining constraints. A review of topical issues such as employment-at-will, drug testing, honesty in the workplace and other special topics is provided.

**MNGT-480. Entrepreneurship. 3 Hours.**

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.

**MNGT-481. International Management. 3 Hours.**

This course examines the salient features of decision-making and management practices in multinational firms. Particular attention is given to organizational planning and control functions, and to problems encountered by managers as they interact with host governments and institutions. Linkages between certain cultural factors and features of the managerial climate are also examined.

**MNGT-487. Strategy And Organization. 3 Hours.**

This course serves to integrate preceding courses through the study of strategy 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, the design of formal organizational structure, management control systems, reward and sanction systems, the selection and training of key personnel and the leadership role of the chief executive officer. Cases and readings are drawn from a variety of types of organizations.

**MNGT-489. Management Of Organizational Change. 3 Hours.**

This course explores the concept of successful management of organizational and behavioral change, focusing on both "planned" and "unplanned" changes and emphasizing the development of change strategies and measurement of change effectiveness. Included will be group laboratory work using video tape systems. Attention will also be given in response to external (e.g., social) changes. Opportunities exist for field work in various institutional contexts.

**MNGT-490. Innovation And Creativity. 3 Hours.**

This course focuses on innovation and creativity from the perspectives of the organization and individual employees. Special consideration is given to the processes of creativity, the relationship between creativity and innovation, development of creativity, and multiple facets of creativity. Within these major emphases, topics include definition of creativity, inhibitors and activators of creativity in individuals, teams, and organizations, idea creation and evaluation, building and managing creative teams.

**MNGT-491. Strategic Technology & Innovation Management. 3 Hours.**

This course will discuss how technological changes create opportunities for value creation and capture; different types of product and process innovations; and challenges and opportunities created by technological changes. Students will explore how industries are transformed by technological changes; how managerial action shapes opportunities for value creation and capture from new innovations; analytical tools that are vital to understanding which innovations create value and which ones do not; and how technological changes and innovation affect competitive advantages. Emphasis will be on learning conceptual models and frameworks that help firms navigate the complex and dynamic technological changes.

**MNGT-498. International Business. 3 Hours.**

This course examines the cultural, social, political and economic factors which underlie certain business practices in foreign countries. Depending upon the expertise and preference of the instructor, the course may focus upon a few primary geographical areas (e.g., Eastern Europe, Far East) intensively, or it may present a wide array of cultural environments in survey fashion.

**MNGT-500. Project. 3 Hours.**

Approval of major advisor is necessary.

**MNGT-501. Thesis. 3 Hours.**

Approval of major advisor is necessary.

**MNGT-502. Business Policy And Strategy. 3 Hours.**

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 officer (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.

# Marketing (MKTG)

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## Courses

### **MKTG-350. Principles Of Marketing. 3 Hours.**

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 consumer and industrial markets, the marketing mix (product, price, distribution and promotion) and the planning and evaluation of the overall marketing effort.

### **MKTG-351. Consumer Behavior. 3 Hours.**

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.

**Prerequisite:** MKTG-350 with a minimum grade of C.

### **MKTG-352. Integrated Marketing Communication. 3 Hours.**

This course provides an overview of the planning, execution, and evaluation of integrated marketing communication programs. Topics covered include creative and media strategies, budgeting, evaluation, and the roles of individual components of the communications mix, such as advertising, sales promotion, internet and interactive media, and direct marketing. Prereq.: MKTG-350.

**Prerequisite:** MKTG-350 with a minimum grade of C.

### **MKTG-353. Marketing Research. 3 Hours.**

An investigation of the research necessary for the formulation of marketing policies. Topics include research design; sampling; and statistical analysis.

**Prerequisite:** MKTG-350 with a minimum grade of C and MNGT-368 with a minimum grade of C.

### **MKTG-354. Personal Selling. 3 Hours.**

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 of the personal selling process and development of customer relationships. Course makes use of in-class presentations and role-playing.

**Prerequisite:** MKTG-350 with a minimum grade of C.

### **MKTG-355. Digital Marketing. 3 Hours.**

This course provides an introduction to digital marketing. This course examines the integration of Internet, digital media, and interactive technologies in marketing strategy to leverage the impact of marketing mix. Current digital marketing driven applications for customer acquisition, retention, and management in e-business will be examined. Prereq.: MKTG-350 or consent of instructor.

**Prerequisite:** MKTG-350 with a minimum grade of C.

### **MKTG-356. Retail Management. 3 Hours.**

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.

**Prerequisite:** MKTG-350 with a minimum grade of C.

### **MKTG-357. Sales Management. 3 Hours.**

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.

**Prerequisite:** MKTG-350 with a minimum grade of C.

### **MKTG-358. International Marketing. 3 Hours.**

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.

**Prerequisite:** MKTG-350 with a minimum grade of C.

### **MKTG-359. Marketing Management. 3 Hours.**

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.

**Prerequisite:** MKTG-350 with a minimum grade of C.

### **MKTG-360. Marketing Channels. 3 Hours.**

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.

**Prerequisite:** MKTG-350 with a minimum grade of C.



**MKTG-361. Social Media Marketing. 3 Hours.**

This course provides an overview of the core strategies used by companies to leverage the marketing power of social media. Through integration of concepts from marketing, communications, sociology, and web analytics, students will learn how to develop a social media plan and implement a persuasive social media campaign. Students will learn a variety of techniques and strategies for monitoring user behavior on social media platforms, with an emphasis on applying the analytical concepts and tools of marketing for business decisions.

**Prerequisite:** MKTG-350 with a minimum grade of C.

**MKTG-362. Mobile Marketing. 3 Hours.**

This course provides an overview of the core strategies used by companies to leverage the marketing power of mobile devices. Through integration of concepts from marketing, psychology, communications, and sociology, students will learn how to develop a mobile marketing plan and implement a persuasive mobile marketing campaign. Students will learn a variety of techniques and strategies for monitoring user behavior on mobile devices, with an emphasis on applying the analytical concepts and tools of mobile marketing.

**Prerequisite:** MKTG-350 with a minimum grade of C.

**MKTG-382. Internship In Marketing. 3 Hours.**

**MKTG-383. Internship In Marketing. 4 Hours.**

**MKTG-384. Internship In Marketing. 5 Hours.**

**MKTG-385. Internship In Marketing. 6 Hours.**

**MKTG-389. Independent Study In Marketing. 3 Hours.**

**MKTG-390. Independent Study In Marketing. 2 Hours.**

**MKTG-391. Independent Study In Marketing. 1 Hour.**

**MKTG-402. Marketing Management. 3 Hours.**

This course focuses on the techniques of management as applied to the functional areas of marketing.

**MKTG-451. Consumer Behavior And Marketing Action. 3 Hours.**

This course focuses on analyzing demand, identifying market segments and predicting customer response to alternative marketing strategies using concepts from the behavioral sciences.

**Prerequisite:** MKTG-402 with a minimum grade of C or MKTG-450 with a minimum grade of C.

**MKTG-453. Marketing Research - Techniques And Applications. 3 Hours.**

This course explores different approaches to planning, collecting, analyzing and communicating information from the marketplace, including techniques and applications for specific marketing areas.

**Prerequisite:** (MKTG-402 with a minimum grade of C or MKTG-450 with a minimum grade of C) and MNGT-368 with a minimum grade of C.

**MKTG-454. Digital Marketing Strategy. 3 Hours.**

This course introduces students to strategy and tactics in digital marketing in the context of a company's overall marketing strategy. Topics covered include an overview of existing and emerging digital trends, consumer experience in the cross-channel context, digital branding and positioning, and best practices in digital marketing strategy.

**Prerequisite:** MKTG-402 with a minimum grade of C.

**MKTG-456. Channel Distribution And Retailing. 3 Hours.**

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.

**Prerequisite:** MKTG-402 with a minimum grade of C or MKTG-450 with a minimum grade of C.

**MKTG-458. Global Marketing. 3 Hours.**

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.

**Prerequisite:** MKTG-402 with a minimum grade of C or MKTG-450 with a minimum grade of C.

**MKTG-461. Services Marketing Management. 3 Hours.**

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.

**Prerequisite:** MKTG-402 with a minimum grade of C or MKTG-450 with a minimum grade of C.

**MKTG-500. Project. 3 Hours.**

Approval of major advisor is necessary.

**MKTG-501. Thesis. 3 Hours.**

Approval of major advisor is necessary.



# Mathematics (MATH)

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## Courses

### **MATH-011A. Developmental Stretch I: Statistics In Daily Life. 2 Hours.**

Math 011A must be taken concurrently with Math 111A. These two courses comprise the first semester in a two semester sequence. Students completing each of Math 011A, 011B, 111A, and 111B with a C or better will have satisfied the Math 112 requirement and earned a total of 4 college credits. These courses comprise an elementary introduction to statistics. Students will learn: to process and classify observational, experimental, and sampling data; to make decisions using descriptive statistics; to use inferential statistics to test hypotheses and draw conclusions about a population; and to use spreadsheets to perform these tasks.

**Corequisite:** MATH-111A.

### **MATH-011B. Developmental Stretch II: Statistics In Daily Life. 2 Hours.**

Math 011B must be taken concurrently with Math 111B. These two courses comprise the second semester in a two semester sequence. Students completing each of Math 011A, 011B, 111A, and 111B with a C or better will have satisfied the Math 112 requirement and earned a total of 4 college credits. These courses comprise an elementary introduction to statistics. Students will learn: to process and classify observational, experimental, and sampling data; to make decisions using descriptive statistics; to use inferential statistics to test hypotheses and draw conclusions about a population; and to use spreadsheets to perform these tasks.

**Prerequisite:** MATH-011A with a minimum grade of C.

**Corequisite:** MATH-111B.

### **MATH-048A. Developmental Stretch I: Math For Elementary Teachers I. 3 Hours.**

Math 048A must be taken concurrently with Math 148A. These two courses comprise the first semester in a two semester sequence. Students completing each of Math 048A, 048B, 148A, and 148B with a C or better will have satisfied the Math 149 requirement and earned a total of 4 college credits. These courses comprise a mathematical introduction for elementary and middle school teachers. Topics include place value, models for and the development of arithmetic, mental math, estimation, word problems, algorithms, factors, primes, proofs, prealgebra, fractions, ratios, rates, and percentages. The development of elementary mathematics from an advanced standpoint is emphasized.

**Corequisite:** MATH-148A.

### **MATH-048B. Developmental Stretch II: Math For Elementary Teachers I. 3 Hours.**

Math 048B must be taken concurrently with Math 148B. These two courses comprise the second semester in a two semester sequence. Students completing each of Math 048A, 048B, 148A, and 148B with a C or better will have satisfied the Math 149 requirement and earned a total of 4 college credits. These courses comprise a mathematical introduction for elementary and middle school teachers. Topics include place value, models for and the development of arithmetic, mental math, estimation, word problems, algorithms, factors, primes, proofs, prealgebra, fractions, ratios, rates, and percentages. The development of elementary mathematics from an advanced standpoint is emphasized.

**Prerequisite:** MATH-048A with a minimum grade of C.

**Corequisite:** MATH-148B.

### **MATH-090. Elementary Algebra. 3 Hours.**

This course develops the foundations of algebra, beginning with the real number system and its operations. Topics include: variable expressions, linear equations, exponents and polynomials, applications of proportion, percent, and the use of formulas to develop problem solving skills. Freshman students are initially placed into mathematics courses by their MATH ACT scores, their NEIU Mathematics Placement Test scores, or by an appropriate score on the Advanced Placement Test in Calculus. (This course does not count toward graduation or GPA.)

**Prerequisite:** NEIU Math Placement Result 00 - 40 (or ACT Math 01 - 36 or Accuplacer Elementary Algebra 020 - 040 or SAT Math 200 - 800 or Accuplacer QR, Algebra, & Stat 200 - 300).

### **MATH-0901. Math Enrichment Workshop For Math 090. 1 Hour.**

Mathematics enrichment workshop for students currently enrolled in MATH-090. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard Math 090 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester.

**Corequisite:** MATH-090.

### **MATH-091. Intermediate Algebra I. 3 Hours.**

This course develops the foundations of algebra, beginning with the real number system and its operations. Topics include: variable expressions, linear equations and systems of equations, exponents, polynomials, factoring trinomials, and solving equations by factoring. Freshman students are initially placed into mathematics courses by their MATH ACT scores, their NEIU Mathematics Placement Test scores, or by an appropriate score on the Advanced Placement Test in Calculus. (This course does not count toward graduation or GPA.)

**Prerequisite:** (MATH-090 or NEIU Math Placement Result 01 - 45 or ACT Math 17 - 18 or Accuplacer Elementary Algebra 041 - 059 or Accuplacer QR, Algebra, & Stat 237 - 249 or SAT Math 460 - 490).

**MATH-0911. Math Enrichment Workshop For Math 091. 1 Hour.**

Mathematics enrichment workshop for students currently enrolled in MATH-091. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard Math 091 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester.

**Corequisite:** MATH-091.

**MATH-092. Intermediate Algebra II. 3 Hours.**

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, graphing and applications of quadratic functions, and properties of logarithms. Freshman students are initially placed into mathematics courses by MATH ACT scores, NEIU Mathematics Placement Test scores, or by an appropriate score on the Advanced Placement Test in Calculus. (This course does not count toward graduation or GPA.).

**Prerequisite:** (MATH-091 - 499 or MATH-091A - 499Z or NEIU Math Placement Result 02 - 45 or ACT Math 19 - 36 or Accuplacer Elementary Algebra 060 - 084 or Accuplacer College Level Math 020 - 120 or Accuplacer Adv. Algebra & Func 200 - 300 or SAT Math 500 - 800).

**MATH-0921. Math Enrichment Workshop For Math 092. 1 Hour.**

Mathematics enrichment workshop for students currently enrolled in MATH-092. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard Math 092 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester.

**Corequisite:** MATH-092.

**MATH-092C. College Algebra Express I. 3 Hours.**

MATH-092C College Algebra Express I must be taken concurrently with Math 173C College Algebra Express II. Math 092C and Math 173C are collectively a 6-credit co-requisite course that provides students a path to finish developmental coursework and college algebra in ONE semester. Background topics which are necessary for a student to successfully complete Math 173C will be covered in Math 092C. Such topics include fractions, factoring polynomials, functions, exponents, and operating with radical and rational expressions. Students who complete MATH-173C with a minimum grade of C will have satisfied the college algebra requirement.

**Prerequisite:** Accuplacer Elementary Algebra with a score of 60 or ACT Math with a score of 19 or SAT Mathematics with a score of 500.

**Corequisite:** MATH-173C.

**MATH-097. Mathematical Literacy. 4 Hours.**

Mathematical Literacy for College Students is a one semester course for non-math and non-science majors integrating numeracy, proportional reasoning, algebraic reasoning, and functions. Students will develop conceptual and procedural tools that support the use of key mathematical concepts in a variety of contexts. Throughout the course, college success content will be integrated with mathematical topics. Upon passing this course, one can enroll in Math 112 (Statistics) or Math 113 (Mathematical Reasoning). (This course is in place of the Math 091/092 sequence and has no college credit. This course does not count toward graduation or GPA).

**Prerequisite:** (MATH-090 - 499 or MATH-090A - 499Z or Accuplacer Elementary Algebra 041 - 120 or ACT Math 17 - 36 or Accuplacer QR, Algebra, & Stat 237 - 300 or SAT Math 460 - 800).

**MATH-101A. Basic Mathematical Reasoning 1. 2 Hours.**

This first part of a two-semester stretch course (equivalent to Math 113) 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 variety of fields, such as psychology, economics, finance, sociology and political science. The course is taught in a computer laboratory environment, where students are introduced to tools for data analysis and presentation. Active learning and reasoning are emphasized. By completing Math 101A and 101B, students needing one credit math course will have completed their math requirement.

**Prerequisite:** (Accuplacer Elementary Algebra 041 - 120 (or (ACT Math 17 - 36) or (Accuplacer QR, Algebra, & Stat 237 - 300 or (SAT Math 460 - 800).

**MATH-101B. Basic Mathematical Reasoning 2. 2 Hours.**

This second part of a two-semester stretch course (equivalent to Math 113) 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 variety of fields, such as psychology, economics, finance, sociology and political science. The course is taught in a computer laboratory environment, where students are introduced to tools for data analysis and presentation. Active learning and reasoning are emphasized. By completing Math 101A and 101B, students needing one credit math course will have completed their math requirement.

**Prerequisite:** MATH-101A with a minimum grade of C.

**MATH-111A. Stretch I: Statistics In Daily Life. 2 Hours.**

Math 111A must be taken concurrently with Math 011A. These two courses comprise the first semester in a two semester sequence. Students completing each of Math 011A, 011B, 111A, and 111B with a C or better will have satisfied the Math 112 requirement and earned a total of 4 college credits. These courses comprise an elementary introduction to statistics. Students will learn: to process and classify observational, experimental, and sampling data; to make decisions using descriptive statistics; to use inferential statistics to test hypotheses and draw conclusions about a population; and to use spreadsheets to perform these tasks.

**Prerequisite:** Accuplacer Elementary Algebra 020 - 040 (or Accuplacer QR, Algebra, & Stat 200 - 236).

**Corequisite:** MATH-011A.

**MATH-111B. Stretch II: Statistics In Daily Life. 2 Hours.**

Math 111B must be taken concurrently with Math 011B. These two courses comprise the second semester in a two semester sequence. Students completing each of Math 011A, 011B, 111A, and 111B with a C or better will have satisfied the Math 112 requirement and earned a total of 4 college credits. These courses comprise an elementary introduction to statistics. Students will learn: to process and classify observational, experimental, and sampling data; to make decisions using descriptive statistics; to use inferential statistics to test hypotheses and draw conclusions about a population; and to use spreadsheets to perform these tasks.

**Prerequisite:** MATH-111A with a minimum grade of C.

**Corequisite:** MATH-011B.

**MATH-112. Statistics In Daily Life. 3 Hours.**

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 make plus a graphic calculator (TI-83 or equivalent) is required.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-113. Quantitative Reasoning. 3 Hours.**

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 analysis.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-141. College Mathematics I. 3 Hours.**

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 tool facilitate (1) problem-solving in mathematics and (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.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-143. College Mathematics II. 3 Hours.**

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.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-145. Algebra Concepts For Educators. 4 Hours.**

This course focuses on algebra concepts. Course design incorporates the Illinois Learning Standards for Mathematics K-12, the National Council of Teachers of Mathematics Teaching Principles, Standards, and Expectations, and a focus on preparing future educators in the implementation of interdisciplinary math and science curricula. Students will engage in learning algebraic processes (creating and solving equations and inequalities, graphing, and transformations) as well as developing algebraic habits of mind (seeing structure in expressions and equations, generalizing from repeated reasoning, and modeling with mathematics). Concepts covered include linear, quadratic, and exponential functions, systems of equations, absolute value and inequalities, and basic probability. Problem solving and generalizing patterns with and without technology will be emphasized. Written assignments and reflections on the learning process will be introduced as appropriate. This course is paired and integrated with Bios 110, and it is strongly suggested that they are taken together.

**Prerequisite:** MATH-150 with a minimum grade of C or MATH-151 with a minimum grade of C.

**MATH-147. Statistical Concepts For Educators. 4 Hours.**

This course has been designed keeping in mind the NCTM teacher standards, Common Core Mathematical Practices, Content and ELA Standards in Mathematics and the ISBE mathematics teacher standards and the content within the paired interdisciplinary science course. There will be three principle 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. 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.

**Prerequisite:** MATH-141 with a minimum grade of C or MATH-108 with a minimum grade of C or NEIU Math Placement Result with a score of 30 or ACT Math with a score of 22 or ACT Math with a score of 23 or ACT Math with a score of 24 or Accuplacer College Level Math with a score of 020 or Accuplacer College Level Math with a score of 021 or Accuplacer College Level Math with a score of 022 or Accuplacer College Level Math with a score of 023 or Accuplacer College Level Math with a score of 024 or Accuplacer College Level Math with a score of 025 or Accuplacer College Level Math with a score of 026 or Accuplacer College Level Math with a score of 027 or Accuplacer College Level Math with a score of 028 or Accuplacer College Level Math with a score of 029 or Accuplacer College Level Math with a score of 030.

**Corequisites:** BIO-104, BIO-105.

**MATH-148A. Stretch I: Math For Elementary Teachers I. 2 Hours.**

Math 148A must be taken concurrently with Math 048A. These two courses comprise the first semester in a two semester sequence. Students completing each of Math 048A, 048B, 148A, and 148B with a C or better will have satisfied the Math 149 requirement and earned a total of 4 college credits. These courses comprise a mathematical introduction for elementary and middle school teachers. Topics include place value, models for and the development of arithmetic, mental math, estimation, word problems, algorithms, factors, primes, proofs, prealgebra, fractions, ratios, rates, and percentages. The development of elementary mathematics from an advanced standpoint is emphasized.

**Prerequisite:** Accuplacer Elementary Algebra with a score of 20.

**Corequisite:** MATH-048A.

**MATH-148B. Stretch II: Math For Elementary Teachers I. 2 Hours.**

Math 148B must be taken concurrently with Math 048B. These two courses comprise the second semester in a two semester sequence. Students completing each of Math 048A, 048B, 148A, and 148B with a C or better will have satisfied the Math 149 requirement and earned a total of 4 college credits. These courses comprise a mathematical introduction for elementary and middle school teachers. Topics include place value, models for and the development of arithmetic, mental math, estimation, word problems, algorithms, factors, primes, proofs, prealgebra, fractions, ratios, rates, and percentages. The development of elementary mathematics from an advanced standpoint is emphasized.

**Prerequisite:** MATH-148A with a minimum grade of C.

**Corequisite:** MATH-048B.

**MATH-149. Math For Elementary Teachers I. 4 Hours.**

This is a foundational class in mathematics for those interested in becoming elementary or middle grades teachers. Topics include place value, models for and the development of arithmetic, mental math, estimation, word problems, algorithms, factors, primes, proofs, prealgebra, fractions, ratios, rates, and percentages. Emphasis on the development of elementary mathematics from an advanced standpoint.

**Prerequisite:** MATH-092 with a minimum grade of C.

**MATH-150. Math For Elementary Teachers II With Problem Solving. 5 Hours.**

This is a foundational class in mathematics for those interested in becoming elementary or middle grades teachers. Topics include measurement, geometric reasoning, similarity and congruence, applications of geometry, geometric proofs, area, volume, surface area, and probability and statistics. Problem solving and mathematical thinking activities covering both number and operations and geometry content will be integrated. Emphasis is on the development of elementary mathematics from an advanced standpoint.

**Prerequisite:** MATH-149 with a minimum grade of C.

**MATH-151. Bridge Course In Mathematics For Elementary Teachers. 3 Hours.**

MATH-151 is a course designed for students who have completed two college-level courses in math for elementary teaching at a community college. The transferred courses should focus on numbers and operations and geometry and measurement, respectively. NEIU's College of Education requires that Elementary Education majors complete at least 9 semester hours in mathematics for teachers that meet a set of common outcomes adopted by the college. This course focuses on concepts addressed by the outcomes that are not typically covered in depth by most 2-course sequences in mathematics for teaching: algebra, data analysis, statistics, probability, problem-solving and mathematical thinking. Prerequisite: MATH-151 is restricted to students majoring in Early Childhood Education, Elementary Education, Bilingual/Bicultural Education, and TCP. Enrollment by permit only.

**MATH-163. Mathematical Modeling With Elementary Functions For Business. 3 Hours.**

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.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-164. Modeling With Elementary Functions For Business Seminar. 1 Hour.**

Enrichment Seminar accompanying MATH-163. Students engage in problem solving in collaborative learning groups on material derived from and complementing Mathematical Modeling with elementary functions in Business to gain a deeper understanding of concepts and application.

**Corequisite:** MATH-163.

**MATH-165. Finite Mathematics For Business And The Social Sciences. 3 Hours.**

Introduction to matrices, linear programming and probability with emphasis on mathematical models in the social, managerial and behavioral sciences and mathematics of finance.

**Prerequisite:** (MATH-163 - 499 or MATH-163A - 499Z or NEIU Math Placement Result 35 - 40 or ACT Math 25 - 36 or Accuplacer College Level Math 031 - 120 or SAT Math 580 - 800 or Accuplacer Adv. Algebra & Func 250 - 300).

**MATH-167. Business Calculus I. 4 Hours.**

Elements of analytic geometry, differential and integral calculus with application to business, economic and finance.

**Prerequisite:** (MATH-163 - 499 or MATH-163A - 499Z or NEIU Math Placement Result 35 - 40 or ACT Math 25 - 36 or Accuplacer College Level Math 031 - 120 or SAT Math 580 - 800 or Accuplacer Adv. Algebra & Func 250 - 300).

**MATH-173. College Algebra. 4 Hours.**

This course emphasizes the concept of a function as a unifying approach to the topics of college algebra. Families of functions studied in the course include: polynomial, rational, exponential and logarithmic functions. Other topics include conic sections, and sequences and series. Applications and problem solving skills are emphasized throughout the course.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-173C. College Algebra Express II. 4 Hours.**

MATH-173C College Algebra Express II must be taken concurrently with Math 092C College Algebra Express I. Math 092C and Math 173C are collectively a 7-credit co-requisite course that provides students a path to finish developmental coursework and college algebra in one semester. This course emphasizes the study of functions and their graphs, inequalities, and linear, quadratic, piece-wise defined, rational, polynomial, exponential, and logarithmic functions. Student will learn how to apply various technologies to these topics. Students who complete the co-requisite courses Math 092C and Math 173C with a minimum grade of C will have satisfied the college algebra requirement.

**Prerequisite:** Accuplacer Elementary Algebra with a score of 60 or ACT Math with a score of 19 or SAT Mathematics with a score of 500.

**Corequisite:** MATH-092C.

**MATH-173W. College Algebra & Math Enrichment Workshop. 4 Hours.**

This course emphasizes the concept of a function as a unifying approach to the topics of college algebra. Topics include: polynomial, rational, exponential and logarithmic functions, conic sections, sequences, and series. Each week students will participate in an enrichment workshop where they will collaboratively solve college algebra problems within peer groups while receiving guidance from a Peer Leader. The workshop draws on the Peer Led Team Learning and Emerging Scholars Program models, which have been nationally identified for increasing students' probability of earning higher grades in their mathematics courses. Students will pay a \$25 fee to support the workshop.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-174. Math Enrichment Workshop For College Algebra. 1 Hour.**

Mathematics enrichment workshop for students currently enrolled in MATH-173. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard MATH-173 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester.

**Corequisite:** MATH-173.

**MATH-175. Trigonometry. 3 Hours.**

For students who intend to continue with Calculus I, this course uses the concept of a function as a unifying approach to the topics of trigonometry. The course studies trigonometric functions, trigonometric identities and equations, and inverse trigonometric functions. Other topics include: solving triangles, polar coordinates, complex numbers and DeMoivre's theorem; parametric equations, and vectors. Applications and problem solving skills are emphasized throughout the course.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-175W. Trigonometry & Math Enrichment Workshop. 3 Hours.**

This course uses the concept of a function as a unifying approach to the topics of trigonometry. Topics include: trigonometric functions, identities, and equations, inverse trigonometric functions, solving triangles, and polar coordinates. Each week students will participate in an enrichment workshop where they will collaboratively solve trigonometry problems within peer groups while receiving guidance from a Peer Leader. The workshop draws on the Peer Led Team Learning and Emerging Scholars Program models, which have been nationally identified for increasing students' probability of earning higher grades in their mathematics courses. Students will pay a \$25 fee to support the workshop.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).



**MATH-176. Mathematics Enrichment Workshop For Trigonometry. 1 Hour.**

Mathematics enrichment workshop for students currently enrolled in MATH-175. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard MATH-175 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester.

**Corequisite:** MATH-175.

**MATH-177. Elementary Functions In The Sciences/Math. 3 Hours.**

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. A graphing calculator is required.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-178. Elementary Functions In The Sciences/Math Seminar. 1 Hour.**

Enrichment Seminar accompanying MATH-177. Students do 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.

**Corequisite:** MATH-177.

**MATH-185. Precalculus. 4 Hours.**

A functional approach to College Algebra and Trigonometry, for students who intend to continue with Calculus I.

**Prerequisite:** (MATH-173 - 499 or MATH-173A - 499Z or NEIU Math Placement Result 35 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 031 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 250 - 300).

**MATH-185W. Precalculus & Math Enrichment Workshop. 4 Hours.**

This course offers a functional approach to college algebra and trigonometry, for students who intend to continue with Calculus I. Each week students will participate in an enrichment workshop where they will collaboratively solve precalculus problems within peer groups while receiving guidance from a Peer Leader. The workshop draws on the Peer Led Team Learning and Emerging Scholars Program models, which have been nationally identified for increasing students' probability of earning higher grades in their mathematics courses. Students will pay a \$25 fee to support the workshop.

**Prerequisite:** (MATH-173 - 499 or MATH-173A - 499Z or NEIU Math Placement Result 35 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 031 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 250 - 300).

**MATH-186. Mathematics Enrichment Workshop For Precalculus. 1 Hour.**

Enrichment workshop accompanying MATH-185. Students do problem solving in collaborative learning groups on material derived from and supplementing Precalculus to gain a deeper understanding of concepts and applications. Prereq.: Restricted to students taking MATH-185 concurrently.

**Corequisite:** MATH-185.

**MATH-187. Calculus I. 4 Hours.**

Introduction to analytic geometry, limits and derivatives, applications, integration, fundamental theorem of calculus.

**Prerequisites:** (MATH-185 - 499 or MATH-185A - 499Z or NEIU Math Placement Result 40 - 45 or ACT Math 28 - 36 or Accuplacer College Level Math 061 - 120 or (MATH-173 and MATH-175) or SAT Math 640 - 800 or Accuplacer Adv. Algebra & Func 276 - 300).

**MATH-187W. Calculus I & Math Enrichment Workshop. 4 Hours.**

This course provides an introduction to analytic geometry, limits and derivatives, integration, and the fundamental theorem of calculus. Each week students will participate in an enrichment workshop where they will collaboratively solve calculus I problems within peer groups while receiving guidance from a Peer Leader. The workshop draws on the Peer Led Team Learning and Emerging Scholars Program models, which have been nationally identified for increasing students' probability of earning higher grades in their mathematics courses. Students will pay a \$25 fee to support the workshop.

**Prerequisites:** (MATH-185 - 499 or MATH-185A - 499Z or NEIU Math Placement Result 40 - 45 or ACT Math 28 - 36 or Accuplacer College Level Math 061 - 120 or (MATH-173 and MATH-175) or SAT Math 640 - 800 or Accuplacer Adv. Algebra & Func 276 - 300).

**MATH-188. Mathematics Enrichment Workshop for Calculus I. 1 Hour.**

Enrichment Seminar accompanying MATH-107. Students do problem solving in collaborative learning groups on material derived from and supplementing Calculus I to gain a deeper understanding of concept and applications.

**Corequisite:** MATH-187.

**MATH-199S. Topics In Probability And Statistics For Middle School Teaching. 4 Hours.****MATH-202. Calculus II. 4 Hours.**

Integration techniques, applications, differential equations and series.

**Prerequisite:** (MATH-187 or MATH-107 or NEIU Math Placement Result 40 - 45 or Accuplacer College Level Math 061 - 120 or Accuplacer Adv. Algebra & Func 276 - 300).

**MATH-202W. Calculus II & Math Enrichment Workshop. 4 Hours.**

This course provides an introduction to analytic geometry, limits and derivatives, integration, and the fundamental theorem of calculus. Each week students will participate in an enrichment workshop where they will collaboratively solve calculus II problems within peer groups while receiving guidance from a Peer Leader. The workshop draws on the Peer Led Team Learning and Emerging Scholars Program models, which have been nationally identified for increasing students' probability of earning higher grades in their mathematics courses. Students will pay a \$25 fee to support the workshop.

**Prerequisite:** MATH-187 with a minimum grade of C or MATH-107 with a minimum grade of C.

**MATH-203. Calculus III. 4 Hours.**

3-D analytic geometry, partial derivatives, multiple integrals and vector fields.

**Prerequisite:** MATH-202 with a minimum grade of C.

**MATH-203W. Calculus III & Math Enrichment Workshop. 4 Hours.**

This course focuses on three-dimensional analytic geometry, partial derivatives and multiple integrals. Each week students will participate in an enrichment workshop where they will collaboratively solve calculus III problems within peer groups while receiving guidance from a Peer Leader. The workshop draws on the Peer Led Team Learning and Emerging Scholars Program models, which have been nationally identified for increasing students' probability of earning higher grades in their mathematics courses. Students will pay a \$25 fee to support the workshop.

**Prerequisite:** MATH-202 with a minimum grade of C.

**MATH-204. Math Enrichment Workshop For Math 203. 1 Hour.**

Mathematics enrichment workshop for students currently enrolled in MATH-203. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard Math 203 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester.

**Corequisite:** MATH-203.

**MATH-251W. Introduction To Advanced Mathematics & Math Enrichment Workshop. 5 Hours.**

Math 251 is a bridge course between calculus and advanced mathematics. Students study the tools and proof techniques that serve as the basis for theoretical mathematics. Each week students will participate in an enrichment workshop where they will collaboratively solve Math 251 problems within peer groups while receiving guidance from a Peer Leader. The workshop draws on the Peer Led Team Learning and Emerging Scholars Program models, which have been nationally identified for increasing students' probability of earning higher grades in their mathematics courses. Students will pay a \$25 fee to support the workshop.

**Prerequisite:** MATH-187 with a minimum grade of C or (NEIU Math Placement Result with a score of 40 and ENGL-101 with a minimum grade of C).

**MATH-252. Math Enrichment Workshop For Math 251. 1 Hour.**

Mathematics enrichment workshop for students currently enrolled in MATH-251. The workshops draw on the Peer Led Team Learning (PLTL) and Emerging Scholars Program (ESP) models, which have been nationally identified for increasing students' probability of earning higher grades in their required mathematics courses. Workshop participants will attend a workshop during the same day and time each week; collaboratively solve problems related to their standard Math 251 course within small peer groups; receive guidance from math instructors who are specially trained to facilitate the workshops; and participate in social events with workshop peers during the semester.

**Corequisite:** MATH-251.

**MATH-253. Linear Algebra I. 3 Hours.**

This course covers matrix theory and linear algebra. Linear algebra is the branch of mathematics that studies systems of linear equations and the properties of matrices, which includes among other topics: vector spaces; linear transformations and the matrices that represent them; determinants and inner product spaces; and properties of vectors in n-dimensional space and their applications. Linear algebra has a broad range of applications and is critical to many disciplines such as physics, the social and natural sciences, engineering, and economics.

**Prerequisite:** MATH-187 with a minimum grade of C or MATH-107 with a minimum grade of C.

**MATH-262. Mathematics Enrichment Workshop For Calculus II. 1 Hour.**

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.

**Corequisite:** MATH-202.

**MATH-273. Statistics With Applications. 4 Hours.**

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

**MATH-275. Applied And Computational Statistics. 4 Hours.**

This course introduces students to the basic concepts, logic, and issues involved in statistical reasoning with wide variety of applications. It is designed to familiarize students with statistical vocabulary and concepts. Major topics include exploratory data analysis, an introduction to research methods, probability, statistical inference, and regression-based analysis of well-defined examples from biology, ecology, environmental sciences, finance, medicine, public health, psychology, and sociology. Computing will be carried out using R or any appropriate statistical software in the course.

**MATH-280. Geometry Concepts For Educators And Art. 4 Hours.**

This course focuses on the concepts of plane and solid geometry and trigonometry. Course design incorporates the Illinois Learning Standards for Mathematics K-12, the National Council of Teachers of Mathematics Teaching Principles, Standards, and Expectations, and a focus on preparing future educators in the implementation of interdisciplinary math and science curricula. 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 trigonometry. Problem solving using a calculator and computer programs is emphasized throughout. Writing assignments, coding in geometric constructions, and art are also part of the course. This course is paired and integrated with PHYS-108, and it is strongly suggested that they are taken together.

**Prerequisite:** MATH-150 with a minimum grade of C or MATH-151 with a minimum grade of C.

**MATH-281. Number Concepts For Educators. 4 Hours.**

This course contains a wide range of topics across number theory and measurement and is intended to give students a grasp of the depth and breadth of mathematics outside of the traditional course structure. Course design incorporates the Illinois Learning Standards for Mathematics K-12, the National Council of Teachers of Mathematics Teaching Principles, Standards, and Expectations, and a focus on preparing future educators in the implementation of interdisciplinary math and science curricula. Problem solving, estimation, measurements, and construction of simple theories of numbers will be treated with and without the use of technology. Writing assignments, as appropriate to the discipline, are part of the course. This course is paired and integrated with CHEM-108, and it is strongly suggested that they are taken together.

**Prerequisite:** MATH-150 with a minimum grade of C or MATH-151 with a minimum grade of C or MATH-141 with a minimum grade of C.

**MATH-300. Interdisciplinary Seminar In STEM. 2 Hours.**

This course uses a hands-on approach to modern inquiry-based research problems and techniques in the physical and computational sciences. The course is structured around a series of modular problem-based exercises, covering topics from the fields of Chemistry, Computer Science, Earth Science, Mathematics and Physics and is designed to provide the content and pedagogical background for students to be successful peer leaders. The cross-disciplinary modules will draw connections between scientific disciplines, and showcase common research tools and techniques used in the sciences. The workshop will also incorporate discussions on a range of topics, from scientific ethics, scientific methodology and error analysis.

**Prerequisite:** MATH-185 with a minimum grade of C.

**MATH-301. Ordinary Differential Equations I. 4 Hours.**

This course focuses on the techniques and applications of solving ordinary differential equations, with a focus on first and second order differential equations. Topics include: constant coefficients, nonlinear, numerical methods, Laplace transform, series solutions, and geometric techniques.

**Prerequisite:** MATH-203 with a minimum grade of C.

**MATH-302. Ordinary Differential Equations II. 3 Hours.**

Linear and nonlinear systems, matrix methods and applications to problems in the sciences. Existence and stability theory. Boundary value problems and Fourier series.

**Prerequisite:** MATH-301 with a minimum grade of C.

**MATH-303. Partial Differential Equations. 3 Hours.**

This course covers linear partial differential equations that model physical problems and arise in a variety of contexts. Topics include the study of explicit formulas for solutions (when feasible) and study of the behavior of solutions. Equations covered include: wave equations, diffusion equations, and Laplace's equation on different domains. Other topics discussed are Fourier series, separation of variables, harmonic functions, and Green's functions.

**Prerequisite:** MATH-301 with a minimum grade of C.

**MATH-304. Introduction To Numerical Analysis. 3 Hours.**

Solutions of equations of one variable, interpolation and polynomial approximation, numerical integration and methods of solutions of linear systems.

**Prerequisite:** MATH-203 with a minimum grade of C and MATH-253 with a minimum grade of C and MATH-340 with a minimum grade of C.

**MATH-305. Probability And Statistics. 4 Hours.**

This course is an introduction to the probability and statistics. Topics include fundamental rules of probability, discrete and continuous distributions of random variables, central limit theorem, descriptive statistics, confidence intervals and hypothesis tests. Students will build on their basic knowledge of probabilities and distributions; illustrate statistical inference by constructing confidence intervals and hypothesis tests; and calculate basic statistical analysis manually and by computer software. Applications of probability and connections between probability and statistics are emphasized.

**Prerequisite:** MATH-202 with a minimum grade of C.

**MATH-306. Linear Programming And Extensions. 3 Hours.**

Linear Programming is the methodology that can be applied to optimize a linear function of several variables subject to linear constraints. This course focuses on geometric and algebraic foundations of Linear Programming and studies the Simplex Method and its variations, duality, Dual Simplex Method, sensitivity analysis, and methods of Integer Programming.

**Prerequisite:** MATH-203 with a minimum grade of C and MATH-253 with a minimum grade of C.

**MATH-307. Introduction To Stochastic Processes. 3 Hours.**

This course focuses on basic mathematical aspects of stochastic models with the emphasis on problem solving. Topics include Markov processes, Markov chains, and Queuing Theory.

**Prerequisite:** MATH-305 with a minimum grade of C or MATH-334 with a minimum grade of C.



**MATH-309. Numerical Analysis II. 3 Hours.**

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.

**Prerequisite:** MATH-304 with a minimum grade of C.

**MATH-311. Writing Intensive Program: Introduction To Advanced Mathematics. 5 Hours.**

A bridge course between calculus and advanced mathematics. Students study the tools and proof techniques that serve as the basis for theoretical mathematics. Mathematical structure and the development of proficiency in reading, analyzing and constructing mathematical proofs are emphasized. Topics include logic, set theory, methods of proof, combinatorics, relations, functions and cardinality.

**Prerequisite:** (MATH-187 with a minimum grade of C or MATH-107 with a minimum grade of C or NEIU Math Placement Result with a score of 40) and ENGL-101 with a minimum grade of C.

**MATH-312. Foundations Of Geometry. 3 Hours.**

This course is a rigorous study of Euclidean and non-Euclidean geometries. Topics include transformational and projective geometry, axiomatic systems, and models.

**Prerequisite:** MATH-253 with a minimum grade of C and (MATH-251 with a minimum grade of C or MATH-311 with a minimum grade of C).

**MATH-315. Introduction To Applied And Computational Topology. 3 Hours.**

This course is an introduction to the mathematical field of topology, with a focus on applications and computational techniques. Examples of topology topics covered may include but are not limited to manifolds, complexes, sequences, homology and persistent homology, homotopy, the Euler characteristic, Morse theory. Examples of applications topics covered may include but are not limited to robotics, phylogenetic trees, topological data analysis (TDA,) and graph theory. Students will complete a project exploring a specific application of topology to a problem of their choice.

**Prerequisite:** MATH-311 with a minimum grade of C or MATH-251 with a minimum grade of C.

**MATH-321. History Of Mathematics. 3 Hours.**

History of Mathematics is a chronological survey of the historical growth of mathematical ideas from its non-Western origins to the modern day. This includes famous mathematicians and their contributions to the development of modern mathematics. Specific themes may be chosen to align with faculty and/or student interest.

**Prerequisite:** MATH-187 with a minimum grade of C and (MATH-251 with a minimum grade of C or MATH-311 with a minimum grade of C).

**MATH-322. Number Theory. 3 Hours.**

This course focuses on integers and their fundamental properties, congruences, quadratic residues, Diophantine equations, primitive roots and discrete logarithms, and cryptography.

**Prerequisite:** MATH-251 with a minimum grade of C and MATH-253 with a minimum grade of C.

**MATH-324. Independent Study In Mathematics. 3 Hours.**

This course offers students an opportunity to conduct an individualized investigation into a mathematical topic with a mathematics department faculty. The mathematical topic is a topic that would not normally be discussed in the current courses being offered by the math department. The course requires the approval of the instructor, department chair, and the Dean.

**MATH-326. Real Analysis. 3 Hours.**

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.

**Prerequisite:** MATH-338 with a minimum grade of C.

**MATH-328. Complex Variables. 3 Hours.**

This course is an introduction to the functions of a complex variable. Topics include elementary functions of a complex variable, Cauchy-Riemann Equations, Cauchy integral theorems, Taylor and Laurent series expansions, contour integrals, and residue calculus.

**Prerequisite:** MATH-203 with a minimum grade of B or MATH-338 with a minimum grade of C.

**MATH-331. Abstract Algebra I. 3 Hours.**

This course is an introduction to the mathematical theory of groups. Topics include: properties of groups, homomorphisms, isomorphisms, Lagrange's Theorem and factor groups. Students will build on their basic knowledge of number systems, linear algebra, set theory, functions and mathematical proofs in order to understand, construct and apply algebraic proofs; illustrate algebraic concepts or disprove false statements by providing examples; and calculate with algebraic objects. Applications of algebra and connections between algebra and other fields of mathematical study are emphasized.

**Prerequisite:** MATH-253 with a minimum grade of C and (MATH-251 with a minimum grade of C or MATH-311 with a minimum grade of C).

**MATH-332. Abstract Algebra II. 3 Hours.**

This course is a continuation of Math 331 with a focus on the mathematical theory of rings and fields. Topics include: ideals, factor rings, finite fields, field extensions, and selected applications. Students will build on their prior knowledge of algebraic systems and algebraic proofs in order to understand, construct, and apply proofs about rings and fields; illustrate ring- and field- theoretic concepts or disprove false statements by providing examples; and calculate with algebraic objects. Applications of algebra and connections between algebra and other fields of mathematical study are emphasized.

**Prerequisite:** MATH-331 with a minimum grade of C.

**MATH-334. Mathematical Statistics I. 3 Hours.**

This course is an introduction to probability and mathematical statistics. Topics include fundamental rules of probability, expectations, moment generating functions, common distributions and central limit theorem. The mathematical theories to develop probability and statistical methods are emphasized in this course.

**Prerequisite:** MATH-203 with a minimum grade of C.

**MATH-336. Statistical Inference. 4 Hours.**

Statistical inference is the process of drawing conclusions about populations or scientific truths from data. This course presents the fundamentals of inference in a practical approach for statistical analysis procedures, such as interval estimation, tests of hypothesis, general procedures for developing tests, analyzing different types of data, and linear regression. After taking this course, students will understand the broad directions of statistical inference and use this information for making informed choices in analyzing data using computer software.

**Prerequisite:** MATH-334 with a minimum grade of C or MATH-305 with a minimum grade of C.

**MATH-337. Theory Of Equations. 3 Hours.**

This course is an advanced study of algebraic equations. Topics include the existence and properties of solutions, and algebraic, numerical, and algorithmic methods of solving equations.

**Prerequisite:** MATH-253 with a minimum grade of C and (MATH-251 with a minimum grade of C or MATH-311 with a minimum grade of C).

**MATH-338. Introduction To Real Analysis. 3 Hours.**

This course is an introductory course in the theory of functions of a real variable. It develops the properties of the real numbers as a complete ordered field and introduces the topological concepts of neighborhoods, open sets, closed sets, and compact sets. Based on this, the course provides a rigorous treatment of: a) sequences of real numbers (convergence, boundedness, upper and lower limits); b) real functions of a single variable including continuity, uniform continuity (optional), differentiability, integrability, and related properties; c) series of real numbers (convergence and absolute convergence); d) introduction to function series (power series).

**Prerequisite:** MATH-203 with a minimum grade of C and MATH-251 with a minimum grade of C.

**MATH-339. Vector Calculus. 4 Hours.**

This course is a natural extension of differential and integral calculus, where the variables and values of functions are vectors instead of numbers. Such concepts as limits and continuity, derivatives and integrals, extrema and approximation are generalized for multi-dimensional Euclidean spaces. The course also introduces vector fields, line and surface integrals as well as fundamental theorems based on these concepts.

**Prerequisite:** MATH-203 with a minimum grade of C and MATH-253 with a minimum grade of C.

**MATH-340. Computing For Mathematicians. 4 Hours.**

Fundamentals of computer programming, experimentation, and simulation in mathematics with Maple and Fortran programming language. Introduction to documentation, electronic communication and problem solving in mathematical sciences. No prior computer skills required.

**Prerequisite:** MATH-202 with a minimum grade of C.

**MATH-343. Linear Algebra II. 3 Hours.**

Linear Algebra arose from studying systems of linear equations and their geometric applications. Linear Algebra is the study of vector spaces and the linear maps between them. This second course in Linear Algebra will emphasize theoretical implications and will focus on “why” and “how” questions, such as how can we use eigenvectors and eigenvalues of a linear operator to study the operator itself and the vector space that it acts on. Particular topics that will be covered are: abstract vector spaces; invariant subspaces; Spectral Theorem; LU, QR, and SVD factorizations; Jordan Form; and various computational methods.

**Prerequisite:** MATH-203 with a minimum grade of C and MATH-253 with a minimum grade of C.

**MATH-347. Probability For Actuaries With Actuarial Exam Preparation. 4 Hours.**

This course is a probability class tailored for students/professionals pursuing a career in the actuarial profession (such as, but not limited to, insurance, finance, banking, and industries) and/or are preparing for the actuarial exams. The course provides knowledge of the fundamental probability tools for quantitatively assessing risk and the application of these tools to problems encountered in actuarial science is emphasized. Topics include general probability theory, counting techniques, combinatorial probabilities, random variables with univariate and/or multivariate probability distributions, and The Central Limit Theorem.

**Prerequisite:** MATH-203 with a minimum grade of C.

**MATH-357. Financial Mathematics For Actuaries With Actuarial Exam Preparation. 4 Hours.**

This course is a financial mathematics class tailored for students/professionals pursuing a career in the actuarial profession (such as, but not limited to, insurance, finance, banking, and industries) and/or are preparing for the actuarial exams. The course provides an understanding of the fundamental concepts of financial mathematics, and how those concepts are applied in calculating present and accumulated values for various streams of cash flows such as, loans, annuities, rate of return of an investment, bonds, stocks, and financial derivatives.

**Prerequisite:** MATH-347 with a minimum grade of C or MATH-305 with a minimum grade of C or MATH-334 with a minimum grade of C.

**MATH-361. Set Theory. 3 Hours.**

Set theory is one language/structure that mathematics is constructed within. In this course a brief, but rigorous, history of set theory will be given that pays particular attention to the necessary modifications that have been made throughout the twentieth century. Particular attention will be paid to understanding the Axiom of Choice, Zorn's Lemma, and the Well Ordering Principle. Additional topics might include gentle introductions to Category Theory, Topos Theory, Axiomatic Set Theory, or Gödel's Incompleteness theorem.

**Prerequisite:** MATH-311 with a minimum grade of C.

**MATH-362. Metric Spaces And Topology. 3 Hours.**

This course is an introduction to topological spaces with an emphasis on metric spaces. The covered topics include open neighborhoods, limits, closure/interior/boundary of topological/metric spaces; functions, continuity, homeomorphism between topological/metric spaces; and product of topological/metric spaces. The concepts of connectedness, compactness, and completeness will be studied along with fundamental results and examples. This course forms a foundation for all advanced courses in analysis and geometry.

**Prerequisite:** MATH-311 with a minimum grade of C.

**MATH-365. Statistical Computer And Data Analysis Packages. 3 Hours.**

This course introduces statistical programming packages R and SPSS. Students will use the statistical software to: study basic functions and graphs; give descriptive analysis; implement testing; and study various modeling techniques.

**Prerequisite:** MATH-305 with a minimum grade of C or MATH-334 with a minimum grade of C.

**MATH-370. Mathematical Modeling In The Natural Sciences. 4 Hours.**

This course focuses on the formulation, analysis, and interpretation of mathematical models describing certain phenomena in the natural sciences. Topics include: difference equations, systems of difference equations, nonlinear difference equations, continuous models, phase planes – stability analysis, and limit cycles.

**Prerequisite:** MATH-202 with a minimum grade of C.

**MATH-371. Mathematical Modeling For Cancer Risk Assessment. 4 Hours.**

The Cancer Modeling Seminar is an essential educational component for students from the Complex Systems minor, Physics, Chemistry and Biomathematics. The course consists of lectures, research projects, interdisciplinary collaborations, presentations and/or posters and conference trips. Students will experience first-hand the research process, employ data analysis tools, contribute, discuss and present their projects under the guidance of the course instructor and experts in cancer research. Students will also learn advanced, high-quality typesetting systems designed for technical and scientific documentation and presentation.

**Prerequisite:** MATH-187 with a minimum grade of C and (MATH-275 with a minimum grade of C or MATH-305 with a minimum grade of C).

**MATH-374. Modeling And Simulations Of Complex Systems Networks. 4 Hours.**

This course covers basic mathematical and statistical methods for analyzing computational spatial models in various applications, focusing on individual attributes (social influence or contagion) and network structure of groups. The course will incorporate simple graph theoretical approaches as well as construction and analysis of network-based models (NBM) and agent-based models (ABM) with complex systems applications from epidemiology, finance/business, medicine, psychology, and social sciences. The NBM involves the characterization of the structures of social networks or subsets of these networks to understand their influence on behaviors and outcomes. The ABM involves the use of stochastic analysis and simulations of individuals, in space, over time to understand how macro-level distribution patterns of outcomes may emerge from explicitly modeled, micro-level behaviors, social interactions, and movement of these individuals in their environments. Students will interpret published research and produce a research proposal by the end of the semester.

**Prerequisite:** (MATH-173 - 499 or MATH-173A - 499Z or NEIU Math Placement Result 35 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 031 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 250 - 300).

**MATH-376. Introduction To Risk Analysis. 3 Hours.**

The Introduction to Risk Analysis course is an applied method course focusing on the application of statistical analysis methods on economics using Risk Analysis approaches. Topics include but are not limited to basic concepts of risk analysis, probability theory, probabilistic modeling and application to research projects.

**Prerequisite:** MATH-187 with a minimum grade of C.

**MATH-380. Calculus Concepts For Educators. 3 Hours.**

This course provides a foundational experience in calculus through an emphasis on topics related to middle school teaching. Course design incorporates the Illinois Learning Standards for Mathematics K-12, the National Council of Teachers of Mathematics Teaching Principles, Standards, and Expectations, and a focus on preparing future educators in the implementation of interdisciplinary math and science curricula. Topics include: functions, deriving formulas for patterns, direct and recursive sequence formulas, arithmetic and geometric sequence formulas, limits of sequences, convergence/divergence of sequences, series, derivatives, integration, the fundamental theorem of calculus, and differential equations. Course integrates conceptual, content specific, and pedagogical knowledge. Course includes applications to ecology, finance, middle school teaching, and technology. This course is paired and integrated with BIOS-310, and it is strongly suggested that they are taken together.

**Prerequisite:** MATH-150 with a minimum grade of C or MATH-151 with a minimum grade of C.

**MATH-381. Concepts In Discrete Mathematics For Educators. 3 Hours.**

This course provides a foundational experience in discrete mathematics through an emphasis on topics in graph theory. Course design incorporates the Illinois Learning Standards for Mathematics K-12, the National Council of Teachers of Mathematics Teaching Principles, Standards, and Expectations, and a focus on preparing future educators in the implementation of interdisciplinary math and science curricula. Students will learn about mathematics as an active process of making conjectures, testing ideas, and proving conclusions. Special emphasis is given to mathematical communication, problem-solving, and applications to the sciences. Possible 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. Course integrates conceptual, content specific, and pedagogical knowledge.

**Prerequisite:** MATH-150 with a minimum grade of C or MATH-151 with a minimum grade of C.

**MATH-390. Capstone Seminar In Mathematics. 3 Hours.**

This course is one of the capstone experience options in the Mathematics Major program. Students will choose a topic in Mathematics or a Mathematics related field and study various approaches to solving the selected problem. At the end of the term students are expected to produce a paper with: description of the problem and its connections to students' professional and/or personal interests; survey of literature with formulations of competing mathematical methods for solving the problem; analysis of the efficiency of the surveyed methods. The course also includes discussions of students' professional development.

**MATH-406. Linear Programming: Theory And Practice. 3 Hours.**

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.

**MATH-408. Mathematics Structures For Elementary School Teachers I. 3 Hours.**

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.

**MATH-409. Mathematical Functions For Elementary School Teachers I. 3 Hours.**

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.

**Prerequisite:** MATH-408 with a minimum grade of C.

**MATH-410. Modern Analysis For The Elementary School Teacher. 3 Hours.**

Limits and continuity, derivatives, applications, integral calculus, applications.

**Prerequisite:** MATH-435 with a minimum grade of C.

**MATH-421. Modern Geometry. 3 Hours.**

Classification of geometrical systems; introduction to Euclidean and non-Euclidean geometries, projective geometry; finite geometries.

**Prerequisite:** MATH-312 with a minimum grade of C.

**MATH-430. Discrete Mathematical Structures. 3 Hours.**

Provides a working knowledge of mathematical logic, sets, relations, functions, graphs, and counting techniques.

**MATH-432. Applied Combinatorics. 3 Hours.**

The course offers broad exposure to combinatorial mathematics using applications to emphasize fundamental concepts and techniques, including graph theory, inclusion/exclusion principle, graph algorithms, and network flows.

**Requirement:** Admission to MS in Mathematics program or approval of the instructor or graduate advisor in the math department.

**MATH-435. Mathematics Structure II. 3 Hours.**

The real number system, mathematical systems, inductive and deductive methods, permutations and combinations.

**Prerequisite:** MATH-408 with a minimum grade of C.

**MATH-436. Modern Algebra. 3 Hours.**

**Prerequisite:** MATH-331 with a minimum grade of C.

**MATH-439. Computers In Education. 3 Hours.**

Investigation into the use of computers for CAI, statistical packages and solutions of mathematical problems. Students learn to write programs in Basic.

**Prerequisite:** MATH-438 with a minimum grade of C.

**MATH-441. Multivariate Statistical Analysis. 3 Hours.**

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 application and real data analysis.

**Prerequisite:** MATH-336 with a minimum grade of C.

**MATH-442. Applied Regression Analysis. 3 Hours.**

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 variable and forecasting; with applications and real data analysis.

**Prerequisite:** MATH-336 with a minimum grade of C.

**MATH-443. Experimental Design. 3 Hours.**

One-way and two-way analysis of variance, fixed and random effects models, multiple comparisons, completely randomized and randomized block designs.

**Prerequisite:** MATH-336 with a minimum grade of C.

**MATH-444. Problem Solving, Modeling, And Project In Mathematics With Technology. 3 Hours.**

This course is problem-solving and project-oriented and provides students with the background in computers and technology needed to effectively teach mathematics in middle or secondary schools. The course will introduce geometric visualization technology (e.g., Geometer's Sketchpad), statistical packages (e.g., Minitab, R), and other technologies (e.g., excel software) as problem-solving tools in mathematical modeling in geometry and statistics. Additionally, this course will provide an introduction to research methods and equity-based grading practices in the mathematical sciences.

**MATH-457. Recent Trends In Mathematics. 3 Hours.**

Extended applications of mathematical thinking, operations research, mathematical models, information theory, theory of games, and linear programming.

**Prerequisite:** MATH-435 with a minimum grade of C.

**MATH-465. Advanced Topics In Numerical Analysis. 3 Hours.**

This course aims to teach participants advanced theories, algorithms and computational techniques of numerical analysis. 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. Participants will become familiar with the process of solving scientific and engineering problems by applying/modifying numerical algorithms that are implemented in standard software packages, designing new algorithms, conducting analysis on accuracy, efficiency and stability, as well as interpreting computational results through graphics and simulations.

**Prerequisite:** MATH-304 with a minimum grade of C.

**MATH-466. Galois Theory: Historical And Modern. 3 Hours.**

Classical and modern Galois theory. Cardano's formulas, symmetric polynomials, permutation groups, field extensions, field automorphisms, the fundamental theorem of Galois theory.

**Prerequisite:** MATH-331 with a minimum grade of C.

**MATH-471. Introduction To Stochastic Models. 3 Hours.**

Markov Chains: the Poisson process; continuous time Markov processes; Renewal Theory; Queuing Theory.

**Prerequisite:** MATH-305 with a minimum grade of C.

**MATH-472. Simulation Modeling And Analysis. 3 Hours.**

Design and analysis of computer simulations of complex systems. Network, discrete event and continuous models are treated in a unifying setting. Computer model of a variety of systems are implemented and analyzed using a general purpose simulation language.

**Prerequisite:** MATH-334 with a minimum grade of C.

**MATH-473D. Advanced Topics In Operations Research: Decision Theory. 3 Hours.****MATH-474. Mathematical Modeling. 3 Hours.**

Formulation, analysis and interpretation of mathematical models describing phenomena from the natural and social sciences. Topics may include: model construction, explicative versus predictive models, model fitting, optimization, empirical models, simulation models, dynamical models, dimensional analysis and other related topics. A term project (team or individual) will be required.

**MATH-475. Advanced Topics In Operations Research: Mathematical Programming. 3 Hours.**

This course offers an overview of deterministic optimization models and methods including linear programming methods, multi-objective optimization, methods of discrete optimization, and nonlinear programming methods.

**Prerequisite:** MATH-253 with a minimum grade of C and MATH-339 with a minimum grade of C.

**MATH-477. Risk Analysis. 3 Hours.**

This course introduces students to the application of statistical analysis in economics using risk analysis. Students will use probability theory, probabilistic modeling, and statistical tools to analyze case studies and current research in risk analysis.

**MATH-491. Independent Study In Mathematics. 1 Hour.**

Individual investigation into a topic of interest of the student's choice.

**MATH-492. Independent Study In Mathematics. 2 Hours.**

(See MATH-491 for descriptions.).

**MATH-493. Independent Study In Mathematics. 3 Hours.**

(See MATH-491 for descriptions.).

**MATH-495. Project In Mathematics. 3 Hours.**

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.

**MATH-5901. Thesis Hours. 1 Hour.**

Guidance of students conducting research and writing a thesis to fulfill requirements for the Master of Science degree in Mathematics is conducted in this course. Students may register for 1-4 credits per term with 6 credits required for the thesis option of the Master of Science in Mathematics. All MATH-590 credits must be earned within the equivalent of 2 academic years.

**MATH-5902. Thesis Hours. 2 Hours.**

See course description for MATH-5901.

**MATH-5903. Thesis Hours. 3 Hours.**

See course description for MATH-5901.



# Middle Schl Educ & Tchng (MLED)

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## Courses

### **MLED-301. Curriculum & Instruction In The Middle School. 3 Hours.**

The relationship of theory to practice is studied in a variety of 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 adolescent 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.

### **MLED-302. Writing Intensive Program: Foundations Of Teaching English Language Arts In Middle Grades. 3 Hours.**

This course is designed to provide candidates with an overview of the theory, best practices, curriculum design, and materials used in teaching language arts at the middle school level grades 5-8. Language Arts instruction includes mastery of six language arts competencies: reading, writing, listening, talking, viewing and visual representation. The course addresses differentiating instruction to meet the needs of diverse learners with attention to special needs students and English learners. This is a writing intensive course affording students the opportunity to demonstrate competency in writing in various genres.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** ELED-308.

### **MLED-304. Inquiry-Based Social Studies In The Middle Grades. 3 Hours.**

This course explores teaching, learning, and curriculum in middle grade social studies. The course has an emphasis on creating an interdisciplinary inquiry-based social studies classroom, designing project-based curriculum units, and finding and teaching with real-world resources. The course explores the vital role of social studies in a democratic society, social responsibility, teaching critical thinking, decision-making, and problem solving skills, and includes a focus on curricular integration of cultural diversity, global awareness, technology, and integrating literature in social studies. Students will also explore integrating standards and teaching skills for reading and writing informational texts in social studies.

**Prerequisite:** College of Education Admission with a score of Y.

### **MLED-305. Methods Of Teaching Science In Middle School. 3 Hours.**

This course prepares middle level teacher candidates to teach science skills and content. Emphasis is upon the nature of science and scientific inquiry, interdisciplinary inquiry-based teaching, multicultural science teaching, classroom management, data-driven assessments, science and civic engagement (i.e., service learning), and contemporary research and practice for science pedagogy in grades 5-8. Innovative education technology is applied to promote candidates' problem solving and effective science teaching and learning as an integral aspect of the course.

**Prerequisite:** College of Education Admission with a score of Y.

### **MLED-306. Methods Of Literacy Education In Middle School. 3 Hours.**

This course is designed for candidates to develop the knowledge and skills to teach literacy in middle level classrooms, grades 5-8. Content includes: learning theories, vocabulary, comprehension, the writing process, assessment, and differentiation. Issues of diversity and equity as they relate to literacy teaching and learning in today's 21st century context will be threaded throughout the course and grounded in research on adolescent development.

**Prerequisite:** BLBC-339 with a minimum grade of B and MLED-328A with a minimum grade of B and ELED-303 with a minimum grade of B and MLED-309 with a minimum grade of B.

### **MLED-309. Reading And Writing In The Content Areas. 1.5 Hour.**

In this course candidates will develop the knowledge, skills, and understandings to support the literacy development of students in middle grades (5-8) with a focus on literacy in the content areas. Topics include: learning theories, literacy strategies in the disciplines, assessment, differentiation, use of informational text, technology, and planning for instruction. Issues of motivation, engagement, and cultural relevance are integrated throughout.

**Prerequisite:** ELED-300 with a minimum grade of B and SPED-317 with a minimum grade of B and MLED-302 with a minimum grade of B and (MLED-310 with a minimum grade of B or MLED-305 with a minimum grade of B or MLED-304 with a minimum grade of B).

**Corequisite:** ELED-303.

### **MLED-310. Math Methods In The Middle Grades. 3 Hours.**

This course is a study of instructional methods and materials for teaching mathematics to middle level students, including linguistically, culturally diverse learners and exceptional children. Students explore theoretical and practical frameworks and develop materials, techniques, and assessments for the teaching of middle school mathematics in grades 5-8. Students engage in mathematical processes to promote critical thinking and explore middle level math concepts and skills. Problem solving, modeling, and teaching middle school mathematics in interdisciplinary contexts are emphasized.

**Prerequisite:** College of Education Admission with a score of Y.

### **MLED-328A. Clinical Experience English Learners In Middle Grades. 3 Hours.**

This course provides teacher candidates who are enrolled in BLBC-339 Culturally Responsive Teaching in Diverse Classrooms with intensive clinical experience in grades 6-8 middle level classrooms with culturally and linguistically diverse (CLD) students. This course provides candidates with opportunities for observations and supervised teaching with English learners. Candidates meet with a university supervisor in weekly seminars. This course fulfills 100 clock hours of the 200 clinical experience hours required by the State for certification/licensure.

**Prerequisite:** ELED-300 with a minimum grade of B and SPED-317 with a minimum grade of B and MLED-302 with a minimum grade of B and (MLED-304 with a minimum grade of B or MLED-305 with a minimum grade of B or MLED-310 with a minimum grade of B).

**MLED-328B. Clinical Experience Literacy In Middle Grades. 3 Hours.**

This seminar provides clinical experience in middle school for students enrolled in MLED-306. The clinical involves observation and supervised teaching with a focus on literacy in grades 6#8 classrooms. The seminars will provide an overview and preparation to complete edTPA during student teaching. This course fulfills 100 of the 200 required clock hours of clinical experiences.

**Prerequisite:** BLBC-339 with a minimum grade of B and MLED-309 with a minimum grade of B and ELED-303 with a minimum grade of B and MLED-328A with a minimum grade of B.

**MLED-328M. Clinical Experiences In Elementary/Middle School Math. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Includes a biweekly seminar meeting on campus and 50 clock hours of individual visits to a local K-8 school with a strong emphasis on middle level mathematics teaching that effectively integrates science into the curriculum. Must be taken with the academic methods course and academic and clinical experiences courses for science. Currently taken only by MSTQE math-science minors in the term before student teaching and completion of the program.

**Prerequisite:** MLED-301 with a minimum grade of C and MLED-340 with a minimum grade of C and MLED-335 with a minimum grade of C.

**MLED-328S. Clinical Experiences In Elementary/ Middle School Science. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Includes a biweekly seminar meeting on campus and 50 clock hours of individual visits to a local K-8 school with a strong emphasis on middle level science teaching that effectively integrates mathematics into the curriculum. Must be taken with the academic methods course and academic and clinical experiences courses for mathematics. Currently taken only by MSTQE math-science minors in the term before student teaching and completion of the program.

**Prerequisite:** MLED-301 with a minimum grade of C and MLED-340 with a minimum grade of C and MLED-335 with a minimum grade of C.

**MLED-329. Student Teaching In The Middle School. 7.5-9 Hours.**

This course is 16 weeks of full#day student teaching under the tutelage of a licensed cooperating teacher in a middle school classroom in the candidate's endorsement area. Candidates are required to take full responsibility for a class of middle school students, attend weekly seminars, and prepare for regular visits with the university supervisor.

**Prerequisite:** Illinois Content Area Test with a score of P and MLED-328A with a minimum grade of B and MLED-328B with a minimum grade of B.

**MLED-329B. Student Teaching In Middle Grades. 3.75 Hours.**

This course provides the teacher candidate with sixteen weeks of full day supervised classroom teaching experience combined with a weekly seminar.

**Requirement:** Successful completion of all program courses with a minimum GPA of 3.0. Passing scores on content area tests.

**MLED-335. Teaching Science At The Middle School/ Elementary Levels W/ Problem Solving. 3 Hours.**

A study of instructional methods and materials for teaching science to all K-9 students, focusing 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 and (2) integrating mathematics throughout the middle school science curriculum. Includes 50 clock hours of clinical experience with local K-9 teachers of science who effectively integrate mathematics into curriculum.

**MLED-340. Teaching Mathematics At The Middle School/ Elementary Levels W/ Problem Solving. 3 Hours.**

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 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. Includes 50 clock hours of clinical experience with local k-9 teachers of mathematics who effectively integrate science into curriculum.

**MLED-350. Teaching Interdisciplinary Curriculum In Middle School. 3 Hours.**

This course focuses on the philosophy of teaching middle school and the theory and practice of designing interdisciplinary curriculum in the middle grades 5-8. The course explores the unique characteristics and integration of the organization of middle grades and teaching adolescents. The course includes designing projectbased learning across the disciplines, integrating 21st century skills, teaching through inquiry, and literacy across the curriculum. The course also studies thematic curriculum, integrating standards across the curriculum, working in collaborative teams, and a variety of authentic, formative, and summative assessments.

**Prerequisite:** BLBC-339 with a minimum grade of B and MLED-309 with a minimum grade of B and ELED-303 with a minimum grade of B and MLED-328A with a minimum grade of B.

**MLED-403. Methods Of Teaching Mathematics In Middle School. 3 Hours.**

This course involves the investigation and development of research, methodology, techniques, content, and teaching aids for the teaching of mathematical concepts to all middle grade students, grades 5-8, including special needs, EL, LEP, exceptional, and gifted in diverse, multicultural classrooms. Different instructional models will be explored, research methods considered, current resources identified, and collaborative efforts will be investigated. The course includes a focus on differentiation and appropriate classroom management techniques.

**MLED-415. Teaching Science As Inquiry In Middle School. 3 Hours.**

This course prepares middle level teacher candidates to teach science skills and content in grades 5-8. Emphasis is upon the nature of science and scientific inquiry, interdisciplinary inquiry-based teaching, multicultural science teaching, classroom management, formal and informal assessments, STEM (Science, Technology, Engineering, and Mathematics), science and civic engagement (i.e., service learning), and contemporary research and practice for science pedagogy for diverse adolescent learners. Innovative education technology is applied to promote candidates' problem solving and effective science teaching and learning as an integral aspect of the course.

**MLED-416. Social Studies As Inquiry In The Middle Grades. 3 Hours.**

This course is a study of the theory and practice of teaching social studies in middle grades 5-8. The course has an emphasis on creating an inquiry-based classroom and designing project-based units. The course explores the vital roles of social studies in a democratic society, including active and critical citizenship, social responsibility, teaching critical thinking, decision-making, and problem solving. The course focuses on curricular integration of cultural diversity, global awareness, technology, integrating literature, and strategies for reading and writing informational texts. The course includes teaching with standards and applying assessment strategies.

**MLED-428. Clinical Teaching In The Middle Grades. 1 Hour.**

This 100-hour clinical teaching experience involves supervised, graduated, and interactive teaching situations with students in culturally and linguistically diverse school settings. This clinical experience and seminar focus on literacy instruction in middle grade classrooms. Students will conduct classroom observations and practice teaching one-on-one, in small groups, and with the whole class. A university supervisor will observe students teaching a minimum of three times.

**MLED-428A. Clinical Experience: Literacy In The Middle Grades. 1 Hour.**

This 50-hour clinical teaching experience involves supervised and graduated literacy observation and teaching with middle level students in grades 5-8. This clinical experience has a thematic focus on teaching literacy (language arts). Students will conduct classroom observations and spend a minimum of 35 hours teaching literacy one-on-one, in small groups, and the whole class. A university supervisor will observe students teaching a minimum of two times.

**Corequisite:** ELED-504.

**MLED-428B. Clinical Experience English Learners. 1 Hour.**

This course provides teacher candidates who are enrolled in BLBC-440 Culture and Language in Diverse Classrooms with clinical experience in grades 5-8 in middle level elementary classrooms with culturally and linguistically diverse (CLD) students. This course provides candidates with opportunities for observation and teaching middle grade English learners. This course fulfills 50 clock hours of the 200 clinical experience hours required by the MAT/MLED program. MLED candidates will be observed teaching a minimum of two times by their University Supervisor.

**Corequisite:** BLBC-440.

**MLED-428C. Clinical Experience Endorsement Areas In The Middle Grades. 1 Hour.**

This 100-hour clinical experience involves supervised teaching with middle level students in grades 5-8 in the candidate's endorsement area (literacy, social studies, math, or science). All 100 hours will be in the endorsement area and participation in grade-level team activities. The clinical seminar is integrated into the methods courses being taken concurrently (LTCY-502, MLED-450 or EDFN-450, MLED-403, MLED-415, or MLED-416).

Students will conduct classroom observations and will spend a minimum of 75 hours teaching one-on-one, in small groups, and the whole class. A university supervisor will observe students teaching a minimum of three times. Taken concurrently with at minimum ONE of the following courses in the candidates' endorsement area: LTCY-502 Content Area Literacy; MLED-403 Teaching Math MG; MLED-415 Teaching Science MG; MLED-416 Teaching Social Studies MG.

**MLED-429. Internship In The Middle Grades. 6 Hours.**

This course is the seminar for student teaching in the middle grades. Candidates are engaged in full-time student teaching for 16 weeks in their endorsement area. With support from their Cooperating Teacher and University Supervisor students gradually increase their classroom responsibilities and then assume complete responsibility for all curriculum planning and teaching for five weeks. Students will design and teach an original instructional unit. In this course students complete their Teacher as Learner Presentation (TLP). The University Supervisor will observe candidates teaching a minimum of five times. Completion of all required content courses to earn the endorsement (math, science, literacy, social studies).

**Prerequisite:** ELED-506 with a minimum grade of C and EDFN-442 with a minimum grade of C and ELED-435 with a minimum grade of C and ELED-504 with a minimum grade of C and LTCY-402 with a minimum grade of C and SPED-404 with a minimum grade of C and BLBC-440 with a minimum grade of C and EDFN-405 with a minimum grade of C and ELED-525 with a minimum grade of C and MLED-450 with a minimum grade of C and MLED-428A with a minimum grade of B and MLED-428B with a minimum grade of B and MLED-428C with a minimum grade of B and (ELED-403 with a minimum grade of C or MLED-415 with a minimum grade of C or MLED-416 with a minimum grade of C).

**MLED-429B. Internship In The Middle Grades. 3 Hours.**

This course is the seminar for student teaching in the middle grades. Candidates are engaged in full-time student teaching for 16 weeks in their endorsement area. With support from their Cooperating Teacher and University Supervisor students gradually increase their classroom responsibilities and then assume complete responsibility for all curriculum planning and teaching for five weeks. Students will design and teach an original instructional unit. In this course students complete their Teacher as Learner Presentation (TLP). The University Supervisor will observe candidates teaching a minimum of five times. Completion of all required content courses to earn the endorsement (math, science, literacy, or social studies).

**Requirement:** Completion of all MAT MLED program courses, completion of all content courses required by the Illinois State Board of Education, passing score on the ICTS Subject Area Test, and no more than two Cs in all program courses and a minimum grade of B in both clinical courses.



**MLED-450. Interdisciplinary Curriculum Design In Middle School. 3 Hours.**

This course explores the unique philosophy of middle school and the design of interdisciplinary curriculum. MLED-450 includes the study of the theory, design, implementation, and practice of interdisciplinary curriculum in the middle grades 5-8. The course emphasizes designing authentic learning experiences, inquiry-based and project-based learning across the disciplines, and teaching literacy across the curriculum. The course also focuses on working in collaborative teams, connections to the school community, integrating standards, and a variety of forms of assessment. Taken concurrently with ONE of the following in the candidate's endorsement area: LTCY-502 Reading; MLED-403 Teaching Math; MLED-415 Inquiry Science MS; MLED-416 Social Studies MG.

**Prerequisite:** ELED-506 with a minimum grade of C and EDFN-442 with a minimum grade of C and ELED-435 with a minimum grade of C and ELED-504 with a minimum grade of C and LTCY-513 with a minimum grade of C and SPED-404 with a minimum grade of C and BLBC-440 with a minimum grade of C and EDFN-405 with a minimum grade of C and ELED-525 with a minimum grade of C.

# Military Science (MILS)

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## Courses

### **MILS-101. Leadership & Personal Development. 1 Hour.**

This course introduces cadets and students to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leader attributes and core leader competencies while gaining a big-picture understanding of ROTC, its purpose in the Army, and its advantages for the student.

### **MILS-102. Introduction To Tactical Leadership. 1 Hour.**

This course overviews leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, and competencies in the context of practical, hands-on, and interactive exercises. Continued emphasis is placed on recruitment and retention of Cadets. Cadre role models and the building of stronger relationships among the Cadets through common experience and practical interaction are critical aspects of the MILS-102 experience.

### **MILS-201. Innovative Team Leadership. 2 Hours.**

This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army Leadership Requirements Model (trait and behavior theories). Students and Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in optional leadership labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure, and duties, and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the Contemporary Operating Environment.

### **MILS-202. Foundations of Tactical Leadership. 2 Hours.**

This course examines the challenges of leading tactical teams in the complex COE. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. This course provides a smooth transition into MILS-301 for those cadets progressing into the Advanced Course of Army ROTC. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team-building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

### **MILS-301. Adaptive Team Leadership. 3 Hours.**

In this course you will study, practice, and apply the fundamentals of Army leadership, Officership, Army values and ethics, personal development, and small unit tactics at the team and squad level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a team or squad in the execution of a tactical mission during a classroom PE, a Leadership lab, or during a Situational Training Exercise (STX) in a field environment.

**Prerequisite:** MILS-101 with a minimum grade of C and MILS-102 with a minimum grade of C and MILS-201 with a minimum grade of C and MILS-202 with a minimum grade of C.

### **MILS-302. Applied Team Leadership. 3 Hours.**

This course is an academically challenging course where you will continue to study, practice, and apply the fundamentals of Army leadership, Officership, Army values and ethics, personal development, and small unit tactics at the team and squad level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a team or squad in the execution of a tactical mission during a classroom PE, a Leadership lab, or during a Situational Training Exercise (STX) in a field environment.

**Prerequisite:** MILS-301 with a minimum grade of C.

### **MILS-311. Developing Adaptive Leaders. 3 Hours.**

In this course, students are assigned the duties and responsibilities of an Army staff officer and must apply the fundamental principles of training, training management, the Army writing style and military decision making. Students will plan, execute and assess ROTC training and recruiting events; study the special trust proposed to Army Officers by the US Constitution and the President; study how Army values and leader ethics are applied today; and study the Army officer's role and career in the US Army today.

**Prerequisite:** MILS-301 with a minimum grade of C and MILS-302 with a minimum grade of C.

### **MILS-312. Leadership In A Complex World. 3 Hours.**

This course explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). You will examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. You also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing you for future training, and your first unit of assignment.

**Prerequisite:** MILS-311 with a minimum grade of C.

# Music (MUS)

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## Courses

### **MUS-101. The Musical Experience. 3 Hours.**

A non-technical course designed to increase the listener's understanding and enjoyment of music. Not applicable towards music major or minor requirements.

### **MUS-103. Basic Materials In Sight Reading. 1 Hour.**

This course is designed to develop the foundations of sight reading and increase the first year music student's awareness, understanding and enjoyment of sight reading through practical application exercises and lectures. Students will learn the basics of reading and writing music, sight reading and beginning music theory. Practice and application of sight reading techniques, ear training procedures and related aural and oral skills will be emphasized. This course is designed for students at the beginning level, as determined by a placement exam administered to all music major students at the beginning of the semester.

### **MUS-104. Music Concepts: An Introduction. 3 Hours.**

Elements of music, forms and styles; lectures, discussions, readings, recordings and attendance at musical performances. Open to all students; recommended for prospective majors and required for Elementary Education majors.

### **MUS-105. Basic Materials In Music Theory. 3 Hours.**

MUS-105 Basic Materials in Music Theory, 3 cr. Introduction to notation and perception of pitch and rhythm, including: intervals, triads, scales, meter, and key signatures, time signatures, and basic concepts of sight singing and ear training. Recommended as a remedial course for prospective majors whose music theory skills need enhancement in order to qualify for enrollment in MUS-121, Music Theory 1.

### **MUS-106. Orientation To Music Education. 1 Hour.**

A broad view of Music Education in Public School K-12 is required of all Music Education majors. Included are visits to all levels of music instruction in local schools. 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-109. First Year Experience:Chi-Tunes: Music In Chicago. 3 Hours.**

In this course, the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-discovery and Transitions) are interwoven with the field specific concepts and terminology of music. 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.

### **MUS-110. Class Voice I. 2 Hours.**

For beginning students in voice; fundamentals of vocal technique.

### **MUS-111. Class Voice II. 2 Hours.**

Continuation of MUS-110.

**Prerequisite:** MUS-110 with a minimum grade of C.

### **MUS-112. Class Piano I. 1 Hour.**

Open to all students. Class Piano I is an introduction to keyboard techniques and concepts essential to the development of proficiency at the piano and other keyboard instruments. Topics include: Keyboard topography, foundations of technique, playing "by ear," improvisation, major scales & arpeggios, note and rhythm reading notation on the grand staff, primary chords, harmonization, transposition, solo and ensemble playing, and practice strategies. Requires outside-of-class practice at a piano or electronic keyboard instrument.

### **MUS-113. Class Piano II. 1 Hour.**

This course is a continuation of MUS-112. Students will learn expanded theoretical concepts and keyboard techniques. Topics will include minor scales and arpeggios, harmonization and transposition using secondary chords. This course requires outside-of-class practice at a piano or electronic keyboard instrument.

**Requirement:** or a passing the Level 1 piano proficiency assessment

**Prerequisite:** MUS-112 with a minimum grade of C.

### **MUS-114. Class Piano III. 1 Hour.**

This course is a continuation of MUS-113. Topics will include choral and instrumental score reading, intermediate level solo and ensemble repertoire, harmonization, using seventh chords and secondary dominants and performing from lead sheets. This course requires outside-of-class practice at a piano or electronic keyboard instrument.

**Requirement:** or passing the Level 1 piano proficiency assessment

**Prerequisite:** MUS-113 with a minimum grade of C.

### **MUS-115. Instrumental Music Studies Brass Instruments. 1 Hour.**

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.

**Prerequisite:** MUS-121 with a minimum grade of C.

**MUS-116. Instrumental Music Studies Percussion Instruments. 1 Hour.**

Introduction to the techniques and skills of playing percussion instruments. The use of percussion instruments in various types of instrumental ensembles.

**Prerequisite:** MUS-121 with a minimum grade of C.

**MUS-117. Instrumental Music Studies String Instruments. 1 Hour.**

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.

**Prerequisite:** MUS-121 with a minimum grade of C.

**MUS-118. Instrumental Music Studies Woodwind Instruments I. 1 Hour.**

Introduction to the techniques and skills of playing flute and clarinet. Care and maintenance of the instruments as well as study and evaluation of the music literature available for the instruments.

**Prerequisite:** MUS-121 with a minimum grade of C.

**MUS-119. Instrumental Music Studies: Woodwind Instruments II. 1 Hour.**

Introduction to the techniques and skills of playing oboe, bassoon, and saxophone. Care and maintenance of the instruments as well as study and evaluation of the music literature available for the instruments.

**Prerequisite:** MUS-121 with a minimum grade of C.

**MUS-120. Class Guitar I. 2 Hours.**

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 Hours.**

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. Placement testing or consent of instructor.

**MUS-122. Music Theory II. 3 Hours.**

Continuation of MUS-121. Advancing written and aural skills. Phrase structure, cadences, harmonic progression, harmonization techniques, nonharmonic tones.

**Prerequisite:** MUS-121 with a minimum grade of C.

**MUS-123. Class Guitar II. 2 Hours.**

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.

**Prerequisite:** MUS-120 with a minimum grade of C.

**MUS-124. Sight Singing And Ear Training I. 1 Hour.**

Practice and application of sight-singing techniques, ear training procedures and related aural/oral skills.

**Prerequisite:** MUS-121 with a minimum grade of C and MUS-122 with a minimum grade of C.

**MUS-125. Sight Singing And Ear Training II. 1 Hour.**

Continuation of MUS-124.

**Prerequisite:** MUS-124 with a minimum grade of C.

**MUS-150A. Applied Music: Flute. 1 Hour.**

Individual study in voice or instrument for the development of performing skills and musical understanding; knowledge of the repertoire at an appropriate level of performing ability. Students will participate in small ensembles as part of the applied lesson studio class. Students taking applied lessons at this level must be music majors, minors, or registered in an ensemble. Consent of instructor and department chairperson.

**MUS-150B. Applied Music: Oboe. 1 Hour.**

Individual study in voice or instrument for the development of performing skills and musical understanding; knowledge of the repertoire at an appropriate level of performing ability. Students will participate in small ensembles as part of the applied lesson studio class. Students taking applied lessons at this level must be music majors, minors, or registered in an ensemble. Consent of instructor and department chairperson.

**MUS-150C. Applied Music: Clarinet. 1 Hour.**

Individual study in voice or instrument for the development of performing skills and musical understanding; knowledge of the repertoire at an appropriate level of performing ability. Students will participate in small ensembles as part of the applied lesson studio class. Students taking applied lessons at this level must be music majors, minors, or registered in an ensemble. Consent of instructor and department chairperson.

**MUS-150D. Applied Music: Saxophone. 1 Hour.**

Individual study in voice or instrument for the development of performing skills and musical understanding; knowledge of the repertoire at an appropriate level of performing ability. Students will participate in small ensembles as part of the applied lesson studio class. Students taking applied lessons at this level must be music majors, minors, or registered in an ensemble. Consent of instructor and department chairperson.

**MUS-150E. Applied Music: Bassoon. 1 Hour.**

Individual study in voice or instrument for the development of performing skills and musical understanding; knowledge of the repertoire at an appropriate level of performing ability. Students will participate in small ensembles as part of the applied lesson studio class. Students taking applied lessons at this level must be music majors, minors, or registered in an ensemble. Consent of instructor and department chairperson.















**MUS-152X. Applied Music: Jazz String Bass. 2 Hours.**

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. Consent of instructor or department chairperson.

**MUS-152Y. Applied Music: Jazz Guitar. 2 Hours.**

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. Consent of instructor or department chairperson.

**MUS-152Z. Applied Music: Jazz Voice. 2 Hours.**

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. Consent of instructor or department chairperson.

**MUS-201. Music Theory III. 3 Hours.**

Study of seventh chords, secondary dominants, altered nonharmonic tones, modulation, borrowed chords, augmented sixth chords. Advancing analytical and written skills.

**Prerequisite:** MUS-122 with a minimum grade of C.

**MUS-202. Music Theory IV. 3 Hours.**

Writing and analysis. Study of Neapolitan sixth; diminished sevenths; altered dominants; chromatic mediant; modulation to foreign keys; ninth, eleventh and thirteenth chords.

**Prerequisite:** MUS-201 with a minimum grade of C.

**MUS-210. Diction For Singers I. 2 Hours.**

Introduction to proper pronunciation of English and Italian texts in classical vocal music. Use of the International Phonetic Alphabet symbols applied to the singing of songs and arias.

**Prerequisite:** MUS-122 with a minimum grade of C.

**MUS-211. Diction For Singers II. 2 Hours.**

Introduction to proper pronunciation of German and French texts in classical vocal music. Use of the International Phonetic Alphabet symbols applied to the singing of songs and arias.

**Prerequisite:** MUS-122 with a minimum grade of C.

**MUS-221. Concert Choir. 1 Hour.**

Vocal ensemble open to enrolled students. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-221A. University Chorus. 1 Hour.**

Vocal ensemble open to enrolled students. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-222A. Vocal Ensemble: Chamber Singers. 1 Hour.**

Vocal ensemble open to enrolled students. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-222C. Vocal Ensemble: Opera Workshop. 1 Hour.**

A practical workshop in learning and performing opera repertoire. Explore the art of singing and acting through research, preparation and performance of opera scenes or a complete opera production. Open to enrolled students. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-222D. Vocal Ensemble: Music Theater. 1 Hour.**

A practical workshop in learning and performing musical theater repertoire. Explore the art of singing and acting through research, preparation and performance of a complete musical theater production. Open to enrolled students. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-222E. Vocal Ensemble: Music Production. 1 Hour.**

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-226. Orchestra. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-231. Band. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-231A. Wind Band. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-234A. Instrumental Ensemble: Brass. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-234B. Instrumental Ensemble: Percussion. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-234C. Instrumental Ensemble: Strings. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-234D. Instrumental Ensemble: Woodwinds. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-234E. Instrumental Ensemble: Accompanying. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-234F. Instrumental Ensemble: Piano Music For Four Hands. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-234M. Instrumental Ensemble: Guitar. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-235A. Instrumental Ensemble: Jazz Band. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-235B. Instrumental Ensemble: Jazz Combo. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor required.

**MUS-301. Counterpoint I. 3 Hours.**

Writing in two parts in various styles and modes, study of species and modal procedures. .

**Prerequisite:** MUS-201 with a minimum grade of C.

**MUS-302. Counterpoint II. 3 Hours.**

Writing in two parts in various styles and modes, study of species and modal procedures.

**Prerequisite:** MUS-301 with a minimum grade of C.

**MUS-305. Form And Analysis I. 3 Hours.**

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.

**Prerequisite:** MUS-202 with a minimum grade of C.

**MUS-306. Form And Analysis II. 3 Hours.**

Structural and stylistic features in their musical context, early to contemporary polyphonic forms, multi-movement forms. electronic music, aleatoric music. Consideration of several approaches to structural analysis.

**Prerequisite:** MUS-305 with a minimum grade of C.

**MUS-307. Class Composition. 3 Hours.**

Composition and performance of students' original works.

**MUS-308. Orchestration. 3 Hours.**

Instrumental timbres and the capabilities of instruments; scoring for instruments in a variety of combinations, including the orchestra and instrumental vocal combinations.

**Prerequisite:** MUS-202 with a minimum grade of C.

**MUS-312. Writing Intensive Program: Beethoven. 3 Hours.**

This seminar explores major issues in Beethoven study through the most relevant literature concerning Beethoven's life, musical style, aesthetics, influence on the next generation of composers, and the socio-cultural forces responsible for shaping his ideas and music. Students will carry out individualized research projects culminating in a research paper, as well as completing reading reports, keeping a listening journal, and analyzing the music studied in class.

**Prerequisite:** MUS-122 with a minimum grade of C and ENGL-101 with a minimum grade of C and MUS-203 with a minimum grade of C and (MUS-204 with a minimum grade of C or MUS-205 with a minimum grade of C).

**MUS-317. Music Of The Romantic Era. 3 Hours.**

Consideration from a historical point of view of structural, stylistic and formal aspects of the musical art of the Romantic era.

**Prerequisite:** MUS-122 with a minimum grade of C and MUS-203 with a minimum grade of C and (MUS-204 with a minimum grade of C or MUS-205 with a minimum grade of C).

**MUS-318. Music Of The Twentieth Century. 3 Hours.**

Consideration from a historical point of view of structural, stylistic and formal aspects of the musical art of the twentieth century.

**Prerequisite:** MUS-122 with a minimum grade of C and MUS-203 with a minimum grade of C and MUS-204 with a minimum grade of C and MUS-205 with a minimum grade of C.

**MUS-320. Independent Study In Music. 1 Hour.**

Consent of instructor, department Chair and College Dean.

**MUS-321D. Writing Intensive Program: Seminar In Music History:Stravinsky. 3 Hours.**

This seminar explores major issues in Stravinsky study through the most relevant literature concerning Stravinsky's life, musical style, aesthetics, impact on the development of twentieth-century music, and the socio-cultural forces responsible for shaping his ideas and music. Students will carry out individualized research projects culminating in a research paper, as well as completing reading reports, keeping a listening journal, and analyzing the music studied in class.

**Prerequisite:** MUS-202 with a minimum grade of C and MUS-203 with a minimum grade of C and MUS-204 with a minimum grade of C and MUS-205 with a minimum grade of C and ENGL-101 with a minimum grade of C.

**MUS-321F. Seminar In Music History: Jazz. 3 Hours.**

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.

**MUS-322. Independent Study In Music. 3 Hours.**

Consent of instructor, department Chair and College Dean.

**MUS-323. Music Of The Renaissance Era. 3 Hours.**

Consideration from a historical point of view of structural, stylistic and formal aspects of the musical art of the Renaissance Era.

**Prerequisite:** MUS-122 with a minimum grade of C and MUS-203 with a minimum grade of C and MUS-204 with a minimum grade of C or MUS-205 with a minimum grade of C.

**MUS-324. Independent Study In Music. 2 Hours.**

Consent of instructor, department Chair and College Dean.

**MUS-325A. Performance Seminar: Brass. 2 Hours.**

Performance and critical analysis of performances based upon stylistic, structural, and technical factors. Enrollment in applied lessons and consent of instructor.

**MUS-325B. Performance Seminar: Piano. 2 Hours.**

Performance and critical analysis of performances based upon stylistic, structural, and technical factors. Enrollment in applied lessons and consent of instructor.

**MUS-325C. Performance Seminar: Strings. 2 Hours.**

Performance and critical analysis of performances based upon stylistic, structural, and technical factors. Enrollment in applied lessons and consent of instructor.

**MUS-325D. Performance Seminar: Wind Instruments. 2 Hours.**

Performance and critical analysis of performances based upon stylistic, structural, and technical factors. Enrollment in applied lessons and consent of instructor.

**MUS-325E. Performance Seminar: Voice. 2 Hours.**

Performance and critical analysis of performances based upon stylistic, structural, and technical factors. Enrollment in applied lessons and consent of instructor.

**MUS-326. Songwriting. 3 Hours.**

Techniques of songwriting; consideration and analysis of classical and folk song models; emphasis on writing lyrics, melody and accompaniment.

**MUS-327A. Repertoire Seminar: Piano. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-327B. Repertoire Seminar: Strings. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-327C. Repertoire Seminar: Winds. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-327D. Repertoire Seminar: Voice. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-327E. Repertoire Seminar: Choral. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-327F. Repertoire Seminar: Brass. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-327G. Repertoire Seminar: Percussion. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-328A. Repertoire Seminar: Piano. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-328B. Repertoire Seminar: Strings. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-328C. Repertoire Seminar: Winds. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-328D. Repertoire Seminar Varies: Voice. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-328E. Repertoire Seminar: Choral. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-328F. Repertoire Seminar: Brass. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-328G. Repertoire Seminar: Percussion. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied. 300-level in applied lessons or consent of instructor required.

**MUS-329. Advanced Conducting. 2 Hours.**

**Prerequisite:** MUS-223 with a minimum grade of D or MUS-224 with a minimum grade of D.

**MUS-330. Music Technology Seminar: Current Topics. 3 Hours.**

A survey of the latest developments in music technology designed to keep today's musician up-to-date with current trends and applications, new gear and instruments, software upgrades and other current topics. Includes demonstrations and hands-on experience in the Computer/Electronic Music Lab.

**MUS-331A. Applied Music Pedagogy I: Piano. 3 Hours.**

Methods of teaching applied music for prospective and experienced teachers. 300 level in applied lessons and consent of instructor.

**MUS-331B. Applied Music Pedagogy I: Strings. 3 Hours.**

Methods of teaching applied music for prospective and experienced teachers. 300 level in applied lessons and consent of instructor.

**MUS-331C. Applied Music Pedagogy I: Brass. 3 Hours.**

Methods of teaching applied music for prospective and experienced teachers. 300 level in applied lessons and consent of instructor.

**MUS-331D. Applied Music Pedagogy I: Woodwinds. 3 Hours.**

Methods of teaching applied music for prospective and experienced teachers. 300 level in applied lessons and consent of instructor.

**MUS-331E. Applied Music Pedagogy I: Voice. 3 Hours.**

Methods of teaching applied music for prospective and experienced teachers. 300 level in applied lessons and consent of instructor.

**MUS-331F. Applied Music Pedagogy I: Percussion. 3 Hours.**

Methods of teaching applied music for prospective and experienced teachers. 300 level in applied lessons and consent of instructor.

**MUS-332A. Applied Music Pedagogy II: Piano. 2 Hours.**

A practicum for implementing the methods of teaching applied music learned in MUS-331.

**Prerequisite:** MUS-331 with a minimum grade of C.

**MUS-332B. Applied Music Pedagogy II: Strings. 2 Hours.**

A practicum for implementing the methods of teaching applied music learned in MUS-331.

**Prerequisite:** MUS-331 with a minimum grade of C.

**MUS-332C. Applied Music Pedagogy II: Brass. 2 Hours.**

A practicum for implementing the methods of teaching applied music learned in MUS-331.

**Prerequisite:** MUS-331 with a minimum grade of C.

**MUS-332D. Applied Music Pedagogy II: Woodwinds. 2 Hours.**

A practicum for implementing the methods of teaching applied music learned in MUS-331.

**Prerequisite:** MUS-331 with a minimum grade of C.

**MUS-332E. Applied Music Pedagogy II: Voice. 2 Hours.**

A practicum for implementing the methods of teaching applied music learned in MUS-331.

**Prerequisite:** MUS-331 with a minimum grade of C.

**MUS-332F. Applied Music Pedagogy II: Percussion. 2 Hours.**

A practicum for implementing the methods of teaching applied music learned in MUS-331.

**Prerequisite:** MUS-331 with a minimum grade of C.

**MUS-333. Internship In Music. 3 Hours.**

Field experience in schools, community organizations or industry. Detailed information is available in the departmental office. Departmental approval required.

**MUS-334. Basic Conducting. 2 Hours.**

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.

**Prerequisite:** MUS-122 with a minimum grade of C.

**MUS-335. Choral Conducting. 2 Hours.**

Choral conducting techniques; ability to read and analyze choral scores; choral repertoire.

**Prerequisite:** MUS-122 with a minimum grade of D.

**MUS-336. Instrumental Conducting. 2 Hours.**

Techniques of conducting and score reading; rehearsal techniques and interpretation.

**Prerequisite:** MUS-122 with a minimum grade of D.

**MUS-339. Senior Project. 1 Hour.**

A culminating Project presented after the Bachelor of Arts in Music Major reaches their senior year. The Project topic must be approved by the Applied Instructor and Advisor as appropriate to the culminating genre of the student's focus. Format style may include, but is not limited to: Research Paper, Lecture Demonstration, Composition(s) (submitted and/or performed), or Recital. Students that choose to give a formal Recital performance must be at the 300-level in Applied Lessons. Students select a committee of three faculty members, in conjunction with, their applied instructor. The student must pass a hearing before a public presentation is given.

**Requirement:** a minimum of 4 semesters of Applied Lessons (MUS150 or MUS350).

**MUS-340. Junior Recital. 1 Hour.**

A formal 1/2 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-341. Senior Recital. 1 Hour.**

A formal recital of 50 minutes of music 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-342. World Music. 2 Hours.**

A study of world music and various cultures for use by music education students in the classroom. Students experience world music through performance on ethnic instruments, listening to recordings of authentic music, as well as map study, and attendance at live performances. Students develop and implement lesson plans at various levels of music instruction.

**Prerequisite:** MUS-202 with a minimum grade of C.

**MUS-343. Music Before 1600. 3 Hours.**

Survey of musical styles, types and forms from Gregorian Chant through the Renaissance.

**Prerequisite:** MUS-121 with a minimum grade of C.

**MUS-344. Music From 1600 Through Beethoven. 3 Hours.**

Survey of musical styles, types and forms in representative composers of the Baroque and Classical Periods.

**Prerequisite:** MUS-121 with a minimum grade of C.

**MUS-345. Music After Beethoven. 3 Hours.**

Survey of musical styles, types and forms in representative composers of the Romantic Period, the Twentieth Century, and Global Music. By consent of instructor.

**Prerequisite:** MUS-121 with a minimum grade of C.

**MUS-350A. Applied Music: Flute. 1 Hour.**

Individual study in voice or instrument for the development of performing skills and musical understanding; knowledge of the repertoire at an appropriate level of performing ability. Students will participate in small ensembles as part of the applied lesson studio class. Students taking applied lessons at this level must be music majors, minors, or registered in an ensemble. Consent of instructor and department chairperson.















**MUS-352W. Applied Music: Piano. 2 Hours.**

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. Consent of instructor or department chairperson required.

**MUS-352X. Applied Music: Jazz String Bass. 2 Hours.**

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. Consent of instructor or department chairperson required.

**MUS-352Y. Applied Music: Jazz Guitar. 2 Hours.**

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. Consent of instructor or department chairperson required.

**MUS-352Z. Applied Music: Vocal Coaching. 2 Hours.**

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. Consent of instructor or department chairperson required.

**MUS-360. Burn This Script: Censorship And The Stage. 3 Hours.**

Students will explore instances of censorship as occurring within a specific cultural context in an exploration of censorship in the world of live dramatic musical performance. Using both historical examples from centuries past and current developments in the 21st century, students will learn to identify what social, political, and economic environments can lead to dramatic musical pieces being censored. In addition to explicit censorship by governments and individuals, the course will also explore how structural biases and practices lead to de facto censorship of ideas and artistic output.

**MUS-391. Contemporary Music Education - Grades K-6. 3 Hours.**

This course is designed for music education students and includes 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 skill, ethnic music, music in Special Education, and assessment correlated with State and National Standards for Arts Education.

**Prerequisite:** MUS-202 with a minimum grade of C.

**MUS-393L. Clinical Field Experience. 2 Hours.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement with the instructional process. Requires 100 hours experience with a broad range of students. Taken with TED SCED-303I and 303V. Completion of all education courses required.

**Prerequisite:** MUS-391 with a minimum grade of C.

**MUS-396A. Practicum In Music: Chamber Music. 1 Hour.**

The purpose of this course is to give the student an opportunity to explore and perform this selected topic in music. Consent of instructor required.

**MUS-396B. Practicum In Music: Computer Music. 1 Hour.**

The purpose of this course is to give the student an opportunity to explore and perform this selected topic in music. Consent of instructor required.

**MUS-396D. Practicum In Music: Choral Music. 1 Hour.**

The purpose of this course is to give the student an opportunity to explore and perform this selected topic in music. Consent of instructor required.

**MUS-396K. Practicum In Music: Orchestra. 1 Hour.**

The purpose of this course is to give the student an opportunity to explore and perform this selected topic in music. Consent of instructor required.

**MUS-397A. Practicum In Music: Chamber Music. 2 Hours.**

The purpose of this course is to give the student an opportunity to explore and perform this selected topic in music. Consent of instructor required.

**MUS-397B. Practicum In Music: Computer Music. 2 Hours.**

The purpose of this course is to give the student an opportunity to explore and perform this selected topic in music. Consent of instructor required.

**MUS-397C. Practicum In Music: Computerized Notation. 2 Hours.**

The purpose of this course is to give the student an opportunity to explore and perform this selected topic in music. Consent of instructor required.

**MUS-397K. Practicum In Music: Orchestra. 2 Hours.**

The purpose of this course is to give the student an opportunity to explore and perform this selected topic in music. Consent of instructor required.

**MUS-398A. Practicum In Music: Chamber Music. 3 Hours.**

The purpose of this course is to give the student an opportunity to explore and perform this selected topic in music. Consent of instructor required.

**MUS-398B. Practicum In Music: Computer Music Studio. 3 Hours.**

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 the arts combine.

**MUS-398K. Practicum In Music: Orchestra. 3 Hours.**

The purpose of this course is to give the student an opportunity to explore and perform this selected topic in music. Consent of instructor required.

**MUS-405. Form and Analysis. 3 Hours.**

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 Hour.**

The University Chorus is a large choral ensemble which explores the great choral literature from the Middle-Ages and Renaissance periods to the present day in preparation for public and school performances. Emphasis is on choral rehearsal techniques, appropriate vocal technique, historical performance practice for the works being prepared and research on composers and compositions being studied.

**MUS-412. Chamber Singers. 1 Hour.**

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, as well as research about the composers and the compositions being prepared.

**MUS-413. Opera Workshop. 1 Hour.**

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.

**MUS-414. Musical Theater. 1 Hour.**

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 Hour.**

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-416. Seminar In Music History: Beethoven. 3 Hours.**

This seminar explores major issues in Beethoven study through the most relevant literature concerning Beethoven's life, musical style, aesthetics, influence on the next generation of composers, and the socio-cultural forces responsible for shaping his ideas and music. Students will carry out individualized research projects culminating in a research paper, as well as completing reading reports, keeping a listening journal, and analyzing the music studied in class.

**MUS-417. Seminar In Music History: Stravinsky. 3 Hours.**

This seminar explores major issues in Stravinsky study through the most relevant literature concerning Stravinsky's life, musical style, aesthetics, influence on the next generation of composers, and the socio-cultural forces responsible for shaping his ideas and music. Students will carry out individualized research projects culminating in a research paper, as well as completing reading reports, keeping a listening journal, and analyzing the music studied in class.

**MUS-420. Independent Study In Music. 1 Hour.**

Individual investigation into a topic of the student's choice. Consent of instructor, department Chair and College Dean.

**MUS-421. Independent Study In Music. 2 Hours.**

(See MUS-420 for description.)

**MUS-421A. Independent Study In Music. 2 Hours.**

(See MUS-420 for description.)

**MUS-421B. Independent Study In Music. 2 Hours.**

(See MUS-420 for description.)

**MUS-422. Independent Study In Music. 3 Hours.**

(See MUS-420 for description.)

**MUS-422A. Independent Study In Music. 3 Hours.**

(See MUS-420 for description.)

**MUS-423. Band. 1 Hour.**

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 Hours.**

Study of basic reference and research materials in music and introduction to methods of research appropriate to music.

**MUS-425A. Music Performance Seminar: Brass. 2 Hours.**

This seminar is an extension and compliment to the applied lesson and focuses on the art of performance. Enrollment in applied lessons and consent of instructor.

**MUS-425B. Music Performance Seminar: Piano. 2 Hours.**

This seminar is an extension and compliment to the applied lesson and focuses on the art of performance. Enrollment in applied lessons and consent of instructor.

**MUS-425C. Music Performance Seminar: Strings. 2 Hours.**

This seminar is an extension and compliment to the applied lesson and focuses on the art of performance. Enrollment in applied lessons and consent of instructor.

**MUS-425D. Music Performance Seminar: Woodwind. 2 Hours.**

This seminar is an extension and compliment to the applied lesson and focuses on the art of performance. Enrollment in applied lessons and consent of instructor.

**MUS-425E. Music Performance Seminar: Voice. 2 Hours.**

This seminar is an extension and compliment to the applied lesson and focuses on the art of performance. Enrollment in applied lessons and consent of instructor.

**MUS-425F. Music Performance Seminar: Percussion. 2 Hours.**

This seminar is an extension and compliment to the applied lesson and focuses on the art of performance. Enrollment in applied lessons and consent of instructor.

**MUS-426. Orchestra. 1 Hour.**

Open to all students with instrumental experience by audition. Opportunities for school and public performance.

**MUS-427. Repertoire Seminar. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-427A. Repertoire Seminar: Piano. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-427B. Repertoire Seminar: Strings. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-427C. Repertoire Seminar: Woodwinds. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-427D. Repertoire Seminar: Voice. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-427F. Repertoire Seminar: Brass. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-427G. Repertoire Seminar: Percussion. 3 Hours.**

This is the first semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-428A. Music Repertoire Seminar: Piano. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-428B. Music Repertoire Seminar: Strings. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-428C. Music Repertoire Seminar: Woodwinds. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-428D. Music Repertoire Seminar: Voice. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-428F. Music Repertoire Seminar:Brass. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-428G. Music Repertoire Seminar:Percussion. 3 Hours.**

This is the second semester of a two-semester sequence of courses that survey the standard repertoire for different performance areas. Content varies according to the performance area studied.

**MUS-431A. Advanced Applied Music Pedagogy I: Piano. 3 Hours.**

At an advanced level, this course explores various aspects of the field of teaching applied music. The course will explore available methods and materials and techniques of teaching students at various ages and levels of advancement. It will also focus on various approaches to teaching technique, placing them in a historical context and learning how to apply them to students at various levels of advancement.

**MUS-431B. Advanced Applied Music Pedagogy I: Strings. 3 Hours.**

At an advanced level, this course explores various aspects of the field of teaching applied music. The course will explore available methods and materials and techniques of teaching students at various ages and levels of advancement. It will also focus on various approaches to teaching technique, placing them in a historical context and learning how to apply them to students at various levels of advancement.

**MUS-431C. Advanced Applied Music Pedagogy I: Brass. 3 Hours.**

At an advanced level, this course explores various aspects of the field of teaching applied music. The course will explore available methods and materials and techniques of teaching students at various ages and levels of advancement. It will also focus on various approaches to teaching technique, placing them in a historical context and learning how to apply them to students at various levels of advancement.

**MUS-431D. Advanced Applied Music Pedagogy I: Woodwinds. 3 Hours.**

At an advanced level, this course explores various aspects of the field of teaching applied music. The course will explore available methods and materials and techniques of teaching students at various ages and levels of advancement. It will also focus on various approaches to teaching technique, placing them in a historical context and learning how to apply them to students at various levels of advancement.

**MUS-431E. Advanced Applied Music Pedagogy: Voice. 3 Hours.**

At an advanced level, this course explores various aspects of the field of teaching applied music. The course will explore available methods and materials and techniques of teaching students at various ages and levels of advancement. It will also focus on various approaches to teaching technique, placing them in a historical context and learning how to apply them to students at various levels of advancement.

**MUS-431F. Advanced Applied Music Pedagogy I: Percussion. 3 Hours.**

At an advanced level, this course explores various aspects of the field of teaching applied music. The course will explore available methods and materials and techniques of teaching students at various ages and levels of advancement. It will also focus on various approaches to teaching technique, placing them in a historical context and learning how to apply them to students at various levels of advancement.

**MUS-432A. Advanced Applied Music Pedagogy II: Piano. 2 Hours.**

This course builds upon the knowledge gained in Pedagogy I and continues its exploration of advanced topics in applied music pedagogy. These include music learning theories and their application to the teaching of applied music, analysis from a pedagogical point of view of teaching repertoire, and further exploration of technique in relation to teaching students of various levels of advancement. Special emphasis will be placed on the difficult problem of choosing appropriate repertoire for students which challenges the student in terms of his/her musical, technical, and psychological development.

**Prerequisite:** MUS-431A with a minimum grade of B.

**MUS-432B. Advanced Applied Music Pedagogy II: Strings. 2 Hours.**

This course builds upon the knowledge gained in Pedagogy I and continues its exploration of advanced topics in applied music pedagogy. These include music learning theories and their application to the teaching of applied music, analysis from a pedagogical point of view of teaching repertoire, and further exploration of technique in relation to teaching students of various levels of advancement. Special emphasis will be placed on the difficult problem of choosing appropriate repertoire for students which challenges the student in terms of his/her musical, technical, and psychological development.

**Prerequisite:** MUS-431B with a minimum grade of B.

**MUS-432C. Advanced Applied Music Pedagogy II: Brass. 2 Hours.**

This course builds upon the knowledge gained in Pedagogy I and continues its exploration of advanced topics in applied music pedagogy. These include music learning theories and their application to the teaching of applied music, analysis from a pedagogical point of view of teaching repertoire, and further exploration of technique in relation to teaching students of various levels of advancement. Special emphasis will be placed on the difficult problem of choosing appropriate repertoire for students which challenges the student in terms of his/her musical, technical, and psychological development.

**Prerequisite:** MUS-431C with a minimum grade of B.

**MUS-432D. Advanced Applied Music Pedagogy II:Woodwind. 2 Hours.**

This course builds upon the knowledge gained in Pedagogy I and continues its exploration of advanced topics in applied music pedagogy. These include music learning theories and their application to the teaching of applied music, analysis from a pedagogical point of view of teaching repertoire, and further exploration of technique in relation to teaching students of various levels of advancement. Special emphasis will be placed on the difficult problem of choosing appropriate repertoire for students which challenges the student in terms of his/her musical, technical, and psychological development.

**Prerequisite:** MUS-431D with a minimum grade of B.

**MUS-432E. Advanced Applied Music Pedagogy II: Voice. 2 Hours.**

This course builds upon the knowledge gained in Pedagogy I and continues its exploration of advanced topics in applied music pedagogy. These include music learning theories and their application to the teaching of applied music, analysis from a pedagogical point of view of teaching repertoire, and further exploration of technique in relation to teaching students of various levels of advancement. Special emphasis will be placed on the difficult problem of choosing appropriate repertoire for students which challenges the student in terms of his/her musical, technical, and psychological development.

**Prerequisite:** MUS-431E with a minimum grade of B.

**MUS-432F. Advanced Applied Music Pedagogy II: Percussion. 2 Hours.**

This course builds upon the knowledge gained in Pedagogy I and continues its exploration of advanced topics in applied music pedagogy. These include music learning theories and their application to the teaching of applied music, analysis from a pedagogical point of view of teaching repertoire, and further exploration of technique in relation to teaching students of various levels of advancement. Special emphasis will be placed on the difficult problem of choosing appropriate repertoire for students which challenges the student in terms of his/her musical, technical, and psychological development.

**Prerequisite:** MUS-431F with a minimum grade of B.

**MUS-434A. Instrumental Ensemble: Brass. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor.

**MUS-434B. Instrumental Ensemble: Percussion. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor.

**MUS-434C. Instrumental Ensemble: Strings. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor.

**MUS-434D. Instrumental Ensemble: Woodwinds. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor.

**MUS-434E. Instrumental Ensemble: Accompanying. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor.

**MUS-434F. Instrumental Ensemble: Piano Ensemble. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor.

**MUS-434M. Instrumental Ensemble: Guitar. 1 Hour.**

Open to enrolled students with instrumental experience. Opportunities for school and public performance. Audition and consent of instructor.

**MUS-442. World Music. 3 Hours.**

A study of world music, cultures and their values, as reflected in the arts; experiencing their music through performance on ethnic instruments, singing and dancing, listening to recordings, map study, with focus on methodology suitable for public school teaching.

**MUS-450A. Applied Music: Flute. 0.5 Hours.**

Individual study in voice or any instrument for continued development of performing skills and musical artistry: knowledge of the repertoire for the specific voice or instrument at an appropriate level of performing ability.

**MUS-450B. Applied Music: Oboe. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450C. Applied Music: Clarinet. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450D. Applied Music: Saxophone. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450E. Applied Music: Bassoon. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450F. Applied Music: French Horn. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450G. Applied Music: Trumpet. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450H. Applied Music: Euphonium. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450J. Applied Music: Trombone. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450K. Applied Music: Tuba. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450M. Applied Music: Percussion. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450O. Applied Music: Jazz Piano. 0.5 Hours.**

See course description for MUS-450A.



**MUS-450P. Applied Music: Violin. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450Q. Applied Music: Viola. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450R. Applied Music: Cello. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450S. Applied Music: String Bass. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450T. Applied Music: Guitar. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450U. Applied Music: Harp. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450V. Applied Music: Voice. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450W. Applied Music: Piano. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450X. Applied Music: Jazz String Bass. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450Y. Applied Music: Jazz Guitar. 0.5 Hours.**

See course description for MUS-450A.

**MUS-450Z. Applied Music: Jazz Voice. 0.5 Hours.**

See course description for MUS-450A.

**MUS-451A. Applied Music: Flute. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451B. Applied Music: Oboe. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451C. Applied Music: Clarinet. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451D. Applied Music: Saxophone. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451E. Applied Music: Bassoon. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451F. Applied Music: French Horn. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451G. Applied Music: Trumpet. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451H. Applied Music: Euphonium. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451J. Applied Music: Trombone. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451K. Applied Music: Tuba. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451O. Applied Music: Jazz Piano. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451P. Applied Music: Violin. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451Q. Applied Music: Viola. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451R. Applied Music: Cello. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451S. Applied Music: String Bass. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451T. Applied Music: Guitar. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451U. Applied Music: Harp. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451V. Applied Music: Voice. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451W. Applied Music: Piano. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451X. Applied Music: Jazz String Bass. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-451Y. Applied Music: Electric Bass. 1 Hour.**

Individual study in voice or any instrument for development of performance skills and musical understanding; knowledge of the repertoire for the voice or specific instrument at an appropriate college freshman/sophomore level of performing ability.

**MUS-452A. Applied Music: Flute. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452B. Applied Music: Oboe. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452C. Applied Music: Clarinet. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452D. Applied Music: Saxophone. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452E. Applied Music: Bassoon. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.



**MUS-452W. Applied Music: Piano. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-452X. Applied Music: Jazz String Bass. 2 Hours.**

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. Consent of instructor or department chairperson and graduate standing.

**MUS-463. Women In Music. 3 Hours.**

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 Hours.**

In-depth study of selected topics in the music history and literature of the Baroque. Individual research topics.

**MUS-472. Seminar In Music History:Classic Era. 3 Hours.**

In-depth study of selected topics in the music history and literature of the Classic era. Individual research topics.

**MUS-476A. Theory Seminar: 20th Century Analytical Procedure And Compositional Techniques. 3 Hours.**

The purpose of this course is to give the student an opportunity to explore this selected topic in music. Consent of instructor.

**MUS-5901. Thesis Hours. 1 Hour.**

Guidance of students preparing a thesis, project or recital to fulfill requirements for the Master of Arts in Music.

**MUS-5902. Thesis Hours. 2 Hours.**

See course description for MUS-5901.

**MUS-5903. Thesis Hours. 3 Hours.**

See course description for MUS-5901.

# National Student Exchange (NSEP)

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## Courses

- NSEP-208. National Student Exchange. 8 Hours.
- NSEP-209. National Student Exchange. 9 Hours.
- NSEP-210. National Student Exchange. 10 Hours.
- NSEP-211. National Student Exchange. 11 Hours.
- NSEP-212. National Student Exchange. 12 Hours.
- NSEP-213. National Student Exchange. 13 Hours.
- NSEP-214. National Student Exchange. 14 Hours.
- NSEP-215. National Student Exchange. 15 Hours.
- NSEP-218. National Student Exchange. 18 Hours.

# Natural Science (NSCI)

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## Courses

NSCI-094. Natural Science. 3 Hours.

# NEIU-Interdisciplinary (NEIU)

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## Courses

### **NEIU-100. ACE The Sciences: Research Community I. 3 Hours.**

NEIU-100 creates a research community among student participants in Agua en Comunidades Experimentales (ACE) project through a series of community-building activities, research experiences, academic supports, and social activities. In this course, students participate in activities that introduce research in the fields of water science, create a community of science scholars, and build relationships with faculty mentors. Activities include local field trips, laboratory experiences, and building academic success skills. Only students accepted in the ACE program are eligible to register for the course.

**Requirement:** By instructor permission only.

### **NEIU-201. Social Justice Living Learning Community Seminar. 1 Hour.**

The Social Justice Living Learning Community Seminar is a 1-credit course restricted in its enrollment to students who have been accepted into the Social Justice Living Learning Community. The course includes leadership training and instruction on an experiential learning project related to a social justice topic of interest. Students will identify a social justice cause and engage in an approved form of activism.

### **NEIU-225. Social Justice Foundations I: Key Concepts And Issues. 3 Hours.**

This interdisciplinary course is restricted to students who have been accepted into NEIU's Social Justice Leadership Program for new first-time, full-time freshmen and transfer students. This course fulfills the fall course requirement for students in this program. Students study social justice concepts including systemic oppression and privilege and then apply principles of justice to social constructions of identity, including race, gender, socioeconomic class, sexual orientation and gender identity, disability, and nationality. The course is worth 3 credit hours.

### **NEIU-275. STEM Living Learning Community Seminar. 1 Hour.**

The STEM Living Learning Community Seminar is a 1-credit course restricted in its enrollment to students who have been accepted into the STEM Living Learning Community. Students will gain knowledge of the scientific process, explore STEM career pathways, and interact with STEM professionals. Students will participate in activities to identify paid summer internships in STEM-related fields to strengthen their career opportunities. Course instruction will be supplemented with co-curricular activities including monthly campus events and STEM-related outings, such as visiting museum exhibits or local nature preserves, among others.

### **NEIU-289. Honors Living Learning Community Seminar. 1 Hour.**

The Honors Living Learning Community Seminar is limited to Honors Program students accepted to the Honors Living Learning Community. Students will learn about the opportunities and academic requirements of the Honors Program at NEIU, including honors interdisciplinary General Education courses, adapted courses, and the senior project/thesis. Students will also discover how to identify and apply for scholarships, internships, study abroad programs, research opportunities, and leadership and service roles that align with their personal and professional goals. Regular co-curricular activities, including performances, events, and team-building activities, will supplement classroom instruction.

### **NEIU-300. ACE The Sciences: Research Community II. 3 Hours.**

NEIU-300 continues the development of a research community among student participants in the Agua en Comunidades Experimentales (ACE) project. Students will be engaged in a series of community-building activities, research experiences, academic supports, and social activities. Students will participate in activities that apply research methods in the field of water science to create a community of science scholars and build relationships with faculty mentors. Activities include local field trips, laboratory experiences, and building academic success skills. Only students accepted in the ACE program are eligible to register for the course.

**Requirement:** By instructor permission only

**Prerequisite:** NEIU-100 with a minimum grade of C.

### **NEIU-301M. Developing A Research Thesis. 1 Hour.**

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 TA's. 1 Hour.**

A seminar class to introduce students to college teaching skills and prepare them for teaching assistanships. 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 Hour.**

This one credit hour course 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 admission essays and curriculum vitae, identifying graduate schools and programs, and maximizing standardized test scores.

**NEIU-305. Future Teachers Living Learning Community Seminar. 1 Hour.**

The Future Teachers Living Learning Community Seminar is a 1-credit course restricted in its enrollment to students who have been accepted into the Future Teachers Living Learning Community. Students must be in their junior or senior years of a teaching-related program in the Goodwin College of Education. The course includes leadership training, professional development and networking opportunities with professionals in the field of education. In addition, team building activities are implemented to encourage a sense of community and to educate students on building community in their future classrooms. Prerequisite: Consent of Instructor.



# Nontraditional Degree Programs (NDP)

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## Courses

### **NDP-201. College Success For Adult Returning Students. 3 Hours.**

Students will examine college success strategies including self awareness, critical thinking, styles of learning, time management, reading and notetaking skills, writing techniques, study skills, test taking strategies, overcoming math anxiety and strengthening learning gaps. The course will also provide an orientation to the NEIU learning environment with focus on university engagement. NDP-201 is open to all incoming adult returning students from all academic disciplines.

### **NDP-301. Putting It All Together: Projects For Academic And Career Goals. 2 Hours.**

This project-based course integrates out-of-college learning with the college curriculum and equips students with skills that can be applied across academic disciplines and in their careers. Students consider academic and career goals as they plan, develop and execute a personal project to accommodate those goals. Topics may include self-assessment, goal setting, learning theory, critical reading, project development and presentation.

**Requirement:** 45 credit hours completed.

### **NDP-305. Introduction To Library Research And Information Fluency. 1 Hour.**

Introduction to Library Research and Information Fluency, Icr. This class will introduce students to library research and issues in information studies. Students will acquire the skills to find and evaluate information and will learn how to create a bibliography and write citations. The course is geared towards students interested in learning how to research for class assignments, prepare research in their major or for graduate studies.

### **NDP-310. Writing Intensive Program: Diversity In The Workplace. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **NDP-321. Correspondence On Current Biology Topics. 3 Hours.**

This course is designed for students interested in understanding current topics in the field of biology. The correspondence will vary based on instructor and student interest, but will focus on the appropriate biological background, experimental techniques, and the impact of these topics on health, society, and the environment. In addition, scientific reasoning and effective means of communicating biology to different audiences will also be discussed. Through the course materials, assignments, and regular correspondence, students will develop an appreciation for the living world around them, an understanding of experimental techniques in the natural sciences, and effective ways of communicating scientific information.

**Prerequisite:** (100 - 399 or 100A - 399Z).

### **NDP-330. Creating A Prior Learning Portfolio. 1 Hour.**

This one-credit hour course guides students through the process of creating a portfolio that showcases prior learning experiences. The course examines issues relating to learning and life experience. It explores questions of academic specialization and professional development. Final portfolios can be used to request credit by assessment and as a testament to a student's personal and professional accomplishments.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-102 with a minimum grade of C.

### **NDP-341. Human Rights: An Introduction. 1 Hour.**

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 US and globally, examining examples of the ways these values have and have not been implemented or secured.

### **NDP-342. Environmental Justice. 3 Hours.**

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 Hour.**

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.

### **NDP-380. Project Management For Individuals And Organizations. 3 Hours.**

This three-credit hour course guides students through the process of creating a project management proposal including a timeline. The course examines issues related to project structure and stakeholders and considers the process from selection to completion. It explores responsibilities within a project as well as how to identify and delegate project tasks. Students will be exposed to project management as it relates to organizational and individual goals, preparing them to participate in projects while maintaining a professional perspective. Content for this course is skill-based and includes knowledge topical to project management through weekly topics in learning modules.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-102 with a minimum grade of C.

# Ped Cntnt Kldg Tch Ele Mid Mth (MTHE)

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## Courses

### **MTHE-401. Number And Operations For Elementary And Middle School Teachers. 3 Hours.**

Number and Operations for Elementary and Middle School Teachers examines the three main categories in the Number and Operations strand of Principles and Standards of School Mathematics (NCTM)-- understanding numbers, representation, relationships, and number systems; the meanings of operations and relationships among those operations; and reasonable estimation and fluent computation. Topics include: what is a number system?; number nets, infinity, and zero; place value; meanings and models for operations; divisibility tests and factors; fractions and decimals; rational numbers and proportional reasoning; and fractions, percents, and ratios. Students will also examine how course topics connect to the elementary and middle school curriculum.

### **MTHE-402. Patterns, Functions, And Algebra For Elementary And Middle School Teachers. 3 Hours.**

Patterns, Functions, and Algebra for Elementary and Middle School Teachers explores the "big ideas" in algebraic thinking. Topics include: finding, describing, and using patterns; using functions to make predictions; understanding linearity and proportional reasoning; understanding non-linear functions; and understanding and exploring algebraic structure. Students will also examine how course topics connect to the elementary and middle school curriculum.

### **MTHE-403. Geometry And Measurement For Elementary And Middle School Teachers. 3 Hours.**

Geometry and Measurement for Elementary and Middle School Teachers introduces geometric reasoning as a method for problem-solving and examines some of the major ideas in measurement. Topics include: properties of geometric figures; making constructions using pencil and paper; using dynamic software; practice using mathematical language to express ideas and justify your reasoning; the basis of formal mathematical proofs and solid geometry; procedures for measuring and learning about standard units in the metric and customary systems; the relationship among units; and the approximate nature of measurement. Students will also examine how course topics connect to the elementary and middle school curriculum.

### **MTHE-404. History Of Mathematics For Elementary And Middle School Teachers. 3 Hours.**

The History of Mathematics for Elementary and Middle School Teachers examines the historical development of mathematical ideas with an emphasis on connections to the elementary and middle school curriculum and the mathematical contributions of a diversity of world cultures. Special attention will be given to the interplay between mathematical ideas and the social and cultural context in which these ideas developed. Mathematical topics include numeration systems, number theory, algebra, geometry, probability and combinatorics.

### **MTHE-438. Data Analysis, Probability, And Statistics For Elementary And Middle School Teachers. 3 Hours.**

Data analysis, Probability, and Statistics for Elementary and Middle School Teachers introduces statistics as a problem-solving process. Students will build their skills through investigations of different ways to collect and represent data and to analyze and interpret variation in data. The course covers the following topics: statistics as problem solving; data representations; describing distributions; the five-number summary; variation about the mean; designing experiments; bivariate data and analysis; probability; and sampling and estimation. Students will also examine how course topics connect to the elementary and middle school curriculum.

### **MTHE-439. Technology For K-8 Math Teachers. 3 Hours.**

This course provides students with opportunities to explore modeling, computational, and communication tools used in teaching K-8 mathematics. The course will focus on: (a) the technological, pedagogical and content knowledge (TPACK) required for implementing software and technological devices effectively in the teaching and assessment of K-8 mathematics and (b) research on the use of technology in teaching and learning K-8 mathematics.

### **MTHE-450. Equitable Mathematics Teaching For Elementary And Middle School Teachers. 3 Hours.**

This course is designed to provide elementary and middle school teachers with opportunities to discuss equity issues in mathematics education. Participants will explore the meanings of equity by reading and discussing mathematics education research articles, including those that draw on sociocultural and sociopolitical theories of learning. In this course, equity broadly refers to thinking about how to provide elementary and middle school students with access to meaningful mathematical learning opportunities and outcomes within school boundaries and how this access is tied to students' intricate experiences in broader contexts. Issues of equity include, but are not limited to, race, culture, gender, SES, disabilities, language, and sexual orientation.

### **MTHE-451. Research Trends In Elementary And Middle School Mathematics Education. 3 Hours.**

This course is designed to provide elementary and middle school teachers with opportunities to acquire knowledge about current research in mathematics education and its application to the practice of teaching. Topics include teachers and teaching, student outcomes, student learning and assessment.

### **MTHE-496. Graduate Seminar For Elementary & Middle School Mathematics Teachers. 3 Hours.**

This course is designed as a capstone for students in the Masters in Pedagogical Content Knowledge for Teaching Elementary and Middle School Mathematics program. Students are given the opportunity to explore mathematical topics of interest to them and they will connect their understanding of that topic to the teaching of elementary and middle school mathematics. Requirements include a project and presentation in addition to course assignments. Problem solving and the study of elementary mathematics from an advanced standpoint will be emphasized. Mathematical topics will vary. Program portfolios are collected at the end of this course.

# Philosophy (PHIL)

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## Courses

### **PHIL-101. Argument And Reasoning. 3 Hours.**

This course teaches the skills necessary to make and evaluate arguments. We cover how arguments are structured and properly used in reasoning, persuasion, deliberation, and inquiry. Students will learn how to distinguish good arguments from bad, to identify common fallacies of argumentation, and to avoid cognitive biases in reasoning.

### **PHIL-102. Introduction To Philosophy. 3 Hours.**

Introduction to the main problems of philosophy, i.e. knowledge, reality, morality, religion and art.

### **PHIL-201. Logic I. 3 Hours.**

Introductory course in symbolic logic, dealing with propositional calculus, quantification theory and the logic of relations and classes.

### **PHIL-213. Ethics. 3 Hours.**

Introduction to some of the main problems of ethics, including the nature of morality, the meaning of ethical terms, standards for evaluating choices and actions, and the major ideas of important moral philosophers.

### **PHIL-215. Business Ethics. 3 Hours.**

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-218. Philosophy Of Sex. 3 Hours.**

In this course we will look at a wide range of philosophical topics related to human sexuality-perversion, prostitution gender roles, and sex roles. Along the way will examine the role of power and coercion in sex and we will examine some of the psycho-social implications of sexual violence. The course will have a decidedly normative bent insofar as our analysis and discussion will be conducted through the lens of ethics.

### **PHIL-250. Ethics In Science And Research. 3 Hours.**

In this course, students will investigate how ethical issues and values (such as safety, autonomy, well-being, and justice) play a role in contemporary and historical case studies in the sciences. They will develop a skill set for asking ethical questions in the sciences and evaluating different ethical theories and philosophical concepts, giving them a foundation for thinking about responsibility and objectivity in scientific research and public policy. Topics may include: safety concerns with new technology; privacy, rights, and autonomy in genetic engineering; public policy concerning under-studied health conditions; and which communities of inquiry should be recognized or categorized as science.

### **PHIL-251. Philosophy Of Art. 3 Hours.**

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-300. History Of Ancient Philosophy. 3 Hours.**

This course introduces some of the major thinkers and themes of Ancient Western Philosophy. It will focus in particular on the work of Plato, Aristotle, and the Hellenists.

### **PHIL-301. History Of Medieval Philosophy. 3 Hours.**

Critical survey of the development of philosophy in the West from the rise of Christendom to the dawn of the Renaissance.

### **PHIL-302. History Of Modern Philosophy. 3 Hours.**

A critical survey of the development of philosophy in the West in the seventeenth and eighteenth centuries.

### **PHIL-303. Logic II. 3 Hours.**

Study of the theory and development of axiomatic systems, including the problems of definability, completeness and consistency.

**Prerequisite:** PHIL-201 with a minimum grade of D.

### **PHIL-305. Comparative Religion. 3 Hours.**

A comparative study of the epistemological, metaphysical, and ethical beliefs and practices of a range of world religions including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.

### **PHIL-311. Writing Intensive Program: Reasoning In Writing. 3 Hours.**

This is a workshop and discussion-based course that teaches students techniques for reading, writing, and researching philosophy, which form a foundation set of skills for other philosophy courses. Students will learn how to identify an author's philosophical project, how to motivate an introduction, how to assess their own arguments in writing, how to practice philosophical charity, how to further an academic conversation in the service of a real-world issue, and how to engage with multiple sources and authors.

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **PHIL-313. Ethical Theory. 3 Hours.**

Study of theories about the meaning and justification of moral judgements: 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.

**PHIL-315. Medical Ethics. 3 Hours.**

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.

**Prerequisite:** PHIL-213 with a minimum grade of C.

**PHIL-316. Ethics Bowl. 1 Hour.**

Ethics Bowl provides students with a unique opportunity to apply moral argumentation to real world cases. The Intercollegiate Ethics Bowl combines the excitement a competitive tournament with a valuable educational experience. Students will examine a series of case studies from a number of practical contexts, including engineering, law, medicine, personal relationships, school, and politics, both nationally and internationally. During the semester students will research and prepare these cases for competition. All students in the course will practice and present on cases, but students may decide if they wish to compete in the actual Ethics Bowl competition in November.

**PHIL-332. Contemporary Philosophy. 3 Hours.**

Critical survey of the salient schools of contemporary philosophy, notably idealism, pragmatism, logical positivism, analytic philosophy, phenomenology and existentialism.

**PHIL-333. American Philosophy. 3 Hours.**

Intensive study of the trends prevalent in the modern American philosophical scene, notably pragmatism, idealism, naturalism, positivism, philosophical analysis and phenomenology.

**PHIL-335. Analytic Philosophy. 3 Hours.**

Critical survey of the development of analytic philosophy in the twentieth century.

**PHIL-337. Existentialism. 3 Hours.**

Intensive study of selected works of existentialist thinkers such as Kierkegaard, Nietzsche, Sartre and Camus.

**PHIL-339. Post Modernism. 3 Hours.**

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.

**PHIL-341. Metaphysics. 3 Hours.**

Systematic analysis of some of the main problems of metaphysics, such as existence, substance and attribute, change and permanence, essence and accident, universals and particulars, mind and body, identity, individuation and causality.

**PHIL-344. Buddhism. 3 Hours.**

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.

**PHIL-345. Social And Political Philosophy. 3 Hours.**

Systematic investigation of some of the salient issues currently discussed by social and political philosophers, such as the nature and origin of the state, political obligation, justice, human rights, authority, liberty and evaluation of social and political institutions.

**PHIL-346. 19th Century Continental Philosophy. 3 Hours.**

This course focuses on the development of German Idealism and its relation to Continental Philosophy. Thematically the class will cover topics such as freedom, epistemology, aesthetics, philosophy of history, and politics in the work of Kant, Fichte, Schelling, Hegel, and Marx.

**PHIL-347. Phenomenology And Hermeneutics. 3 Hours.**

This class introduces students to the basic methods, themes, and critiques advanced in the philosophical movements known as phenomenology and hermeneutics. This class will survey three types of phenomenology: transcendental phenomenology, genetic phenomenology, and hermeneutical phenomenology. We will explore the intersections between these types of phenomenology and the analysis of time, embodiment, culture, art, and politics.

**PHIL-348. Computer Ethics And Public Policy. 3 Hours.**

This course discusses ethical and social issues related to the development and use of computer technology. The course provides students with historical and philosophical context to understand the evolution of ethics and its intersection with the use of technology as well as an examination of major ethical issues currently affecting the use of computer technology. Topics involve ethics, public policy, privacy, responsibility and the law.

**PHIL-349. The Political Thought Of Karl Marx. 3 Hours.**

In this course, we investigate the work of Karl Marx on politics, political economy, and society. Our primary aims will be to read Marx on his own terms, to address impediments to reading his work such as the failures of state socialism and the American reception of Marx during the Cold War, and to consider the effects of his work across academic disciplines. Specific course topics may include Marx on questions of identity and prejudice, the persistence of inequality, and his influence in the humanities and the social sciences.

**PHIL-350. Philosophy Of Art. 3 Hours.**

This course examines philosophical issues that arise concerning the creation, interpretation and viewing of art, primarily though not exclusively in the western art tradition. Topics to be discussed include: what is the "aesthetic," and who is the best judge of it? Is good art beautiful? Should art be viewed dis-interestedly? What is it to get at the meaning of a work of art? How does new technology affect the meaning and experience of art? We will also examine the role of aesthetics in other fields of philosophy, especially in environmental ethics.

**PHIL-353. Feminism And The Philosophy Of Science. 3 Hours.**

Analytic examination of the concept of femininity as found in the biological and social sciences in order to facilitate discussion of the nature of objectivity and scientific investigation.

**PHIL-362. Philosophy Of Law. 3 Hours.**

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.

**PHIL-364. Critical Race Theory. 3 Hours.**

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.

**PHIL-365. Environmental Ethics. 3 Hours.**

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.

**PHIL-366. Feminist Ethics. 3 Hours.**

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.

**PHIL-367. Postcolonialism. 3 Hours.**

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.

**PHIL-370. Re-Thinking Race And Gender. 3 Hours.**

We start with historical narrative, re-thinking how we learn to practice race and gender from within the larger systems of white supremacy and patriarchy. The course explores models for disrupting systemic patterns, and ways to turn rethinking into everyday action. The aim throughout is to interrogate structures and relations of race and gender, and how they get naturalized. Designed and cross-listed for advanced undergraduates, graduates, and teachers. When taught as a Summer Institute, course runs for eight days over three weeks. Required: Junior/Senior or Graduate status, or instructor consent. Prereqs: ENGL-101 with a grade of "C" or above.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**PHIL-371. Theory Of Knowledge. 3 Hours.**

Systematic inquiry into the nature of knowledge, with a consideration of such topics as ways of knowing, perception, memory, personal identity, and other minds.

**PHIL-373. Feminist Philosophy. 3 Hours.**

Analytic investigation of the latest feminist theory in order to study the development of feminism.

**PHIL-374. Philosophy Of Sex. 3 Hours.**

Students will examine philosophical topics related to human sexuality, such as the metaphysics of sex acts; political philosophy of sexual coercion and violence; ethical issues of sex work; and analysis of different types of sexual and romantic relationships, such as monogamy and polyamory.

**Prerequisite:** and.

**PHIL-375. Philosophy Of Science. 3 Hours.**

Examination of some of the main problems currently discussed by philosophers of science, such as the methodology and foundations of empirical science, the meaning and verification of scientific statements, theories, laws, hypotheses and explanations.



**PHIL-376. Philosophy Of Disability: Society And Self. 3 Hours.**

In this course, students will explore philosophical issues regarding society, the self, and the human body (including brain) through the lens of disability. All humans have variance in their bodies, abilities, and thinking, but many social institutions, spaces, and norms do not cater to and value those variances equally (ableism). How does ableism influence ideas about fairness, the good life, and what it means to be human? What insights arise when we consider variance and change core aspects of human life? What tools does disability studies offer everyone, and what new questions, problems, and reflections come to light when we use them?.

**PHIL-380. Happiness. 3 Hours.**

Achieving happiness is one of life's most valuable goals and one of the goals of this class. This class will examine the psychological factors that influence happiness and the diverse philosophical arguments for the value of happiness. Students will engage in projects designed to implement psychological research with the goal of maximizing their happiness.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**PHIL-381. Independent Study In Philosophy. 3 Hours.**

Readings, discussions, and reports on a special topic with faculty supervision. Normally open to majors in their junior or senior year.

**PHIL-384. Philosophy Of Religion. 3 Hours.**

This 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?.

**PHIL-385. Philosophy Of Mind. 3 Hours.**

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.

**PHIL-387. The Political Thought Of Hannah Arendt. 3 Hours.**

This course investigates 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? Specific course topics may include 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 racial prejudice as a political tool.

**PHIL-388. Philosophy Of Language. 3 Hours.**

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 <the idea that words are mere labels for things> 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.

**PHIL-389. Inter-Disciplined Foucault. 3 Hours.**

This course explores Michel Foucault's theories of language, truth, knowledge, and power across academic disciplines. Topics covered will include his work in the philosophy of inquiry, and his studies of prisons, sexuality, the legal order, art, and literary representation.

**PHIL-390. Classical Political Theory. 3 Hours.**

This course studies the political thought of Socrates, Plato and Aristotle in the broad historical and cultural context of the classical era. Readings may include literary works and histories from Greek, Roman, Biblical and Chinese sources. We will attend carefully to the distinctiveness of ancient texts and historical experiences with the goal of considering how classical formulations of enduring concepts and themes inform and contrast with contemporary ethical and political practices.

**PHIL-391. Modern Political Theory. 3 Hours.**

This course studies the development of modern political philosophy and practice. We will address the emergence of modern humanism and republican self-rule, analyze obligation and the rule of law in the contract tradition, and examine ongoing conflicts between authority and freedom and power and equality in the 19th, 20th and 21st centuries. Readings may include works by Hegel, Hobbes, Machiavelli, Marx, J.S. Mill, Nietzsche, Rousseau, Wollstonecraft, and American literary perspectives on the problem of race and racism in democratic politics.

**PHIL-393. Seminar In Ethics. 3 Hours.**

This course involves an intensive study of a topic or philosopher important to the field of ethics. Students should be prepared to engage in critical analysis of current research in the field and be prepared to present a research paper at the end of the course.

**Prerequisite:** (PHIL-100 - 399 or PHIL-100A - 399Z or ZPHI-100 - 399 or ZPHI-100A - 399Z).

**PHIL-394. Seminar In Epistemology. 3 Hours.**

This course involves an intensive study of a topic or philosopher central to the subfield of Epistemology. Students should be prepared to engage in critical analysis of current research in the field and be prepared to present a research paper at the end of the course.

**Prerequisite:** (PHIL-100 - 399 or PHIL-100A - 399Z or ZPHI-100 - 399 or ZPHI-100A - 399Z).

**PHIL-395. Seminar In Metaphysics. 3 Hours.**

This course involves an intensive study of a topic or philosopher central to the subfield of Metaphysics. Students should be prepared to engage in critical analysis of current research in the field and be prepared to present a research paper at the end of the course.

**Prerequisite:** (PHIL-100 - 399 or PHIL-100A - 399Z or ZPHI-100 - 399 or ZPHI-100A - 399Z).

**PHIL-396. Seminar In The History Of Philosophy. 3 Hours.**

This course involves an intensive study of a topic or philosopher central to the field of the History of Philosophy. Students should be prepared to engage in critical analysis of current research in the field and be prepared to present a research paper at the end of the course.

**PHIL-397. Seminar In Social And Political Philosophy. 3 Hours.**

This course is an intensive study of a topic or philosopher central to the field of social and political philosophy. Students should be prepared to engage in critical analysis of primary sources and current research in the field. Students should also be prepared to present a research paper at the end of the course.

**Prerequisite:** (PHIL-100 - 399 or PHIL-100A - 399Z or ZPHI-100 - 399 or ZPHI-100A - 399Z).

# Phys Education Activity (PEMA)

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## Courses

### **PEMA-105. Beginning Swimming. 1 Hour.**

The course is designed for participants with little or no swimming ability or experience. Students will acquire basic swimming and water safety skills.

### **PEMA-110. Yoga For Beginners. 1 Hour.**

The course is designed for participants with little or no yoga experience. Students will acquire basic yoga skills and practice yoga poses.

### **PEMA-115. Meditation For Stress, Anxiety, And Mental Clarity. 1 Hour.**

In this course students will practice a range of meditative techniques ranging from guided meditation, mantra meditation, silent sitting and yoga nidra-deep dreamless yoga sleep. Each class will consist of practice and reflection. Outside class work will include select readings to assist students in understanding the benefits of meditation. Students will develop their own practice using a practice guidebook of their own making.

### **PEMA-152. Judo And Self-Defense. 1 Hour.**

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 Hour.**

Introduction to basic skills: clear shots, serves, drop shots, smashes, offensive and defensive strategies. Rules, singles and doubles; tournaments.

### **PEMA-162. Bowling. 1 Hour.**

Theory and practices; rules, regulations, skill practice, tournament play and handicapping and coaching.

### **PEMA-163. Golf. 1 Hour.**

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; visitation to driving range and golf course.

### **PEMA-166. Recreational Games. 1 Hour.**

Choosing, teaching and organizing informal recreational activities, including non-traditional, creative activities, sedentary, competitive and cooperative play situations.

### **PEMA-172. Basketball. 1 Hour.**

This course will cover the basic skills of basketball including dribbling, passing, and shooting as well as offensive and defensive strategies. Students will be introduced to small game play and team strategies. They will gain a basic understanding of basketball rules and officiating. Students will achieve proficiency in the fundamentals of basketball.

### **PEMA-203. Weight Training. 3 Hours.**

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-210. Lifeguard Certification American Red Cross. 2 Hours.**

This course is designed to teach the skills required to become an American Red Cross Lifeguard. This will include swimming skills in order to perform lifeguarding skills, Cardiopulmonary Resuscitation (CPR), and Automated External Defibrillation (AED). Students who qualify may be certified as a Lifeguard. Student must pass a pre-course swimming skills test and meet all the requirements by the American Red Cross Lifeguard Course in order to be certified. This will include attendance at a minimum of 25 hours in class and passing the written and skills exams.

### **PEMA-215. Water Safety Instructor Certification American Red Cross. 2 Hours.**

This course is designed for physical education students and other professionals who will be expected to teach aquatics. It includes progressive swimming instruction, observation, and participation in other aquatic activities and peer teaching. Students who qualify may be certified as Water Safety instructors (WSI). Students must pass a pre-course swimming skills test and meet all the requirements by the American Red Cross WSI in order to be certified. This will include attendance at a minimum of 32 hours in class.

### **PEMA-332. Fundamentals Of Yoga Philosophy And Practice. 3 Hours.**

Introduction to the philosophy and practice of yoga. The philosophical view will be based on Pantanjali's yoga system. In addition, proper breathing techniques, nutrition, positive thinking, relaxation, concentration and stress management will be covered.

### **PEMA-334. Philosophy And Practice Of Yoga II. 3 Hours.**

This course builds on PEMA-332: Fundamentals Of Yoga Philosophy And Practice. Through reading, discussion, and practice the following will be covered: anatomy and body systems in relation to advanced yoga asana, advanced yoga asana practice, overcoming obstacles to develop your own personal practice and teaching of advanced asana yoga, historical concepts of Western and Vedic ideas, and metaphors present in Eastern thinking.

**Prerequisite:** PEMA-332 with a minimum grade of C.



# **Phys Education Service (PESV)**

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# Phys Education Theory (PEMT)

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## Courses

### **PEMT-109. First Year Experience: Chicago Body Works. 3 Hours.**

This course will give students a comprehensive and practical view of the importance of fitness and nutrition in their daily lives. Students will be engaged in activities that they can participate in for life. They will learn the underlying fundamentals of a fit for life attitude. Each student will be provided with the knowledge and understanding of how to assess their current level of fitness and how to make improvements in the five health-related fitness component areas (cardiovascular fitness, body composition, flexibility, muscular strength and muscular endurance) through various physical and skill related activities. Also emphasized will be the importance and application of proper nutrition. A strong focus will be the multifaceted and diverse challenges faced by individuals committed to pursuing wellness in Chicago.

### **PEMT-109B. First Year Experience: Adventure In Chicago. 3 Hours.**

This course is a hands-on experiential based approach to learning about and using cooperative learning, teams, challenge and adventure education, simulations and debriefing processes to create positive learning environments that promote engaged active learning. The course will focus on themes of self-knowledge, diversity, dealing with conflict, classroom dynamics, establishing effective learning environments, building peer and teacher-student trust and relationships that promote a "caring classroom".

### **PEMT-151. Fundamentals Of Rhythms. 3 Hours.**

This course will cover basic locomotor movements, choreography skills (movements with music), and several genres of dance (i.e. ballet, jazz, and modern). Students will be introduced to a wide range of dance forms (social, cultural, and creative dance) and dance pedagogy. Students will achieve proficiency in a variety of fundamental dance skills and basic teaching strategies.

### **PEMT-201. Introduction To Principles And Methods In Physical Education. 3 Hours.**

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-203. Fitness Education. 3 Hours.**

This course will cover the development and implementation of numerous fitness-related activities and current trends in fitness for physical education. Students will be introduced to the components of health and skill related fitness, principles of training and fitness pedagogy through experiential activities. Students will achieve a thorough understanding of fitness.

### **PEMT-231. Teaching Target, Net, And Wall Activities In Physical Education. 3 Hours.**

A content course focused on movement skills and knowledge for students in grades 3-12 within activity categories aligned to National Standards and Grade Level Outcomes for K-12 Physical Education. Teacher candidates will develop common and specialized content knowledge related to target, net, and wall activity categories. In addition, teacher candidates will recognize and understand academic language and theory related to teaching and learning target, net, and wall activity categories.

### **PEMT-235. Teaching Physical And Health Education Concepts For Classroom Teachers. 3 Hours.**

This course will cover the fundamental principles and basic methodology of teaching physical and health education concepts for elementary classroom teachers. Students will be introduced to fundamental content knowledge and introductory teaching methodology. Students will achieve a broad understanding of quality physical and health education concepts and a variety of strategies to successfully implement them into active, developmentally appropriate lessons.

### **PEMT-242. Cooperative Learning In Adventure Education. 3 Hours.**

This course is a hands-on experiential based approach to learning about and using cooperative learning, teams, challenge and adventure education, simulations and debriefing processes to create positive learning environments that promote engaged active learning. The course will focus on themes of self-knowledge, diversity, dealing with conflict, classroom dynamics, establishing effective learning environments, building peer and teacher-student trust and relationships that promote a "caring classroom".

### **PEMT-251. Fundamentals Of Rhythms. 3 Hours.**

This course will cover basic locomotor movements, choreography skills (movements with music), and several genres of dance (i.e. ballet, jazz, and modern). Students will be introduced to a wide range of dance forms (social, cultural, and creative dance) and dance pedagogy. Students will achieve proficiency in a variety of fundamental dance skills and basic teaching strategies.

### **PEMT-276. Teaching Invasion, Striking, And Fielding Activities In Physical Education. 3 Hours.**

A content course focused on movement skills and knowledge for students in grades 3-12 within activity categories aligned to National Standards and Grade Level Outcomes for K-12 Physical Education. Teacher candidates will develop common and specialized content knowledge related to invasion, striking, and fielding activities. In addition, teacher candidates will recognize and understand academic language and theory related to teaching and learning invasion, striking, and fielding activity categories.

### **PEMT-300. Adventure Education Programming. 3 Hours.**

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-302. Kinesiology. 3 Hours.**

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.

**PEMT-303. Adapted Physical Education And Recreation. 3 Hours.**

The purpose of PEMT-303 is to provide students with the knowledge and basic skills required to meet the professional and legal mandates pertaining to kinesiology for individuals with disabilities. This course encompasses all sub-specialties in the profession with particular emphasis on children and their physical and motor development in schools. The course provides lesson plan writing, practical teaching opportunities and experiences for each student enabling each learner to gain the following; understanding of the knowledge and skills for students with disabilities, and planning and teaching students with disabilities in K-12 setting.

**PEMT-305. Functional And Structural Human Anatomy. 3 Hours.**

This course will cover the fundamental functional and structural anatomical aspects of the human body. Students will be introduced to the skeletal, muscular, nervous, respiratory, cardiovascular, endocrine and reproductive systems. Students will achieve a broad understanding of the function and structure of these systems and how this knowledge can be applied in health and physical activity settings.

**PEMT-306. Exercise Physiology. 3 Hours.**

This course will cover a broad understanding of the metabolic processes and various physiological systems that underlie human movement. Students will be introduced to the specific adaptations that occur within the body as a result of various types of physical activity. Students will achieve a strong understanding of how physiological concepts, related to human movement, explain the impact of exercise and physical activity on the body. Additionally, students will be able to apply their knowledge of these systems to provide more effective exercise, sport and physical activity programs. Departmental approval required.

**PEMT-307. Assessment In Physical Education. 3 Hours.**

This course will cover the role of assessment in k-12 physical education programs. Students will be introduced to the development of assessments in the psychomotor, cognitive and affective learning domains. In addition they will learn basic statistics, introductory data manipulation, presentation, and analysis. Students will achieve an understanding of the basic principles of assessment, creation of developmentally appropriate assessments, and achieve proficiency in the manipulation, presentation, and interpretation of assessment data.

**PEMT-308. Motor Skill Behavior. 3 Hours.**

This course will cover the central theories of motor skill behavior, concepts of motor skill behavior, and their practical application in instructional settings. Students will be introduced to motor skill learning theories, concepts explaining central and sensory control of movement, childhood motor development, and factors influencing motor skill learning. Students will achieve a broad understanding of how to apply these theories and concepts in practitioner based settings such as teaching, coaching, clinical and therapeutic environments.

**PEMT-309. Sport & Exercise Psychology. 3 Hours.**

This course will cover the psychological theories and constructs that underlie performance in sport, exercise and physical activity settings. Students will be introduced to the foundational theories that explain individual and contextual factors that influence behavior in the physical realm. A theory to practice approach will be used to understand the psychology of sport and exercise behavior.

**PEMT-310. Socio-Cultural Influences On Physical Activity. 3 Hours.**

This course will cover the contemporary and historical perspectives on social and cultural issues that influence youth in physical activity settings. Students will be introduced to issues including race, gender, sexuality, body image, and socioeconomic status and how they influence physical activity. Students will achieve a broader understanding of how these issues influence physical activity and strategies to encourage participation.

**PEMT-311. Introduction To The Theory And Methodology Of Coaching. 3 Hours.**

This course will cover the basic theory, methodology, and principles of athletic coaching. Students will be introduced to sport and exercise science theory, instructional methodology, and pedagogical principles related to athletic coaching. Students will achieve a broad understanding of how theory and methodology underpin quality athletic coaching and the ability to apply these concepts in practice. Requires Departmental authorization/approval.

**PEMT-341. Physical Education Curriculum Design. 3 Hours.**

This course will cover the design and implementation of current physical education curricular models. Students will be introduced to developmentally appropriate methodologies for lessons, units, and semester planning for a variety of models. Students will achieve an understanding of how to develop and apply these models in k-12 physical education settings.

**Prerequisite:** PEMT-201 with a minimum grade of C and PEMT-203 with a minimum grade of C.

**PEMT-343. Foundations Of Physical Education In Early And Elementary Education. 3 Hours.**

This course will cover the basic pedagogical principles and methodologies for the design and implementation of physical education in PreK thru 6th grades. Students will be introduced to planning, pedagogy, behavior management, assessment, and evaluation of student performance. Students will achieve the theoretical knowledge (classroom) and the practical experiences (field experience) required to fulfill the professional responsibilities of a successful elementary school physical educator. Additionally, students will be required to observe 20 hours in an elementary physical education setting.

**Prerequisite:** PEMT-201 with a minimum grade of C and PEMT-203 with a minimum grade of C.

**PEMT-344. Foundations Of Physical Education For Middle & High Schools. 3 Hours.**

This course will cover the basic pedagogical principles and methodologies for the design and implementation of physical education at the middle and high school levels. Students will be introduced to planning, pedagogy, behavior management, and assessment and evaluation of student performance. Students will achieve the theoretical knowledge (classroom) and the practical experiences (field experience) required to fulfill the professional responsibilities of a successful middle or high school physical educator. Additionally, students will be required to observe 20 hours in middle or high school physical education settings.

**Prerequisite:** PEMT-201 with a minimum grade of C and PEMT-203 with a minimum grade of C.

**PEMT-351. Independent Study In Physical Education. 1 Hour.**

Special project of the student's choosing relating to some facet of physical education.

**PEMT-352. Independent Study In Physical Education. 2 Hours.**

(See PEMT-351 for description.).

**PEMT-353. Independent Study In Physical Education. 3 Hours.**

(See PEMT-351 for description.).

**PEMT-355. Physical Education Clinical Experience. 3 Hours.**

In this course students will be introduced to authentic physical education classroom settings and the planning, implementation, and assessment processes that occur. Students will be required to complete a minimum of 100 hours of clinical observation (50 elementary, 50 secondary) during this course. This course also will cover basic components of the edTPA portfolio, including a review of planning, implementation, and assessment in physical education. Students will achieve a broad understanding of the edTPA process and the factors that influence quality physical education within the school setting. Departmental Authorization/Approval required.

**PEMT-375. Student Teaching And Seminar In Physical Education. 12 Hours.**

This course requires sixteen weeks of full-day student teaching and practical teaching experience in a preK-12 physical education setting. Students enrolled in this course are supervised by a cooperating teacher and a university supervisor, who conducts a weekly seminar associated with student teaching.

**Prerequisite:** PEMT-355 with a minimum grade of C.

**PEMT-375B. Student Teaching And Seminar In Physical Education. 6 Hours.**

This course requires sixteen weeks of full-day student teaching and practical teaching experience in a preK-12 physical education setting. Students enrolled in this course are supervised by a cooperating teacher and a university supervisor, who conducts a weekly seminar associated with student teaching.

**Prerequisite:** PEMT-355 with a minimum grade of C.

**PEMT-400. Adventure Education. 3 Hours.**

The course will focus on how to integrate an interdisciplinary adventure-based program into physical education and recreational settings. The course is an experiential based approach to learning that uses cooperative learning, team building, simulations, and debriefing processes to create positive learning environments that promote engaged active learning. Liability and safety measures to consider when designing and developing adventure education programs will be addressed as well.

**PEMT-410. Socio/Cultural Influences On Physical Activity, Sport, And Recreation. 3 Hours.**

This course will cover contemporary and historical perspectives on social and cultural issues that influence youth and adults in physical activity, sport, and recreation settings. Students will be introduced to issues including race, gender, sexuality, body image, and socioeconomic status and how these factors influence physical activity, sport, and recreation.

**PEMT-440. Contemporary Curricula In Physical Education. 3 Hours.**

This course will cover the design and implementation of current physical education curricular models. Students will be introduced to developmentally appropriate methodologies for lessons, units, and semester planning for a variety of models. Students will discuss the application of these curricula and how to implement them into their current physical education teaching setting.

**PEMT-445. Contemporary Teaching Methods In Physical Education. 3 Hours.**

This course will cover contemporary pedagogical principles and methodologies for the design and implementation of physical education at the elementary, middle, and high school levels. Students will discuss, apply, and implement the most current theoretical knowledge and practical experiences within physical education pedagogy.

# Physics (PHYS)

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## Courses

### PHYS-103. Introduction To Astronomy. 3 Hours.

An introduction to the field of Astronomy. Course topics include: the history of astronomy and the philosophy of science; methods of observational astronomy; an overview of the scientific method; gravitation and orbital dynamics; the origin, dynamics, and composition of our solar system; descriptions of asteroids, comets, and planets; the formation, evolution and death of stars; white dwarfs, neutron stars and black holes; novae and supernovae; star clusters, galaxies, and galactic clusters; the Big Bang theory, cosmology, dark energy and dark matter; the possibility of extraterrestrial life.

### PHYS-104. Energy. 3 Hours.

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-108. Physics Concepts For Educators. 4 Hours.

A laboratory-oriented course designed to support future educators in the implementation of interdisciplinary math and science curricula by integrating 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, 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, nanotechnology, quantum computing and other contemporary technologies may be investigated. Discussions include topics and concepts related to robotics, kinematics and dynamics of particles and rigid bodies and electrostatics, electric fields, electric potentials, currents, magnetic fields, and wave motion. Basic concepts of geology, meteorology, oceanography, the solar system, or any other related discipline are threaded throughout. Course content is aligned to the National Science Teachers Association and the Next Generation of Science Standards. This course is paired and integrated with MATH-280 and it is strongly suggested that they are taken together.

**Prerequisite:** MATH-149 with a minimum grade of C.

### PHYS-110. Physics In Everyday Life. 3 Hours.

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.

**Prerequisite:** (MATH-092 - 499 or MATH-092A - 499Z or NEIU Math Placement Result 30 - 40 or ACT Math 22 - 36 or Accuplacer College Level Math 020 - 120 or SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300).

### PHYS-180. Fundamentals Of Data Science. 4 Hours.

Foundations of data science considers data from three perspectives: inferential thinking, computational thinking, and real-world relevance. Given data arising from some real-world phenomenon, how does one analyze that data to understand that phenomenon? The course teaches critical concepts and skills in computation and statistical inference, in conjunction with hands on analysis of real-world datasets, including economic data, document collections, geographical data, and data from social networks. It delves into social, ethical, and legal issues surrounding data analysis, including privacy and data ownership.

**Prerequisite:** MATH-173 with a minimum grade of C or MATH-185 with a minimum grade of C or MATH-187 with a minimum grade of C.

### PHYS-200. Introduction To College Physics. 3 Hours.

**Prerequisite:** MATH-106 (may be taken concurrently) with a minimum grade of D.

### PHYS-201. College Physics I. 3 Hours.

This is the first course of a two-term algebra-based lecture sequence intended for non-physics majors: PHYS-201 and PHYS-202. The companion laboratory is PHYS-203. 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. Lecture: 3hrs.

**Prerequisite:** MATH-185 with a minimum grade of C or MATH-106 with a minimum grade of C.

### PHYS-201L. College Physics I With Lab. 5 Hours.

This is the first course of a two-term algebra-based lecture and laboratory sequence intended for non-physics majors: PHYS-201L and PHYS-202L. 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. Lecture: 4hrs. Lab: 2 hrs.

**Prerequisite:** MATH-185 with a minimum grade of C or (MATH-173 with a minimum grade of C and MATH-175 with a minimum grade of C) or (MATH-173W with a minimum grade of C and MATH-175W with a minimum grade of C) or (MATH-173C with a minimum grade of C and MATH-175 with a minimum grade of C) or MATH-187 with a minimum grade of C.

**PHYS-202. College Physics II. 3 Hours.**

This is the second course of a two-term algebra-based lecture sequence intended for non-physics majors: PHYS-201 and PHYS-202. The companion laboratory is PHYS-204. 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 will be discussed. Time permitting concepts in modern physics such as special relativity, quantum physics and radioactivity will also be discussed. Lecture: 3 hrs.

**Prerequisite:** PHYS-201 with a minimum grade of C or PHYS-201L with a minimum grade of C.

**PHYS-202L. College Physics II With Lab. 5 Hours.**

This is the second course of a two-term algebra based lecture and laboratory sequence intended for non-physics majors, PHYS-201L and PHYS-202L. 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 will be discussed. Time permitting concepts in modern physics such as special relativity, quantum physics and radioactivity will also be discussed. Lecture: 4 hrs. Lab: 2 hrs.

**Prerequisite:** PHYS-201 with a minimum grade of C or PHYS-201L with a minimum grade of C or PHYS-206 with a minimum grade of C or PHYS-206L with a minimum grade of C.

**PHYS-203. Physics I Laboratory. 1 Hour.**

This is a laboratory course covering the subject matter of Physics I, and it is meant to be taken concurrently with either PHYS-201 or PHYS-206.

**Prerequisite:** PHYS-201 with a minimum grade of C or PHYS-206 with a minimum grade of C.

**PHYS-204. Physics II Laboratory. 1 Hour.**

This is a laboratory course covering the subject matter of Physics II, and it is meant to be taken concurrently.

**Prerequisite:** PHYS-202 with a minimum grade of C or PHYS-207 with a minimum grade of C.

**PHYS-206. University Physics I. 3 Hours.**

This is the first term of a two-term calculus-based lecture sequence intended for students majoring in physics, biology, chemistry, earth science or mathematics: PHYS-206 and PHYS-207. The companion laboratory is PHYS-203. 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. Lecture: 3 hrs.

**Prerequisite:** MATH-187 with a minimum grade of C.

**PHYS-206L. University Physics I With Lab. 5 Hours.**

This is the first term of a two-term calculus-based lecture and laboratory sequence intended for students majoring in physics, biology, chemistry, earth science or mathematics: PHYS-206L and PHYS-207L. 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. Lecture: 4 hrs. Lab: 2 hrs.

**Prerequisite:** MATH-187 (may be taken concurrently) with a minimum grade of C.

**PHYS-207. University Physics II. 3 Hours.**

This is the second course of a two-term calculus-based lecture sequence intended for students majoring in physics, biology, chemistry, earth science or mathematics. The companion laboratory is PHYS-204. 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 are discussed. Lecture: 3 hrs.

**Prerequisite:** (PHYS-206 with a minimum grade of C or PHYS-206L with a minimum grade of C or PHYS-201 with a minimum grade of C or PHYS-201L with a minimum grade of C) and MATH-187 with a minimum grade of C.

**PHYS-207L. University Physics II With Lab. 5 Hours.**

This is the second course of a two-term calculus based lecture and laboratory sequence intended for students majoring in physics, biology, chemistry, earth science or mathematics. 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 are discussed. Lecture: 4 hrs. Lab: 2 hrs.

**Prerequisite:** PHYS-201 with a minimum grade of C and MATH-187 with a minimum grade of C or (PHYS-206 with a minimum grade of C or PHYS-206L with a minimum grade of C).

**PHYS-211. Physics I Seminar. 1 Hour.**

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.

**PHYS-212. Physics II Seminar. 1 Hour.**

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.

**PHYS-215. Physics III. 4 Hours.**

Introduction to the physics of the twentieth century, including application 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.

**Prerequisite:** PHYS-202 with a minimum grade of D or PHYS-207 with a minimum grade of D.



**PHYS-300. Interdisciplinary Seminar In STEM. 2 Hours.**

This course uses a hands-on approach to modern inquiry-based research problems and techniques in the physical and computational sciences. The course is structured around a series of modular problem-based exercises, covering topics from the fields of Chemistry, Computer Science, Earth Science, Mathematics and Physics, and is designed to provide the content and pedagogical background for students to be successful peer leaders. The cross-disciplinary modules will draw connections between scientific disciplines, and showcase common research tools and techniques used in the sciences. The workshop will also incorporate discussions on a range of topics, from scientific ethics, scientific methodology and error analysis.

**Prerequisite:** MATH-185 with a minimum grade of C.

**PHYS-301. Independent Study In Physics. 1 Hour.**

Research, laboratory work, study or tutorial in a specific area of physics under faculty supervision.

**PHYS-302. Independent Study In Physics. 2 Hours.**

(See PHYS-301 for description.).

**PHYS-303. Independent Study In Physics. 3 Hours.**

(See PHYS-301 for description.).

**PHYS-304. Physics For Elementary School Teachers I. 3 Hours.****PHYS-305. Modern Physics I. 3 Hours.**

This course covers advances made in physics during the first half of the twentieth century. These advances lead to many of the technologies we have today and they continue to drive innovation. The course content includes an introduction to the theory of relativity, particle-wave duality, elementary quantum theory, and the application of quantum theory to atomic, molecular, and nuclear physics.

**Prerequisite:** (PHYS-207L with a minimum grade of C or PHYS-207 with a minimum grade of C or PHYS-202L with a minimum grade of C or PHYS-202 with a minimum grade of C) and MATH-202 with a minimum grade of C.

**PHYS-306A. Modern Physics II. 3 Hours.**

Modern Physics II is the second part of a two-course sequence covering advances made in physics during the twentieth century. This course introduces students to statistical physics and focuses on applications of statistical physics, relativity, and quantum mechanics. These applications include atomic and molecular physics, condensed matter physics, nuclear physics, particle physics, astrophysics, and cosmology.

**Prerequisite:** PHYS-305 with a minimum grade of C.

**PHYS-307. Writing Intensive Program: Modern Physics Lab. 3 Hours.**

An introduction to intermediate-level 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.

**Prerequisite:** ENGL-101 with a minimum grade of C and PHYS-305 with a minimum grade of C.

**PHYS-308. Introductory Mathematical Physics. 3 Hours.**

This course is an introduction to mathematical methods in physics, which include partial differentiation, multiple integration, vector analysis, complex numbers, complex variables, linear algebra, Fourier series, ordinary differential equations, special functions, and tensor analysis.

**Prerequisite:** MATH-203 with a minimum grade of C and (PHYS-207 with a minimum grade of C or PHYS-207L with a minimum grade of C).

**PHYS-309. Computing For Scientists. 3 Hours.**

Introduction to the use of computers in modeling scientific problems; modern programming languages are introduced and used to model several phenomena in the natural sciences and engineering.

**Prerequisite:** MATH-187 with a minimum grade of C.

**PHYS-311. Mechanics I. 3 Hours.**

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.

**Prerequisite:** (PHYS-201L with a minimum grade of C or PHYS-206L with a minimum grade of C) and MATH-202 with a minimum grade of C.

**PHYS-321. Electricity And Magnetism I. 3 Hours.**

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.

**Prerequisite:** (PHYS-202L with a minimum grade of C or PHYS-207L with a minimum grade of C) and MATH-203 with a minimum grade of C.

**PHYS-324. Advanced Classical Physics. 3 Hours.**

This course is an introduction to advanced topics in classical 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.

**Prerequisite:** PHYS-311 with a minimum grade of C and PHYS-321 with a minimum grade of C.

**PHYS-330. Writing Intensive Program: Experimental Methods. 3 Hours.**

This course is an introduction to scientific measurement procedures, with special attention paid to scientific writing, the examination of error and uncertainty, and to widely used experimental techniques and their applications. Experiments are chosen according to the student's needs and interests. Students will present written results of their investigations in a variety of formats common in the discipline.

**Prerequisite:** (PHYS-202L with a minimum grade of C or PHYS-207L with a minimum grade of C) and ENGL-101 with a minimum grade of C and MATH-187 with a minimum grade of C.

**PHYS-331. Optics. 4 Hours.**

This course covers 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 lecture will be explored in various lab exercises. Lecture 2 hours, Lab 4 hours.

**Prerequisite:** (PHYS-207L with a minimum grade of C or PHYS-207 with a minimum grade of C or PHYS-202L with a minimum grade of C or PHYS-202 with a minimum grade of C) and MATH-202 with a minimum grade of C.

**PHYS-332. Electronics. 4 Hours.**

This course covers, through both lecture and laboratory, 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.

**Prerequisite:** (PHYS-207L with a minimum grade of C or PHYS-207 with a minimum grade of C or PHYS-202L with a minimum grade of C or PHYS-202 with a minimum grade of C) and MATH-202 with a minimum grade of C.

**PHYS-333. Vibration And Sound. 3 Hours.**

**Prerequisite:** (PHYS-201 with a minimum grade of D or PHYS-206 with a minimum grade of D) and PHYS-203 with a minimum grade of D.

**PHYS-335. Thermal Physics. 3 Hours.**

Thermal Physics provides an introduction to thermodynamics and statistical mechanics. Course content includes the relationship between volume, pressure, heat, work, energy, temperature, entropy, free energy, enthalpy, chemical potential, heat capacities, and other quantities. Topics presented in this course include the first, second, and third laws of thermodynamics; heat engines, refrigerators, and heat pumps; mechanical, thermal, and chemical equilibrium, phase diagrams, phase transitions, Boltzmann and Gibbs distributions, partition functions, the equipartition theorem, blackbody radiation, and degenerate fermi gasses.

**Prerequisite:** PHYS-305 with a minimum grade of C.

**PHYS-336. Quantum Mechanics. 3 Hours.**

This course provides an introduction to Quantum Mechanics and is intended for physics majors/minors, and math or chemistry majors. The knowledge base covered is an essential foundation for students seeking to understand physical phenomena at a microscopic level. The Schrodinger equation is introduced and applied to problems in quantum mechanics including square wells, potential barriers, the harmonic oscillator, angular momentum, and the hydrogen atom. Time permitting, spin and many-particle systems will be discussed.

**Prerequisite:** PHYS-305 with a minimum grade of C and MATH-203 with a minimum grade of C.

**PHYS-338. Quantum Mechanics II. 3 Hours.**

This second course in quantum mechanics is intended for Physics majors who seek to build a solid background in the applications of quantum mechanics. It builds on the foundations introduced in Quantum Mechanics and covers applications of exact and approximate methods in quantum mechanics to real physical systems.

**Prerequisite:** PHYS-336 with a minimum grade of C.

**PHYS-340. The Science Of Sustainable Energy. 3 Hours.**

Sustainable energy provides a quantitative understanding of energy use and energy resources on both global scales and local settings. This courses will identify and quantify current energy resources, provide an understanding of energy conservation, efficiency, and the conversion of energy from less useful to more useful forms. PHYS-340 investigates the environmental consequences of our energy use, and emphasizes an interdisciplinary approach required to solving real-world problems. This course focuses on the science which informs development, policy, and management decisions.

**Prerequisite:** (PHYS-207L with a minimum grade of C or PHYS-202L with a minimum grade of C) and MATH-187 with a minimum grade of C.

**PHYS-344. Introduction To Solid State Physics. 3 Hours.**

Crystal structure, crystal bonding, thermal properties of solids, dielectric properties, free electron model of metals, band theory of solids, magnetism, superconductivity, current applications.

**Prerequisite:** PHYS-305 with a minimum grade of C.

**PHYS-350. Field Experiences In Physics. 3 Hours.**

Practical experience in industrial or government physics laboratories under the joint supervision of the department and the laboratory. There are six hours of field experience required per week. This course may be taken up to three times.

**PHYS-361. Materials I: Structural, Mechanical And Thermal Properties. 3 Hours.**

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.

**Prerequisite:** PHYS-305 with a minimum grade of C.

**PHYS-362. Materials II: Electric And Optical Properties. 3 Hours.**

Companion course to Material 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.

**Prerequisite:** PHYS-305 with a minimum grade of C.



**PHYS-366. Communication Electronics. 3 Hours.**

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.

**Prerequisite:** PHYS-332 with a minimum grade of D.

**PHYS-367. Transducer And Special Purpose Electronics. 4 Hours.**

Lecture and laboratory on the characteristics of devices which convert physical quantities such as heat, light, motion and sound into electrical signal. 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.

**PHYS-369. Instrumentation Electronics. 4 Hours.**

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.

**PHYS-391. Astrophysics. 3 Hours.**

Astrophysics applies the laws of physics to celestial objects and phenomena. Course content includes orbital mechanics, the formation and evolution of the solar system, and solar system objects like planets, asteroids, comets, and satellites. This course covers the physics of stars including the birth, evolution, and death of stars, nuclear fusion, stellar atmospheres, solar cycles, HR diagrams, supernovae, white dwarfs, neutron stars and black holes. On larger scales, this course discusses clusters of stars, galaxies, the interstellar medium, and galactic clusters.

**Prerequisite:** PHYS-305 with a minimum grade of C.

**PHYS-392. Cosmology. 3 Hours.**

Cosmology is the study of the history, structure, constituents, and dynamics of the universe. Course content includes primordial nucleosynthesis, cosmological and astronomical observations, the Friedmann equation, dark matter and dark energy, the cosmological constant, cosmic inflation, the accelerating and expanding universe, the cosmic microwave background, inflation, and baryogenesis.

**Prerequisite:** PHYS-305 with a minimum grade of C.

**PHYS-400. Introduction To Quantum Mechanics. 3 Hours.****PHYS-401. Advanced Experimental Physics. 3 Hours.****PHYS-402. Atomic Physics. 3 Hours.****PHYS-403. Solid State Physics. 3 Hours.****PHYS-404. Advanced Electronics For Scientists. 3 Hours.**

**Prerequisite:** PHYS-393 with a minimum grade of D.

**PHYS-405. Elementary Particles. 3 Hours.****PHYS-406. Statistical Mechanics. 3 Hours.****PHYS-407. Relativity And Gravitation. 3 Hours.****PHYS-408. Independent Study In Physics. 3 Hours.****PHYS-409. Thesis Seminar-Physics. 6 Hours.****PHYS-410. Electrodynamics. 3 Hours.**

**Prerequisite:** PHYS-323 with a minimum grade of D.

**PHYS-411. Classical Dynamics. 3 Hours.**

**Prerequisite:** PHYS-312 with a minimum grade of D.

# Polish (POL)

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## Courses

**POL-101. Polish I. 3 Hours.**

Development of basic skill in listening, speaking, reading and writing. Cultural appreciation.

**POL-102. Polish II. 3 Hours.**

Continuation of POL-101.

**Prerequisite:** POL-101 with a minimum grade of D.

**POL-103. Polish III. 3 Hours.**

Continuation of POL-102.

**Prerequisite:** POL-102 with a minimum grade of D.

# Political Science (PSCI)

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## Courses

### **PSCI-101. Introduction To Politics. 3 Hours.**

### **PSCI-109. First Year Experience:Civic Engagement, Community And Social Change In Chicago. 3 Hours.**

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 skill (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.

### **PSCI-210. Introduction To Political Science. 3 Hours.**

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 Hours.**

Description and analysis of national political institutions and processes. Current issues and problems of American government.

### **PSCI-251. Writing Intensive Program: Comparative Political Systems. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **PSCI-275. Introduction To World Politics. 3 Hours.**

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 Hours.**

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 Hours.**

Intensive investigation of a special area of political science or a contemporary political issue.

### **PSCI-302. Independent Study In Political Science. 2 Hours.**

( See PSCI-301 for description.).

### **PSCI-303. Independent Study In Political Science. 1 Hour.**

( See PSCI-301 for description.).

### **PSCI-304. Field Experience. 3 Hours.**

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 skill. Meeting arranged.

### **PSCI-305. Internship I. 6 Hours.**

(See description for PSCI-304. Hours in placement increased to 16 hours per week.).

### **PSCI-306. Internship II. 6 Hours.**

(See description for PSCI-304. Hours in placement increased to 16 hours per week.).

### **PSCI-307O. Topics: Democracy, Responsiveness & Accountability. 3 Hours.**

To whom - what interest, whose demands - do elected politicians respond when making policy? In the last thirty years, the number of countries that select their rulers through competitive elections has increased sharply. This class explores the practical implications of ideals like responsiveness and accountability for elected officials, and how these operate in conjunction with the separation of powers, independent judiciaries, political party discipline, pressure from international actors, as well as more base incentives, such as personal ambition and corruption.

**Prerequisite:** PSCI-210 with a minimum grade of C and (PSCI-251 with a minimum grade of C or PSCI-275 with a minimum grade of C).

### **PSCI-308. Research Methods And Techniques In Political Science. 3 Hours.**

This course is designed for upper-division students or those intending to undertake graduate study in the social sciences. Students will learn to think conceptually, evaluate and develop research designs, and become more familiar with how to collect, organize, and analyze data. Students will learn about different methodological approaches and techniques from across the social sciences.

**PSCI-309A. Moot Court And Appellate Advocacy. 3 Hours.**

This course involves a role-playing simulation where students discharge the responsibilities of attorneys arguing a hypothetical case before an appellate-level court. Students will argue the case from the perspective of both the petitioner and respondent, and some students may have an opportunity to play the role of a justice. Although students will be exposed to background readings about courtroom process, procedure, etiquette, and legal doctrine, the simulation itself will be based on a closed universe of legal authorities. The course is designed to prepare students for a formal moot court tournament, and participation in such a competition is expected.

**PSCI-309B. Model United Nations. 1 Hour.**

This course is designed to provide an orientation to the activities of the United Nations, as well as to provide an understanding of the modalities of international diplomacy. This course will include current events, pressing international issues, the basics of international law and some of the protocol and procedures of diplomacy. This course will prepare students to participate as distinguished diplomats at the entirety of the American Model United Nations conference in Chicago.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**PSCI-310. Congress And The Legislative Branch. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-311. The American Judiciary And The Judicial Process In American Government. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-312. American Presidency And The Executive Branch. 3 Hours.**

The role of the President and the executive branch in the American governmental system. Contemporary problems of the Presidency and the bureaucracy.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-313. State Government And Politics. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-315. Electoral Politics. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-316. Pressure Groups: Power, Participation And Public Policy. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-317. Public Opinion, Mass Media And American Politics. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-318. Pop Culture And Politics. 3 Hours.**

This course explores the relationship between popular culture and politics, how celebrities affect political events, the impact of popular culture on politics, and political representations in pop culture especially as they intersect with issues of race, gender, and sexuality. The first half of the course examines the rise of a celebrity-infused political culture and analyzes the changing influence of Hollywood on political campaigns. The remainder of the course considers political representations in TV, film, theater, and music, both in the American context as well as in international relations.

**PSCI-319. The Politics Of Law. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-320. Constitutional Law. 3 Hours.**

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 law 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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-321. American Jewish Politics. 3 Hours.**

This course will cover: Conceptual frameworks of American Jewish political power, institutions and behavior; multiple theories of modern Jewish politics in America; internal and external advocacy institutions from 1820-present; American Jews and the legal process; American Jews and the Labor Movement; American Jews and Feminist politics; Anti-Semitism and the American Jewish response; American Jewish politics and Israel.

**Prerequisite:** PSCI-216 with a minimum grade of C.

**PSCI-322. Women And Political Influence In The 21st Century. 3 Hours.**

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 women's influence more than others? To what extent has capitalism and global entrepreneurship impacted the influence of women? What structural, political, ideological, military, and educational limitations and barriers do women continue to face? How has the meaning of violence against women altered if at all in the 21st century? Do women with political power work to improve the lives of women or do women continue to see the impact of class, race, and gender irrespective of the increase of women's political influence?.

**Prerequisite:** PSCI-216 with a minimum grade of C.

**PSCI-323. American Ideologies. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-325. Public Policy. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-326. Educational Policy In America. 3 Hours.**

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 this struggle with an aim to demonstrate that educational policy is never really about education per se but about politics and struggle over specific interests.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-327. Government And Economy. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-328. Politics Of Poverty. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-329. Minority Politics In The United States. 3 Hours.**

This 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.

**Prerequisite:** PSCI-216 with a minimum grade of C.

**PSCI-330. Writing Intensive Program: African American Politics And Social Change. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C and ENGL-101 with a minimum grade of C.

**PSCI-331. Latinos & Public Policy. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C.

**PSCI-332. Latinos & The Law. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C.

**PSCI-333. Immigration, Ethnicity, And Citizenship. 3 Hours.**

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.

**Prerequisite:** PSCI-210 with a minimum grade of C or PSCI-216 with a minimum grade of C.

**PSCI-334. Intergovernmental Relations. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-335. Urban Politics. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-336. Urban Government Administration. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-338. Chicago Politics. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-339. Laboratory In Urban Politics. 3 Hours.**

First-hand observation of urban governmental organization, political parties, and politically active citizen groups; written and oral reports and class discussion of field observations.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-341. Public Administration. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-344. Writing Intensive Program: Public Organization Theory. 3 Hours.**

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. Writing Intensive course.

**Prerequisite:** (PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C) and ENGL-101 with a minimum grade of C.

**PSCI-345. Government Budgeting. 3 Hours.**

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.

**Prerequisite:** (PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C).

**PSCI-346. Public Personnel Administration. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-347. Disaster Policy & Politics. 3 Hours.**

This course focuses on the evolution of U.S. disaster policy and the practice of emergency management, with particular attention to the roles of local governments, public agencies, and nonprofit agencies in disaster management. The course examines the major policy issues, including the utility of the "all-hazards" model of emergency management; the role of all first responders in disaster operations (police, firefighters, physicians, and medical emergency personnel); military, state and local capacity building; and the design and implementation of hazard mitigation policies and programs. Particular attention will be given to nuclear waste leaks, chemical biological and nuclear attacks, and urban wildfires.

**Prerequisite:** PSCI-216 with a minimum grade of D.

**PSCI-348B. Topics In Public Administration: The Federal Role In American Cities. 3 Hours.**

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-350. International Relations In Asia. 3 Hours.**

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.

**Prerequisite:** PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-351. Government And Politics Of Japan. 3 Hours.**

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.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-353. Government And Politics Of China. 3 Hours.**

The structure and activities of the Chinese Communist party and state communist outlook; ideologies and significant internal and foreign problems.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-354. Islamic Civilization II: Government And Politics. 3 Hours.**

Islam is not only one of the major religions of the world but also a political ideology claiming nearly one billion adherents~ 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.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-355. The Politics Of Islam. 3 Hours.**

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.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-357. Politics Of The European Union. 3 Hours.**

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.

**Prerequisite:** PSCI-210 with a minimum grade of C or PSCI-251 with a minimum grade of C or PSCI-275 with a minimum grade of C.

**PSCI-358. Modern European Governments. 3 Hours.**

Comparative study of the politics and governments of several major European nations.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-360. Politics Of Sub-Saharan Africa. 3 Hours.**

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.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-363. Politics Of The Middle East. 3 Hours.**

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.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.



**PSCI-364. Islamic Civilization I: Political Ideology And Theory. 3 Hours.**

This course will provide an in-depth view of Islamic Civilization, its development, its rich heritage, and its effects on the social and political life of societies in several parts of the world.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-365. Politics And Government Of Mexico, Central America And The Caribbean. 3 Hours.**

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.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-366. Politics And Governments Of South America. 3 Hours.**

Examination of the various political systems on the continent of South America with comparisons of social and political institutions of the various countries.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-367. Government And Politics Of South And North Korea. 3 Hours.**

Based on a comparative perspective, this course will focus on the two Koreas' political, economic, military, social, educational and cultural developments since the end of the Second World War in 1945. The two Koreas 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.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-368. The Politics Of The Soviet And Post-Soviet World. 3 Hours.**

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.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-369. Russia In International Politics. 3 Hours.**

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.

**Prerequisite:** PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-371. Canadian Government & Politics. 3 Hours.**

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.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-372. Democracy, Responsiveness, & Accountability. 3 Hours.**

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.

**Prerequisite:** PSCI-210 with a minimum grade of C or PSCI-251 with a minimum grade of C or PSCI-275 with a minimum grade of C.

**PSCI-373. Gender And Politics. 3 Hours.**

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.

**Prerequisite:** PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or WSP-101 with a minimum grade of C.

**PSCI-375. Contemporary International Relations. 3 Hours.**

Basic principles and problems; emphasis on contemporary issues in international political life.

**Prerequisite:** PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-210 with a minimum grade of C.



**PSCI-376. Writing Intensive Program: Principles Of International Relations. 3 Hours.**

Principles of International Relations is a course that critically evaluates theories and practices of international relations. This course provides undergraduate and graduate students with a thorough understanding of the key paradigms in international relations: Realism, Liberalism, Constructivism, Marxism, and Feminism. Students will not only learn about these paradigms, but also learn how to apply them to real world affairs. Topics discussed in this course include international law, human security, cybersecurity, climate change, nuclear non-proliferation, violence against women, and capital punishment.

**Prerequisite:** PSCI-275 with a minimum grade of C or PSCI-251 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-377. International Organization: Theory And Practice. 3 Hours.**

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.

**Prerequisite:** PSCI-275 with a minimum grade of C or IR-313 with a minimum grade of C or PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-378. International Political Economy. 3 Hours.**

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.

**Prerequisite:** PSCI-210 with a minimum grade of C or PSCI-251 with a minimum grade of C or PSCI-275 with a minimum grade of C.

**PSCI-379. War And Peace. 3 Hours.**

This course is about the pursuit of peace and an understanding of the causes of war. To that end, the course begins with theoretical debates on the causes and consequences of war, violence, and oppression, and moves to address significant international initiatives that alleviate the causes of war. Topics to be covered include interstate war, intrastate conflict such as ethnic conflict and genocide, as well as the roles of conflict-resolution agents: governmental and nongovernmental organizations, norms and ethics, international law, the United Nations, and the International Criminal Court.

**Prerequisite:** PSCI-275 with a minimum grade of C or PSCI-210 with a minimum grade of C or PSCI-251 with a minimum grade of C.

**PSCI-380. International Law. 3 Hours.**

This course discusses the evolution of international law from theological statements to modern jurisprudence and the ramifications of the state as the single most important actor in international relations. Students will learn how to analyze case studies as a method of studying international law. In analyzing the processes for making and upholding international law, this course will introduce cases related to international trade, human rights, the use of force and armed conflict, criminal responsibility and the International Criminal Court, and environmental protection.

**Prerequisite:** PSCI-275 minimum grade of C or IR-201 minimum grade of C or PSCI-251 minimum grade of C or COMP-211 minimum grade of C or PSCI-210 minimum grade of C.

**PSCI-381. International Terrorism. 3 Hours.**

Investigation of terrorism, beginning with the problem of definition. Origins and evolution of terrorism as well as motivation and inspirations of those who have embraced terrorism. A selection of terrorist organizations will be studied.

**Prerequisite:** PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-383. United States Foreign Policy Since Worldwar II. 3 Hours.**

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 State has shouldered as a world power; the political, economic, and social factors that are conditioning and limiting American foreign policy today.

**Prerequisite:** PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-384. United States And The World Economy. 3 Hours.**

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.

**Prerequisite:** PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-210 with a minimum grade of C or PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C.

**PSCI-386. Globalization & Politics. 3 Hours.**

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.

**Prerequisite:** PSCI-210 with a minimum grade of C or PSCI-251 with a minimum grade of C or PSCI-275 with a minimum grade of C.

**PSCI-388. International Relations In The Middle East. 3 Hours.**

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.

**Prerequisite:** PSCI-275 with a minimum grade of C or IR-201 with a minimum grade of C or PSCI-251 with a minimum grade of C or COMP-211 with a minimum grade of C or PSCI-210 with a minimum grade of C.

**PSCI-390. Classical Political Theory. 3 Hours.**

Analysis of the concept of a political community in terms of obligations, rights, the public interest, the just state, and the just individual. Selected writing of Plato, Aristotle, Sophocles, Aristophanes, Xenophon, and others.

**PSCI-391. Modern Political Theory. 3 Hours.**

Analysis of the tensions between the individual and society. Concepts of society, natural rights, political obligation, consent, the rule of law, social contract, and revolution examined through selected writings of Machiavelli, Hobbes, Locke, Rousseau, Burke, Mills, Marx and Pateman.

**PSCI-392. Writing Intensive Program: Contemporary Political Philosophy. 3 Hours.**

State and governance are among the most traditional, and one might think settled, themes in modern political thought. But recent 21st century events have given these themes a new significance. Were these events, and related problems, prefigured in earlier crises of political order? How does "globalism" affect theories of state and governance? Are the liberal democratic and republican traditions able to meet the dilemmas of security and freedom presented by an increasing inter-connectedness among nation-states? To investigate these questions, this course will explore classics on state and governance and also read selected contemporary theories, histories and literary perspectives on political order.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**PSCI-393. Contemporary Political Analysis. 3 Hours.**

Analysis of behavioralism, decision-making theories, quantitative approaches to politics, structural-functionalism, systems theory, game theory, political development theory, and interest group theory.

**Prerequisite:** PSCI-291 with a minimum grade of C or THRY-213 with a minimum grade of C.

**PSCI-394A. Selected Political Theorists: Plato. 3 Hours.**

**PSCI-394B. Selected Political Theorists: Machiavelli. 3 Hours.**

**PSCI-394C. Selected Political Theorists: Hobbes. 3 Hours.**

**PSCI-394D. Selected Political Theorists: Locke. 3 Hours.**

**PSCI-394E. Selected Political Theorists: Rousseau. 3 Hours.**

**PSCI-394F. Selected Political Theorists: Adam Smith. 3 Hours.**

**PSCI-394G. Selected Political Theorists: John Stuart Mill. 3 Hours.**

**PSCI-394H. Selected Political Theorists: Marx. 3 Hours.**

**PSCI-394I. Selected Political Theorists: John Rawls. 3 Hours.**

**PSCI-395. Early American Political Thought. 3 Hours.**

Topics including the American revolution, the writing of the constitution, and the crisis of the Republic will be examined through selected writings of the following theorists and activists: Winthrop, Adams, Paine, Jefferson, Hamilton, Madison, Calhoun, Stanton, Thoreau, Douglass, Grimke, and Lincoln.

**PSCI-396. Jewish Political Thought. 3 Hours.**

This course explores the Jewish political tradition, focusing particularly on the concepts of power, sovereignty, and community. Starting from the Biblical text, we will examine how both classical and modern thinkers within the Jewish tradition understood the ways in which power was created, the different meanings of leadership, the idea of national independence, and the ultimate question of belonging within a fragmented political community.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**PSCI-397. African Political Thought. 3 Hours.**

African political thought is examined through selected writings of important African leaders and writers dealing with political developments in the new states of Africa with particular focus on the problems of African identity (African values versus westernization), African socialism, Pan-Africanism, and the one party state.

**PSCI-398. Law And Social Change. 3 Hours.**

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.

**Prerequisite:** PSCI-216 with a minimum grade of C or AMER-216 with a minimum grade of C.

**PSCI-399H. Proseminar In Political Theory: Political Concepts Through Literature. 3 Hours.**

**PSCI-401. Classics Of Political Science. 3 Hours.**

An examination of selected classics of the discipline of political science, with a special emphasis on major contributions of the modern era. This course provides students with an opportunity for close analysis of complex works in political science.

**PSCI-402. Research Methods In Political Science. 3 Hours.**

Introduction to the various techniques in political science with emphasis on developing skills necessary for graduate work in the department. Areas of concentration: development of research designs, identification of appropriate data sources, discussion of alternative methodologies, data analysis techniques.

**PSCI-405. Independent Study In Political Science. 3 Hours.**

Research and investigation into selected topics and preparation for a research paper(s) under individual faculty guidance.

**PSCI-405A. Independent Study In Political Science. 3 Hours.**

Research and investigation into selected topics and preparation for a research paper(s) under individual faculty guidance.

**PSCI-406. Independent Study In Political Science. 2 Hours.**

(See PSCI-405 for description.)

**PSCI-407. Independent Study In Political Science. 1 Hour.**

(See PSCI-405 for description.)

**PSCI-408. Graduate Internship. 3 Hours.**

Placement in government agency, voluntary or third-sector organization, advocacy group, political office, or related institution. Opportunity for career-exploration, skill-development, or specialized training. (Hours in placement: 10 per week).

**PSCI-412. American Political Elites. 3 Hours.**

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 interest.

**PSCI-414. Political Parties And Elections In The U.S.. 3 Hours.**

This graduate course examines both the historical development of political parties in the United States as well as contemporary issues in the study of parties and elections. Students will analyze how political parties are created and the functions they perform in our political system. Topics will include American political parties, presidential nominations, partisan polarization, and issues of race and gender in recent elections.

**PSCI-417. Seminar In Political Behavior. 3 Hours.**

Sociological and psychological perspectives in political science; how political attitudes and preferences are formed; comparative political cultures; social and psychological determinants of 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.

**PSCI-420. Religion & Politics In America. 3 Hours.**

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 IV and the First Amendment will be assessed. We will also look at the major Supreme Court decisions on the meaning of the establishment clause and free exercise clauses in the US Constitution. We will examine the role of the courts in refereeing conflicts over religion in America.

**PSCI-421. Congress & The Bureaucracy. 3 Hours.**

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.

**PSCI-424. Law And Equality. 3 Hours.**

The course explores how the United States Supreme Court interprets and applies the Equal Protection Clause of the 14th Amendment in situations where a statute or policy contains a classification based race, gender, or sexual orientation. In conjunction with this emphasis on the Court's jurisprudence, other readings will focus on the philosophical underpinnings of the Court's decisions, disparities in power and privilege contained in the law, and personal accounts that detail how the human experience is affected by these disparities. The final segment of the course considers whether the law can be used as a vehicle for social change, and how courts have approached legislative remedies designed to redress past discrimination.

**PSCI-425. Presidential Power & The Executive Branch. 3 Hours.**

This graduate course explores the power and development of the American presidency and its relationship to other institutions of government. American presidents are at the center of politics, both at home and abroad. But too often our fixation on one individual obscures how other institutions interact with and constrain the presidency. Instead of considering each president as an isolated case, this course analyzes the presidency throughout history, identifying patterns of change as well as continuities in presidential power. We will consider the presidency's design in the Constitution and what has led to departures from that framework.

**PSCI-427. Seminar In American Policy-Making Process. 3 Hours.**

Analysis of legislative, executive, administrative and judicial policy-making processes at the national government level with emphasis on current research, case studies in policy-making and presentation of seminar papers.

**PSCI-437. Seminar In Urban Politics. 3 Hours.**

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.

**PSCI-439. Minority Economic Development. 3 Hours.**

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.

**PSCI-440. Research Methods In Public Administration. 3 Hours.**

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.

**PSCI-441. History And Literature Of Public Administration. 3 Hours.**

A review of major historical periods in public administration theory and practice and consideration of present tendencies and possible future developments. Consideration of standard summaries of the development of the discipline and primary, classical sources as well as key theorists and concepts of the discipline.

**PSCI-442. Public Bureaucracies: Theory And Practice. 3 Hours.**

Review of classic and contemporary literature on bureaucracy; analysis of the concept of bureaucracy; examination of selected public bureaucracies; strengths and limitations of the bureaucratic form of work organization; proposed alternative forms of work organization in the public sector; problems of accountability and public control.

**PSCI-444. Comparative Public Administration. 3 Hours.**

Study of the significance of public administration in a comparative setting with particular emphasis on the Third World; cultural impact on bureaucratic behavior; international and United States technical assistance in public administration; bureaucracy and development; comparative public policy; Third World perspectives and the recent critiques of administratively generated and First World inspired development.

**PSCI-446. Homeland Security: Policies, Politics, And Administration. 3 Hours.**

In the wake of the events of September 11, 2001, America has struggled to both re-write its understanding of "security" within its borders and to reorganize its resources committed to maintaining "security". This course is designed to explore the revamping of the bureaucracy responsible for "homeland security," and the impact on the population of the sense of uncertainty within borders. Students will examine the impact of these developments on state and local resources committed to "security" in communities, evaluating the strengths and weaknesses of the new "homeland security" efforts on the national, state, and city levels.

**PSCI-447. Seminar In Public Policy Analysis. 3 Hours.**

Study of governmental policy and program implementation from the perspective of policy choice, decision-making, and evaluation. Topics include criteria for evaluation of policy, techniques of analysis such as forecasting and scenario development, impact analysis, client satisfaction, and inequalities of result.

**PSCI-460. Comparative Democratic Institutions. 3 Hours.**

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.

**PSCI-465. Seminar In African Politics. 3 Hours.**

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.

**PSCI-469. Democratization & Capitalism In The 21st Century. 3 Hours.**

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?.

**PSCI-475. Seminar In The Behavioral Aspects Of International Relations. 3 Hours.**

Research, seminar papers, and discussion on the socio-psychological approaches to the study of international relations; topics include the role of nationalism in 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.

**PSCI-476. Unified Germany In Changing Europe. 3 Hours.**

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 the attempt to bring all of Europe together.

**Prerequisite:** PSCI-402 with a minimum grade of C or PSCI-421 with a minimum grade of C.

**PSCI-477. Political Integration In Western Europe. 3 Hours.**

Focus on post-World War II political integration in Europe; examination of various European international and supranational organizations, with emphasis on the dynamics of political integration in the European Community.

**PSCI-478. EU - US Transatlantic Relations. 3 Hours.**

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.

**PSCI-479. International Politics Of East Asia. 3 Hours.**

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.

**PSCI-481. International Human Rights. 3 Hours.**

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.

**PSCI-483. International Political Economy. 3 Hours.**

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.

**PSCI-491. Seminar On The Work Of Hannah Arendt. 3 Hours.**

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.

**PSCI-5901. Thesis Hours. 1 Hour.**

This course is designed to provide structure, guidance, and support for graduate students in political science in the research and writing of a Master's thesis. The objective of the course is to deepen the understanding of theories and methods related to research on the specific subfield in political science and to apply them to a chosen topic. Specific focus includes: (a) identifying a significant research problem on an political science issue and specifying a research question to address it; (b) analyzing the scholarly literature in relation to your research; (c) describing research design and evidence; (d) shaping coherent arguments and assessments; (e) developing skills in formal academic writing and oral presentation.

**Requirement:** consent of the thesis advisor, graduate coordinator, department chair and the College Dean.

**PSCI-5902. Thesis Hours. 2 Hours.**

See course description for PSCI-5901.

**PSCI-5903. Thesis Hours. 3 Hours.**

See course description for PSCI-5901.

# Portuguese (PORT)

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## Courses

**PORT-101. Portuguese I. 3 Hours.**

Development of basic skill in listening, speaking, reading and writing. Cultural appreciation.

**PORT-102. Portuguese II. 3 Hours.**

Continuation of PORT-101.

**Prerequisite:** PORT-101 with a minimum grade of D.

**PORT-103. Portuguese III. 3 Hours.**

**Prerequisite:** PORT-102 with a minimum grade of D.



# Psychology (PSYC)

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## Courses

### **PSYC-100. Survey Of Psychology. 3 Hours.**

An introduction of the study of psychology as a dynamic and changing system of interrelated and interacting areas.

### **PSYC-110. Life Span Development. 3 Hours.**

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 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C and ENGL-102 with a minimum grade of C.

### **PSYC-202. Writing Intensive Program: Statistics And Research Methods I. 3 Hours.**

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.

**Prerequisites:** ENGL-101 - 102 and PSYC-200 and (MATH-092 - 499 or MATH-092A - 499Z or MATH-0092 - 4999 or NEIU Math Placement Result 30 - 45 or Accuplacer College Level Math 020 - 120 or Accuplacer Adv. Algebra & Func 237 - 300).

### **PSYC-210. Parenting. 3 Hours.**

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 Hours.**

Basic theories, concepts, principles and research data concerning the physical, intellectual, emotional and social aspects of development in children.

### **PSYC-300J. Special Topics In Psychology: Human Neuropsychology. 3 Hours.**

**Prerequisite:** PSYC-202 with a minimum grade of C.

### **PSYC-300N. Proseminar In Psychology: Psychopathology In Film And Literature. 3 Hours.**

### **PSYC-302. Statistics And Research Methods II. 3 Hours.**

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 result and discussion section.

**Prerequisite:** ENGL-102 with a minimum grade of C and PSYC-200 with a minimum grade of C and PSYC-202 with a minimum grade of C.

### **PSYC-305. Issues Of Ethics And Diversity In Psychological Research. 1 Hour.**

This class will examine events that have impacted psychological research in regard to the ethical treatment of human and animal subjects. The examination will include a consideration of how the subjects' status as a member of a marginalized or vulnerable population has contributed to their victimization. Additionally, the course will include a review of the impact of marginalized populations in higher education in shaping the conversation.

**Prerequisite:** (100 - 399 or 100A - 399Z).

### **PSYC-307. Psychological Tests And Measurements. 3 Hours.**

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.

**Prerequisite:** PSYC-202 with a minimum grade of C and PSYC-200 with a minimum grade of C.

### **PSYC-308. Laboratory, Research Methods In Psychology: Tests And Measurements. 5 Hours.**

Development, construction, scoring, standardization, determination of reliability and validity of simple tests in psychology.

**Prerequisite:** PSYC-302 with a minimum grade of C and PSYC-200 with a minimum grade of C.

### **PSYC-310. Developmental Psychology. 3 Hours.**

Longitudinal study of the development of behavior throughout the life span, including physiological factors and their bearing on the psychological adjustment of the individual in childhood, adolescence, adulthood, and later maturity.

**Prerequisite:** (PSYC-202 with a minimum grade of C or PSYC-301 with a minimum grade of C) and PSYC-200 with a minimum grade of C.

### **PSYC-311. Psychosexual Development. 3 Hours.**

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.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-312. Psychological Development In Women. 3 Hours.**

Psychological development and identity formation in women with emphasis on personality , psychosexual and cognitive development.

**Prerequisite:** PSYC-200 with a minimum grade of C or PSYC-100 with a minimum grade of C or WSP-101 with a minimum grade of C.

**PSYC-314. Psychology Of The African American Family. 3 Hours.**

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.

**Prerequisite:** AFAM-200 with a minimum grade of C or PSYC-200 with a minimum grade of C.

**PSYC-316. Laboratory, Research Methods In Psychology: Child Development. 5 Hours.**

Examination and application of research techniques and methods used in child and developmental psychology. Students will collect, analyze, interpret and present research data.

**Prerequisite:** PSYC-302 with a minimum grade of C and PSYC-200 with a minimum grade of C and (PSYC-215 with a minimum grade of C or PSYC-310 with a minimum grade of C).

**PSYC-317. Latino Psychology: Mental Health & The Latino Experience In The USA. 3 Hours.**

This course is designed for students to explore and gain an understanding 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.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-318. Psychopathology Of Childhood. 3 Hours.**

Study of the dynamics of pre-adolescent neurotic disturbances.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-320. Adolescent Psychology. 3 Hours.**

Nature of adolescent development and adjustment: physical, intellectual, emotional, and social aspects.

**Prerequisite:** PSYC-200 with a minimum grade of C or PSYC-100 with a minimum grade of C or PSYC-110 with a minimum grade of C.

**PSYC-322. Emotional Disturbances Of Adolescence. 3 Hours.**

Study of the psychological dynamics and of the problems and conflicts which the adolescent may experience during this distinct phase of his/her life.

**Prerequisite:** PSYC-310 with a minimum grade of C or PSYC-200 with a minimum grade of C.

**PSYC-324. Geropsychology. 3 Hours.**

This course will introduce students to the study of aging and the progression 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.

**PSYC-325. Psychosocial Development And Aging. 3 Hours.**

Exploration of behavioral development and of the influence of social and environmental factors on the psychosocial development throughout the life span.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-328. Seminar In Aging. 3 Hours.**

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.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-330. Psychology Of Personality. 3 Hours.**

Contemporary theories of personality development and personality dynamics and definitions of the healthy personality.

**Prerequisite:** (PSYC-202 with a minimum grade of C or PSYC-301 with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-331. Laboratory, Research Methods In Psychology: Personality Development. 5 Hours.**

Research methods used in the study of "personality." Collection, analysis and interpretation of research data, and reporting results.

**Prerequisite:** PSYC-302 with a minimum grade of C and PSYC-200 with a minimum grade of C and (PSYC-330 with a minimum grade of C or PSYC-340 with a minimum grade of C).

**PSYC-340. Abnormal Psychology. 3 Hours.**

Overview of psychopathology; similarities and differences between "normal" and "abnormal" groups.

**Prerequisite:** (PSYC-202 with a minimum grade of C or PSYC-301 with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-341. Laboratory, Research Methods In Psychology: Clinical. 5 Hours.**

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 student actually collect and analyze data. Fulfills department major lab requirement.

**Prerequisite:** PSYC-302 with a minimum grade of C and PSYC-200 with a minimum grade of C and (PSYC-330 with a minimum grade of C or PSYC-340 with a minimum grade of C).



**PSYC-345. Theories And Methods Of Individual Therapy. 3 Hours.**

Overview of various approaches to psychotherapy.

**Prerequisite:** (PSYC-330 with a minimum grade of C or PSYC-340 with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-346. Introduction To Group Psychotherapy. 3 Hours.**

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.

**Prerequisite:** (PSYC-330 with a minimum grade of C or PSYC-340 with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-348. Community Psychology. 3 Hours.**

Introduction to the field of community psychology, including its historical context, key theories, research methods, and practical applications. Community psychology extends beyond the traditional individual focus of psychology to examine social, cultural, and environmental influences on both individuals and the larger social systems in which they are embedded. Practical applications of community psychology include a range of prevention and intervention strategies to promote both individual and community-level well-being.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-350. Physiological Psychology. 3 Hours.**

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.

**Prerequisite:** (PSYC-202 with a minimum grade of C or PSYC-301 with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-351. Laboratory, Research Methods In Psychology: Physiological Psychology. 5 Hours.**

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.

**Prerequisite:** PSYC-302 with a minimum grade of C and PSYC-200 with a minimum grade of C and (PSYC-350 with a minimum grade of C or PSYC-370 with a minimum grade of C or PSYC-373 with a minimum grade of C or PSYC-375 with a minimum grade of C).

**PSYC-352. Introduction To Neuropsychopharmacology. 3 Hours.**

Discussion of neuronal synapse and neurotransmitter action, and 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.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-353. Physiological Bases Of Mental Disorders. 3 Hours.**

Physiological and genetic aspects of mental disorders; major theories and current research models with emphasis on current literature and primary sources.

**Prerequisite:** PSYC-202 with a minimum grade of C and PSYC-200 with a minimum grade of C and PSYC-350 with a minimum grade of C.

**PSYC-354. Seminar In Drug Abuse. 3 Hours.**

Lectures, discussions and selected readings concerning the psychological, sociological and physiological aspects of drug abuse.

**Prerequisite:** PSYC-200 with a minimum grade of C or BIO-100 with a minimum grade of C or BIOL-100 with a minimum grade of C.

**PSYC-355. Experimental Psychology Of Zebrafish. 3 Hours.**

The course will provide a survey of different experimental psychology methods that are used in animal models to understand the corresponding human behavior. Topics discussed in class will focus on the use of animals in research as model systems to understand the neural circuits that underlie normal and abnormal behavior. During the course students will replicate previous research studies to develop an understanding of some of the common methodological issues and to better understand and interpret data from different sources.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**PSYC-360. Social Psychology. 3 Hours.**

Basic principles and research techniques in social perception, attitude formation, group dynamics, interpersonal attraction, and social influence.

**Prerequisite:** (PSYC-202 with a minimum grade of C or PSYC-301 with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-361. Laboratory, Research Methods In Psychology: Social Psychology. 5 Hours.**

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.

**Prerequisite:** PSYC-302 with a minimum grade of C and PSYC-200 with a minimum grade of C and PSYC-360 with a minimum grade of C.

**PSYC-364. Theories Of Intimate Relationships. 3 Hours.**

The 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.

**Prerequisite:** PSYC-360 with a minimum grade of C and PSYC-200 with a minimum grade of C.

**PSYC-365. Industrial Psychology. 3 Hours.**

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.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-367. Psychology Of Food. 3 Hours.**

Food and eating play an important role in how we define ourselves and how we relate to other people. This course will explore many aspects of food and food consumption, primarily through the lens of a social psychological perspective. Topics will include: emotions and food (i.e., food and mood); food and health (e.g., obesity and disordered eating); cross cultural perspectives on food; and contextual cues that influence our eating choices. In short, the course will explore the psychological aspects of why we eat, what we eat and how much (or little) we eat. Note: If course is taken as capstone, the prerequisites needed will include PSYC-302 and at least one course from two Psychology core areas with a minimum grade of C.

**Prerequisite:** PSYC-200 with a minimum grade of C and PSYC-202 with a minimum grade of C.

**PSYC-368. Consumer Psychology. 3 Hours.**

This course is designed to provide the student with an introduction to the field of consumer psychology. The course will emphasize a social psychological perspective. The class will focus on theoretical and applied applications of consumer behavior and advertising through the lens of the psychology field. Topics such as persuasion, the psychology of decision-making, motivation, and income/social class will be discussed as they relate to consumer behavior.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-369. Conservation Psychology. 3 Hours.**

Students will explore the emerging field of conservation psychology with an emphasis on the psychological characteristics of the relationship between humans and nature, such as environmental values, attitudes, behavior, and decision-making practices. Course topics, including environmental perception, identity, personal morals, ecopsychology, wilderness psychology, domestic nature, managed nature, community dimensions, and environmental education, will be investigated in the context of promoting environmental responsibility.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**PSYC-370. Theories Of Learning. 3 Hours.**

Psychological study of the processes of learning, problem-solving, and memory. Major historical theories of learning; demonstration of some basic research techniques.

**Prerequisite:** (PSYC-202 with a minimum grade of C or PSYC-301 with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-371. Neuropsychology. 3 Hours.**

Neuropsychology is an upper level course that will examine the neural basis of human behavior, and cognition. Students will examine the different methodologies that are used to characterize the underlying neurological function that drives human behavior and cognition under normal conditions. The course will also cover some clinical applications of neuropsychology to explore and understand causes of cognitive dysfunction and pathology. Topics that are discussed will incorporate research from studies using animal models, but always with emphasis on the connection to humans.

**Prerequisite:** PSYC-200 with a minimum grade of C and PSYC-202 with a minimum grade of C.

**PSYC-373. Human Perception. 3 Hours.**

Study of how our perceiving and performing systems convert information from the environment and the self to action in everyday life.

**Prerequisite:** (PSYC-202 with a minimum grade of C or PSYC-301 with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-374. Laboratory, Research Methods In Psychology: Perception. 5 Hours.**

Research techniques and experiments in perception, cognition and learning.

**Prerequisite:** PSYC-302 with a minimum grade of C and PSYC-200 with a minimum grade of C and (PSYC-373 with a minimum grade of C or PSYC-350 with a minimum grade of C or PSYC-370 with a minimum grade of C or PSYC-375 with a minimum grade of C).

**PSYC-375. Cognitive Psychology. 3 Hours.**

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.

**Prerequisite:** PSYC-200 with a minimum grade of C and PSYC-202 with a minimum grade of C.

**PSYC-376. Social Neuroscience. 3 Hours.**

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).

**Prerequisite:** PSYC-202 with a minimum grade of C and PSYC-200 with a minimum grade of C.

**PSYC-377. Visual Neuroscience. 3 Hours.**

Visual Neuroscience is an upper level course that will examine how data based and knowledge based processing determines an individual's visual experience. To better understand the interaction between data and knowledge, students will learn about the different techniques and methodologies that are used to address research questions in visual perception. Students will explore how visual information is encoded at the early synapses in the retina and is processed as neural signals move into cortex. The effect of different conditions on human visual perception will be further examined to understand how data and knowledge interact to determine a single perceptual experience.

**Prerequisite:** PSYC-200 with a minimum grade of C and PSYC-202 with a minimum grade of C.

**PSYC-378. Laboratory, Research Methods In Psychology: Cognitive. 5 Hours.**

Examination and application of research techniques and methods used in cognitive psychology. Students will collect, analyze, interpret, and present research data.

**Prerequisite:** PSYC-302 with a minimum grade of C and (PSYC-350 with a minimum grade of C or PSYC-370 with a minimum grade of C or PSYC-371 with a minimum grade of C or PSYC-373 with a minimum grade of C or PSYC-375 with a minimum grade of C).

**PSYC-380. Happiness. 3 Hours.**

Achieving happiness is one of life's most valuable goals and one of the goals of this class. This class will examine the psychological factors that influence happiness and the diverse philosophical arguments for the value of happiness. Students will engage in projects designed to implement psychological research with the goal of maximizing their happiness.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**PSYC-381. Independent Study In Psychology. 1 Hour.**

Special study projects in psychology specifically and individually contracted with the instructor. Arrangements should be made in the term prior to registration.

**Prerequisite:** (PSYC-202 with a minimum grade of C or PSYC-301 with a minimum grade of C or PSYC-317 with a minimum grade of C or PSYC-317A with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-382. Independent Study In Psychology. 2 Hours.**

(See PSYC-381 for description.).

**Prerequisite:** (PSYC-202 with a minimum grade of C or PSYC-301 with a minimum grade of C or PSYC-317 with a minimum grade of C or PSYC-317A with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-383. Independent Study In Psychology. 3 Hours.**

(See PSYC-381 for description.).

**Prerequisite:** (PSYC-202 with a minimum grade of C or PSYC-301 with a minimum grade of C or PSYC-317 with a minimum grade of C or PSYC-317A with a minimum grade of C) and PSYC-200 with a minimum grade of C.

**PSYC-385. Capstone Seminar. 2 Hours.**

The capstone seminar is to be taken in conjunction with the completion of the student's capstone project. The aim of the course is to provide capstone students with additional, structured contact hours with their advisor/instructor in order to facilitate efficient and superior work.

**PSYC-391. Field Experiences In Psychology I. 3 Hours.**

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.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-393. Seminar In The Teaching Of Psychology. 3 Hours.**

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.

**Prerequisite:** PSYC-200 with a minimum grade of C.

**PSYC-395. History Of Psychology. 3 Hours.**

Psychology as a science from Wundt to present day. The course examines systems and describes and evaluates theories.

**Prerequisite:** PSYC-302 with a minimum grade of C and PSYC-200 with a minimum grade of C.

**PSYC-396. Senior Seminar In Psychology. 3 Hours.**

Research and preparation of papers; provides for individual work by the student, and guidance through criticism by fellow students and faculty.

**Prerequisite:** PSYC-302 with a minimum grade of C and PSYC-200 with a minimum grade of C.

**PSYC-397. Capstone: Applied Service Learning Lab. 5 Hours.**

This capstone course meets the needs and interests of students wishing to seek careers in community settings. Students integrate psychology knowledge and apply it to real world situations and problems as they are immersed in hands-on, community-based learning experiences. Course activities include participation in an agency/institutional setting, reflections on these experiences, and interpretation via an academic/scholarly lens. Students work closely with both a peer-team and with members of a community organization. The capstone project requires on-site volunteer hours and the development and execution of a project specific to the site's needs and demands.

**PSYC-401. Gerontology: An Overview. 3 Hours.**

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.

**PSYC-402. Developmental Processes In Later Life. 3 Hours.**

Examines research on how individuals age psychologically throughout adulthood and into advanced old age.

**Prerequisite:** PSYC-401 with a minimum grade of C.

**PSYC-403. Developmental Processes In Aging:Physiological Aspects. 3 Hours.**

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 development changes in all the major biological systems.

**Prerequisite:** PSYC-401 with a minimum grade of C.

**PSYC-406. Aging And The Family. 3 Hours.**

Acquaints students with the research on the inter-generational roles on 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.

**Prerequisite:** PSYC-401 with a minimum grade of C.

**PSYC-408. Research Methods. 3 Hours.**

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.

**Prerequisite:** PSYC-402 with a minimum grade of C.

**PSYC-412. Psychopathology And Aging. 3 Hours.**

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.

**Prerequisite:** PSYC-401 with a minimum grade of C.

**PSYC-414. Psychotherapy Of The Elderly. 3 Hours.**

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.

**Prerequisite:** PSYC-401 with a minimum grade of C.

**PSYC-415. Practicum In Gerontology. 3 Hours.**

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.

**Prerequisite:** PSYC-402 with a minimum grade of C.

**PSYC-416. Internship In Gerontology. 3 Hours.**

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.

**Prerequisite:** PSYC-402 with a minimum grade of C.

**PSYC-418. Public Policy And Aging. 3 Hours.**

This course will examine major health care, social, and economic policies that affect the elderly. Students will learn to assess and understand the differential impact on life style and quality of life experienced in old age by individuals of various socioeconomic classes.

**Prerequisite:** PSYC-401 with a minimum grade of C.

**PSYC-420. Seminar In Proposal Writing. 3 Hours.**

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.

**Prerequisite:** PSYC-408 with a minimum grade of C.

**PSYC-424. Independent Study In Gerontology. 3 Hours.**

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.

**Prerequisite:** PSYC-402 with a minimum grade of C.

**PSYC-426. Values, Decision Making And The Elderly. 3 Hours.**

This course sensitizes students to their own and other's social and personal values pertain 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.

**Prerequisite:** PSYC-401 with a minimum grade of C.

**PSYC-428. Aging And Cultural Diversity In The U.S.. 3 Hours.**

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.

**Prerequisite:** PSYC-401 with a minimum grade of C.

**PSYC-432. Meanings Of Old Age. 3 Hours.**

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.

**Prerequisite:** PSYC-401 with a minimum grade of C.

**PSYC-434. Aging Services Network. 3 Hours.**

This course examines the wide range of services and programs fostered by the Older American Act and referred to as the "aging network." Interviews with service providers and onsite observations give students an awareness of the issues involved in designing and implementing programs for older people.

**Prerequisite:** PSYC-401 with a minimum grade of C.

**PSYC-501. Human Developmental Science Core I. 3 Hours.**

This course is an overview of theories and research related to human development, with a focus on conception to adolescence. Students will examine the development of complex human behavior through interactions of the individual with the environment. Students will learn about procedures and methods that can be used to explain and study human behavior in different populations.

**PSYC-502. Human Developmental Science Core II. 3 Hours.**

This course is an overview of theories and research related to human development, with a focus on emerging adulthood to late adulthood. Students will examine the development of complex human behavior through interactions of the individual with the environment. Students will learn about procedures and methods that can be used to explain and study human behavior in different populations.

**Prerequisite:** PSYC-501 with a minimum grade of C.

**PSYC-509. Special Topics In Human Developmental Science. 3 Hours.**

This course is an advanced examination of contemporary topics in human developmental science. As a seminar class, topics will vary based on the expertise of the faculty teaching the class.

**PSYC-510. Research Design And Statistical Analysis I. 3 Hours.**

This course will provide students with basic principles of research design and statistical analysis in the areas of human development and behavior. Topics will include core experimental, correlational, and developmental research designs and the foundations and applications of regression and ANOVA. Use of computer-based statistical software packages for data analysis and interpretation is stressed.

**PSYC-511. Research Design And Statistical Analysis II. 3 Hours.**

This course will provide students with advanced principles of research design and statistical analysis in the areas of human development and behavior. Topics will cover contemporary research designs, specialized research methods, and advanced regression analysis. Use of computer-based statistical software packages for data analysis and interpretation is stressed.

**Prerequisite:** PSYC-510 with a minimum grade of C.

**PSYC-520. Values, Decision Making For Responsible Conduct In Research. 3 Hours.**

Students will learn about the ethics of research. Topics will include ethics related to both human and animal subjects research and ethics related to scientific misconduct in data management and presentation.

**PSYC-521. Research Colloquium. 1 Hour.**

Students will take two semesters of the research colloquium to actively engage in the research community of the Human Developmental Science program. Students will develop communication skills by presenting research findings that were previously published or reflective of their own body or work.

**Prerequisite:** PSYC-501 with a minimum grade of C or PSYC-502 with a minimum grade of C or PSYC-511 with a minimum grade of C.

**PSYC-5901. Thesis Hours. 1 Hour.**

This course involves guidance of students writing a master's thesis as part of the requirements for the MA. in Gerontology.

**Prerequisite:** PSYC-420 with a minimum grade of C.

**PSYC-5902. Thesis Hours. 2 Hours.**

See course description for PSYC-5901.

**Prerequisite:** PSYC-420 with a minimum grade of C.

**PSYC-5903. Thesis Hours. 3 Hours.**

See course description for PSYC-5901.

**Prerequisite:** PSYC-420 with a minimum grade of C.



# Public Health (PH)

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## **PH-400. Introduction To Public Health. 3 Hours.**

In this course, students will be introduced to the profession and science of public health, inclusive of its history, philosophy, values, and roles. Students also will be introduced to the intersecting factors influencing human health and healthy equity including environmental, biological, genetic, behavioral, psychological, social, political, racism, and economic. With a particular focus on marginalized communities, students examine major trends of morbidity and mortality, explain the role of prevention, and compare the US's and other countries' health care systems. Instruction recognizes students' lived experiences and insights and integrates these into discussions and other exercises that promote critical thinking and analysis.

## **PH-405. Social And Behavioral Health Theory. 3 Hours.**

This course will cover theories of social and behavioral health and their application to the assessment, implementation, and evaluation of public health initiatives. In this course students will learn how to implement health behavior interventions that use intrapersonal, interpersonal, and ecological/community theories and models to create positive health behavior changes within individuals, communities, and societies. The assessment, implementation, and evaluation of health behavior interventions will focus particularly on marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location.

**Requirement:** Accepted to the MPH program or Program coordinator approval.

## **PH-410. Epidemiology. 3 Hours.**

This course provides a foundation in the occurrence, distribution, and determinants of health, diseases, injuries, disability, and mortality in populations. Content includes epidemiological measurements and study designs, their key ethical issues, and their relationship to disease prevention, treatment, and control. Students examine the social, behavioral, and psychological determinants of vulnerability to disease among groups classified by race, ethnicity, sexuality, gender, socio-economic position, gender, age, ability, and location, as well as the intersections of these classifications. Students also practice strategies for designing and supporting public policies that appropriately and effectively promote health in the communities where they live.

## **PH-415. Biostatistics. 3 Hours.**

This course provides an introduction to statistical methods with a focus on public health. Topics include collection, summarization, and analysis of data and the interpretation of and inferences from results. It will include analyses of data that demonstrate how bias affects marginalized communities, with specific and ongoing attention to the intersections they experience including, but not limited to race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. Students will study current research articles to develop their ability to distinguish bias in data collection, data analysis, and resulting government policy. The course includes a project focusing on health disparities.

**Requirement:** Accepted to the MPH program or Program coordinator approval.

## **PH-420. Environmental Health. 3 Hours.**

This course addresses topics in Environmental Health as they relate to public health. Students develop the knowledge to discuss topics such as air quality; water quality; food safety; risk assessment; indoor health; vector and pest management; and the management of chemical, biological, and physical environmental agents. The context will focus on marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. This will be accomplished through case analyses and with the goal to advocate for equity and justice in legislation and policy.

**Requirement:** Accepted to the MPH program or Program coordinator approval.

## **PH-425. Global Health. 3 Hours.**

This course uses a multidisciplinary approach to discuss the major underlying determinants of poor health. Students will be introduced to the evolution of modern approaches, the setting of global health priorities, the functions and roles of global health systems, and an overview of current global health practices. Students will explore the factors shaping the global distribution of disease and their connection with issues of social, economic, and political development. Students will also consider the impacts of globalization, climate change, and other environmental factors on health risks and availability of health resources.

## **PH-430. Health Literacy & Health Communications. 3 Hours.**

In this course, students critically examine the implications of health literacy on health and health outcomes and the role of health communication in helping individuals and populations to access, obtain, understand and act on health information. Students will develop skills in conducting a needs assessment; identifying communication goals, objectives, and strategies; designing and testing messages and materials; and developing an implementation and evaluation plan. Central to this process is the accurate measurement of literacy and sensitivity to marginalized communities, with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location.

## **PH-440. Health Disparities & Health Advocacy. 3 Hours.**

This course provides students with the theoretical applications to conduct research and to identify the primordial, historical, and contemporary sources of health disparities in the United States and around the world. Content focuses on how health disparities are defined, their prevalence, why and among whom they exist, issues and methods of measurement, and approaches to addressing them. Students learn why scholars and practitioners describe health disparities as unnecessary, avoidable, and unfair. Using multidisciplinary, multisectoral, and culturally-appropriate approaches, students will develop advocacy strategies to target and eliminate health disparities.

**PH-450. Health Care Program And Services Administration. 3 Hours.**

This course is designed to develop skills in healthcare program and services administration, including organizational structures, management styles and challenges in public health and healthcare organizations. Students will practice how to successfully manage change, appropriately solve problems, and make ethical decisions with consideration for social determinants of health. Examples will focus on marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. Achieving quality outcomes through planning, organizing, administering, managing, and evaluating public health policy is integral to this course.

**PH-460. Design And Development Of Public Health Programs. 3 Hours.**

This course develops public health program planning, management, and evaluation skills. Planning activities include conducting a needs assessment, setting goals and objectives, selecting intervention strategies, and building an implementation timeline. Management activities include preparing a budget and developing a marketing plan. Evaluation activities include establishing program performance standards and developing an evaluation plan. Emphasis will be placed on evidence-based approaches to reduce health disparities among marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location.

**Prerequisite:** PH-400 with a minimum grade of C.

**PH-470. Research Methods In Public Health. 3 Hours.**

This course will cover all aspects of conducting qualitative and quantitative research in the social sciences. Students will learn how to collect and interpret data in an ethical and diversity-sensitive manner. The assessment, implementation, and evaluation of research-related processes and outcomes will include discussion of the general public as well as marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. Students will learn about the proper reporting of data, the accurate interpretation of findings, and the use of ethical inferential procedures.

**Prerequisite:** PH-400 with a minimum grade of C.

**PH-480. Internship I. 3 Hours.**

This course is a mentored learning experience that serves as a bridge between public health training and practice. During the internship, students complete a site-based project related to one or more core areas of public health and with a focus on marginalized communities and the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. In addition to the project, the course includes coaching meetings, ongoing self-assessment and reflection, synthesis of professional ethics, collaborative and peer-driven problem-solving, and case-based learning exercises that require critical analysis, systems-based thinking, and transformative approaches.

**PH-485. Internship II. 3 Hours.**

This course is an expansion of Internship I, a mentored learning experience that serves as a bridge between public health training and practice. This course includes additional field experience hours and professional development exercises and opportunities. Internship I and II can be taken in the same semester if it can be clearly established that the student has time for the extended commitment and that the field experience site and site supervisor have the capacity and interest to support this commitment. Department, program, and academic advisor approval are required.

**PH-490. Capstone. 3 Hours.**

This course is an individualized, mentored, culminating learning experience to support students in synthesizing and integrating their public health coursework. Guided by evidence-based approaches, students conduct mixed-method research to identify community health needs, assets, and resources. Students present their findings in ways that reveal a deep understanding of public health functions, an ecological perspective of health, and a capacity to be competent, reflective, collaborative, transformative, and ethical public health researchers, practitioners, and managers. Students also participate in a self-study project during which they examine and reflect on their career interests, personal values, and experiential capital.

**PH-498. Public Health Independent Research Project. 3 Hours.**

This course is for students majoring in public health who choose to fulfill graduation requirements via an approved Independent Study. Directed research, analysis, and presentation of a research paper on an important topic in public health are the focus of the course.

**PH-503. Human Sexuality And Sex Education. 3 Hours.**

This course provides a basic foundation in the area of human sexuality and sex education. In addition to acquiring knowledge in anatomy, pregnancy, childbirth, contraception, sexually transmitted infections, and relationships, students also will examine the evolutionary factors, historical foundations, and contemporary influences on human sexuality and sex education. Students will locate and interpret health data and information, evaluate policy, reflect on personal beliefs, develop educational interventions, and acquire the skills to act as a resource person and advocate for science-based instruction and policies.

**PH-519. Substance Use And Abuse Education. 3 Hours.**

This course is an introduction to substance use and abuse including the role of and effects on human behavior, the neurobiology and complexity of addiction, the impact on health and society, historical foundations and outcomes of substance use laws, and the influence of religion, politics, and other factors on substance use, abuse, and perceptions. Students will locate and interpret health data and information, evaluate policy, reflect on personal beliefs, develop educational interventions, and acquire the skills to act as a resource person.

**PH-523. Mental Health Education And Promotion. 3 Hours.**

This course develops knowledge and competencies related to mental health, education, and promotion. Learners gain insight into the factors that impact mental health across the lifespan, including historical, environmental, biological, genetic, behavioral, psychological, cultural, sociological, political, and economic. Learners administer a community-level mental health assessment, develop culturally and linguistically appropriate mental health curricula, evaluate mental health promotion interventions, and advocate for transformative mental health policies, programs, and services. They also conduct a self-care self-study, examine personal dispositions, and create personal and professional action plans. Cultural humility, ethical practices, and ecological approaches are emphasized throughout.

**PH-555. Organization And Administration Of School Health. 3 Hours.**

This course provides foundational content and builds skills related to the organization and administration of school health. Emphasis is placed on the factors that contribute to a healthy school environment and the social determinants that impact PK-12th grade students' motivation and ability to learn. Learners interpret data to identify school health needs; conduct a personal inventory; make plans to engage stakeholders in the formation of a school health council; select and use sources to advocate for school health; interpret and analyze school health policies; design and develop school health initiatives; and prepare to become a school health leader.

**PH-564. Theories And Concepts Of School Health Education. 3 Hours.**

This course provides foundational knowledge about effective school health education curricula, health behavior theories, health education standards, the whole child approach, risk and protective factors, and the multidimensionality of health. Students practice assessing learners' needs, applying principles of learning towards curriculum design, employing instructional strategies to engage learners, utilizing multiple methods of assessment, and cultivating an inclusive classroom environment. Students also analyze the role of the health education teacher as a resource person; consider professional and ethical issues in health education; and make plans for ongoing professional development.



# Reading (READ)

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## Courses

### **READ-096. Developmental Reading Workshop I. 3 Hours.**

(Does not count toward graduation or GPA calculation.) This course is designed to meet the needs of those students who need 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 is by placement exam.

**Prerequisite:** Accuplacer Reading Comp with a score of 020.

### **READ-097. Developmental Reading Workshop II. 3 Hours.**

(Does not count toward graduation or GPA calculation.) This course is designed to meet the needs of those students who have English language proficiency and need to further develop their reading comprehension. Advanced reading skills such as interpretation, inference, critical analysis, evaluation, application, author style and tone are emphasized in order to improve comprehension of more complex literary genres, including content-specific materials. Registration is by placement exam or permit.

**Prerequisite:** Accuplacer Reading Comp with a score of 051 or READ-115 with a minimum grade of C or READ-096 with a minimum grade of RC.

### **READ-115. ESL Reading Workshop I. 3 Hours.**

Open only to English Language Learners (ELLs). This course is designed to guide ELLs in making the transition from academic reading in their native language to reading basic academic English. The core of the course focuses on building active reading skills through intensive reading aimed at improving English reading comprehension, vocabulary development and intercultural considerations as they apply to academic works' genre, style and organization. Registration by permit only.

### **READ-116. ESL Reading Workshop II. 3 Hours.**

Open only to English Language Learners (ELLs). This course is designed to continue building advanced English language reading proficiency through intensive instruction in interpretation, inference, critical analysis, evaluation, application, author style and tone, and technical and literary terminology across more complex literary genres and content-specific materials. Registration by permit only.

### **READ-117. Vocabulary Enrichment. 3 Hours.**

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.

# Recreation Management (RECR)

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## Courses

**RECR-201. Principles And Practices Of Recreation And Leisure. 3 Hours.**

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 Hours.**

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-203. History And Philosophy Of Leisure. 3 Hours.**

**RECR-204. Leisure, Culture And Society. 3 Hours.**

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-205. Introduction To Travel And Tourism. 3 Hours.**

**RECR-206. Commercial Recreation. 3 Hours.**

**RECR-302. Leisure Economics. 3 Hours.**

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-303. Recreation And Leisure Facilities. 3 Hours.**

**RECR-304. Organization And Administration Of Leisure Programs. 3 Hours.**

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.

**RECR-305. Commercial Recreation Attractions And Facilities. 3 Hours.**

**RECR-306. Development Of The Recreation Resource. 3 Hours.**

**RECR-320. Leisure Studies Internship And Seminar. 12 Hours.**

# **Russian (RUSS)**

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# Secondary Education (SCED)

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## Courses

### **SCED-301. Writing Intensive Program:Methods Of Teaching On The Secondary Level. 3 Hours.**

This course prepares students to become professional secondary educators by examining theories and methods of effective teaching, including: selecting, organizing, and using materials and methods common to varied subject areas in the secondary schools to meet individual student needs, including the needs of exceptional children; developing and writing of lesson plans and unit plans; facilitating class discussion; and managing discipline.

**Prerequisite:** EDFN-305 with a minimum grade of C and EDFN-306 with a minimum grade of C and College of Education Admission with a score of Y and ENGL-101 with a minimum grade of C.

### **SCED-303A. Contemporary Art Education In The Secondary School. 3 Hours.**

Designed to develop inquiry and understanding of many problems of communicating or teaching art in the secondary school. Emphasis on planning and methodology to meet individual student needs, including needs of exceptional students. To be taken before student teaching in the Spring semester.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-304A.

### **SCED-303E. Methods Of Teaching English In The Secondary School. 3 Hours.**

Introduction to the methods, techniques and materials for teaching English in secondary school. Emphasis on planning and methodology to meet individual student needs, including needs of exceptional students. To be taken with SCED-304E.

**Prerequisite:** SCED-301 with a minimum grade of C and College of Education Admission with a score of Y.

### **SCED-303F. Teaching Modern Foreign Languages In The Secondary School. 3 Hours.**

Introduction to the methods, techniques and materials for teaching foreign languages in the secondary school. Emphasis in on mastery of selected skills on a performance basis and meeting individual student needs. Prior to taking methods in foreign language ( SCED-303F ), students must score an "Advanced Low" or higher rating on the Oral Proficiency Interview (OPI).

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-304F.

### **SCED-303H. Methods Of Teaching History In The Secondary School. 3 Hours.**

Demonstration of specific organizational patterns and teaching methods in history, teaching for critical thinking and trends in the teaching of history. Emphasis on planning and methodology to meet individual student needs, including needs of exceptional students. To be taken with SCED-304H.

**Prerequisite:** SCED-301 with a minimum grade of C and College of Education Admission with a score of Y.

### **SCED-303I. Methods And Techniques Of Teaching Music In Secondary School:Instrumental. 3 Hours.**

Methods and materials utilized in teaching instrumental ensemble classes in middle and high schools; emphasis upon performance based instructional design and rehearsal strategies to meet individual student needs, music literacy, methods of reading, and reading in the content area in instrumental music.

**Prerequisite:** MUS-391 with a minimum grade of C and SCED-311 with a minimum grade of C and College of Education Admission with a score of Y.

### **SCED-303M. Methods Of Teaching Mathematics In The Secondary School. 3 Hours.**

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.

**Prerequisite:** SCED-301 with a minimum grade of C and College of Education Admission with a score of Y.

**Corequisite:** SCED-304M.

### **SCED-303R. Materials And Methods For Teaching High School Science. 3 Hours.**

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.

**Prerequisite:** SCED-311 with a minimum grade of C.

### **SCED-303V. Methods And Techniques Of Teaching Music In Secondary Schools:Vocal. 3 Hours.**

Methods and materials utilized in teaching vocal ensemble and general music classes in middle and high schools; emphasis upon performance based instructional design and rehearsal strategies to meet individual student needs, music literacy, methods of reading, and reading in the content area in vocal music.

**Prerequisite:** MUS-391 with a minimum grade of C and SCED-311 with a minimum grade of C and College of Education Admission with a score of Y.

### **SCED-304A. Clinical Experiences In The Secondary School:Art. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with broad range of students, including exceptional students. To be taken with the academic methods course, SCED-303A.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-303A.

**SCED-304B. Clinical Experiences In The Secondary School: Biology. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course SCED-303R.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-303B.

**SCED-304E. Clinical Experiences In The Secondary School: English. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course, SCED-303E.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-303E.

**SCED-304F. Clinical Experiences In The Secondary School: French. 3 Hours.**

Score of Advanced Low or higher on OPI.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-303F.

**SCED-304H. Clinical Experiences In The Secondary School: History. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course, SCED-303H.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-303H.

**SCED-304J. Foreign Language Clinical Experience In The Secondary School. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course, SCED-303F.

**Prerequisite:** SCED-311 with a minimum grade of C.

**Corequisite:** SCED-303F.

**SCED-304M. Clinical Experiences In The Secondary School: Mathematics. 1 Hour.**

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course, SCED-303M.

**Prerequisite:** College of Education Admission with a score of Y.

**Corequisite:** SCED-303M.

**SCED-305A. Secondary Student Teaching And Seminar In Art. 9 Hours.**

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 Spring semester.

**Prerequisite:** SCED-301 with a minimum grade of C and SCED-303A with a minimum grade of C and Illinois Content Area Test with a score of P.

**SCED-305B. Secondary Student Teaching And Seminar In Biology. 9 Hours.**

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.

**Prerequisite:** SCED-301 with a minimum grade of B and Illinois Content Area Test with a score of P.

**SCED-305E. Secondary Student Teaching And Seminar In English. 9 Hours.**

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 superior who also conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

**Prerequisite:** Illinois Content Area Test with a score of P and College of Education Admission with a score of Y.

**SCED-305F. Secondary Student Teaching And Seminar In French. 9 Hours.**

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 seminar associated with student teaching. Requires experience with a broad range of students, including those with exceptionalities.

**Prerequisite:** SCED-303F with a minimum grade of B and SCED-304J with a minimum grade of C and Illinois Content Area Test with a score of P.

**SCED-305H. Secondary Student Teaching And Seminar In History. 9 Hours.**

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.

**Prerequisite:** Illinois Content Area Test with a score of P and College of Education Admission with a score of Y.

**SCED-305J. Secondary Student Teaching And Seminar In Spanish. 9 Hours.**

Sixteen weeks of full-day student teaching providing practical teaching experience in secondary school foreign language. Supervised by secondary school personnel and a university superior, who conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

**Prerequisite:** Illinois Content Area Test with a score of P and SCED-304J with a minimum grade of C.

**SCED-305K. Secondary Student Teaching And Seminar - Health Education. 12 Hours.**

Sixteen weeks of full-day student teaching providing practical teaching experience in secondary school health education. 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 those with exceptionalities.

**Prerequisite:** SCED-301 with a minimum grade of C and HLED-304 with a minimum grade of C and HLED-305 with a minimum grade of C and HLED-302 with a minimum grade of C.

**SCED-305M. Secondary Student Teaching And Seminar In Mathematics. 9 Hours.**

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.

**Prerequisite:** SCED-301 with a minimum grade of C and Illinois Content Area Test with a score of P and College of Education Admission with a score of Y.

**SCED-305N. Secondary Student Teaching And Seminar In Music. 9 Hours.**

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 two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students.

**Prerequisite:** SCED-301 with a minimum grade of C and SCED-303I with a minimum grade of C and SCED-303V with a minimum grade of C and SCED-311 with a minimum grade of C and Illinois Content Area Test with a score of P.

**SCED-305P. Secondary Student Teaching And Seminar In Physical Education. 12 Hours.**

Participation in directing learning experiences in secondary physical education at several levels under the supervision of one or more regularly assigned secondary teachers; observation of experienced teachers; familiarization with the daily program of the secondary school; weekly two-hour seminar and critique. Requires experience with a broad range of students, including exceptional students. (full-day, Spring term).

**Prerequisite:** SCED-301 with a minimum grade of C and PEMA-344 with a minimum grade of C and Illinois Content Area Test with a score of P.

**SCED-311. Writing Intensive Program: School Curriculum. 3 Hours.**

Designed for students in Physical Education, Health, Music, Visual Arts, World Languages, and Special Education, this course prepares students to develop and implement curriculum. Focal topics include objectives, unit planning, lesson planning, classroom management, higher order thinking, interdisciplinary collaboration, developmental considerations, and assessment techniques. Specific emphases include strategies for differentiating effectively to meet the needs of academically, culturally, and experientially diverse learners in mainstream classrooms.

**Prerequisite:** EDFN-305 with a minimum grade of C and ENGL-101 with a minimum grade of C and EDFN-306 with a minimum grade of C and EDFN-307 with a minimum grade of C and College of Education Admission with a score of Y.

**SCED-315. Teaching Writing In Junior And Senior High School. 3 Hours.**

This course covers the teaching of writing in the intermediate and upper grades. Mini-lesson design and placement, methods and strategies for teaching sentence completeness, for teaching sentence structure, and for 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.

**Prerequisite:** College of Education Admission with a score of Y.

**SCED-401E. New Directions In Teaching English In The Junior And Senior High School. 3 Hours.**

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 effort of the past decade.

**SCED-402E. Methods Of Teaching English Language Arts In Secondary Schools. 3 Hours.**

This course is the first of two discipline-specific English Language Arts methods courses. In this course, candidates will explore conceptual, curricular, and pedagogical aspects of teaching English Language Arts in secondary schools. Topics include text selection, differentiation, assessment, and strategies for teaching literature and writing in diverse classrooms.

**SCED-402H. Methods Of Teaching History And Social Sciences In Secondary Schools. 3 Hours.**

This course is the first of two discipline-specific history methods courses. In this course, candidates will explore conceptual, curricular, and pedagogical aspects of teaching history and the social studies in secondary schools. Topics include materials selection, differentiation, assessment, and strategies for teaching history and the social studies in diverse classrooms.

**SCED-402M. Methods Of Teaching Mathematics In Secondary Schools. 3 Hours.**

This course is the first of two mathematics methods courses for prospective secondary mathematics teachers. It examines goals, materials, and methods of instruction and assessment suitable for teaching mathematics to diverse students in middle and high school classrooms. The course will emphasize strategies that promote the development of students' conceptual understanding, procedural fluency, mathematical reasoning and problem solving skills, and their appreciation of mathematics.

**SCED-402S. Methods Of Teaching Science In Secondary Schools. 3 Hours.**

This course is the first science methods course in the SCED MAT/Teacher Licensure program sequence. It explores the interpretation of the content and structure of those areas of natural science generally included in secondary school curricula, recent developments in curriculum organization and teaching materials, and methods of teaching in the classroom and laboratory, including team teaching and other individualized guided study programs. The course emphasizes planning and methodology to meet individual student needs, including the needs of exceptional students.

**SCED-403E. New Directions In Teaching English Language Arts In Secondary Schools. 3 Hours.**

This course is the second discipline-specific course in the SCED MAT/Teacher Licensure program sequence. Study and discussion will focus on an exploration of recent trends and innovations in teaching English Language Arts, including, but not limited to, examination of Common Core State Standards, exploration of 21st Century literacies in the ELA classroom, strategies for teaching English Language Arts in linguistically diverse classrooms, and sustained practice in considering and developing the roles of reading, writing, speaking, listening, language, media, and critical theory in teaching.

**Prerequisite:** SCED-402E with a minimum grade of B and SCED-415 with a minimum grade of B.

**Corequisite:** SCED-404E.

**SCED-403H. New Directions In Teaching History In The Secondary Schools. 3 Hours.**

This course is the second discipline-specific course in the SCED MAT/Teacher Licensure program sequence. In this course, candidates explore key themes related to teaching history, including organizational patterns and teaching methods in history, teaching history for critical thinking, intellectual and practical challenges related to the teaching of history, strategies for teaching history in culturally and linguistically diverse classrooms, and links between theoretical perspectives and practical methodology of teaching history at the secondary level. After completing this course candidates should be able to creatively plan, implement, and assess teaching and learning for culturally and educationally diverse student populations.

**Prerequisite:** SCED-402H with a minimum grade of B.

**Corequisite:** SCED-404H.

**SCED-403M. New Directions In Teaching Mathematics In Secondary Schools. 3 Hours.**

This course is the second mathematics methods course for prospective secondary mathematics teachers. It focuses on an exploration of recent trends, issues, and innovations in mathematics teaching, including strategies for teaching mathematics in culturally and linguistically diverse contexts. It engages candidates in the study of methods of instruction that foster mathematical understanding, mathematical habits of mind, and a positive disposition towards mathematics. Students will concurrently participate in a 70 hour clinical experience where they will observe and apply these methods in secondary mathematics classrooms.

**Prerequisite:** SCED-402M with a minimum grade of B.

**Corequisite:** SCED-404M.

**SCED-403S. New Directions In Teaching Science In Secondary Schools. 3 Hours.**

This course is the second science methods course for prospective secondary science teachers. The course focuses on an exploration of recent trends, issues and innovations in science teaching and engages candidates in the study of methods of instruction that foster scientific understanding, scientific reasoning, and a positive disposition towards science among culturally and linguistically diverse students. Candidates will concurrently participate in a 70-hour clinical experience where they will observe and apply these methods in science classrooms.

**Prerequisite:** SCED-402S with a minimum grade of B.

**Corequisite:** SCED-404S.

**SCED-404E. Clinical Experience In Secondary Schools: English Language Arts. 1 Hour.**

This course is a supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. It requires experience with a broad range of students, including exceptional students. It is taken concurrently with the academic methods course SCED-403E: New Directions in Teaching English Language Arts in Secondary Schools.

**Prerequisite:** SCED-415 with a minimum grade of B and SCED-402E with a minimum grade of B.

**Corequisite:** SCED-403E.

**SCED-404H. Clinical Experiences In Secondary Schools: History. 1 Hour.**

This course is a supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. It requires experience with a broad range of students, including exceptional students.

**Prerequisite:** SCED-415 with a minimum grade of B and SCED-402H with a minimum grade of B.

**Corequisite:** SCED-403H.

**SCED-404M. Clinical Experience In Secondary Schools: Mathematics. 1 Hour.**

This course is a supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. It requires experience with a broad range of students, including exceptional students.

**Prerequisite:** SCED-415 with a minimum grade of B and SCED-402M with a minimum grade of B.

**Corequisite:** SCED-403M.

**SCED-404S. Clinical Experiences In Secondary Schools: Science. 1 Hour.**

This course is a supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. It requires experience with a broad range of students, including exceptional students.

**Prerequisite:** SCED-415 with a minimum grade of B and SCED-402S with a minimum grade of B.

**Corequisite:** SCED-403S.



**SCED-407A. Teaching Multicultural Young Adult Literature In The Secondary School With Clinical Experience. 3 Hours.**

This course for pre-service secondary English teachers will emphasize curricular design and instructional techniques for selecting and using multicultural young adult (YA) literature in a well-rounded English Language Arts curriculum. Students will read and analyze a wide range of award-winning multicultural YA fiction, non-fiction, and poetry and will develop curriculum for middle and high school students, using YA and canonical multicultural literature. Students will also complete a concurrent, supervised clinical experience of at least 50 clock hours in a secondary English classroom. Prerequisites: Full admission into the MAT: Language Arts--Secondary Program. Apply to CEST Office for placement at least one year in advance.

**SCED-407B. Teaching Multicultural Literature In Middle And Secondary Schools Without Clinical Experience. 3 Hours.**

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.

**SCED-408. The Nature Of Mathematical Abilities In School Children. 3 Hours.**

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 student's needs.

**SCED-409. Teaching Mathematical Problem Solving In The Secondary Schools. 3 Hours.**

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.

**SCED-410. Computers In The Teaching Of Secondary School Mathematics. 3 Hours.**

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.

**SCED-415. Introduction To Secondary School Curriculum. 3 Hours.**

Candidates taking this course will develop skills in and strategies for curriculum planning and delivery, with emphasis on meeting urban students' diverse needs. Taken concurrently with EDFN-415, the course will help candidates consider the relationships among subject-area practices, teacher beliefs, learner characteristics, school and community contexts, and other influences on teaching (e.g., educational research, accreditation processes, standards implementation, standardized testing, etc.). Candidates will examine how these relationships impact classroom practice and will apply their understandings by collaborating with peers seeking licensure in different subject areas to develop a critical, interdisciplinary unit of curriculum for students in a specific context.

**Corequisite:** EDFN-415.

**SCED-421. Research In Teaching In Middle And Secondary Schools. 3 Hours.**

This course is the culminating course in candidates' MAT sequence, and is designed to acquaint candidates with research on contemporary trends in teaching. Candidates will critically appraise and discuss classical and contemporary studies in disciplinary and interdisciplinary teaching to identify specific strategies useful in classroom practice. Candidates will examine the role of classroom research in planning, implementing, and assessing the impact of instructional strategies and have the opportunity for individual in-depth study of specific areas related to their needs and interests. This course reinforces candidates' professional literacy and writing skills as related to reading, reviewing, and writing about research.

**Prerequisite:** SCED-404E with a minimum grade of B or SCED-404M with a minimum grade of B or SCED-404S with a minimum grade of B or SCED-404H with a minimum grade of B.

**SCED-429. Student Teaching In Secondary Schools. 6 Hours.**

This course is a capstone course for candidates who plan to teach in grades 6-12. It includes sixteen weeks of full-day student teaching under the supervision of school and university personnel. Candidates will synthesize and apply principles of effective instruction, reflective practice, and culturally responsive teaching in a secondary school setting.

**Corequisite:** SCED-430.

**SCED-430. Student Teaching Seminar: Reflection And Assessment Of Student Learning. 3 Hours.**

In this seminar, candidates will reflect upon their student teaching experiences and examine their impact on student learning. Candidates will prepare formal curricular materials, evaluate their classroom pedagogy, and analyze trends in individual and collective student performance. Additional topics for discussion include classroom management strategies, collaborating with peers, engaging with parents, completing state licensure procedures, and the job search. This course requires co-enrollment in SCED-429: Student Teaching.

**Corequisite:** SCED-429.

**SCED-431. Integrating Engineering, Robotics, And AI In STEM Teaching. 3 Hours.**

This graduate-level course prepares preservice and in-service middle and high school science and math teachers to navigate the exciting intersection of engineering, robotics, and artificial intelligence (AI) within STEM education. Participants will dive into theoretical concepts and apply them through modeling projects, such as building robots and coding them for an instructional purpose, to grasp how these advanced technologies enhance educational settings. The goal of this course is to empower teachers to integrate these innovations into their curriculums, leveraging constructivism, project-based learning, and inquiry-based instruction to prepare students for the 21st-century workforce.



# Social Work (SWK)

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## Courses

### **SWK-200. Introduction To Social Work. 3 Hours.**

Overview of the social work profession, its philosophical basis, historical development and future growth; introduction to the concept of generalist practice.

### **SWK-202. Community Analysis. 3 Hours.**

Methods of conducting research on local communities and racial/ethnic backgrounds. Role of culture in human behavior and how one's culture interfaces with other cultures. This is a values and knowledge elective course.

**Prerequisite:** SWK-200 with a minimum grade of C.

### **SWK-203. Analysis Of Cross Culture Interaction. 3 Hours.**

This is a pre-practice elective. Development of sensitivity when interacting with persons of diverse racial- ethnic backgrounds. Role of culutre in human behavior and how one's culture interfaces with other cultures.

### **SWK-207. Social Welfare Policy I. 3 Hours.**

This course covers content on the history of social welfare, characteristics of current social welfare programs, and the social, economic, and political contexts of social welfare policy.

**Prerequisite:** SWK-200 (may be taken concurrently) with a minimum grade of C.

### **SWK-250. Issues In Social Service Delivery. 3 Hours.**

Covers major problems and issues in the field of social work. Topics vary. This is a values and knowledge elective course.

### **SWK-300. Human Sexuality And Social Work. 3 Hours.**

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. This is a values and knowledge elective course.

### **SWK-301. Social Work And The Law. 3 Hours.**

This 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. This is a values and knowledge elective course.

**Prerequisite:** SWK-200 with a minimum grade of C.

### **SWK-303. Writing Intensive Program: Human Behavior And The Social Environment I. 3 Hours.**

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.

**Prerequisite:** SWK-207 with a minimum grade of C and SWK-200 with a minimum grade of C.

**Corequisites:** SWK-304, SWK-309.

### **SWK-304. Social Work Practice I. 3 Hours.**

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.

**Prerequisite:** SWK-200 with a minimum grade of C and SWK-207 with a minimum grade of C.

**Corequisites:** SWK-303, SWK-309.

### **SWK-305. Social Work Practice II. 3 Hours.**

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.

**Prerequisite:** SWK-200 with a minimum grade of C and SWK-207 with a minimum grade of C and SWK-303 with a minimum grade of C and SWK-304 with a minimum grade of C and SWK-309 with a minimum grade of C.

**Corequisites:** SWK-306, SWK-357.

**SWK-306. Human Behavior In The Social Environment II. 3 Hours.**

This is the second course in the Human Behavior and Social Environment (HBSE) 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: HBSE I. Each unit integrates the student's knowledge about the generalist model, the concepts and assumptions within, understanding of the concept of self, the value of honoring diversity and the commitment of the social work profession to social and economic justice.

**Prerequisite:** SWK-303 with a minimum grade of C and SWK-304 with a minimum grade of C and SWK-309 with a minimum grade of C.

**Corequisites:** SWK-305, SWK-357.

**SWK-307. Services To Children & Adolescents. 3 Hours.**

This course focuses on culturally competent social work practice with children and adolescents living in diverse family arrangements. The continuum of services and resources available to children and adolescents and the roles and functions of the social worker in these settings are examined. Economic, social, and psychological concerns of vulnerable children are identified, and intervention strategies that will effectively meet these needs are addressed. Students are presented with specialized knowledge and skills essential for working with children and adolescents. Students will be exposed to fundamental training that prepares them for DCFS Licensure. This is a skills elective course.

**SWK-308. Social Work Practice With Immigrants & Refugees I. 3 Hours.**

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. This is a values and knowledge elective course.

**Prerequisite:** SWK-200 with a minimum grade of C and SWK-207 with a minimum grade of C.

**SWK-309. Introduction To Social Work Research. 3 Hours.**

SWK-309 is the first of the three required research courses in the bachelor of social work (BSW) program. This course focuses on the foundation content in research methods and designs that may be utilized by social workers to evaluate practice and programs and to advance practice knowledge. Specifically, this course will (1) introduce students to the contributions of research to the social work profession; (2) enable students to develop and apply the scientific research method; (3) help students acquire a working knowledge of the research methods/research designs; and (4) help students learn how to critically analyze and evaluate social work research.

**Prerequisite:** SWK-200 with a minimum grade of C and SWK-207 with a minimum grade of C.

**Corequisites:** SWK-303, SWK-304.

**SWK-310. Research Seminar I. 3 Hours.**

This course is designed to prepare students to conduct qualitative and quantitative research in their field practicum agency. At the completion of the course each student will complete a detailed proposal for research that will be completed in the subsequent term. The course will cover the various approaches to qualitative and quantitative research methods. Special attention will be given to problem formulation, literature review, and data collection techniques.

**Prerequisite:** SWK-200 with a minimum grade of C and SWK-207 with a minimum grade of C and SWK-309 with a minimum grade of C.

**Corequisites:** SWK-353, SWK-355.

**SWK-311. Research Seminar II. 3 Hours.**

This course is designed to enable students to complete the research study that they proposed in SWK-310 – Research Seminar I. While some conceptual information will be provided, primary focus will be on the use of basic qualitative and statistical methods to complete the tasks of data collection, data analysis, interpretation and discussion of results, and presentation of completed research projects. Attention will be given to ethical considerations and considerations of race, gender, culture, and sexual orientation.

**Prerequisite:** SWK-310 with a minimum grade of C.

**Corequisites:** SWK-354, SWK-356.

**SWK-312. Women And Social Work. 3 Hours.**

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. This is a values and knowledge elective course.

**SWK-313. Child Advocacy Studies: Assessment And Evaluation. 3 Hours.**

This course provides a survey of the emerging field of Child Advocacy Studies, which researches and seeks remedies for the maltreatment of children and youth, including specific acts of violence and neglect, in the context of the pernicious effects of racism, poverty, sexism, and heterosexism, including the unique problems faced by immigrant and displaced children. The course examines the various economic, political, social and cultural circumstances that may contribute to the abuse and maltreatment of children and youth. It also teaches students about the strategies and tactics used by various local governmental and nongovernmental agencies, courts and medical establishments to address these problems. This is an elective class for Social Work majors and minors, and one of the required courses in the sequence for a Child Advocacy Studies minor.

**SWK-314. Social Work Advocacy. 3 Hours.**

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. This is a values and knowledge elective course.

**SWK-315. Recidivism And Reentry From Social Work Perspectives. 3 Hours.**

In this class, students will explore the reasons for mass incarceration and the changing population of incarcerated people from a social work perspective. Recidivism will be defined and explored using social work terminology and concepts. In particular, this class considers how incarcerated people re-enter society: how they obtain housing, find jobs, create community, and navigate legal issues and social services associated with parole and probation. The class will explore the Communities most impacted by mass incarceration, and will analyze the complexity and layers of re-entering society for those who have been confined by the state.

**SWK-320. Domestic Violence Social Work:Theory And Practice. 3 Hours.**

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. This is a skills elective course.

**Prerequisite:** SWK-200 with a minimum grade of C and SWK-207 with a minimum grade of C.

**SWK-321. Social Work Practice In Schools. 3 Hours.**

This elective course will present essential knowledge and skills for engaging in effective generalist social work practice with youth and families in public elementary, middle, and high schools. It will focus on four key domains of social work practice in school settings: 1) culturally competent practice, 2) social emotional learning, 3) positive youth development, and 4) community collaboration. Drawing upon a comprehensive community schools framework, students in this course will be exposed to the current research, critical issues, and essential practice skills relevant to generalist social work practice in schools.

**Prerequisite:** SWK-200 with a minimum grade of C and SWK-207 with a minimum grade of C and SWK-303 with a minimum grade of C and SWK-304 with a minimum grade of C.

**SWK-322. Writing Intensive Program:International Social Work. 3 Hours.**

This 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. This is a skills elective course.

**Prerequisite:** ENGL-101 with a minimum grade of C and SWK-303 with a minimum grade of C and SWK-304 with a minimum grade of C.

**SWK-323. Social Work Practice With Immigrants & Refugees II. 3 Hours.**

This course is designed to help students planning to work with immigrant and refugee populations gain the knowledge and skills necessary to address their needs. This course connects the social work profession's values of diversity, social justice, and social change to social policy and direct practice with the foreign-born. This is a skills elective course.

**Prerequisite:** SWK-200 with a minimum grade of D and SWK-207 with a minimum grade of D.

**SWK-324. Social Work With Latino Communities. 3 Hours.**

This course is designed to help students gain the knowledge and skills necessary to address the needs of the Latino community. This course will use applied learning and participatory action research methods to connect the social work profession's values of diversity, social justice, and social change to positively affect the development of local Latino communities. This is a skills elective course.

**Prerequisite:** SWK-303 with a minimum grade of C and SWK-304 with a minimum grade of C.

**SWK-326. Independent Study In Social Work. 3 Hours.****SWK-327. Social Work Practice With Families. 3 Hours.**

This is a post-practice 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. This is a skills elective course.

**SWK-328. Social Work With Groups. 3 Hours.**

This is a post-practice 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 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. This is a skills elective course.

**Prerequisite:** SWK-304 with a minimum grade of C and SWK-303 with a minimum grade of C and SWK-207 with a minimum grade of C and SWK-200 with a minimum grade of C.

**SWK-329. Administration And Planning In Social Work. 3 Hours.**

This is a post-practice elective course, majors only. It is designed to expose the beginning level practitioner to administrative and planning functions with emphasis on how these impact the direct service practitioner. This is a skills elective course.

**SWK-330. Social Work Practice In Community Settings. 3 Hours.**

This is a post-practice elective course. Structure and functions of communities and models of community organizing; development of community organizing skills. This is a skills elective course.

**SWK-337. Child Welfare II. 3 Hours.**

This is an elective course that focuses on culturally competent social work practice with children and adolescents living in diverse family arrangements. The continuum of services and resources available to children and adolescents and the roles and functions of the social worker in these settings are examined. Economic, social and psychological concerns of vulnerable children are identified. Intervention strategies that will effectively meet these needs are addressed. Students are presented with specialized knowledge and skills essential for working with children and adolescents. Students will be exposed to fundamental training that prepares them for DCFS Licensure. This is a skills elective.

**Prerequisite:** SWK-307 with a minimum grade of C.

**SWK-353. Field Seminar I. 3 Hours.**

Field Seminar I is taken concurrently with the Field Practicum I. The goal of the Field Seminar Courses is to increase students' sense of confidence in practicing as beginning-level practitioners. The seminar classes are designed 1) to integrate theory and knowledge from the classroom with the students' experiences from the field placement, and 2) to reinforce generalist social work values and skills to be used as a beginning level practitioner. The class format will consist of a combination of structured discussion and experiential exercises and role-plays.

**Prerequisite:** SWK-305 with a minimum grade of C and SWK-306 with a minimum grade of C and SWK-357 with a minimum grade of C.

**Corequisites:** SWK-310, SWK-355.

**SWK-354. Field Seminar II. 3 Hours.**

Field Seminar II is taken concurrently with Field Practicum II. The goal of the Field Seminar Courses is to increase students' sense of confidence in practicing as beginning-level practitioners. This goal is achieved by students' awareness of their own strengths and limitations as a worker, along with the integration of knowledge, values, and skills used in the generalist approach to social work practice. The goals of the seminar classes are 1) Integrate theory and knowledge from the classroom with the students' experiences from the field placement, and 2) Reinforce generalist social work values and skills to be used as a beginning-level practitioner.

**Prerequisite:** SWK-305 with a minimum grade of C and SWK-306 with a minimum grade of C and SWK-357 with a minimum grade of C.

**Corequisites:** SWK-311, SWK-356.

**SWK-355. Field Practicum I. 3 Hours.**

SWK-355 provides beginning field experience and is taken concurrently with SWK-353. Students are placed in a social work agency providing the opportunity to develop, test, and reinforce social work knowledge, values, and skills.

**Prerequisite:** SWK-305 with a minimum grade of C and SWK-306 with a minimum grade of C and SWK-357 with a minimum grade of C.

**Corequisites:** SWK-311, SWK-354.

**SWK-356. Field Practicum II. 3 Hours.**

SWK-356 is a continuation of SWK-355 and is taken concurrently with SWK-354. Students work in a social work agency, providing the opportunity to develop, test, and reinforce social work knowledge, values, and skills.

**Prerequisite:** SWK-310 with a minimum grade of C and SWK-353 with a minimum grade of C and SWK-355 with a minimum grade of C.

**Corequisites:** SWK-311, SWK-354.

**SWK-357. Social Welfare Policy II. 3 Hours.**

Covers content on the rationales and goals for government intervention and provides an introduction to the professional practice of policy analysis.

**Prerequisite:** SWK-207 with a minimum grade of C and SWK-303 with a minimum grade of C and SWK-304 with a minimum grade of C and SWK-309 with a minimum grade of C.

**Corequisites:** SWK-305, SWK-306.

**SWK-358. Social Work Advocacy. 3 Hours.****SWK-400. Overview Of The Social Work Profession. 3 Hours.**

Overview of the Social Work Profession is a 3 credit hour course for students who have a bachelor's degree in a major other than social work. This course is designed to provide students with an overview of the profession providing a context of the knowledge, values, and skills in the social work profession. The course covers the history of social work, the values and ethics of the profession, the perspectives of empowerment and social justice, the varied fields of social work practice, and how social workers help individuals, families, groups, and society.

**SWK-401. Oppression, Decolonization And Equity In Social Work. 3 Hours.**

The course provides an overview of the conceptual and theoretical knowledge related to difference, oppression, social justice, and empowerment.

Students explore power issues in race, class, gender, sexuality, and other societal forces that affect individuals. This course provides a forum for students to critically examine their assumptions, beliefs, and behaviors and reflect on how these personal ethics and values enhance or hinder their work with people of diverse backgrounds.

**SWK-402. Human Behavior And The Social Environment I. 3 Hours.**

This is the first half of a two-semester sequence designed to inform students about human development throughout the life course. Students will gain an understanding of the reciprocal interaction between individuals and the ecological context in which they live and grow. This course focuses on theories and research findings related to 1) the Eco-systemic approach to social work practice; 2) the functioning of individuals, families, and communities; and 3) the analysis of human development theories from birth through late-childhood and preadolescence.

**SWK-403. Generalist Practice I. 3 Hours.**

This course introduces students to generalist social work practice and addresses values, knowledge, skills, issues and processes relevant to social work practice regardless of client population, size of client system, or type of agency setting. The course focuses on basic social work practice principles, concepts, goals, and methods. Particular attention is paid to culturally diverse and oppressed populations. This course includes a practice skills laboratory in which students have the opportunity to practice their relationship building, interviewing, and assessment skills. The practice skills laboratory is also designed to give students the opportunity to integrate fieldwork experiences with classroom learning.

**Corequisite:** SWK-402.

**SWK-404. Human Behavior And The Social Environment II. 3 Hours.**

This is the second of a two-semester sequence that examines human development throughout the life cycle and the interaction of individuals with environmental conditions. This course explores traditional and non-traditional paradigms in examining human behavior and the social environment. Students will examine human behavior in the context of the larger macrosystemic environment that includes groups, organizations, communities, and globalization. Students will recognize the range of social systems in which people live and the effects of diversity and oppression on the development and functioning of individuals.

**Prerequisite:** SWK-402 with a minimum grade of B.

**SWK-405. Generalist Practice II. 3 Hours.**

Generalist Practice II is the second part of a two-semester sequence and addresses values, knowledge, skills, issues and processes which are relevant to clinical social work practice regardless of agency setting. This course uses an ecosystems assessment perspective and a problem solving process as the framework for intervention. Particular attention is paid to cultural diversity and the dynamics of oppression in clinical social work practice. This course also includes a concurrent practice skills laboratory in which students have the opportunity to practice their clinical social work practice skills.

**Prerequisite:** SWK-403 with a minimum grade of B.

**Corequisite:** SWK-404.

**SWK-406. Social Welfare Policy. 3 Hours.**

This course is designed to provide students with an overview of the major social welfare policies such as health care, children and families, poverty, mental health, and substance abuse, and provides a conceptual framework in which these policies are analyzed. Students learn the underlying values that are used to formulate such policies as well as debate the direction of policy changes. It examines the government's role in the development of social policies and the social work role in advocating for change. Special emphasis is placed on how these social welfare policies affect diverse population.

This course is for graduate social work students.

**Requirements:** Bachelor's Degree and admission to the graduate program in social work.

**SWK-407. Social Work Research. 3 Hours.**

This foundation research course is designed to provide the students with an overview of the scientific research process, to enable students to critique research, and prepares students to develop a research proposal. The course covers the research formulation process, research methodology, and research findings and their implications for further research. Emphasis is placed on critiques of actual research appearing in the social work literature and the development of a research proposal on a topic in social work. It is expected at the completion of this course students will be prepared to engage in a research project in the advanced curriculum.

**SWK-415. Foundation Field Practicum I. 3 Hours.**

This course is the first of a 2-semester sequence and provides students with a generalist practice experience with individuals, families, small groups, and communities. Students spend 240 clock hours in an agency for the 3 credit hours of course work. Students are integrating classroom learning such as communication skills, professional values and ethics, and practice models with multiple system levels. They also are learning to employ a bio-psycho-social assessment model and utilize a strengths perspective with client systems. In addition, students are learning how important it is to evaluate their practice.

**Requirement:** Admission to the graduate social work program and approval of the Field Placement Application.

**SWK-416. Foundation Field Practicum II. 3 Hours.**

This course is the second course in a 2-semester sequence and provides students with a generalist practice experience with individuals, families, groups, and communities. Students spend 240 clock hours in an agency for the 3 credit hours of course work. Students are integrating classroom learning such as communication skills, professional values and ethics, and practice models with multiple system levels. They also are learning to employ a bio-psycho-social assessment model and utilize a strengths perspective with client systems. In addition, students learn to evaluate their practice.

**Prerequisite:** SWK-415 with a minimum grade of B.

**SWK-421. Critical Social Work In Schools: Policy, Practice & Leadership. 3 Hours.**

This course presents knowledge and skills for critically engaging in social work policy, practice, and leadership when serving and advocating for children, youth and families in public elementary, middle and high schools. It focuses on four key domains for effective social work in schools: 1) positive youth development, 2) trust, collaboration and community partnerships, 3) culturally sustaining practice, and 4) school mental health. Drawing on a comprehensive community schools framework students in this course will learn the key roles and responsibilities of social workers in helping lead schools to be more equitable, inclusive and just places for learning and support.

**Requirement:** Completion of the foundation curriculum or admission to the advanced standing graduate degree program in social work. This course is required for all students in the School Social Work specialization.



**SWK-422. Social Work Practice In Global Cross-Cultural Contexts. 3 Hours.**

This elective course will present essential knowledge and skills for engaging in international and global social work practice with individuals, families and communities. Students will study theoretical models to consider processes of social development in a global, cross-cultural context. Dynamics of power in global social work will be a central focus as well as understanding diverse roles and activities in which social workers engage. Students will critically assess policies and programs designed to increase the responsiveness of social, economic, and political institutions to human needs. Issues of culture, vulnerable populations, and social and economic justice will be explored.

**Requirement:** Completion of the MSW Foundation Curriculum.

**SWK-423. School Social Work With Exceptional Students. 3 Hours.**

This advanced practice course prepares social work students to effectively advocate for and serve students with exceptional learning needs in public K-12 schools. Categories of exceptional children and youth are examined, as defined by federal and state legislation, including the Individuals with Disabilities Education Act (P.L. 94-142) and the Vocational Rehabilitation Act (Section 504). Particular emphasis is placed on how school social workers provide equitable, inclusive, and just school mental health services and supports to students and their families. Evidence-informed approaches for assessment, evaluation and advocacy for developing equitable and inclusive school policies and practices are all discussed.

**Prerequisite:** SWK-421 with a minimum grade of B.

**SWK-425. Assessment And Diagnosis In Social Work With A Critical Lens. 3 Hours.**

This elective course will present essential knowledge and skills for understanding clinical diagnosis using the Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-V) and competency-based and strengths-based assessments applied in the social work field. It focuses on application of diagnostic criteria for mental disorders with careful consideration of the role of intersectionality, stigma and systems of oppression influencing assessment and treatment. This course reflects current issues in mental health access and culturally sensitive treatment from a social justice lens, reflecting the need for funding, equitable policies and research to support effective practice.

**Requirement:** Completion of the MSW Foundation Curriculum or admission to the MSW Advanced Standing Program.

**SWK-426. Independent Study. 3 Hours.**

Students wishing to develop their own course of study not covered in the standard curriculum may do so by registering for an Independent Study under the supervision of a full-time Social Work Department faculty member. An Independent Study requires the signature of the faculty member, department chairperson, college dean, and Academic Affairs on the Independent Study/Tutored Study request form. To initiate the planning of an independent study, students should consult with the faculty member with whom they intend to be supervisor for the independent study, as well as the Social Work Department Advisor.

**Prerequisite:** SWK-400 with a minimum grade of C and SWK-402 with a minimum grade of C and SWK-403 with a minimum grade of C and SWK-415 with a minimum grade of C and SWK-401 with a minimum grade of C and SWK-404 with a minimum grade of C and SWK-405 with a minimum grade of C and SWK-416 with a minimum grade of C and SWK-406 with a minimum grade of C and SWK-407 with a minimum grade of C.

**SWK-429. Nonprofit Management & Leadership In Social Work. 3 Hours.**

This elective course will present essential knowledge and skills for nonprofit managers, supervisors and administrators working in nonprofit or human service organizations. This course will examine the evolution of the nonprofit sector and explore some of the critical management, leadership, and policy issues that are key to running an effective nonprofit organization. It will also focus on the philosophies and theories of leadership and management; understanding management systems, internal and external ecology of organizations; strategic planning, managing technology and information; resource/financial development and philanthropy; human resources practices and development; board development; marketing strategies; and monitoring and evaluating organizational effectiveness.

**Requirement:** Completion of the MSW Foundation Curriculum or admission to the MSW Advanced Standing Program.

**SWK-430. Transition To The Advanced Curriculum. 4 Hours.**

This course is designed to enable those who have a Bachelor's in Social Work to transition to the advanced curriculum. This course provides an overview of the foundation curriculum and ensures the consistency in exposure to this foundation curriculum between those who are full-program students and those who are advanced standing degree program students. The students will then complete short papers that allows the demonstration of the primary concepts and principles in the foundation areas.

**Requirements:** Admission to the Advanced Standing Degree graduate program in social work; a bachelor's degree in social work within the past 10 years.

**SWK-431. Social Work Practice With Families. 3 Hours.**

Building on a bio-psycho-social spiritual framework, this advanced practice course utilizes a case analysis format to focus on clinical practice skills within the context of culture. Specific strategies and tools for evaluating clinical social work practice and ethical dilemmas that arise in clinical social work practice are addressed. The course emphasizes the ways in which socio-economic status, ethnicity, sexual orientation, race, gender, and physical and mental disability affect the processes of clinical assessment and intervention. In addition, this course addresses the role of the clinical social worker when advocating for social and economic justice on behalf of their clients.

**Requirement:** Completion of the Foundation Curriculum or Admission to the Advanced Standing Degree Program.

**SWK-432. Family-centered Policy. 3 Hours.**

The course enables students to learn about child and family-centered policy and to critically analyze these policies using a conceptual framework. This course examines the various effects policies and programs have on different types of families and different aspects of family functioning. The course focuses on the connections between public policies and the values that enter into policy debates and explores the reciprocal linkages between family functioning and public policies at the federal, state, and local levels.

**Requirement:** Completion of the foundation curriculum or admission to the advanced standing graduate degree program.

**SWK-433. Social Work Practice With Children. 3 Hours.**

This course is designed to enhance knowledge, values and skills for practice with children. The course prepares advanced practitioners to provide culturally competent services for a broad range of families and children. This course emphasizes the provision of services for children and their families that enhance and support family life as well as substitute a home life for those who need this. The course focuses on a full range of services available for children and families and emphasizes the impact of these various services. The course also covers various treatment approaches especially for children who are traumatized.

**Prerequisite:** SWK-431 with a minimum grade of C.

**SWK-434. Child Welfare Policy And Legislation. 3 Hours.**

This course is designed to enable students to analyze policies affecting children and to prepare students to function in the legal system on behalf of children. This course provides students an overview of the federal and state policy in child welfare and the legal system which provides oversight of these policies. The course equips students with the knowledge and skills to advocate on their behalf children.

**Requirement:** Completion of the foundation curriculum or admission to the advanced standing graduate degree program.

**SWK-441. Anti-Oppressive Social Work Practice. 3 Hours.**

This course provides an understanding of both the theoretical roots and the specific work of anti-oppressive social work practice. In this course, students examine how social work has been complicit in creating and reinforcing structures of oppression. Students explore strategies to critically challenge power structures maintaining these practices as well as learn approaches to effectively carry out anti-oppressive, socially just social work practice in their daily work.

**Requirement:** Completion of the generalist curriculum or admission to the advanced standing graduate degree program in social work.

**SWK-442. Political Advocacy. 3 Hours.**

This course provides an overview of the role of social workers within the electoral and legislative arenas. The nature of the legislative policy making process and the role of partisan politics in the policy-making process is explored. The course focuses on selected strategies and tactics of advocacy aimed at changing legislation. Topics covered include lobbying, coalition-building, and legal and ethical dilemmas in building or strengthening the power base for advocacy.

**Requirement:** completion of the Foundation Curriculum or admission to the Advanced Standing program in social work.

**SWK-443. Social Justice And Social Change. 3 Hours.**

Through the lenses of power, resistance, and identity, this course examines a range of social movements, such as: labor, civil rights, feminist, LGBTQ, Black Lives Matter and immigrant justice. Students will examine under what conditions people successfully mobilize to achieve change and translate these lessons to the unique challenges of the current political moment.

**Requirement:** Completion of the generalist curriculum or admission to the advanced standing graduate degree program in social work.

**SWK-444. Community Practice. 3 Hours.**

This course is designed to prepare students to lead the development of socially just activities that will bring about change for communities. This course focuses on the work of grassroots community organizing as well as that of nonprofit organizations and critically examines this work through relevant social, economic and political contexts. Students gain strategies and skills related to outreach, capacity-building, marketing, communications, and coalition-building.

**Requirement:** Completion of the generalist curriculum or admission to the advanced standing graduate degree program in social work.

**SWK-450. African Studies Institute (AfSI). 3 Hours.**

As the origin of humanity, Africa's history is steeped in culture, biodiversity, and indigenous knowledge. The African Studies Institute (AfSI) introduces students to Africa and heightens their curiosity to research and explore more about this fascinating continent. AfSI is a good fit for students in any field who are interested in learning about Africa and/or will be working with refugees and immigrants from Africa. Moreover, AfSI provides the necessary tools for teachers, social workers and other professionals who are interested in integrating African sociocultural, linguistic, historical, political, human rights, and economic contexts into their workplace.

**SWK-451. Introduction To Genocide And Human Rights Studies In Africa And The Diaspora. 3 Hours.**

This course introduces the concept of genocide and human rights in Africa and the diaspora exploring accounts of genocide in different countries around the globe. It investigates the possibilities and limitations of justice and reconciliation in societies emerging from genocide and mass atrocities. This course also analyzes the uses of truth commissions and trials in transitional societies, and the roles of civil society, political elites, and international actors. Students are challenged to analyze the roles of resisters, rescuers, bystanders, victims, survivors, perpetrators, and collaborators, and ways to exert their leverage and responsibility in preventing genocide and protecting human rights.

**SWK-470. Social Work Practice With Immigrants And Refugees. 3 Hours.**

This course examines the diverse migration experiences of individuals and families with a focus on vulnerability and challenges faced. Students will learn and apply concepts relevant to social work that define specific needs and issues facing immigrant and refugee populations at the practice and policy levels. Students will explore the social, political and economic context of migration and resettlement, organizational and structural barriers, and culturally relevant, trauma-informed practices in services to immigrants and refugees.

**Requirement:** Completion of the generalist curriculum or admission to the advanced standing graduate degree program in social work; or permission of the instructor.

**SWK-471. Practice With Lesbian, Gay Bisexual, Transgender And Queer Population. 3 Hours.**

This course is designed to enhance student understanding of issues related to LGBT populations in the U.S. Students will be exposed to empirical literature on LGBT issues that will inform an understanding of past, present and future challenges facing the LGBT communities. Raising students' awareness of personal, interpersonal and institutional values and biases is examined and a life cycle perspective is presented to highlight the unique issues of LGBT communities. Students are introduced to the history of the LGBT civil rights movements and the underlying theories of sexual orientation and sexual identity formation.

**Requirement:** Completion of the foundation curriculum or admission to the advanced standing graduate degree program.

**SWK-472. Trauma Treatment With Children And Families. 3 Hours.**

This course is designed to provide students with intermediate knowledge and skills to assess the impact of potentially traumatic events and to plan for evidence informed interventions across a variety of family system. The impact of trauma is considered within the context of biological, developmental, psychological, economic, educational, cultural, and social factors. The role of the therapist is covered and intervention techniques that empower families is presented. Consideration is given to those factors that enhance the protective capacity, strengths and resilience of children and their families who have been exposed to violence, abuse and trauma.

**Requirement:** Completion of the foundation curriculum or admission to the advanced standing graduate degree program in social work.

**SWK-473. Topics In Advocacy. 3 Hours.**

The purpose of this course is to enable students to design an advocacy project in a specified topic area. Students select a topic of their choice and complete the project in its entirety. The class focuses on the steps or process for launching an advocacy project from assessing the need, mobilizing resources, and engaging in activities. At the conclusion of the course students evaluate their efforts and identify the next steps.

**Requirement:** Completion of the foundation curriculum or the Bachelor's Degree in Social Work.

**SWK-474. Social Work And The Law. 3 Hours.**

This course examines the law, legal processes, and legal systems as they relate to social work fields' of practice. The course challenges students to consider how the fields of social work and law intersect. Throughout the course, students critically analyze how the practice of social work is continually influenced by judicial decisions. The students also attain skills in advocating within the legal system on behalf of the populations that they serve.

**Requirement:** Completion of the foundation curriculum or admission to the advanced standing graduate degree program.

**SWK-475. Social Work Practice With Latino/a/x Communities In The United States. 3 Hours.**

This course prepares social workers in training to provide culturally sensitive services to members of Latino/a/x communities in the United States. It examines aspects of service delivery and is designed to provide an applied approach to social work with Latino/a/x communities in the United States. Students will learn specific skills and competencies to work with Latinos from different backgrounds in diverse settings. Barriers and best practices to social services with Latino communities such as education, healthcare, and mental health care will be discussed throughout the course.

**Requirement:** Completion of the MSW Foundation Curriculum or admission to the MSW Advanced Standing Program.

**SWK-491. Advanced Research I. 3 Hours.**

This advanced research course will provide students with the skills necessary to conceptualize, plan, and evaluate social work practice. The course will focus on evaluation as a means for assessing social work practice, including the identification of needs, process, and outcomes. It will cover topics such as developing research questions, conducting literature reviews, sampling, data collection and analysis techniques, and the reporting and dissemination of findings, including the limitations and significance of research. This course will cover ethical considerations in evaluation research and will provide students with hands-on experience planning evaluations in a variety of settings.

**Corequisite:** SWK-495.

**SWK-492. Advanced Research II. 3 Hours.**

This course is designed to afford students the opportunity to implement the research project for which they developed a research proposal in SWK-491. This course is designed to assist students in the collection and analysis of their data as well as the identification of the contributions and limitations and the implications of this research.

**Prerequisite:** SWK-491 with a minimum grade of B.

**Corequisite:** SWK-496.

**SWK-495. Advanced Field Practicum I. 3 Hours.**

This is an advanced practicum designed to engage students in experiences and activities in their concentration. This is the first semester of a 2-semester sequence and is designed to expose students to the roles and tasks of a professional social worker in their desired concentration.

**Requirement:** Completion of the foundation curriculum or admission to the advanced standing graduate degree program in social work

**Corequisite:** SWK-491.

**SWK-496. Advanced Field Practicum II. 3 Hours.**

This is an advanced practicum designed to engage students in experiences and activities in their concentration. This is the second semester of a 2-semester sequence and is designed to further students learning and advance their understanding of the roles and tasks of a professional social worker in their desired concentration.

**Prerequisite:** SWK-495 with a minimum grade of B.

**Corequisite:** SWK-492.



# Sociology (SOC)

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## Courses

### **SOC-100. Introduction To Sociology. 3 Hours.**

Fundamental concepts involved in understanding human societies. Socialization, culture, social interaction, social institutions, social stratification, and social change are discussed.

### **SOC-104. Schools And Society. 3 Hours.**

This course examines the different roles that educational institutions play in fostering, perpetuating, and challenging inequalities for different social groups in American society.

### **SOC-105. Social Inequalities And Social Change. 3 Hours.**

Examines critical sociological explanations of the causes and consequences of classism, racism, sexism, homophobia and other social inequalities; explores how inequalities are institutionalized, legitimized, and experienced by different groups of people; examines collective efforts to promote social change, including collective action and social movements.

### **SOC-109A. First Year Experience: Investigating Chicago: Immigration & Migration. 3 Hours.**

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

### **SOC-204. Sociology Of Small Groups. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C.

### **SOC-205. Contemporary Social Issues. 3 Hours.**

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. Drugs And Society. 3 Hours.**

Review of literature and current research on drug use. Examination of patterns of drug use, drug-related policies and their enforcement, and examination of responses to addiction.

### **SOC-214. Sociology Of Intimacy, Marriages And Families. 3 Hours.**

Examination of dynamics and trends in relationships and families. Areas of study include history of families, changing demographic patterns, family structures, gender, sexuality, reproductive technology, power in relationships, and divorce.

### **SOC-250. Sociology Of Deviance. 3 Hours.**

Employs sociological approach to deviance in society. Origins and functions of deviance; the ambiguous institutionally and socially constructed nature, definitions, and measurement of deviance; the impact of deviance on personal and social identity; deviant behavior; and deviance and social change. Major theoretical perspectives on deviance, current research, and portrayals of deviance in popular culture.

### **SOC-270. Sociology Of Latinas. 3 Hours.**

This course examines the diversity of Latina experiences in the United States and other countries. Students will explore social, economic, cultural, and political issues that affect the lives of Latinas. The course will examine the historical and contemporary construction of Latina identities, communities, and political struggles. Of particular interest will be the impact of social inequalities on Latina lives as well as Latina responses to these inequalities.

### **SOC-300. Queering Sociology. 3 Hours.**

This course introduces students to radical queer activism and scholarship aimed at creating a more just and inclusive world. Using a queer intersectional perspective, this course explores alternatives to traditional notions about sex, gender, sexuality, relationships, family, assimilation and democracy. Students learn to examine how interdependent oppressions (e.g., homophobia, transphobia, racism, classism, sexism) interact to shape the lives of queer and trans people—and straight and cisgender people too. Topics include incarceration, gender violence, homelessness, policing, education, marriage, sex, intimacy, (dis)ability, health and disease, immigration, gentrification and war.

**Prerequisite:** SOC-100 with a minimum grade of C and SOC-105 with a minimum grade of C or (WGS-101 with a minimum grade of C or WGS-210 with a minimum grade of C).

### **SOC-302. Sociology Of Aging. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C.

### **SOC-304. Sociology Of Law. 3 Hours.**

This course explores key issues and debates in the sociological study of law, legal systems, and legal institutions. Students will analyze theories of law and justice, examine the relationship between law and society, and investigate how law reinforces inequalities and shapes social change.

**SOC-305. Sociology Of (Dis)ability. 3 Hours.**

This course employs the social/minority group model of disability — the view that the status of minoritized people shapes their experiences in society, challenging dominant societal attitudes about disability and (ab)normality that stigmatize, dehumanize, and/or pathologize people with disabilities. It employs a critical framework that considers how thinking surrounding disability is constructed through social, political, cultural, and economic forces rooted in colonialism, capitalism, white supremacy, and patriarchy. From an intersectional, interdisciplinary perspective and based on knowledge created by disabled people, this course centers the experiences of disabled people, with a special focus on resistance and disability justice.

**SOC-306. Women, Gender And The "F Word". 3 Hours.**

Analyzes changing representations of women in popular culture. Critically explores Western feminist struggles, commitments, and perspectives with special emphasis on the intersections of gender, race, ethnicity, social class, sexuality, and nation of origin in women's lives.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C or WSP-101 with a minimum grade of C.

**SOC-307. Men & Masculinities. 3 Hours.**

Addresses the central themes that have emerged in the feminist-inspired sociological research on men and masculinities. These 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 our exploration of these themes, we will discuss masculinities at the individual, interpersonal, institutional, societal, and global levels.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-309. Sociology Of Racism. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C or AFAM-200 with a minimum grade of C.

**SOC-310. Social Movements. 3 Hours.**

A systematic analysis of selected social and political revolutions and/or revolutionary movements in the United States and globally.

**Prerequisite:** (LLAS-101 with a minimum grade of C or MCS-101 with a minimum grade of C) or SOC-100 with a minimum grade of C.

**SOC-311. Sociology Of Sports. 3 Hours.**

This course examines the ways in which sports are entangled in socio-political, cultural, and economic forces. To view sports sociologically means to investigate how people think about sports themselves, the individuals who participate in them, and the people who watch them. These elements cannot be separated from social norms, practices, and inequalities based on race, class, gender, sexuality, ability, age, etc. This course covers a wide range of topics as they relate to the consumption and performance of sports in American culture and beyond, from consequences, risks, and ethical issues, to community, socialization, and violence in sports.

**SOC-312. Sociology Of Health And Illness. 3 Hours.**

Examines the social, political, economic and cultural aspects of health and illness. Emphasis on the interaction between social inequalities and health/illness. Topics will include social factors and illness, the meaning and experience of illness, health care systems and providers, bioethics, environmental injustice, violence, and militarism. Also explores the links between patterns of health/illness in the United States and globally as well as activism around health/illness.

**SOC-313. Social Demography. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C.

**SOC-314. Urban Sociology. 3 Hours.**

This course examines population characteristics, social structure, social policy and social change associated with cities and urban communities. This course emphasizes class, race, gender and sexual inequalities and their relationship to gentrification, urban-suburban relations, and urban movements for social justice.

**SOC-316. Race And Ethnic Relations. 3 Hours.**

A cross-cultural study of the patterns of interaction between racial and ethnic groups, analysis of the sources of prejudice and discrimination; examination of the relationships between race and ethnic relations and patterns of stratification.

**SOC-317. Sociology Of Religions And Spirituality. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C.

**SOC-318. Sociology Through Film. 3 Hours.**

This course utilizes different types of films (i.e. narrative feature-length and documentary) to illuminate sociological phenomena. In addition, this course teaches students how to apply relevant sociological concepts and research to film and to the real world. Topics may vary widely, ranging from gentrification to globalization. This course also facilitates critical analysis of film, where students become active participants, identifying ways in which films can uncritically transmit stereotypes, misconceptions and ideologies regarding race/ethnicity, gender, class, social and political life, and more.

**SOC-320. Sociological Analysis. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-321. Class, Labor Inequalities, And Work. 3 Hours.**

Examines how social and economic relations produce and reproduce class and labor inequalities. Analyzes the intersections of class with multiple forms of oppression; the conditions faced by low-wage workers in industrial, agricultural and service jobs; the impact of globalization on labor markets, labor organizations and politics in the U.S. and globally; and how class and labor inequalities are resisted and changed.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-324. Power, Politics & Society. 3 Hours.**

Centers on the intersection of politics and social change. Critically examines political relations with respect to, but not limited to, the social roles of power, conflict, cooperation, practices, influence, authority, identities, nationalism, and transnational processes. Explains how power and politics structure society to consistently advantage particular groups and disadvantage other groups.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-328. Extreme Right Groups. 3 Hours.****SOC-329. Sociology Of Violence. 3 Hours.**

This course covers cross-cultural examinations of violence. It explores the implications of and responses to violence.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-331. Militarization, Power, And Inequality. 3 Hours.**

Examines the interplay between race, gender, class, sexualities, globalization, power and militarization through engagement with sociological scholarship. Additionally, analysis of the historical and sociopolitical conditions, complex processes, and multiple practices that enable the militarization of a society are examined. Resistance and alternatives to militarization are also examined.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-332. Schools, Domination & Liberation: Sociology Of Education. 3 Hours.**

Introduces the major theoretical trajectories in the sociology of education. Examines the structure, practices and outcomes of schooling in light of their relationships to the wider society in which schools are situated. Studies the links between schools and social inequality, educational opportunity, educational stratification by race, class, gender, ability, immigration, and sexuality. Analyzes sociological perspectives on contemporary education reform.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-335. Sociological Theory. 3 Hours.**

Explores how different sociological theorists make sense of society with particular emphasis on capitalism, white supremacy, patriarchy and homophobia. This course is an overview of social theory including both classic and modern theorists paying close attention to how historical power and inequality shaped "the canon" and the voices at the center and margins of social theory.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-336. Contemporary Sociological Theory. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C and (SOC-211 with a minimum grade of C or SOC-335 with a minimum grade of C).

**SOC-337. Sociological Research Methods. 3 Hours.**

Emphasis on increasing student's abilities to communicate their understanding of social science research. Focus on learning social science research vocabulary, developing an understanding of issues in the philosophy of the social sciences, learning steps and procedures in sociological research, and using writing skills relevant to social science research.

**SOC-338. Environmental Sociology. 3 Hours.**

This course examines the relationship between social change, social systems, and the environment. It explores multiple perspectives in the field of environmental sociology, including political economy, environmental inequalities, environmental discourse, and environmental justice, and the intersections of race, gender, class, nation, and environmental disruptions.

**SOC-339. Introduction To Social Statistics. 4 Hours.**

This course is an introduction to descriptive and inferential statistics which are the basic statistical methods used in sociology and other social and behavioral science disciplines. Students will also learn to use a statistical software package to analyze and interpret survey data.

**Prerequisites:** ((SOC-100 and SOC-105 and ((SOC-211 and SOC-211 or (SOC-337 and SOC-337) and ((MATH-092 - 499 or (MATH-101B - 147Z or (MATH-148B - 499Z and MATH-148B - 499Z or (ACT Math 22 - 36 and ACT Math 22 - 36 or (Accuplacer Adv. Algebra & Func 237 - 300 and Accuplacer College Level Math 020 - 120 or (SAT Math 530 - 800 and SAT Math 530 - 800 or Accuplacer Adv. Algebra & Func 237 - 300 or NEIU Math Placement Result 30 - 45).

**SOC-340. Sociology Of Sexualities. 3 Hours.**

Examines sexualities across dimensions of time, place, social institutions, race, class, sex and gender. Emphasizes the dual themes of social construction and social control. This course challenges the binary construction of sex, gender, and sexuality and encourages students to view sex as a positive life force rather than one based on shame, guilt, danger or morality. Explores individual and collective resistance to oppressive sexual norms and practices.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-341. Independent Study In Sociology. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C.

**SOC-341A. Independent Study In Sociology. 3 Hours.**

This independent study covers a sociological research study in an area of special interest to the student. Independent Studies require the approval of the instructor, department chair and the College Dean.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-341B. Independent Study In Sociology. 2 Hours.**

This independent study covers a sociological research study in an area of special interest to the student. Independent Studies require the approval of the instructor, department chair and the College Dean.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-341C. Independent Study In Sociology. 1 Hour.**

This independent study covers a sociological research study in an area of special interest to the student. Independent Studies require the approval of the instructor, department chair and the College Dean.

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-342. Sociology Internship Seminar. 3 Hours.**

Taken concurrently with SOC-345. The Sociology Internship Seminar investigates the application of sociological knowledge and skills to an actual organizational setting. Investigates interpersonal relationships, internal organizational relationships and dynamics, and the social context of organizations within the larger community and society at large. Critical examination of the relationships between organizations, social inequalities, and social justice. Exploration of career and graduate school resources and information.

**Prerequisite:** SOC-100 with a minimum grade of C and SOC-105 with a minimum grade of C and (SOC-211 with a minimum grade of C or SOC-337 with a minimum grade of C) and SOC-335 with a minimum grade of C.

**Corequisite:** SOC-345.

**SOC-343. Sociological Practice And Social Action Seminar. 3 Hours.**

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 grass roots social change organizations.

**Prerequisite:** SOC-100 with a minimum grade of C.

**SOC-344. African American Women:Feminism, Race, And Resistance. 3 Hours.**

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 effect of race, class, gender, sexual orientation and age in their lived experiences.

**Prerequisite:** SOC-100 with a minimum grade of C or AFAM-200 with a minimum grade of C.

**SOC-345. Sociology Internship Placement. 3 Hours.**

Taken concurrently with SOC-342. Students will complete 144 hours at an internship placement in an organization chosen in collaboration with the professor. Performance of various tasks under the direction of a site supervisor to enhance the understanding and application of sociological theories and concepts and to gain experience relevant to career and/or graduate school interests. Prereq.: Senior status; SOC-100; SOC-211; SOC-335.

**Prerequisite:** SOC-100 with a minimum grade of C and SOC-211 with a minimum grade of C and SOC-335 with a minimum grade of C.

**Corequisite:** SOC-342.

**SOC-346A. Writing Intensive Program: Critical Writing For Sociology. 3 Hours.**

Teaches different types of critical sociological writing for different audiences through the examination of different sociological themes. Includes library and online research, ASA citation style, organizational structure, thesis statements, summary and analysis, and plagiarism. Fulfills the Writing Intensive Program requirement.

**Prerequisite:** SOC-100 with a minimum grade of C and SOC-105 with a minimum grade of C and ENGL-101 with a minimum grade of C.

**SOC-347. Sociology Of Media. 3 Hours.**

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 Hours.**

Examination of the African American civil rights movement. Analysis of the origins and development of the modern civil rights movement, a movement that emerged in the South during the 1950s. Exploration of organized, collective forms of social change and theories of social movements and collective action. Emphasis on local, regional and national civil rights campaigns; the development, achievements, and disintegration of the national civil rights coalition; and the contributions of the male and female unsung heroes of the movement.

**Prerequisite:** SOC-100 with a minimum grade of C.

**SOC-350. Sociology Of Black Communities. 3 Hours.**

This course is designed to explore institutional variation and social change within African-American communities. We will examine African-American populations in different settings, both contemporary and historical, and attention will be given to major traditions of sociological theory and research related to these communities. We will additionally explore the origin, structure, reproduction, and outcomes of racism and white supremacy, and how this relates 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.

**SOC-351. Senior Seminar In Sociology. 3 Hours.**

Discussion, critical review and integration of student's work with current research. Preparation of a research paper with ongoing feedback from the instructor.

**SOC-352. Sociology Of HIV/AIDS. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C.

**SOC-358. Sociology Of Youth And Youth Culture. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C.

**SOC-360. Sociology Of Occupations And Professions. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C and SOC-221 with a minimum grade of C.

**SOC-362. Identity And Social Policy. 3 Hours.**

Critically examines the relationship between social policy, culture, identity, and change. Explores different perspectives on American and international social policy development, identity, and advocacy.

**Requirement:** noted prerequisites or permission of instructor

**Prerequisite:** SOC-100 with a minimum grade of C or SOC-105 with a minimum grade of C.

**SOC-365. Sociology Of Globalization. 3 Hours.**

Globalization is the worldwide integration of government policies, cultures, social movements, and financial markets through trade and the exchange of ideas. This course analyzes the processes that produce globalization and the outcomes of globalization, with a special focus on Chicago. Using a sociological lens we examine the development of globalization and its effects upon nation-states, individuals, culture, politics, inequality, and other aspects of society. Students will critically evaluate the effects of globalization with the goal of becoming engaged and empowered members of the global community.

**Prerequisite:** SOC 100 with a minimum grade of C.

**SOC-370. Sociology Of Food. 3 Hours.**

This course examines the relationship between food, society, and the environment. It explores the ways in which social structures and relations affect what people eat, how politics and economics affect the kinds of food that is produced, and where, how, and by whom it is produced. It also examines the social and environmental problems associated with food and agriculture, with a special emphasis on how global capitalism and inequalities affect both.

**SOC-371. Sociology Through Service Learning. 1 Hour.**

This course offers students an opportunity to acquire sociological content knowledge and develop analytical skills while providing important service at self-selected sites within the Chicagoland area that specifically serve marginalized populations. Students learn by applying course material to their experiences, and reflecting on those experiences. Students are expected to develop a sociological understanding of issues impacting marginalized communities and a commitment to civic responsibility and social justice.

**SOC-373. Community Action And Resistance. 3 Hours.**

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.

**Prerequisite:** SOC-100 with a minimum grade of C and (SOC-211 with a minimum grade of C or SOC-337 with a minimum grade of C).

**SOC-375. Government Intelligence Agencies. 3 Hours.**

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.



# Spanish (SPAN)

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## Courses

### **SPAN-101. Beginning Spanish I. 3 Hours.**

This course will develop and review basic skills in listening, speaking, reading and writing for both heritage and non-heritage learners. This course will include cultural appreciation.

### **SPAN-102. Beginning Spanish II. 3 Hours.**

Continuation of SPAN-101.

**Prerequisite:** (SPAN-101 or NEIU Spanish Placement Score 234 - 311).

### **SPAN-109. First Year Experience: Chicago's Latina/o Cultures. 3 Hours.**

Freshmen explore Chicago's vibrant Latina/o culture as an integral part of the city's cultural landscape through short stories, poetry, films, speakers, and field trips to cultural venues or activities. In the course, the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-discovery, and Transitions) are interwoven with concepts and terminology specific to cultural and literary studies. Taught in Spanish and English. **Prerequisite:** Score of 384 or above in the Spanish placement exam (available online at [www.neiu.edu/~flddept/placement.htm](http://www.neiu.edu/~flddept/placement.htm)).

### **SPAN-123. Accelerated Spanish I-II-III. 9 Hours.**

Accelerated study of Spanish, covering SPAN-101, SPAN-102, SPAN-103.

### **SPAN-201. Intermediate Spanish I. 3 Hours.**

Continuation of SPAN-102. Completes the study of the basic elements of Spanish.

**Prerequisite:** (SPAN-102 or NEIU Spanish Placement Score 312 - 383).

### **SPAN-202. Intermediate Spanish II. 3 Hours.**

Review of grammar. Short readings and practice in writing brief compositions. Exercises in oral communication.

**Prerequisite:** (SPAN-201 or NEIU Spanish Placement Score 384 - 445).

### **SPAN-206. Spanish For First Responders. 3 Hours.**

This course is designed to provide students with the specific medical vocabulary and terminology necessary to communicate with and help treat Spanish-speaking patients with limited English proficiency. Course includes specific vocabulary groups relating to assessment and care of patients, vocabulary to establish rapport, and discussions leading to cultural competencies. Course uses pre-designed dialogues to review and learn vocabulary and grammar structures, as well as workshops settings designed to put students into scenarios where they can use both their speaking and listening skills. Course is taught in almost entirely in Spanish; students are expected to have some prior experience with Spanish.

### **SPAN-209. Spanish For Spanish Speakers I. 3 Hours.**

This course is the first in two-semester sequence of intermediate-level Spanish designed for students who speak Spanish at home and/or in the community, but have not studied it formally and /or whose reading and writing abilities in Spanish are limited. The focus of the first semester is on orthography while the focus of the second semester is on syntax. Both semesters include reading comprehension and basic literary analysis of short texts.

### **SPAN-211. Spanish For Spanish Speakers II. 3 Hours.**

This course is the second in a two-semester sequence of intermediate-level Spanish designed for students who speak Spanish at home and/or in the community, but have not studied it formally and/or whose reading and writing abilities in Spanish are limited. The focus of the first semester is on orthography while the focus of the second semester is on syntax. Both semesters include reading comprehension and basic literary analysis of short texts.

### **SPAN-220. Conversation Skills For Community Action. 3 Hours.**

Course develops specialized conversational skills and vocabulary for non-profit organizations, political campaigning, and community organizing, among other topics. Conducted primarily in Spanish.

**Prerequisite:** (SPAN-202 or NEIU Spanish Placement Score 446 - 999).

### **SPAN-224. The World Of Texts: Developing Essential Reading Skills In Spanish. 3 Hours.**

This course focuses primarily on short-form texts ranging from advertisements, newspaper articles, movie descriptions and critiques, as well as blogs in Spanish. Students are equipped with strategic, concrete approaches to reading, empowering students to rely less on the dictionary and more on filling in gaps in comprehension through deduction skills based on context and background knowledge. This course also focuses on the acquisition of new vocabulary and language registers. This course is conducted entirely in Spanish.

**Prerequisite:** (SPAN-202 or NEIU Spanish Placement Score 446 - 999).

### **SPAN-225. Practical Writing: An Introduction To Personal Expression In Spanish. 3 Hours.**

This course is designed as a workshop to develop students' practical writing needs based on personal preferences, daily routines, common events, and other topics related to their own experiences and immediate surroundings. Writing tasks focus on short, simple formats such as letters, diary entries, and descriptions. The course also addresses different tenses and moods in Spanish, normative orthography, correct use of accents, and building of vocabulary. Taught in Spanish.

**Prerequisite:** (SPAN-202 or SPAN-211 or NEIU Spanish Placement Score 446 - 999).

**SPAN-251. Oral Skills For Public Speaking And Podcasting. 3 Hours.**

Course focuses on public speaking skills in Spanish, including stage presence, voice control, and audience relations. Course also provides students with an in-depth understanding of podcasting as a genre. Course evaluations include the creation of podcasts to be published on course podcast station. Conducted in Spanish.

**Prerequisite:** SPAN-220 with a minimum grade of C.

**SPAN-252. Introduction To Literary & Cultural Analysis. 3 Hours.**

This course is an introduction to the analysis of literature and culture as a concept, practice and form of representation, including a consideration of the debates that the idea of culture has provoked in different contexts. The course will provide analytical and methodological tools to discuss a full range of cultural forms and to develop key skills in the analysis of culture. Course represents diverse geographical and cultural locations, with special emphasis on materials that explore cultural issues in the context of Spain, Latin America and U.S. Latinos/a/xs. Conducted in Spanish.

**Prerequisite:** SPAN-224 with a minimum grade of C.

**SPAN-253. Academic Research & Writing In Spanish. 3 Hours.**

This workshop-style course develops students' critical writing skills in preparation for 300-level courses in the Spanish major, with special emphasis on the Spanish-speaking world. It also serves as an introduction to research skills in the humanities, including techniques to read cultural and literary texts critically. Taught in Spanish.

**Prerequisite:** SPAN-225 with a minimum grade of C.

**SPAN-255. Bilingual Creative Writing: Spanish And English. 3 Hours.**

This course offers preliminary study in Creative Writing in Spanish and English. It enables students to study creative writing in the bilingual mode and to 1) develop effective approaches to the craft of writing, 2) explore new techniques of the craft, and 3) consider their own craft and techniques in the context of two languages.

**Prerequisite:** SPAN-225 with a minimum grade of C.

**SPAN-301. Advanced Spanish Grammar. 3 Hours.**

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.

**Prerequisite:** SPAN-253 with a minimum grade of D.

**SPAN-310. Creative Writing In Spanish. 3 Hours.**

Creative Writing in Spanish introduces students to creative writing in two different genres: poetry and short story. Students will learn the defining characteristics of these genres through the production, reading and analysis of their own texts and the text of peers. Student will also learn how to produce a literary publication through their participation in Consenso, the literary magazine run by students in the Masters program in Latin American Literatures and Cultures. Local authors who publish in Spanish will be invited to class to read from their work, share their experience and give advice. Taught in Spanish.

**Prerequisite:** SPAN-253 with a minimum grade of C.

**SPAN-312. Advanced Conversation. 3 Hours.**

Continuation of SPAN-251. Mastery of various speaking skills leading toward communicative competence. Conducted in Spanish.

**Prerequisite:** SPAN-251 with a minimum grade of D.

**SPAN-314. Latin American Culture. 3 Hours.**

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. Taught in Spanish.

**Prerequisite:** SPAN-253 with a minimum grade of D.

**SPAN-315. Spanish Culture. 3 Hours.**

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. Taught in Spanish.

**Prerequisite:** SPAN-253 with a minimum grade of D.

**SPAN-319. Applied Spanish Linguistics. 3 Hours.**

Linguistic principles and their application in the preparation of teaching materials and of microlessons.

**Prerequisite:** SPAN-253 with a minimum grade of D.

**SPAN-321. Latin American Literature I. 3 Hours.**

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. Taught in Spanish.

**Prerequisite:** SPAN-252 with a minimum grade of D and SPAN-253 with a minimum grade of D.



**SPAN-322. Independent Study In Spanish. 3 Hours.****SPAN-323. Latin American Literature II. 3 Hours.**

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. Taught in Spanish.

**Prerequisite:** SPAN-252 with a minimum grade of D and SPAN-253 with a minimum grade of D.

**SPAN-324. Advanced Composition. 3 Hours.**

Advanced study of Spanish composition using complex grammatical structures with special attention to style. Conducted in Spanish.

**Prerequisite:** SPAN-253 with a minimum grade of D.

**SPAN-326. Spanish Literature I. 3 Hours.**

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, the literature of the Spanish Golden Age, the rise of the modern novel, Renaissance poetry, and literature of the Baroque. Taught in Spanish.

**Prerequisite:** SPAN-252 with a minimum grade of D and SPAN-253 with a minimum grade of D.

**SPAN-327. Business Spanish I. 3 Hours.**

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.

**Prerequisite:** SPAN-253 with a minimum grade of D.

**SPAN-328. Spanish Literature II. 3 Hours.**

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. Taught in Spanish.

**Prerequisite:** SPAN-252 with a minimum grade of D and SPAN-253 with a minimum grade of D.

**SPAN-329. Introduction To Spanish American And Spanish Literature. 3 Hours.**

Overview of literary periods and significant trends in Spanish-American and Spanish Literature. Survey of major writers and their principal works. Conducted in Spanish.

**Prerequisite:** SPAN-312 with a minimum grade of D or SPAN-317 with a minimum grade of D.

**SPAN-331. Hispanic World Cultures. 3 Hours.**

Study of the various aspects of the cultures of the Hispanic World. Conducted in Spanish.

**Prerequisite:** SPAN-317 with a minimum grade of D.

**SPAN-351. Generation Of 1898. 3 Hours.**

Analysis of the general character of the period called Generation of 1898 in Spanish Literature. Conducted in Spanish.

**Prerequisite:** SPAN-326 with a minimum grade of D or SPAN-328 with a minimum grade of D.

**SPAN-352. Puerto Rican Literature. 3 Hours.**

Survey of Puerto Rican literature from 1650 to the present; principal literary movements in novel, short story, poetry, and drama. Conducted in Spanish.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-353. Spanish For Teachers Of Spanish. 3 Hours.**

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.

**Prerequisite:** SPAN-253 with a minimum grade of D.

**SPAN-354. Spanish American Literature To 1888. 3 Hours.**

Reading and study of Spanish-American literature from its beginning up to and including the Romantic period. Conducted in Spanish.

**Prerequisite:** SPAN-329 with a minimum grade of D.

**SPAN-356. Realism And Naturalism In Spanish American Literature. 3 Hours.**

Reading and study of Spanish-American literature emphasizing "criollismo", "indianista", and Gaucho literature. Conducted in Spanish.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-357. Prose Of The Golden Age. 3 Hours.**

Reading and study of the literary prose of the Spanish Golden Age. Emphasis on Don Quixote and the Picaresque novel. Conducted in Spanish.

**Prerequisite:** SPAN-326 with a minimum grade of D or SPAN-328 with a minimum grade of D.

**SPAN-358. El Modernismo. 3 Hours.**

Reading and study of the prose and poetry of the Modernist authors of Spanish America. Conducted in Spanish.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-359. Spanish Literature Of The 19th Century. 3 Hours.**

Study of Romanticism, Realism, and Naturalism in Spain. Conducted in Spanish.

**Prerequisite:** SPAN-326 with a minimum grade of D or SPAN-328 with a minimum grade of D.

**SPAN-363. The Generation Of 1927. 3 Hours.**

Works of the principal figures of the Generation of 1927. Conducted in Spanish.

**Prerequisite:** SPAN-326 with a minimum grade of D or SPAN-328 with a minimum grade of D.

**SPAN-364. Chicago's Latin@ Literature & Culture. 3 Hours.**

Contributions of Spanish-American to Chicago and their impact on the city. Conducted in Spanish.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-366. Literatura Indígena En Las Américas. 3 Hours.**

In this course, we will engage contemporary indigenous literature published bilingually (Maya T'aan, Zapotec, Tzotzil, etc. - Spanish), as well as indigenous oral traditions, textiles, musical production and performances, social relations, politics, and other forms of expressive culture. From within those (con)texts, we will consider the cultural combinations that emerge from Latin America's tripartite indigenous, Iberian and African heritage. Topics will vary and include indigenous cosmology, coloniality, hegemony, ontology and cultural reification, ethnogenesis, identity politics, indigenous resistance and revitalization, diaspora, transnationalism, globalization, migration, modernity and tradition, cultural authenticity and social transformation.

**SPAN-367. Business Spanish II. 3 Hours.**

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.

**Prerequisite:** SPAN-327 with a minimum grade of D.

**SPAN-368. Latin American Cinema. 3 Hours.**

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.

**Prerequisite:** SPAN-314 with a minimum grade of C.

**SPAN-369. Latin America Culture Through Music. 3 Hours.**

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.

**Prerequisite:** SPAN-314 with a minimum grade of C.

**SPAN-370. Seminar On Don Quixote. 3 Hours.**

This course explores the many and complex fictional worlds of Miguel de Cervantes's Don Quixote, the two-part novel which is widely considered to be one of the greatest pieces of fiction ever written. Through a complete reading of Parts I and II, students will investigate the interplay between this important masterpiece and its socio-historical contexts in Renaissance Europe.

**Prerequisite:** SPAN-326 with a minimum grade of D or SPAN-328 with a minimum grade of D.

**SPAN-371. Seminar: José Martí. 3 Hours.**

Critical study of the life and work of Cuban poet, essayist and political philosopher José Martí (1853-1895).

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-372. Alejo Carpentier. 3 Hours.**

Critical study of selected works by Alejo Carpentier, a leading 20th century Latin American writer and critic.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-373. Latin American Short Story. 3 Hours.**

Critical study of the development of the short story in Latin America from the 19th century to the present, and as part of broad movements such as Romanticism, Realism, Modernismo, Criollismo, Magical Realism, and Feminism. Emphasis on short-stories published during the last two decades.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-374. Isabel Allende. 3 Hours.**

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.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-375. Literature Of The Southern Cone. 3 Hours.**

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.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-376. Gabriel García Márquez. 3 Hours.**

Critical study of the fiction of Nobel Prize Winner Gabriel García Márquez, including One Hundred Years of Solitude, the paradigmatic novel of Magical Realism, as well as his more recent work.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-377. Caribbean Literature. 3 Hours.**

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.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-378. Mexican Literature. 3 Hours.**

This course explores Mexican literary production from pre-Hispanic times to the present, including key texts by Netzahualcōyotl, Sor Juana Inés de la Cruz, Juan Rulfo, Rosario Castellanos, Octavio Paz, and Carlos Fuentes, among others. Conducted in Spanish.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-379. Latin American Theater. 3 Hours.**

This course provides students with a thorough overview of Latin American theater through the study of key plays and theories of drama. Conducted in Spanish.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D.

**SPAN-380. Literary Criticism. 3 Hours.**

This course explores the origins and evolution of a variety of literary genres as a starting point to analyze and evaluate the relationship between content, form and context in specific works. Conducted in Spanish.

**Prerequisite:** SPAN-321 with a minimum grade of D or SPAN-323 with a minimum grade of D or SPAN-326 with a minimum grade of D or SPAN-328 with a minimum grade of D.

**SPAN-380C. Seminar In Latin American Literary & Cultural Studies. 3 Hours.**

This course prepares students to frame, conduct, explore the origins and produce research on Latin American literature evolution of a variety of literary genres as a starting point to analyze and culture; students are required to take it before graduating from the BA evaluate the relationship between content, form and context in Spanish. specific works. The course has three overlapping learning objectives: (1) to develop students' ability to analyze literary and cultural texts; (2) to develop strategies and methods to locate, evaluate, and manage primary and secondary sources related to a specific research project; (3) to acquaint students with some of the major critical and theoretical debates in the field. Taught Conducted in Spanish. Students in the Accelerated Program should enroll in SPAN-401 instead 380C.

**SPAN-381. Contemporary Latin American Narrative. 3 Hours.**

This course is a critical study of major works and currents of contemporary Latin American narrative, as well as relevant critical and theoretical perspectives. Primary texts studied may include novels, short stories, testimonials, chronicles and narrative film. Students develop research skills and proficiency in oral and written expression through class assignments, including a final research paper. May be repeated for credit when primary texts studied vary.

**SPAN-382. Literature, Indios & The Yucatec Maya. 3 Hours.**

In this course, we will delve into the literary and cultural traditions of Latin America in order to answer the following question: who is the Indio? Students will discover that the answer to this question depends greatly on the social, economic, and political context in which the idea of Indio is constructed. Course emphasizes the context within Mexico's Yucatán peninsula, focusing on the nineteenth-century Caste War, henequen monoculture, and the environmental effects of tourism.

**Prerequisite:** SPAN-321 with a minimum grade of C or SPAN-323 with a minimum grade of C.

**SPAN-383S. Special Topics In Spanish-Language Literary And Cultural Studies. 3 Hours.**

Study of a selected theme in Spanish, Latin American, or Latina/o/x literature, culture, or linguistics depending on the professor's area of expertise. Consult with department for more information. Course is taught in Spanish. May be repeated for credit when topic is different. A student needs intermediate to advanced fluency in Spanish in order to enroll in this course.

**SPAN-384. Drogas, Intoxicación Y Adicción En Las Américas. 3 Hours.**

In this interdisciplinary approach to drugs, intoxication and addiction in the Americas students challenge received knowledge on these topics by analyzing cultural products that portray drug trafficking, consumption and addiction and by engaging with critical theory that problematizes the role of drugs in our society and the social harms caused by prohibition. Emphasis is given to the ways that various systems of oppression, such as capitalism, racism, (neo)colonialism and patriarchy, intersect in the economy of drugs and how perspectives from the Global South can illuminate more liberating perspectives on the relationship between humans and intoxicants. Taught in Spanish.

**Prerequisite:** SPAN-321 with a minimum grade of C or SPAN-323 with a minimum grade of C.

**SPAN-391. Internship: Community Spanish. 3 Hours.**

This capstone course is an opportunity for students to demonstrate what they have acquired in their Spanish language, literature and culture concentration through an internship tailored to enhance their understanding of the social and political life of Latinos in the surrounding communities. The internship will be an intense course that will give students the opportunity to apply the knowledge and skills developed over the course of their undergraduate career to an actual work or service setting. Students should expect to work closely with site supervisor, others at internship site, seminar classmates, and the assigned Professor.

**Prerequisite:** SPAN-314 with a minimum grade of C.

**SPAN-3981. Independent Study In Spanish. 1 Hour.**

An intensive investigation of an area of Spanish studies.

**Prerequisite:** SPAN-252 with a minimum grade of C and SPAN-253 with a minimum grade of C.

**SPAN-3982. Independent Study In Spanish. 2 Hours.**

An intensive investigation of an area of Spanish studies.

**Prerequisite:** SPAN-252 with a minimum grade of C and SPAN-253 with a minimum grade of C.

**SPAN-3983. Independent Study In Spanish. 3 Hours.**

An intensive investigation of an area of Spanish studies.

**Prerequisite:** SPAN-252 with a minimum grade of C and SPAN-253 with a minimum grade of C.

**SPAN-400. Visión De América I. 3 Hours.**

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.

**SPAN-401. Introduction To Latin American Literary & Cultural Studies. 3 Hours.**

Designed as a workshop, this course prepares students to frame, conduct, and produce research on Latin American literature and culture; students are required to take it upon entering the program. The course has three overlapping learning objectives (1) to develop students' ability to analyze literary and cultural texts; (2) to develop strategies and methods to locate, evaluate, and manage primary and secondary sources related to a specific research project; and (3) to acquaint students with some of the major critical and theoretical debates in the field. Taught in Spanish.

**SPAN-407. Latin American Baroque Literature And Culture. 3 Hours.**

This seminar will explore key aspects of the Latin American Baroque as an original contribution to global baroque culture in the seventeenth and eighteenth centuries, and as a period when a Latin American identity began to crystallize. Taught in Spanish.

**SPAN-408. Topics In Latin American Cinema. 3 Hours.**

This seminar will examine one or more modes of production and/or representation in Latin American Cinema. Possible topics include periods, genres, auteurs, and national cinemas, and the role of theory and criticism in the reception and evaluation of specific films and cinematic movements. Taught in Spanish.

**SPAN-410. History Of The Spanish Language. 3 Hours.**

Study of the historical, geo-political, sociological, and linguistic (phonological, morphological, syntactical) factors that have shaped the evolution of the Spanish Language.

**SPAN-413. Spanish Dialectology. 3 Hours.**

Phonetics and phonology of Spanish, evolution of Spanish from its Latin roots to the present, and general dialectal tendencies of the Spanish language from each of the Spanish-speaking nations in the Americas. Research project requires theoretically informed analysis of student-gathered data. Taught in Spanish.

**SPAN-414. U.S. Latina/o Literature & Culture. 3 Hours.**

This course supplements these offerings by focusing on the literary production of Hispanophone and Latino/a-identified writers and artists in the US, including native Latinos, exiles and immigrants. Assignments, lectures and discussion will center on questions of identity, culture, history, politics and aesthetics. Readings will offer a broad representation of writers from North America, South America, Central America and the Caribbean and will cover various genres including essays, novels, poetry and drama. The course is taught in Spanish with readings in Spanish and English. For students who are teaching or plan to teach, the course will also provide analysis of pedagogical methods in Latino/a studeies.

**SPAN-415. Andean Literature & Culture. 3 Hours.**

Critical study of the literary and cultural production in the Andean region of South America, with special emphasis on the worldviews of its predominantly indigenous and mestizo populations. Taught in Spanish.

**SPAN-416. Latin American Avant-Gardes. 3 Hours.**

Critical study of experimental literature and art in 20th century in Latin America, with special emphasis on the historical avant-gardes (i.e., 1920s and 1930s), and their legacy on subsequent cultural production. Taught in Spanish.

**SPAN-418. Novels Of The Mexican Revolution. 3 Hours.**

This course explores the representation of the Mexican Revolution and its aftermath in Mexican literature, and the novel in particular. Conducted in Spanish.

**SPAN-419. Topics In Contemporary Mexican Literature. 3 Hours.**

This course offers a critical study of major works and currents in contemporary (1960s-present) Mexican literature, focusing on literary trends and the role of criticism in the reception and evaluation of works and literary movements. Taught in Spanish.

**SPAN-420. Visión De América II. 3 Hours.**

This course explores the images of and ideas about "America" contained primarily but not exclusively in literary works of the twentieth and twenty-first centuries. Must be taken within the first 12 hours of enrollment in the M.A. Program.

**SPAN-421. Spanish Pedagogy: How To Teach Grammar, Vocabulary, Culture, Literature And Writing. 3 Hours.**

This graduate level seminar will begin by briefly exploring the pedagogical history of language teaching: approaches, methods and techniques. The course will focus more specifically on the pedagogical challenges posed by the teaching of culture, literature, grammar, vocabulary, writing and conversation in the diversified classroom with students of varying levels of linguistic proficiency. The students will develop classroom skills and strategies by designing materials for these pedagogical issues. The students will be able to formulate contextualized lesson plans and assessment measures in accordance with the National Standards for Foreign Language Learning. The course is conducted entirely in Spanish.

**SPAN-428. Topics In Pre-Columbian Art. 3 Hours.**

Selected topics in Pre-Columbian art. Advanced research papers and presentations. Content changes. May be repeated for 6 credits. Taught in Spanish.

**SPAN-431. Latin American Romanticism. 3 Hours.**

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.

**SPAN-432. Latin American Modernismo. 3 Hours.**

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.

**SPAN-433. José Martí. 3 Hours.**

Critical perspectives on the life and work of Cuban poet, essayist and political philosopher José Martí (1853-1895).

**SPAN-434. Latin American Magical Realism. 3 Hours.**

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.

**SPAN-435. Gabriel García Márquez. 3 Hours.**

Critical perspectives on the writings of Gabriel García Márquez, and in particular his seminal *One Hundred Years of Solitude*.

**SPAN-436. Hablares En Contacto: El Español En Estados Unidos. 3 Hours.**

Language change accelerates when two or more languages or dialects are in contact; such is the case between English and Spanish, and between different dialects of Spanish in the United States. This course will examine the lexical, structural, phonological, morphological and syntactic influences from English and various dialects of Spanish on U.S. Spanish, and their impact on the linguistic landscape and the construction of identity in the United States. Taught in Spanish.

**SPAN-440. Teaching Spanish-Language Heritage Learners. 3 Hours.**

This seminar is an exploration of the research and practice of teaching Spanish to Heritage Language (HL) learners, a term broadly defined as students who choose to formally study a language they speak or hear (or spoke or heard in childhood). We will consider the goals and principles in HL instruction, as well as ways to adopt HL pedagogy in mixed classrooms with Second Language (L2) learners, or those who study a language with which they have little to no prior experience.

**SPAN-460. Literatura(s) trans\*. 3 Hours.**

In this seminar, we approach the study of Spanish-language novels, art, and essays from multiple geopolitical spaces in order to consider how trans\*-identifying authors, activists and artists represent trans\*ness and queerness writ large as redefining of subjectivity and belonging. We will define and complicate the asterisk in Trans\* theory in order to discuss relationality with belonging mediated by the state and by cisheteronormative practices. This course is taught in Spanish, with texts in Spanish, Spanglish, and English.

**Requirement:** Near-native Spanish language proficiency as demonstrated by major standing in LALC program or department approval.

**SPAN-466. Literatura Indígena En Las Américas. 3 Hours.**

In this course, we will engage contemporary indigenous literature published bilingually (Maya T'aan, Zapotec, Tzotzil, etc. - Spanish), as well as indigenous oral traditions, textiles, musical production and performances, social relations, politics, and other forms of expressive culture. From within those (con)texts, we will consider the cultural combinations that emerge from Latin America's tripartite indigenous, Iberian and African heritage. Topics will vary and include indigenous cosmovision, coloniality, hegemony, ontology and cultural reification, ethnogenesis, identity politics, indigenous resistance and revitalization, diaspora, transnationalism, globalization, migration, modernity and tradition, cultural authenticity and social transformation.

**SPAN-470. Feminismos Decoloniales Desde Abya Yala. 3 Hours.**

The course defines and contextualizes decolonial feminist praxis among Indigenous/Native and Latin American activists and academics. In the first part of the course, we begin to make sense of what decoloniality is via the notion of coloniality and its extension and antecedents beyond academia. In the second part of the course, we will think beside Sara Ahmed's notion of "the personal is theoretical," via the oppressive structures of coloniality and how they affect every aspect of one's lived experience, from ways of thinking and being to enactments of labor, sexuality, gender, and reproduction.

**SPAN-481. Contemporary Latin American Narrative. 3 Hours.**

This course is a critical study of major works and currents of contemporary Latin American narrative, including novels, short stories, testimonial narrative, chronicles and narrative film. The course also focuses on the role of criticism in the reception and evaluation of narrative works. Taught in Spanish.

**SPAN-484. Drogas, Intoxicación Y Adicción En Las Américas. 3 Hours.**

In this interdisciplinary approach to drugs, intoxication and addiction in the Americas students challenge received knowledge on these topics by analyzing cultural products that portray drug trafficking, consumption and addiction and by engaging with critical theory that problematizes the role of drugs in our society and the social harms caused by prohibition. Emphasis is given to the ways that various systems of oppression, such as capitalism, racism, (neo)colonialism and patriarchy, intersect in the economy of drugs and how perspectives from the Global South can illuminate more liberating perspectives on the relationship between humans and intoxicants. Taught in Spanish.

**SPAN-485. Study Tour: Latin America. 3 Hours.**

This course is designed as a seminar that culminates in a Study Tour to a Latin American country. Students will be able to research and discuss subjects related to the Study Tour before the trip and will continue exploring these subjects while visiting the country.

**SPAN-493. La Voz Del Pueblo: Eye Dialect And The Regional Text. 3 Hours.**

Regional authors embed national and regional history and culture in their writing, validating the voice and identity of marginalized community/ies. This course approaches regional texts from a linguistic perspective, exploring how authors code speech phenomena using spelling representative of pronunciation instead of standard orthography. This technique, known as eye dialect, emphasizes power imbalances between characters whose dialect follows orthographic conventions and those who do not. Students will decode eye dialect and regionalisms in diverse texts to discover what direct and indirect messages they convey about class, privilege and prestige.

**Prerequisite:** SPAN-413 with a minimum grade of C.

**SPAN-5901. Thesis Hours. 1 Hour.**

**SPAN-5902. Thesis Hours. 2 Hours.**

**SPAN-5903. Thesis Hours. 3 Hours.**



# Special Education (SPED)

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## Courses

### **SPED-109. First Year Experience: Gusty Chicago: Explore Your Inner Rush. 3 Hours.**

In this course, the student will discover strategies to help him or herself and others learn optimally. The student will visit off and on campus resources to become a robust learner and to learn the many pathways that are available for personal and academic success. Also, the student will communicate orally and in writing about the current field of special education and how it affects the lives of individuals with special needs. The student will obtain an opportunity to gain conceptual understanding of Chicago's resources designed to support and broaden strengths, which are critical in a first year experience.

### **SPED-272. The Development And Characteristics Of Children And Youth With Exceptional Learning. 3 Hours.**

The development and characteristics of children and youth with exceptional learning needs is examined. Exceptionalities include but are not limited to Intellectual Disabilities, Learning Disabilities, Emotional and Behavior Disorders, ADD, Giftedness, Communication disorders, Physical Disabilities, Traumatic Brain Injury, Severe and Multiple Disabilities, Autism, Health Impairments, and Sensory impairments. Emphasis will be on understanding causes, theories and factors associated with the manifestation of various exceptional learning conditions.

**Prerequisite:** SPED-371 with a minimum grade of C.

### **SPED-316. Professional Development Of The Special Educator. 1 Hour.**

Special Education 316 provides special education teacher candidates the opportunity to develop critical skills indicative of a prepared and highly qualified special educator. Candidates will demonstrate the foundational development of cultural competency/reciprocity to work with students from culturally/linguistically diverse (CLD) backgrounds, articulate specific practices/policies regarding professional obligations (e.g., child protection laws, digital etiquette and safety, rights on intellectual property and fair use), discuss collaborative approaches in working with various members of the school/home/community, examine the significance of self-initiated, continuous professional development and improvement for all educators and provide evidence of meeting the professional competencies required of a beginning special educator. Prerequisites: All Bachelor of Arts in Special Education coursework (Block I and II) prior to student teaching.

### **SPED-317. Inclusive Teaching Strategies. 1.5 Hour.**

Inclusive Teaching Strategies is designed to provide pre-service teachers with an overview of curricular design and strategies used in teaching students with exceptional learning needs in inclusive elementary school classrooms. Specially designed instructional strategies include the integration of Universal Design for Learning (UDL) tenets to build differentiated learning structures which support learners of varying abilities. The course emphasizes curricular adaptation with focus on anchor skills within Common Core Student Standards (CCSS). The ability to develop instructional plans using multiple means of representation, engagement, and expression will be assessed.

### **SPED-323. Consultation In Special Education. 3 Hours.**

This course is designed to foster effective communication skills in dealing with students, families, school professionals and outside agencies to build collaborative partnerships with an understanding of the roles of responsibilities of various stakeholders. Background, theory, and models of consultation and collaboration, co-teaching, pre-referral interventions and inclusion will be covered. Procedure for assuming leadership roles when planning and conducting collaborative meetings, parent participation and staff development will also be addressed.

### **SPED-371. Writing Intensive Program: Foundations Of Special Education. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **SPED-374. Supervised Field Experience I. 3 Hours.**

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.

**Prerequisite:** SPED-272 with a minimum grade of C.

### **SPED-376. Teaching Learners With Moderate To Severe Disabilities. 3 Hours.**

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.

**Prerequisite:** SPED-373 with a minimum grade of C.

### **SPED-377. Supervised Field Experience II. 3 Hours.**

Candidates will be placed in a school setting, with supervision, to observe and help teach students with exceptional learning needs. Emphasis will be placed on assessment and the integration of technology appropriate for meeting the needs of diverse learners.

**Prerequisite:** SPED-373 with a minimum grade of C and SPED-374 with a minimum grade of B.

**SPED-379. Managing Behaviors In The Classroom. 3 Hours.**

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.

**Prerequisite:** SPED-272 with a minimum grade of C.

**SPED-381. Student Teaching In Special Education. 12 Hours.**

Supervised classroom teaching experience combined with seminar discussions. Study of the school community as a social unit; classroom management; candidate teacher's professional disposition and behavior; culture and personality dynamics; instructional/assistive technology; parent/family relationships; diagnoses of disability conditions; recommended teaching techniques and curriculum organization.

**Requirement:** Passing score on LBS I Exam (#155) and Special Education General Curriculum Exam (#163); Evidence of TB test (negative results); Satisfactory completion of all coursework (major and cognate categories) with acceptable final grades, Acceptable rating (or higher) on all key assessments.

**SPED-382. Strategies For Differentiating Instruction For Students With Exceptional Learning Needs. 3 Hours.**

This course focuses on evidence-based instructional strategies appropriate for individuals with disabilities who access the general education curriculum. Specialized strategies to build initial acquisition of knowledge and skills in the areas of reading, spoken and written language, mathematics, social/emotional development, and study skills will be addressed, as well as techniques across the curriculum that enable meaningful inclusion of individuals with a range of abilities. Emphasis will also be given to the development and planning of the individualized educational program (IEP).

**SPED-383. Informal Assessment And Progress Monitoring. 3 Hours.**

Special Education 383 establishes an understanding of the principles of assessment as a means to evaluate and address the academic and/or behavioral needs of students at-risk and students with disabilities. The course provides candidates the opportunity to develop professional skills in assessment administration, score interpretation of psychometric and curriculum-based measurements (CBM); use outcome data results to plan instruction, appropriate accommodations and modifications, monitor student progress, and use assessment data for problem-solving decision making and special education eligibility.

**Prerequisite:** SPED-382 with a minimum grade of C.

**SPED-384. Instructional Design For Individuals With Exceptional Learning Needs. 3 Hours.**

This course focuses on establishing an evidence-based framework for instructional planning appropriate for individuals with exceptional learning needs and grounded in the community assets and real life issues of the learner. Content will address critical features of instructional design including the impact of various cognitive processes and diversity characteristics that impact student learning. Emphasis will be on the developing short-and long-term objectives in an instructional sequence that supports learners' academic and social/emotional learning as well as language/communication needs.

**Prerequisite:** SPED-382 with a minimum grade of D.

**SPED-385. Community Partnership And Advocacy. 3 Hours.**

This course provides undergraduate candidates the opportunity to work collaboratively with peers and community partners to identify needs in Chicago and area communities through service learning projects. Candidates will examine key components in the development of effective community partnerships and the cultivation of advocacy/ leadership skills on behalf of students with exceptionalities. Candidates will engage in establishing partnerships among private and/or public organizations for the purposes of evaluating and improving the family-school-community relationship.

**Prerequisite:** SPED-377 with a minimum grade of B and SPED-379 with a minimum grade of C.

**SPED-395. Technology And Special Education. 3 Hours.**

Candidates will study administrative, assistive and instructional technology applications in the field of special education. Review of research and practices in the field regarding assistive and instructional technology.

**Prerequisite:** SPED-272 with a minimum grade of C and SPED-375 with a minimum grade of C and SPED-378 with a minimum grade of C and (SPED-304 with a minimum grade of D or SPED-404 with a minimum grade of D).

**SPED-400. Vocational/Career Planning For Adolescents With Disabilities. 3 Hours.**

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.

**Prerequisite:** SPED-404 with a minimum grade of C.

**SPED-404. Survey Of The Field Of Special Education. 3 Hours.**

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.

**SPED-417. Inclusive Teaching Strategies For Secondary Teachers. 1.5 Hour.**

Inclusive Teaching Strategies is a course designed to provide candidates with an overview of curricular design and strategies used in teaching students with exceptional learning needs in inclusive secondary school classrooms. Specially designed instructional strategies include the integration of Universal Design for Learning (UDL) tenets to build differentiated learning structures, which support learners of varying abilities. The course emphasizes curricular adaptation with focus on anchor skills within Common Core Student Standards (CCSS). The ability to develop instructional plans using multiple means of representation, engagement, and expression will be assessed.

**SPED-451. Creativity. 3 Hours.**

Discussion and inquiry into the nature and nurture of creative ability, review of research in creativity, practical application of creative processes, ways to develop creative thinking.



**SPED-454. Teaching Gifted Students In The Regular Classroom. 3 Hours.**

Overview of teaching strategies, materials and classroom organization to enhance and foster the potential of student who are gifted and talented.

**SPED-466. Assessing Students With Limited English Proficiency (LEP) And Disabilities. 3 Hours.**

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.

**Prerequisite:** SPED-404 with a minimum grade of C and SPED-409 with a minimum grade of C and SPED-410 with a minimum grade of C.

**SPED-467. Teaching Students With Limited English Proficiency (LEP) And Disabilities. 3 Hours.**

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.

**Prerequisite:** SPED-404 with a minimum grade of C and SPED-409 with a minimum grade of C and SPED-410 with a minimum grade of C.

**SPED-470. Administration And Supervision In Special Education. 3 Hours.**

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.

**SPED-481. Principles Of Diagnosis And Teaching The Child With Special Needs Aged Three To Six Years. 3 Hours.**

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.

**SPED-482. Principles Of Diagnosis & Teaching The Child With Special Needs: Birth To Six Years. 3 Hours.**

This course applies the principles of diagnosis and teaching infants, toddlers and young children with special needs. Students will use diagnostic information to design an individual family service plan and individualized education program. Topics include theory and practice of instructional techniques, adaptations, and modifications for infants, toddlers and young children with special needs. Course content will also address the role of the special educator in working with other members of the multidisciplinary team and with parents. Current research and issues will be reviewed.

**SPED-483. Working With Parents Of Young Children With Special Needs. 3 Hours.**

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.

**SPED-484. Psychology Of Language And Cognitive Development. 3 Hours.**

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 Hours.**

Advanced supervised professional clinical experience in educating young infants, toddlers, or preschoolers with special needs in an appropriate setting; seminar discussions.

**Prerequisite:** SPED-481 with a minimum grade of C and SPED-482 with a minimum grade of C and SPED-483 with a minimum grade of C and SPED-502 with a minimum grade of C and (ECED-403 with a minimum grade of C or ECED-338 with a minimum grade of C).

**SPED-490. Research Seminar In Special Education. 3 Hours.**

Review of research literature on special problems in exceptionality. Research project under the supervision of a faculty advisor.

**SPED-491. Thesis Credit In Special Education. 3 Hours.**

Research project within the area of applicant's field of specialization.

**SPED-494. Research Seminar In Exceptionality. 3 Hours.**

Experimental method applied in a group research project in a specialized area of exceptionality.

**SPED-500. Research I:Special Education. 3 Hours.**

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.

**SPED-501. Characteristics Of Children And Youth With Disabilities. 3 Hours.**

Review the psychological, sociological, and educational aspects of the lives of children and youth with disabilities, including legal foundations of special education services. Additionally, graduate students will be able to address the unique needs of working with children/adolescents with disabilities from culturally/linguistically diverse backgrounds as well as demonstrate initial skills in professional reflections as educators.

**SPED-502. Language, Learning And Cognition. 3 Hours.**

This is a graduate level human development course emphasizing cognitive and language development and acquisition and how these processes impact learning throughout the lifespan. Major learning theories and their implications for practice will be examined. Candidates will examine course concepts from the vantage point of supporting the learning of diverse students.

**SPED-503. Foundations Of Special Education. 3 Hours.**

This course examines the historical, philosophical and legal aspects of education that have defined the field of special education.

**SPED-504. Assessment I: Principles Of Educational Assessment In Special Education. 3 Hours.**

Special Education 504 establishes a foundational understanding of the principles of formal and informal assessment to evaluate and address the academic and behavioral needs of students with disabilities. It provides candidates the opportunity to develop professional skills in assessment administration, score interpretation of psychometric and curriculum-based measurements, utilizing ascertained score results to plan instruction and monitor student progress, a working understanding of the principles and practices of Response to Intervention, and understanding of critical considerations in working with students from culturally/linguistically diverse backgrounds.

**Requirement:** Earned minimum grade of C in program courses with no more than 2 'C' grades.

**SPED-505. Consultation & Collaboration. 3 Hours.**

This course prepares the special educator to develop collaborative relationships with a variety of stakeholders and to serve as an informed professional resource for school personnel and families. Topics covered include inclusion, consultation needs, conferencing techniques, collaboration models, in-service education and parent education supports and programs. Also, issues, resources and strategies for integration and transition of students from most restrictive to least restrictive environments will be addressed with emphasis on students who exhibit behavioral challenges.

**Requirement:** Earned minimum grade of C in program courses with no more than 2 'C' grades.

**SPED-506. Instructional & Assistive Technology In Special Education. 3 Hours.**

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.

**Requirement:** Earned minimum grade of C in program courses with no more than 2 'C' grades.

**SPED-507. Clinical Experience I: Fundamentals Of Teaching. 2-3 Hours.**

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 experience 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.

**Requirement:** Earned minimum grade of C in program courses with no more than 2 'C' grades.

**SPED-507A. Clinical Experience I: Fundamentals Of Teaching. 2 Hours.**

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 experience 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. SPED-507A is for students who were admitted prior to FA-2020.

**SPED-508. Methods II: General Curriculum & Methods In Special Education. 3 Hours.**

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.

**Prerequisite:** SPED-506 with a minimum grade of C and LTCY-402 with a minimum grade of C.

**SPED-509. Methods I: Specialized Curriculum & Methods In Special Education. 3 Hours.**

This course develops candidates' ability to understand the theoretical basis for and implementation of evidence-based strategies to facilitate the meaningful inclusion of students with mild to moderate disabilities in the least restrictive environment. Methodology and strategies to promote development of reading, oral and written expression in the content areas, including language arts, mathematics, science and social studies instruction will be addressed, as well as strategies to support students' social and emotional development. Candidates will demonstrate understanding of Universal Design for Learning to address individual student needs including individual educational goals and objectives.

**SPED-510. Methods III: Strategies Of Behavior Management. 3 Hours.**

Graduate candidates with the principles of applied behavior analysis, positive behavioral supports, and other contemporary approaches for behavior management. Additionally, candidates will be able to address the unique needs of working with children/adolescents with disabilities from culturally/linguistically diverse backgrounds.

**SPED-511. Methods IV: Alternative Programming And Curriculum In Special Education. 3 Hours.**

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.

**Requirement:** No more than 2 C grades in program.

**SPED-512. Clinical Experience II: Intermediate Teaching. 2-3 Hours.**

The purpose of SPED-512 is to involve candidates in working on site in special education programs where services are provided for children and youths with moderate to severe disabilities. It provides initial special education candidates opportunities to apply and reflect upon elements of teaching including instructional design based on the strengths, characteristics, cultural assets and needs of the learner, assessment of student learning, engagement of the learner and implementation of evidence-based strategies in the field. Candidates will learn more about the collaborative role special educators play within the context of the Least Restrictive Environment.

**Prerequisite:** SPED-507 with a minimum grade of C and SPED-509 with a minimum grade of C.

**SPED-512A. Clinical Experience II: Intermediate Teaching. 2 Hours.**

SPED-512A involves candidates in working on site in special education programs where services are provided for children and youths with moderate to severe disabilities. It provides initial special education candidates opportunities to apply and reflect upon elements of teaching, including instructional design, based on the strengths, characteristics, cultural assets and needs of the learner, assessment of student learning, engagement of the learner and implementation of evidence-based strategies in the field. Candidates will learn more about the collaborative role special educators play within the context of the Least Restrictive Environment. This course is for students admitted prior to Fall 2020.

**Prerequisite:** SPED-507 with a minimum grade of C and SPED-509 with a minimum grade of C.

**SPED-513. Assessment II: Applied Diagnostic Testing. 3 Hours.**

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.

**Prerequisite:** SPED-508 with a minimum grade of C and SPED-509 with a minimum grade of C and SPED-510 with a minimum grade of C and SPED-511 with a minimum grade of C.

**SPED-514. Student Teaching In Special Education. 3,6 Hours.**

The candidate will participate in supervised professional experiences in a school setting as a candidate teacher of pupils with disabilities (5-21). Applied teaching will be combined with seminar discussions and required assignments.

**Requirements:** Program approval.

**SPED-514A. Student Teaching In Special Education. 3 Hours.**

The candidate will participate in supervised professional experiences in a school setting as a candidate teacher of pupils with disabilities (5-21). Applied teaching will be combined with seminar discussions and required assignments. SPED-514A is for candidates who entered the program prior to Fall of 2020.

**Requirements:** Program approval

**Prerequisite:** SPED-508 with a minimum grade of C and SPED-509 with a minimum grade of C and SPED-510 with a minimum grade of C and SPED-511 with a minimum grade of C and SPED-520 with a minimum grade of C.

**SPED-514B. Applied Diagnostic Teaching In Special Education. 3 Hours.**

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.

**Prerequisite:** SPED-508 with a minimum grade of C and SPED-509 with a minimum grade of C and SPED-510 with a minimum grade of C and SPED-511 with a minimum grade of C and SPED-513 with a minimum grade of C.

**SPED-516. Professional Development Of The Special Educator. 1 Hour.**

SPED-516 provides special education teacher candidates the opportunity to develop critical skills indicative of a prepared and highly qualified special educator. Candidates will demonstrate the foundational development of cultural competency/reciprocity to work with students from culturally/linguistically diverse (CLD) backgrounds, articulate specific practices/policies regarding professional obligations (e.g., child protection laws, digital etiquette and safety, rights on intellectual property and fair use), discuss collaborative approaches in working with various members of the school/home/community, examine the significance of self-initiated, continuous professional development and improvement for all educators and provide evidence of meeting the professional competencies required of a beginning special educator. Prereq.: All Master of Arts in Special Education coursework (Block I, II and III) prior to student teaching.

**SPED-518. Practicum In Special Education. 3 Hours.**

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.

**Prerequisite:** SPED-501 with a minimum grade of C and SPED-503 with a minimum grade of C and SPED-506 with a minimum grade of C and SPED-504 with a minimum grade of C and SPED-509 with a minimum grade of C and SPED-510 with a minimum grade of C and SPED-511 with a minimum grade of C and SPED-513 with a minimum grade of C.

**SPED-519. Collaborative Relationships In Special Education. 3 Hours.**

SPED-519 prepares advanced credential special education candidates to develop skills and dispositions, which promote leadership in collaborative relationships relating to students with disabilities in school settings. Collaboration with a variety of stakeholders, including peer teachers, parents, community agencies, and related service providers, will be examined. Topics covered include the culture of schools, conferencing techniques, mentoring new teachers, and in-service education. Clinical experience involves mentoring a novice special education teacher.

**SPED-520. Assessment Lab-Applied Diagnostic Assessment. 3 Hours.**

Graduates students will apply assessment principles to design an instructional sequence for children/youth with disabilities served a clinical setting.

**Prerequisite:** SPED-504 with a minimum grade of C and SPED-508 with a minimum grade of C and SPED-509 with a minimum grade of C and SPED-511 with a minimum grade of C.

**SPED-521. Issues & Interventions For Individuals With Autism Spectrum Disorder, Social Communication Disorder. 3 Hours.**

This course 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.

**Prerequisite:** SPED-522 with a minimum grade of C and SPED-523 with a minimum grade of C.

**SPED-522. Foundations & Practices In Challenging Behaviors. 3 Hours.**

This course 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 & Planning For Positive Behavior Management. 3 Hours.**

This course 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-524. Practicum In Behavior Disorders. 3 Hours.**

This course 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).

**Prerequisite:** SPED-522 with a minimum grade of C and SPED-521 with a minimum grade of C and SPED-523 with a minimum grade of C.

**SPED-525. Alternative Assessment & Test Accommodations. 3 Hours.**

This course presents the knowledge and skills necessary for the professional to apply various methods of assessment in order to meet the individual needs of students with disabilities. Content will address alternative assessment methods, test accommodations, and applied curriculum based assessment. The instructor will model collaboration and consultation skills for working with families and other professionals.

**SPED-526. Adaptations Of Curriculum. 3 Hours.**

This course 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. It prepares the learner to understand how students differ in their approaches to learning, and how to design and adapt instruction to engage all learners, promote positive interactions and develop students' intellectual, social and personal development. Course content will also address sources of specialized materials and resources for assistive technology. Methodology to support the curriculum infusion of real life issues will also be addressed.

**SPED-527. Language Based Disorders. 3 Hours.**

This course 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 Hours.**

This course will address 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. Candidates will examine the scope and sequence of mathematics curriculum, assessment of mathematics-based learning disabilities, and strategies for teaching mathematics to learners with special needs.

**SPED-529. Curriculum Practicum. 3 Hours.**

This course 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.

**Prerequisite:** SPED-526 with a minimum grade of C and SPED-527 with a minimum grade of C and SPED-525 with a minimum grade of C.

**SPED-530. Capstone Project. 3 Hours.**

This course 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.

**Prerequisite:** (SPED-525 with a minimum grade of C and SPED-526 with a minimum grade of C and SPED-527 with a minimum grade of C and SPED-528 with a minimum grade of C) or (SPED-505 with a minimum grade of C and SPED-521 with a minimum grade of C and SPED-522 with a minimum grade of C and SPED-523 with a minimum grade of C).

# Swahili (SWAH)

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## Courses

**SWAH-101. Swahili I. 3 Hours.**

Development of basic skills in listening, speaking, reading and writing. Culture appreciation.

**SWAH-102. Swahili II. 3 Hours.**

Continuation of SWAH-101.

# Tchng Engl Second Lang (TESL)

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## Courses

### **TESL-109A. First Year Experience: Chicago Speaks: Helping Immigrants Communicate. 3 Hours.**

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 investigating the pronunciation and grammar of English as well as looking at ways to teach these subjects along with listening, speaking, reading and writing skills to English Language Learners (ELLs). The course will involve a service learning component in which students will tutor ELLs in various sites throughout Chicagoland. As students study the basics of teaching English as a second language, they will develop academic skills that will contribute to their success in college and beyond.

### **TESL-301. The English Language For Teachers. 3 Hours.**

All language teachers must understand how the English language works and must be able to describe how it works. This course is designed for future teachers of the English language. It covers the structure of sounds, words, phrases, and sentences; language use; and the structure of meaning of the English language, with applications of each topic to the teaching of the English language and English language arts. The history of the English language will also be included, as background to English word and sentence structure.

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-310. English Grammar: Description & Instruction. 3 Hours.**

All teachers of English as a second or foreign language must have a good descriptive knowledge of English grammar as well as an arsenal of techniques for instructing their students. This course is intended to help future ESL/EFL teachers develop an understanding of the structure of English sentences and the problems that non-native students face when learning English grammar. This course will also investigate ways of teaching grammar to English language learners.

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-320A. Language & Culture: General. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-320D. Language & Culture: Japan. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-320G. Language & Culture: Southeast Asia. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-320H. Language & Culture: Thailand. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-320K. Language & Culture: Latin America. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-320N. Language & Culture: Native American. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-320O. Language & Culture: Afro-American. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-320P. Language & Culture: The Deaf. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-320Q. Language & Culture: Maya. 3 Hours.**

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-321. 1st & 2nd Language Acquisition. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **TESL-330. Language, Society, And Education. 3 Hours.**

Researchers who study the relationship between language and society or culture are in a unique position to provide insight into language- and culture-related social problems. This course is based on the notion that many educational problems are related to differences between students' home language or dialect and the "official" school variety. It examines the relationship between language, society, and culture with particular attention to how factors such as class, gender, race, and ethnicity impact student performance in the classroom. Issues of identity, bilingualism, and language prejudice will also be addressed.

**Prerequisite:** ENGL-101 with a minimum grade of C.



**TESL-331. Investigation Of African American English. 3 Hours.**

TESL-331 offers the opportunity to explore longstanding questions about African American English, a variety of English that is prevalent in Chicago and nationwide. As a foundation, students will learn about the features of African American English. With the support of the instructor, students will choose and develop their own research questions and hypotheses, a research proposal, and conduct a short study. Students will learn, as they progress, how to create an abstract, annotated bibliography, literature review, and research methodology. Students will conduct their studies with the support of the instructor. This course culminates in the sharing of the research findings.

**TESL-340. Practices & Procedures. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C and (TESL-321 with a minimum grade of C or TESL-341 with a minimum grade of C).

**TESL-341. Principles Of Language Teaching. 3 Hours.**

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.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**TESL-343. Introduction To Language Assessment. 3 Hours.**

This is an introductory language assessment course that offers an opportunity to gain knowledge in the basic concepts in language assessment. It covers basic principles and procedures of assessment, with an emphasis on the second language context. In addition to theoretical foundations, students will gain practical experience in how to construct test items with considerations of reliability and validity, use alternative assessment, analyze test results, and communicate test results with diverse audiences.

**Prerequisite:** TESL-340 with a minimum grade of C or TESL-341 with a minimum grade of C.

**TESL-345. Linguistics & Reading. 3 Hours.**

Relationship between language structure and the reading process with emphasis on the practical problems such as the variety of dialectally different sound-symbol-correspondences in English, the perception of speech sounds, the reader's interpretation of syntactic and semantic structures, various alphabetic systems for teaching reading. Designed to be useful to the in-service classroom teacher as well as to undergraduates.

**Prerequisite:** TESL-301 with a minimum grade of C.

**TESL-399. Clinical Experience In TESL. 1 Hour.**

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. Student will engage in classroom discussion and various projects based on their classroom work.

**Prerequisite:** TESL-340 with a minimum grade of C.

**TESL-402. Principles Of Linguistics For Teachers. 3 Hours.**

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.

**TESL-406. Adult Needs, Design And Assessment. 3 Hours.**

Adult English language learners represent a wide variety of linguistic backgrounds, cultural experiences and personal needs. They may learn English for survival/life skills, job improvement or academic preparation. This course provides instructors with an appreciation for cross-cultural learners and their communication skills. In addition, this course looks at adult program options and their relationship to curriculum design. Principles of assessment, and varied assessment tools used in the adult education setting will also be addressed. Website tools aiding course management, assessment and self-study will be utilized.

**Prerequisite:** TESL-410 with a minimum grade of B.

**TESL-409. Research Design & Methods. 3 Hours.**

Survey course, reviewing the major trends and methodologies used in linguistics, language acquisition, and language teaching. Exploration of quantitative approaches used in language-specific inquiry through the examination of a variety of studies from the literature, their questions, their underlying assumptions, and their design. Prior knowledge of statistics is not required.

**Prerequisite:** TESL-402 with a minimum grade of C.

**TESL-410. Techniques Of Teaching English As A Second Language. 3 Hours.**

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.

**Prerequisite:** TESL-414 with a minimum grade of C and TESL-402 with a minimum grade of C.

**TESL-414. Theories Of Teaching English As A Second Language. 3 Hours.**

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.



**TESL-420. Structure Of Modern English. 3 Hours.**

Description and analysis of the major grammatical structures of spoken and written English in light of traditional and descriptivist theories. This course covers practical issues and procedures involved in teaching grammar to ESL/EFL learners.

**TESL-426. Advanced Linguistic Analysis. 3 Hours.**

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.

**Prerequisite:** TESL-402 with a minimum grade of C.

**TESL-427. Teaching Pronunciation. 3 Hours.**

This course covers practices and procedures involved in helping English Language Learners (ELLs) improve their intelligibility and increase their speech perception. Through an applied approach, students will develop a deeper understanding of English phonetics and phonology at both the segmental and prosodic levels. They will learn how to apply this knowledge to teaching pronunciation to English language learners (ELLs) of all ages. The course will also cover societal attitudes about accent through an investigation of current research.

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-414 with a minimum grade of C and TESL-410 with a minimum grade of C.

**TESL-430B. Structure Of Language: Latin. 3 Hours.**

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-430C. Structure Of Language: Lakhota. 3 Hours.**

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-430D. Structure Of Language: Rotuman. 3 Hours.**

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-430E. Structure Of Language: Thai. 3 Hours.**

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-430F. Structure Of Language: Tai, Kirundi, Tun, Arabic. 3 Hours.**

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-433. Lexicography. 3 Hours.**

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.

**TESL-440. Language & Literacy. 3 Hours.**

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 skill; pedagogical implications of linguistic views on literacy.

**Prerequisite:** TESL-402 with a minimum grade of C.

**TESL-442. Using Technology With Second Language Learners. 3 Hours.**

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.

**Prerequisite:** TESL-410 with a minimum grade of C.

**TESL-445. Language Variation. 3 Hours.**

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.

**TESL-447. Pragmatics. 3 Hours.**

Study of the interface between language and meaning at the level of discourse. Focuses on communication as dialogic interaction and the nexus of word meanings and speaker intentions in language use. Considers the multiple layers of context as factors that affect the interpretation of speaker role and appropriateness of use. Additionally, examines intercultural pragmatics as it pertains to the acquisition of second language culture and the communicative differences between cultures.

**Prerequisite:** TESL-445 with a minimum grade of C.

**TESL-451. Lexically-Based Instruction. 3 Hours.**

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.

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-410 with a minimum grade of C.

**TESL-452. Content-Based Instruction. 3 Hours.**

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.

**Prerequisite:** TESL-414 with a minimum grade of C.

**TESL-460. Second Language Acquisition. 3 Hours.**

This course provides a general introduction to the field of second language acquisition (SLA), giving a broad overview of the history of the field and helping students attain foundational SLA literacy. Through developing an understanding of linguistic, social, affective, and cognitive influences, students will familiarize themselves with key SLA concepts, review pedagogical implications of empirical research and explore ways of modifying instruction to facilitate the acquisition of a primary and a new language in and out of classroom settings.

**Prerequisite:** TESL-410 with a minimum grade of C and TESL-420 with a minimum grade of C.

**TESL-465. Experiential Preparation For Teaching English As A Second Language. 3 Hours.**

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.

**Prerequisite:** TESL-402 with a minimum grade of B and TESL-410 with a minimum grade of B and TESL-414 with a minimum grade of B.

**TESL-468. Principles Of Language Assessment. 3 Hours.**

The purpose of the course is to familiarize students with the fundamental concepts and principles of second language (L2) assessment. The students will gain hands-on experience in designing and administering language assessments in the areas of L2 reading, writing, listening, speaking, including vocabulary and grammar. In addition, this course is intended to train teachers how to evaluate popular standardized tests (e.g., iBT TOEFL, ACCESS for ELLs, IELTS) and help them interpret and write clearly about test results.

**Prerequisite:** TESL-410 with a minimum grade of C.

**TESL-471. Evolution Of Laws & Policies In Language Instruction. 3 Hours.**

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 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.

**TESL-490A. Seminar In TESL: Materials Preparation. 3 Hours.**

**Prerequisite:** TESL-426 with a minimum grade of B and TESL-445 with a minimum grade of B and TESL-460 with a minimum grade of B.

**TESL-490C. Seminar In TESL: Special Education. 3 Hours.**

**Prerequisite:** TESL-426 with a minimum grade of B and TESL-445 with a minimum grade of B and TESL-460 with a minimum grade of B.

**TESL-490E. Seminar In TESL: Current Research. 3 Hours.**

**Prerequisite:** TESL-426 with a minimum grade of B and TESL-445 with a minimum grade of B and TESL-460 with a minimum grade of B.

**TESL-490F. Seminar In TESL: Language & Culture. 3 Hours.**

**Prerequisite:** TESL-426 with a minimum grade of B and TESL-445 with a minimum grade of B and TESL-460 with a minimum grade of B.

**TESL-490J. Seminar In TESL: Vocabulary. 3 Hours.**

**Prerequisite:** TESL-426 with a minimum grade of B and TESL-445 with a minimum grade of B and TESL-460 with a minimum grade of B.

**TESL-490K. Seminar In TESL: 1st & 2nd Language Acquisition. 3 Hours.**

**Prerequisite:** TESL-426 with a minimum grade of B and TESL-445 with a minimum grade of B and TESL-460 with a minimum grade of B.

**TESL-5901. Thesis Hours. 1 Hour.**

Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Arts degree in TESL/TEFL. This course requires approval of the instructor, Department Chair and the appropriate College Dean(s).

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-5902. Thesis Hours. 2 Hours.**

See course description for TESL-5901.

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

**TESL-5903. Thesis Hours. 3 Hours.**

See course description for TESL-5901.

**Prerequisite:** TESL-402 with a minimum grade of C and TESL-420 with a minimum grade of C and TESL-426 with a minimum grade of C.

# Teacher Education (TED)

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## Courses

**TED-316A. Middle Level Literacy. 3 Hours.**

**TED-401. Clinical Experience In Teacher Mentoring. 1.5 Hour.**

This introductory course will help experienced, practicing teachers (mentors) develop knowledge, skills and dispositions to coach early career practicing teachers (mentees). Examination of common problems of practice will include classroom environment, planning and preparation, instruction, and professionalism. Mentors will support a minimum of two mentees throughout the course, designing and enacting support plans for their mentees, and reflecting on the effectiveness of their mentorship to aid their mentees in navigating the teaching profession. Site observations at mentees' schools, weekly mentor-mentee touch points, and biweekly meetings with the supervising faculty member are required.

**TED-402. Advanced Clinical Experience In Teacher Mentoring. 1.5 Hour.**

This advanced course will help experienced, practicing teachers (mentors) examine the relationships between common problems of practice for early career teachers (mentees) in the areas of classroom environment, planning and preparation, instruction, and professionalism. A focus on interrelationships will aid mentors in transformative goal-setting, multi-perspectival analysis, and content and culture integration. Mentors will coach a minimum of two mentees to design and enact support plans, and reflect on the effectiveness of their mentorship. Site observations at mentee schools along with weekly mentor-mentee touch points are required, along with biweekly meetings with the supervising faculty member.

# Technology (TECH)

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## Courses

TECH-251. Introduction To Media Utilization. 3 Hours.

TECH-316. Computer Utilization In Education. 3 Hours.

TECH-317. General/Specialized Computer Concepts In Education. 3 Hours.

TECH-319. Microcomputer Software Applications For Teachers. 3 Hours.

TECH-321. Classroom Computer Curriculum. 3 Hours.

TECH-331. Functions Of The School Library. 3 Hours.

TECH-332. Technical Processes In School Libraries. 3 Hours.

TECH-351. Selection, Utilization And Evaluation Of Instructional Material. 3 Hours.

TECH-352. Design And Production Of Instructional Materials. 3 Hours.

# University Without Walls (UWW)

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## Courses

**UWW-201. Participated In University Without Walls. 1 Hour.**

**UWW-202. Participated In University Without Walls. 2 Hours.**

**UWW-203. Participated In University Without Walls. 3 Hours.**

**UWW-204. Participated In University Without Walls. 4 Hours.**

**UWW-205. Participated In University Without Walls. 5 Hours.**

**UWW-206. Participated In University Without Walls. 6 Hours.**

**UWW-207. Participated In University Without Walls. 7 Hours.**

**UWW-208. Participated In University Without Walls. 8 Hours.**

**UWW-209. Participated In University Without Walls. 9 Hours.**

**UWW-210. Participated In University Without Walls. 10 Hours.**

**UWW-211. Participated In University Without Walls. 11 Hours.**

**UWW-212. Participated In University Without Walls. 12 Hours.**

**UWW-301. University Without Walls Independent Study. 1 Hour.**

University Without Walls students receive credit as they fulfill individualized curricula developed in consultation with and under the direction of the UWW Academic Advisor (or another faculty member recommended by the Academic Advisor), the UWW Community Advisor, and UWW Faculty Advisor.

**UWW-302. University Without Walls Independent Study. 2 Hours.**

University Without Walls students receive credit as they fulfill individualized curricula developed in consultation with and under the direction of the UWW Academic Advisor (or another faculty member recommended by the Academic Advisor), the UWW Community Advisor, and UWW Faculty Advisor.

**UWW-303. Introduction To University Without Walls--First Sem Independent Study. 3 Hours.**

Introduction to University Without Walls prepares students to receive credit as they fulfill individualized curricula developed under the direction of the UWW Academic Advisor (or another faculty member recommended by the Academic Advisor), the UWW Community Advisor and the UWW Faculty Advisor.

**UWW-304. Contemporary Topics In Depth Area Study. 3 Hours.**

This course will examine contemporary topics related to student's prior/proposed learning and depth area concentration. With the assistance of their UWW advisor, student will explore the socio-political, cultural and economic relationships between the contemporary topics they choose and their depth area. Completion of the course can be achieved through traditional research paper or other relevant project as determined by their UWW advisor.

**UWW-305. Independent Study In Health Services. 3 Hours.**

This individualized study course is designed for UWW students who have depth areas in health services fields (community health, health administration, healthcare systems, medical services, etc.). With the assistance of their UWW advisor, student will explore topics in the field of health services as they relate to their depth area concentrations and prior learning experiences. Completion of the course can be achieved through traditional research paper or other relevant project as determined by their UWW advisor.

**UWW-306. Independent Study In Violence Prevention. 3 Hours.**

This individualized study course is designed for UWW students who have depth areas in violence prevention fields (hospital responders, outreach workers, peace academy workers, etc.). With the assistance of their UWW advisor, student will explore topics in the field of violence prevention as they relate to their depth area concentrations and prior learning experiences. Completion of the course can be achieved through traditional research paper or other relevant project as determined by their UWW advisor.

**UWW-307. Independent Study In Research Methods. 3 Hours.**

Students will examine research methods specific to investigating prior learning/depth area processes and outcomes; including research design, theory, data collection, and reporting.

**UWW-308. Independent Study In Community, Human And Social Services. 3 Hours.**

This individualized study course is designed for UWW students who have depth areas in community, human service or social service fields (case managers, community service officers, family support, community outreach workers, etc.). With the assistance of their UWW advisor, student will explore topics in the field of community, human or social service as they relate to their depth area concentrations and prior learning experiences. Completion of the course can be achieved through traditional research paper or other relevant project as determined by their UWW advisor.

**UWW-309. University Without Walls Field Experience Independent Study. 3 Hours.**

Students will engage in in-depth experiential learning, integrating academic course work, prior learning experience, and/or on the job experience.

**UWW-310. Independent Study In Recreation Services. 3 Hours.**

This individualized study course is designed for UWW students who have depth areas in recreation services fields (recreation leaders, recreation assistants, event specialists, youth recreation/athletics workers, etc.). With the assistance of their UWW advisor, students will explore topics in the field of recreation services as they relate to their depth area concentrations and prior learning experiences. Completion of the course can be achieved through a traditional research paper or other relevant project as determined by their UWW advisor.

**UWW-311. Independent Study In Capstone Portfolio And Review Board Preparation. 3 Hours.**

University Without Walls Capstone Portfolio and Review Board is the capstone course for the UWW academic program. In this course, students will finalize their learning contract and compose an online portfolio that will be presented to a UWW board of evaluators.

**UWW-312. Independent Study In Education-Related Fields. 3 Hours.**

This individualized study course is designed for UWW students who have depth areas in education-related fields (paraprofessionals, teaching assistants, school office managers, etc.). With the assistance of their UWW advisor, student will explore topics in the field of recreation services as they relate to their depth area concentrations and prior learning experiences. Completion of the course can be achieved through traditional research paper or other relevant project as determined by their UWW advisor.

# Urban Community Studies (UCS)

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## **UCS-103. Introduction To Urban Community Studies. 3 Hours.**

Introduction to Urban Community Studies is an overview of the Urban Community Studies program and its interdisciplinary approach to examining the political, economic, social, and cultural forces that impact urban communities in this country and throughout the world. The course is designed to introduce students to core analytical concepts and build their critical thinking and analytic writing skills.

## **UCS-201. Power And Oppression In The Urban Community. 3 Hours.**

The purpose of this course is to examine social organization and theories of power and oppression to determine who rules the United States. Moreover, review the “center” of power as a matrix to decide how it impinges in various ways on those who live within the United States society.

## **UCS-203. Activism And Community Engagement In The Urban Context. 3 Hours.**

Activism and Community Engagement in the Urban Context explores historic and contemporary forms of activism and community engagement in local, national and global urban communities. Students will become familiar with the analytic frameworks that inform community activism and trace the connections between activism and community engagement. Through an examination of course readings, guest lecturers and visits to community events, students will investigate forms of activism and community engagement as they relate to issues including education, food security, violence prevention, police reform, equal rights, homelessness, health and wellness and voting rights.

## **UCS-302. Urban Education And The Art Of Critical Pedagogy. 3 Hours.**

The course provides educational practitioners with multimodal approaches to better engage students in a curriculum to improve the child's learning experiences. Research-based strategies are reviewed to enhance teachers' delivery of instruction to promote student outcomes.

## **UCS-303. Writing Intensive Program: Research Writing In Urban Community Studies. 3 Hours.**

Research Writing in Urban Community Studies provides an overview in research methodology. In this course students will learn how to design and write a scholar-activist oriented research proposal on a social science topic pertinent to the urban community. The course covers the following topics: the selection of a research topic, the articulation of research questions, writing a literature review, the development and application of social science theory, the development of methodology, research design, data analysis, research ethics, and research dissemination.

**Prerequisite:** ENGL-101 with a minimum grade of C.

## **UCS-304. Contemporary Issues In Urban Community Studies. 3 Hours.**

This course focuses on the contemporary issues surrounding urban communities in the United States. It specifically examines the economic, political, educational, and environmental underpinnings of such communities. Throughout this course the major issues affecting the environment of urban communities, specifically educational inequalities, and the misuse and abuse of economic and political power are discussed. In addition, the discussion of racism as the underlying cause of the historic and contemporary issues in the urban community is explored.

**Prerequisite:** College of Education Admission with a score of Y.

## **UCS-305. Urban Entrepreneurship. 3 Hours.**

Urban Entrepreneurship explores the fundamentals of entrepreneurship and its connections to community engagement in the urban context. Students will learn the stages of entrepreneurship including idea generation, developing a business model and financing an entrepreneurship venture. Students will also have an opportunity to explore their own entrepreneurship interests and learn the ways that community engagement and social entrepreneurship can play a role in their entrepreneurial ventures.

**Prerequisite:** (100 - 399 or 100A - 399Z).

## **UCS-327. Media And Popular Culture In Urban Communities. 3 Hours.**

Media and Popular Culture in the Urban Community will examine basic concepts of popular culture as they apply to the urban experience. The course will focus on the socio-cultural factors that influence popular culture as well as the way urban communities are represented in mainstream media.

## **UCS-328. Trauma, Resilience, And Resistance In Urban Communities. 3 Hours.**

Trauma, Resilience, and Resistance in Urban Communities explores psychological trauma symptomatology and interventions in an urban context. In this course students will use books, articles, and film to learn about: 1) the relationship between trauma and neurobiology; 2) historical trauma impacts affecting multigenerational communities of color, 3) structural factors that impact community violence-induced trauma; and 4) contemporary trauma treatments for individuals, children, families, and groups.

## **UCS-329. Structural Violence In The Urban Community. 3 Hours.**

In an attempt to present a holistic perspective of violence in urban spaces, this course will delve into the systemic causes of violence in the urban community. Also, the course will identify the common contributing factors associated with violence, like individual-level influences, to probe deeper into the root causes of violence like misguided public policies, environmental injustices, and the United State's culture producing industries.

## **UCS-330. Film Analysis In The Urban Context. 3 Hours.**

This course examines featured films and historical dramas on various topics to provide evidence and information as an alternative source for understanding critical issues and social events.



**UCS-341. Motherhood Studies In The Urban Community. 3 Hours.**

Motherhood Studies in the Urban Community will explore the institution and experience of motherhood as a site of power and healing. Specific emphasis will be given to theorizing about the specific ways African American, Latinx, indigenous, and immigrant mothers experience mothering in an urban context. In addition, this course will use memoirs, articles, and film to explore: 1) the labors of motherhood; 2) how race, socioeconomic status, and sexuality impact mothering; 3) how mothers navigate and resist structural oppression found in education, economic, and political systems; and 4) mothers' hope and resiliency in the wake of urban community violence.

**UCS-342. A Critical Analysis Of Hip Hop Culture. 3 Hours.**

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 involved with hip hop for classic capitalism purposes or a combination of both.

**UCS-343. Racism, Xenophobia, And Bias In The Urban Context. 3 Hours.**

Racism, Xenophobia, and Bias in the Urban Context addresses how the construct of race and racism produces economic inequities, biased policy formations, and social injustices toward people of color. The course is designed and framed around contemporary and historic topics allowing students to critically analyze and review the concept of racism as a destructive philosophy and theoretical application.

**UCS-344. Seminar In Urban Community Studies. 3 Hours.**

Seminar in Urban Community Studies explores selected topics in Urban Community Studies including urban history, urban sociology, urban education, urban art/literature, urban social services, urban structural violence, urban politics, urban architecture, and urban culture. Course content varies. Course can be repeated on different topics up to three times.

**Prerequisite:** UCS-303 with a minimum grade of C.

**UCS-411. Theoretical Foundations In Urban Community Studies. 3 Hours.**

This is the orientation for the Master's Degree program in Urban Community Studies. This course is designed to provide students with a rigorous grounding in the theoretical frameworks that analyze and understand the Inner City. This course will explore the intellectual foundations of the human condition in the part of urban America referred to as the "inner city" by comparative investigation of cultural, education, economic, social, and political issues in these spaces.

**UCS-412. Methods In Urban Community Research. 3 Hours.**

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. The primary objective of the course is to train students to read research studies with understanding and to apply the findings to their own research projects.

**UCS-415. Urban Ethnography. 3 Hours.**

Urban Ethnography introduces students to ethnographic data collection methods associated with the study of urban environments. Students will explore the foundations of urban ethnography through classical sociological and anthropological studies. Students will conduct their own ethnographies and learn how to incorporate ethnographic analysis into their research writing.

**Prerequisite:** UCS-411 with a minimum grade of C.

**UCS-416. The African-American Experience In Urban Communities. 3 Hours.**

This course explores how pull and push factors influence social, political, and economic outcomes for African Americans living in urban spaces. Students will examine how issues of race, class, gender, urban development gentrification and displacement impact African-American urban life.

**UCS-420. Migration And Diaspora In Urban Communities. 3 Hours.**

Migration and Diaspora in Urban Communities is an examination of movement and diaspora in the historical, cultural and socio-political development of urban communities. Special emphasis is placed on the Great Migration and the Bronzeville community as well as migration experiences in local Chicago communities such as Englewood, Austin, Humboldt Park and Pilsen.

**Prerequisite:** UCS-411 with a minimum grade of C.

**UCS-421. Faith Institutions As Political Instruments. 3 Hours.**

The focus of this course is to examine faith institutions as sites of political discourse, engagement, and activism. Special attention is given to examining the history of Black institutions, the intersection of race and gender on religiosity, and the role of resistance movements from contemporary faith-based institutions.

**UCS-426. History And Philosophy Of Urban Education. 3 Hours.**

Examine the various theoretical constructs, pedagogy, and policies defining urban education since the Post Reconstruction Era. Navigate the journey of how school reform from a philanthropic paradigm and urban policy-planning framework develop and influence textbook selections, curriculum benchmarks, testing requirements, school arrangements, and employment trends.

**Prerequisite:** UCS-411 with a minimum grade of C.

**UCS-431. Systemic Challenges In Public Education. 3 Hours.**

The course contrasts and compares how educational ordeals and outcomes are universal throughout many school districts. From addressing minority teacher shortages to cultural curriculum applications, the course will examine a variety of best practices, policy interventions, and instructional strategies required to better teach and service marginalized and traditional youth impacted from external school forces, e.g. family issues, parental arrangements, drugs, social media, poverty.

**UCS-432. Curriculum And Pedagogy In Urban Schools. 3 Hours.**

The course offers a historical analysis, contemporary examination, and ethnographic review of educational policies and school initiatives framing urban America's curriculum pedagogy. The purpose of the course is to advance an interpretive understanding of how urban policy planning and school equity influences the construction of a school curriculum.

**UCS-433. Popular Culture. 3 Hours.**

Popular Culture is an examination of critical issues and theoretical approaches to the study of popular culture with special attention of popular culture within an urban context. The course will explore the way that Popular culture analysis occurs in a number of different fields, including Sociology, Communications, Anthropology, History, Cultural Studies, English, Women's Studies, Ethnic Studies, and Urban Studies. Special focus will be placed on the relationship between urban communities and several areas of popular culture including television, film, advertising, popular music, and social media.

**Prerequisite:** UCS-411 with a minimum grade of C.

**UCS-441. Urban Culture. 3 Hours.**

Urban Culture examines the social practices and shared expression of groups that live in urban settings. This course is intended to introduce students to the changing nature of community, social inequality, political power, socio-spatial change, technological change, and the relationship between the built environment and human behavior. Special emphasis will be placed on the urban cultures of various ethnic groups in Chicago.

**UCS-443. Research Writing. 3 Hours.**

This course will offer instruction in writing reports, proposals, papers and the thesis with consideration given to form and style. Moreover, this course is intended to help you master the strategies and conventions of academic research writing. In the broadest terms, we do research whenever we gather information to answer a question that solves a problem. At its most fundamental level, the basis for research writing is to collect all of the available information/data (within reason) on a specific topic, read it, categorize and analyze the information (process) and produce a written report of your findings.

**UCS-445. Critical Analysis Of Hip Hop Culture. 3 Hours.**

This course explores the social, political, and cultural forces that influence hip-hop culture and the rap music industry. The conceptual paradigm used in this course will be guided by an activist-scholarship paradigm which involves the shaping of public policy via participatory research and community empowerment. The research presented and conducted in this course is intended to contribute to the forces of activism for social justice in the inner city. An outcome of this course will be to use hip-hop to mobilize inner-city populations to become involved in the shaping of public policy and civic engagement.

**Prerequisite:** UCS-411 with a minimum grade of C.

**UCS-446. Urban Health And Wellness. 3 Hours.**

Urban Health and Wellness examines the historical development and current state of urban health and wellness particularly the ability of urban health agencies to meet community health needs. The course will pay special attention to contemporary public health issues and the ways these issues are addressed by urban health agencies and communities as a whole.

**Prerequisite:** UCS-411 with a minimum grade of C.

**UCS-447. Urban Youth Culture And Development. 3 Hours.**

The focus of this course is to examine complexities of youth development within an urban context. Specifically, this course will use critical race theory and systems theory to explore youth development within the context of neurobiology, violence management, sexuality, civic engagement, and media consumption.

**Prerequisite:** UCS-411 with a minimum grade of C.

**UCS-452. Field Internship. 1 Hour.**

The field internship allows students to receive professional training aligned to their existing research topics and thesis to support their completion of the master thesis requirement. Students are not only directly engaged in the fields of varied organizational agencies to gain work-related experience, but also asked to write reflective exercises as a means to apply various data tools to summarize varied learning experiences. Furthermore, students are to develop a portfolio/e-portfolio that captures the intellectual and practical experiences encountered servicing people in urban environments. To be taken concurrently with UCS-453. Students are required to complete 100 intern hours.

**UCS-453. Seminar. 3 Hours.**

ICSE-453 is the seminar section of ICSE-452, which allows students to review and analyze qualitative methodology and data collection tools in the fields including social work, criminal justice, and education. The seminar research course also investigates the theories, perspectives, and data used to assess and interpret urban challenges and social phenomena. To be taken concurrently with UCS-452.

**UCS-5901. Research And Thesis. 1 Hour.**

Supervision and advisement in the research and writing of a thesis to fulfill the requirements for the Master of Arts degree in Urban Community Studies. This course requires the approval of the instructor, program facilitator and the appropriate College Dean(s). Students will have completed the required courses with a B average or higher, and have obtained the approval of their graduate advisor before registering for the thesis hours.

**UCS-5902. Research And Thesis. 2 Hours.**

Supervision and advisement in the research and writing of a thesis to fulfill the requirements for the Master of Arts degree in Urban Community Studies. This course requires the approval of the instructor, program facilitator and the appropriate College Dean(s). Students will have completed the required courses with a B average or higher, and have obtained the approval of their graduate advisor before registering for the thesis hours.

**UCS-5903. Research And Thesis. 3 Hours.**

Supervision and advisement in the research and writing of a thesis to fulfill the requirements for the Master of Arts degree in Urban Community Studies. This course requires the approval of the instructor, program facilitator and the appropriate College Dean(s). Students will have completed the required courses with a B average or higher, and have obtained the approval of their graduate advisor before registering for the thesis hours.

# Women's and Gender Studies (WGS)

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## Courses

### **WGS-101. Introduction To Women's, Gender & Sexuality Studies. 3 Hours.**

This course introduces students to major issues and debates within the interdisciplinary field of women's, gender, and sexuality studies. (This is a General Education course in the area of Humanities.)

### **WGS-109A. First Year Experience: Sex Lives In Chicago. 3 Hours.**

FYE: Sex Lives in Chicago critically examines sexualities in the social and physical space of Chicago from a feminist, sex-positive standpoint. In this course, the five foundations of the First-Year Experience (Future Planning, Integral Preparation, Research, Self-discovery and Transitions) are interwoven into the concepts of sexualities, gender and power. This course explores the diversity of sexual identities, practices, and behaviors in historical and modern Chicago. Students will discover the diversity and complexity of sexualities in Chicago through readings, speakers, films, and field experiences while simultaneously building personal and academic skills that ensure success at NEIU.

### **WGS-150. Women's Self-Defense. 1 Hour.**

This course develops a framework for understanding violence and self-defense. Major focus is on learning and practicing awareness, prevention, assessment, verbal boundary setting and physical self-defense skills in simulated scenarios. (This course is not repeatable.)

### **WGS-201. Writing Intensive Program: Writing For Social Change. 3 Hours.**

Examines the importance of writing for resistance and advocacy in struggles for social change and justice. Students also learn and practice writing in the discipline of Women's, Gender & Sexuality Studies.

**Prerequisite:** (WSP-101 with a minimum grade of C or WGS-101 with a minimum grade of C) and ENGL-101 with a minimum grade of C.

### **WGS-210. Introduction To Lesbian, Gay, Bisexual, Transgender & Queer Studies. 3 Hours.**

The Introduction to Lesbian, Gay, Bisexual, Transgendered and Queer (LGBTQ) Studies offers an introductory and interdisciplinary approach to studying the lives, histories and cultures of LGBTQ communities and allies. This course focuses on the multiplicity and diversity in gender and sexual expression including how race, class, ability and other identity markers shape LGBTQ lives. Examining introductory questions in gender and sexualities studies, the course addresses the intersection of identity, knowledge and action through critical thinking, analysis, active learning and social engagement.

### **WGS-300. Feminist Activism. 3 Hours.**

This course focuses on the many forms of feminist activism in the U.S. and beyond, including examining the ways that racism, gender and class politics are intertwined with feminist activism of the past and present. This course also explores feminist struggles against domestic and sexual violence, as well as their fight for personhood, citizenship, legal rights, property rights, disability rights, personal freedom, suffrage, education, reproductive rights, workplace equality, and more. Students in the course will create and participate in activist projects during the semester.

**Prerequisite:** WGS-101 with a minimum grade of C.

### **WGS-302. Feminist Theory. 3 Hours.**

This course examines feminist theory and the complex issues that feminist activism raises including the multiple ways that feminist theory challenges students to imagine justice and liberation.

**Prerequisite:** WSP-101 with a minimum grade of C or WGS-101 with a minimum grade of C.

### **WGS-303. Writing Intensive Program: The Power Of Writing: Interdisciplinarity As Critical Practice. 3 Hours.**

This course examines the importance of writing for resistance and advocacy in struggles for social change and justice. Students learn and practice writing in the discipline of Women's, Gender & Sexuality Studies. The course encourages students to embrace writing critically and creatively in order to express themselves effectively in a broad range of contexts. The course, and the interdisciplinary writing skills on which it focuses, are relevant to students from many academic fields.

**Prerequisite:** ENGL-101 with a minimum grade of C.

### **WGS-310. Lesbian & Queer Cultures: Identities, Histories & Resistance. 3 Hours.**

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.

### **WGS-311. Power, Knowledge & Communities: Feminists Engagements With Education. 3 Hours.**

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.

### **WGS-312. Women & Global Human Rights. 3 Hours.**

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?.

**WGS-313. Radical Feminist Imagination. 3 Hours.**

Examination of literary works broadly representative of something called feminist imaginative response to U.S. patriarchy. The meaning of radical feminism will be explored as authors from a range of racial, class, and sexual identities are placed in dialogue with each other and with their respective socio-historical and cultural contexts. Focus will be on textual interpretation and exploring how each work attempts to develop its version of feminist consciousness. The course will investigate how these texts formulate a narrative of women's liberation against the dominant patriarchal narratives that inform cultural consciousness and social relations.

**WGS-316. Science And The Gendered Body. 3 Hours.**

This course traces the history of how gender and sex are identified and studied in scientific and medical fields and how cultural conception of gender and sex can influence the interpretation of scientific phenomena. Readings draw from the primary scientific literature, the history and philosophy of science, and cultural anthropological analyses of science and medicine.

**Prerequisite:** (or).

**WGS-318. Fatness, Feminism And Critical Weight Studies. 3 Hours.**

We will consider alternatives to the dominant biomedical size discourse that unproblematically considers a large body size as a gendered and racialized "health risk factor." To this end, this course makes use the term "fat" as a reclaimed descriptive term, like short or tall, instead of terms like terms "overweight" and "obese," which reflect medical pathologizations of body size. We will first explore Fat Studies and the ways it challenges dominant belief systems while speaking to power, oppression, and privilege. Then, we will historicize those belief systems as they developed during the 20th century to the present.

**WGS-320. Feminisms In Islam. 3 Hours.**

This course examines theories, political goals, strategies and activism(s) of the emerging global trend of Islamic feminism(s). Understood as part of a much broader trend in post-colonial and transitional feminisms, Islamic feminism is one of the responses to the hegemonic tendencies of which secular, Western, white, and middle-class focused feminism often accused. This class analyzes Islam through a gendered lens and focuses on how Islamic feminists promote gender equality and social justice based on a feminist reading of Islam's sacred texts. (Please note: this course is not a theology course).

**WGS-321. Internship In Women's, Gender And Sexuality Studies. 1 Hour.**

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.

**Prerequisite:** WGS-101 with a minimum grade of C.

**WGS-322. Internship In Women's, Gender And Sexuality Studies. 2 Hours.**

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.

**Prerequisite:** WGS-101 with a minimum grade of C.

**WGS-323. Internship In Women's, Gender And Sexuality Studies. 3 Hours.**

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.

**Prerequisite:** WGS-101 with a minimum grade of C.

**WGS-324. Black Girlhood Studies. 3 Hours.**

This course examines the complexities of Black girlhood, particularly from the perspectives of Black girls and women. From an examination of adultification to hypersexualization, this course offers a critical analysis of the various aspects and dynamics of Black girlhood, and how race/ethnicity, class, gender, sexuality, and ability specifically impact Black girls' lived experiences. This course spans a wide range of topics, from schooling experiences and representation of Black girlhood in popular culture, to the ways in which Black girls exert radical and humanizing agency — as artists, scholars, activists, and more, reframing dominant narratives about themselves and their communities.

**Prerequisite:** WGS-101 with a minimum grade of C or AFAM-200 with a minimum grade of C.

**WGS-331. Independent Study In Women's, Gender And Sexuality Studies. 1 Hour.**

An intensive investigation of a special area of Women's, Gender and Sexuality Studies.

**Prerequisite:** WGS-101 with a minimum grade of C.

**WGS-332. Independent Study In Women's, Gender And Sexuality Studies. 2 Hours.**

An intensive investigation of a special area of Women's, Gender and Sexuality Studies.

**Prerequisite:** WGS-101 with a minimum grade of C.

**WGS-333. Independent Study In Women's, Gender And Sexuality Studies. 3 Hours.**

An intensive investigation of a special area of Women's, Gender and Sexuality Studies.

**Prerequisite:** WGS-101 with a minimum grade of C.

**WGS-340. Latina/x Feminisms & Social Media. 3 Hours.**

This course has two goals: first, students will become familiarized with a panorama of texts exemplifying the historical trajectory of Latina/x intersectional feminist thought in the United States. During the second half of the course, students will research social media activism and contextualize popular Latina/x social media activists and representation, with special emphasis on the disputes and ongoing developments in group identities and senses of self, as well as broad social and political questions relevant to Latina/o/xs, with an eye towards citizenship, consumerism, and immigration issues.

**WGS-349. Gloria Anzaldúa: A Deep Dive. 3 Hours.**

This course is a "deep dive" into the particular social, political and economic factors contributing to the work of a single author over the long arc of her career, along with her particular contributions to literary culture in her time. Extensive reading involving a representative array of the author's work and a wide variety of critical essays on that work will provide students excellent bases for their research, writing and class discussion, culminating in an essay or creative project suitable for public presentation or publication. This section of the course focuses on the work of Gloria Anzaldúa, as well as her collaborators and literary intellectual/artistic successors.

**WGS-350. Women's, Gender And Sexuality Studies Seminar. 3 Hours.**

This interdisciplinary capstone course builds on knowledge gained in other Women's, Gender and Sexuality Studies courses. Students are asked to reflect on their anti-racist and intersectional feminist learning, produce a portfolio of their work and participate in the WGS student symposium. This course is a requirement for students completing the WGS Major and Minor.

**Prerequisite:** WGS-101 with a minimum grade of C.

**WGS-352. Politics Of Women Of Color. 3 Hours.**

"Women of Color" names a feminist coalitional politics that emerged in the 1960s among women differently racialized as non-white in the United States. Foundational to this politics is an understanding of racial, gender, sexual, class and colonial oppressions as interdependent, historically specific, and always occurring simultaneously. This course explores the elaboration of the coalitional politics of Women of Color from its emergence into the present, emphasizing the conceptual and praxical strategies that feminists of color have developed in resistance to the divide-and-conquer legacies encountered both within community and the mainstream feminist movement.

**WGS-359. Queering Disability. 3 Hours.**

This course questions the "normal" and "natural" bodymind and argues that disability is not natural or biological, but a category invented and managed through powerful institutions - for example law and medicine. Building on the analysis and scholarship of feminist, queer and critical race scholars, we will engage queer theory to explore systems of oppression and how constructions of disability produce presumed deviancy and deficiency. Course materials will engage scholarship in fields including fat studies, ethnic studies, and animal studies. Throughout the course students explore, question, and queer various issues affecting the sexual lives and subjectivities of persons with disabilities.

**Prerequisite:** (100 - 399 or 100A - 399Z).

**WGS-360. Queer Theory. 3 Hours.**

Queer theory developed in the early 1990s out of the conjunction of feminist theory, sexuality studies, and queer activism. This course introduces students to some of the key authors and texts in queer theory, shows students how queer theory may be applied in a variety of academic fields, and examines critiques of queer theory as androcentric, Eurocentric, overly intellectual, and impractical. This course aims to foster critical thinking, writing, and discussion. We will go beyond merely digesting theorists' work to actively engaging with the material and critiquing both commonly held assumptions and academic theories about gender and sexuality.

**WGS-361. Queer Latin American Narrative And Film. 3 Hours.**

This course explores the representation of sexual diversity and gender nonconformity in Latin American cultural production (narrative and film) from a perspective informed by feminist theory, LGBT studies and queer theory. Students critically engage these theoretical paradigms while developing research skills and proficiency in oral and written expression through class assignments, including a final research paper.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**WGS-362. Gender And Sexuality In Latin American And Latinx Resistance Movements. 3 Hours.**

The course Gender and Sexuality in Latin American and Latinx Resistance Movements will take a cross-border, feminist, and queer approach to the analysis of the histories of resistance movements in the United States, Mexico, Central America, South America and the Caribbean. The course will explore the comprehensive history of resistance movements through cross-border, feminist, and queer theory and the visual arts, music, and literature that played an integral part in their development and sustainability.

**WGS-370. Trans\* Feminism: Theories And Approaches To Life Beyond Binaries. 3 Hours.**

In this course, we explore activist and academic world-making approaches to the eradication of the gender binary. In the first part of the course, we define trans\* feminism—where the asterisk indexes an opening up of the term to include a greater range of gender identities, following Avery Tompkins—via its central assumption that all forms of social oppression are implicated by the logics of gender. From there, we discuss how (gender) binaries are upheld and curated by the state and social cisheteronormative practices while exploring the poetry, art, and intellectual expression of people who seek to live outside those boundaries.



# World Languages & Cultures (WLC)

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## Courses

### **WLC-190. Language Immersion. 3 Hours.**

Language immersion affords a multidimensional approach to language learning that facilitates successful acquisition. By its very nature, immersion provides experiences in multiple linguistic contexts so that the student is exposed to more than just academic input in the target language. This course is designed for students that undertake the study language in both formal and informal environments. While the academic portion of this course is guided by the established curriculum, both the quality and quantity of the informal experience is determined by the student according to his/her individual needs and interests, leading to the integration of formal and informal contexts.

### **WLC-191. Language Immersion II. 3 Hours.**

As a continuation of WLC-190, this second semester course is designed for students who wish to continue the study of language in both formal and informal environments. While the academic portion of this course is guided by the established curriculum, both the quality and quantity of the informal experience is determined by the student according to his/her individual needs and interests, leading to the integration of formal and informal contexts.

### **WLC-200A. Introduction To Arab Cultures. 3 Hours.**

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. Sophomore standing or above.

### **WLC-200B. Introduction To Brazilian Culture. 3 Hours.**

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. Sophomore standing or above.

### **WLC-200C. Introduction To Chinese Culture. 3 Hours.**

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. Sophomore standing or above.

### **WLC-200E. Intermediate Studies In Foreign Language: Introduction To Korean Culture. 3 Hours.**

### **WLC-200F. Introduction To French And Francophone Cultures. 3 Hours.**

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 (i.e., poems, short stories, folk tales, and legends), fine arts (i.e., painting and photography), and popular culture (i.e., 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. Sophomore standing or above.

### **WLC-200I. Introduction To Italian Culture. 3 Hours.**

This course introduces students to the wealth of literary, artistic, and musical cultures in culture of Italy. You will learn to describe, contextualize, and analyze representative cultural texts from literature (i.e., poems, short stories, folk tales and legends), fine arts (i.e., painting and photography), and popular culture (i.e., 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 culture of the Italian peninsula. Taught in English. Sophomore standing or above.

### **WLC-200J. Introduction To Japanese Culture. 3 Hours.**

This course introduces student 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. Sophomore standing or above.

### **WLC-200K. Kurdish Culture. 3 Hours.**

This course introduces students to various aspects of Kurdish society. The course incorporates a number of perspectives: anthropological, sociological and cultural studies. It provides an overview of Kurdish society with special attention given to questions of identity, history, important literary and cultural texts and figures, music and dance, food and folkways. Finally, contemporary challenges faced by various parts of Kurdish society will be explored in relation to statelessness and diaspora.

**Prerequisite:** ENGL-101 with a minimum grade of C.



**WLC-200L. Introduction To Latin American Cultures. 3 Hours.**

This course introduces students to the wealth of literary, artistic, and musical cultures in Latin America. Students will learn to describe, contextualize, and analyze representative cultural texts from literature (e.g., poems, short stories, folk tales and legends), fine arts (e.g., painting and photography), and popular culture (e.g., popular music, films, comics), and to evaluate how they reinforce, question or subvert normative constructions of gender, ethnicity, race, sexuality and nationalism specific to but not limited to Latin America. Taught in English.

**WLC-200P. Introduction To Polish Culture. 3 Hours.**

This course introduces students to the wealth of literary, artistic, and musical cultures in Poland. Students will learn to describe, contextualize, and analyze representative cultural texts from literature (e.g., poems, short stories, folk tales and legends), fine arts (e.g., painting and photography), and popular culture (e.g., popular music, films, comics), and to evaluate how they reinforce, question or subvert normative constructions of gender, ethnicity, race, sexuality and nationalism specific to but not limited to Poland. Taught in English. Sophomore standing or above.

**WLC-200S. Introduction To Assyrian Culture. 3 Hours.**

This course will serve as an introduction to the literary, artistic, and musical traditions in the Assyrian culture. You will learn to describe, contextualize, and analyze representative cultural texts from literature, fine arts, and popular culture, and to evaluate how they reinforce, question or subvert normative constructions of gender, ethnicity, race, sexuality and nationalism specific to but not limited to Assyrian culture. Taught in English.

**WLC-220. French Culture Through Film. 3 Hours.**

Explores the successive historical, political, social and aesthetic climates of modern France and francophone countries through the study of film. Conducted in English.

**WLC-220A. Arab Culture Through Film. 3 Hours.**

This course uses cinema as a tool to think critically about key topics of modern Arab cultures, including ethnicity, nationalism, religion, and gender roles, among others. Students will learn to situate films in specific political and cultural contexts, and to discuss how aesthetic choices guide possible interpretations. Taught in English. Sophomore standing or above.

**WLC-220T. Italian Culture Through Film. 3 Hours.**

This course uses cinema as a tool to think critically about key topics of Italian culture, including national identity, religion, and gender roles, among others. Students will learn to situate films in specific historical and cultural contexts, and to discuss how aesthetic choices guide possible interpretations. Taught in English.

**WLC-221J. Japanese Culture Through Film. 3 Hours.**

This course uses cinema as a tool to think critically about key topics of Japanese culture, including nationalism, religion, and gender roles, among others. Students will learn to situate films in specific historical and cultural contexts, and to discuss how aesthetic choices guide possible interpretations. Taught in English. Sophomore standing or above.

**WLC-302. Introduction To Teaching World Languages. 3 Hours.**

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.

**WLC-320. Feminisms In Islam. 3 Hours.**

This course examines theories, political goals, strategies and activism(s) of the emerging global trend of Islamic feminism(s). Understood as part of a much broader trend in post-colonial and transitional feminisms, Islamic feminism is one of the responses to the hegemonic tendencies of which secular, Western, white, and middle-class focused feminism is often accused. This class analyzes Islam through a gendered lens and focuses on how Islamic feminists promote gender equality and social justice based on a feminist reading of Islam's sacred texts. (Please note: this course is not a theology course).

**WLC-333. Writing Intensive Program: Cross-Cultural Communication. 3 Hours.**

In this course the student will be provided with multiple opportunities for writing in English about the study of world languages in both literary and linguistic contexts. The language professional will need to be prepared for writing various types of texts including: description, narration, exposition and argumentation. The broader focus of cross-cultural communication is explored in this course via the fundamentals of translation with a narrow focus on the cultural nuances embedded in the lexicon. A comparison of texts written in their original language and in their translated version will be one of the many components explored in the course.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**WLC-340. Latina/x Feminisms & Social Media. 3 Hours.**

This course has two goals: first, students will become familiarized with a panorama of texts exemplifying the historical trajectory of Latina/x intersectional feminist thought in the United States. During the second half of the course, students will research social media activism and contextualize popular Latina/x social media activists and representation, with special emphasis on the disputes and ongoing developments in group identities and senses of self, as well as broad social and political questions relevant to Latina/o/xs, with an eye towards citizenship, consumerism, and immigration issues.

**WLC-383S. Special Topics In Latina/o And Latin American Literary And Cultural Studies. 3 Hours.**

Varying topics in the field of Latinx and Latin American literary and cultural studies.

**WLC-384. Drugs, Intoxication And Addiction In The Americas. 3 Hours.**

This course is an interdisciplinary approach to drugs, intoxication and addiction in the Americas. Students will challenge received knowledge on these topics by analyzing cultural products that portray drug trafficking, consumption and addiction and by engaging with critical theory that problematizes the role of drugs in our society and the social harms caused by prohibition. Special emphasis will be given to the ways that various systems of oppression, such as capitalism, racism, (neo)colonialism and patriarchy, intersect in the economy of drugs and how peripheral perspectives from the Global South can indicate more liberating perspectives on the relationship between humans and intoxicants.

**Prerequisite:** (100 - 399 or 100A - 399Z).

# Disclaimer

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