

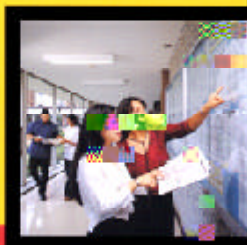
2002

NORTHEASTERN

Illinois University

Academic Catalog

030



GENERAL INFORMATION 2002-2003

NORTHEASTERN ILLINOIS UNIVERSITY

5500 N. ST. LOUIS

CHICAGO, ILLINOIS 60625

Telephone: 773 / 583-4050

Fax: 773 / 442-4900

Home Page: www.neiu.edu

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This issue of the Northeastern Illinois University Catalog is for the academic period 2002-2003. Provisions of this catalog are not to be regarded as irrevocable contractual commitments between Northeastern Illinois University and the student. The university reserves the right to change any provisions or requirements contained herein at any time within the student's term of residence.

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

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Northeastern Illinois University Mission Statement

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

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

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

on the basis of age, color, disability, national origin, race, religion, gender, sexual orientation, or veteran status.

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against students or employees on the basis of disability. In addition, the University provides reasonable accommodations for students and employees with disabilities. Students seeking reasonable accommodations in the classroom should contact the Handicap Educational Liaison Program, (773-442-5495; TDD 773-442-5499). Persons seeking handicapped parking permits should contact the Health Service, (773-442-5800). Employees seeking reasonable accommodations in the workplace, persons with concerns about discrimination on the basis of disability, and persons with any questions about the Americans with Disabilities Act of 1990 should contact the Affirmative Action Office. The University President has designated the Affirmative Action Officer to receive grievances and coordinate compliance activities under the Americans with Disabilities Act.

ACADEMIC AFFAIRS

Academic Affairs is responsible for instruction, academic programs and academic support services. Academic programs are offered through the College of Arts and Sciences, College of Education, College of Business and Management and the Graduate College. Instructional support services are provided by the Library. In addition, Academic Affairs is administratively responsible for the Center for Inner City Studies, The Center for Teaching and Learning, and for the Offices of Academic Development, Admissions and Records, Institutional Studies and Planning, and Sponsored Programs.

FINANCE AND ADMINISTRATION

Mark D. Wilcockson, M.B.A., C.P.A., Vice President

Finance and Administration provides support to the University community through the management of units that contribute to the daily operation of the University. It coordinates the activities of Facilities Management, University Budgets and Financial and Administrative Affairs, which encompasses Auxiliaries and Support Services (Bookstore, Child Care Centers, Copier Services, Mailing/Shipping and Receiving, Motor Pool, Printing Services and Vending); Bursar; Controller; Personnel; Procurement Services (Purchasing) and University Computing Services.

MARKETING AND COMMUNICATIONS

Terry M. Bush, Executive Director

The Marketing and Communications area is responsible for strengthening Northeastern's image; raising awareness of the University; managing the University's contact with the media; promoting programs and events; publicizing the accomplishments of faculty, staff and students; attracting prospective students, employees, and donors; assisting departments in their efforts to obtain additional funding beyond that provided by the state; and providing programs and services for alumni, and avenues for alumni service to the University.

The departments comprising Marketing and Communications include Development, Alumni Affairs, Media Relations, and Publications. Activities of the NEIU Foundation are also coordinated by this area, including providing scholarships and other aid for students through the Office of Financial Aid.

The **Freedom of Information Act** requires that public records be made available upon request. All requests should be forwarded to the Office of Media Relations where they will be processed in accordance with state law.

STUDENT AFFAIRS

Melvin C. Terrell, Ph.D., Vice President

Student Affairs collaborates with students, faculty, and staff to meet student needs, support the institutional mission, and create a campus culture and community that is caring, ethical, service oriented, and inclusive. Its goals are to: 1) continually improve the quality of student services, 2) advocate for student needs, 3) facilitate the intellectual, physical, ethical, and social development of students, and 4) help students make successful transitions to, through, and beyond the university environment. Students are encouraged to participate in the programs offered through the following Student Affairs areas:

- Campus Recreation
- Counseling
- Dean of Students
- Financial Aid
- Health Services including Student Health Insurance
- Office of Scholarship/Retention
- Placement
- Public Safety and Parking
- Student Activities
- Student Employment
- Student Union
- University Events
- Women's Services and Returning Adult Program

DEAN OF STUDENTS

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

Programs and services of the Dean's Office include:

- Alcohol and Substance Abuse Prevention
- America Reads
- Minority Student Mentoring Program

The Minority Student Mentoring Program, Partners for Success, housed in the Office of the Dean of Students, provides qualified entering first year students the opportunity to participate in a personalized, "one-to-one," supportive program. The program matches individual minority students with interested and caring faculty or staff members. Mentors teach students the

“ropes” as well as the “road map” of the university, help them in understanding unwritten rules and norms for success, guide in decision making, and enrich personal growth.

National Student Exchange Program

The National Student Exchange enables qualified sophomores and juniors to study at other colleges and universities in the United States. Currently, 171 institutions of higher education participate in the program. The tuition and fees are generally equal to or a little higher than those at Northeastern.

New Student Orientation

New Student Week

Off-campus Housing Information

Student Judicial Affairs

Student Research and Needs Assessment

Student Survival Kit

Student Volunteer Corps Program

University Ambassadors

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

COUNSELING OFFICE

The Counseling Office, staffed by professional Psychologists and Counselors, offers career and psychological counseling services and counseling-related programs to all Northeastern students. Counseling services are both confidential and free. If office staff cannot provide appropriate assistance, referrals can be made to a variety of on- or off-campus resources.

Military veterans, or those who are currently serving in the armed forces, may be eligible for specific services while at the University. The Counseling Office provides general counseling services, career counseling, and academic advising specifically to veterans' needs, while the Office of Admissions and Records provides enrollment certification and advice about Veterans Administration (VA) requirements.

Career counseling is available in individual sessions, group workshops and in a three-credit course (HRD-202). Counselors help students assess their career interests and values, using this information when choosing an academic major or career direction. A more satisfying and successful career choice is made by basing career choices on both knowledge about one's interests and values as well as up-to-date information about occupational fields and job-market trends.

Psychological counseling is private, confidential assistance available in individual, group or couples sessions to help students understand their feelings and personal problems, overcome stress, or find better ways of handling interpersonal relationships. Because commuter students most often balance the different responsibilities of school, work and home, they may face heavy and sometimes conflicting demands on their time and resources. Psychological counseling can help by clarifying feelings and needs and sorting out these issues.

Students can obtain information about our programs or make an appointment to meet with a counselor by calling the secretary at 773-442-4650 or by stopping by the office.

The Counseling Office is located in D-024 (lower level of the D-building). A current listing of services, programs and staff is available on our website at www.neiu.edu/Counsel.htm.

FINANCIAL AID OFFICE

Northeastern Illinois University is committed to providing an affordable education to all qualified students. The Financial Aid Office, located in D-200, (at extension 5000) offers assistance in meeting educational expenses through loans, grants, scholarships, and student employment programs. Some of the aid is based on financial need. Some aid is merit-based, awarded to students whose ability to contribute to campus life is significant because of their academic potential or talent in a particular field.

How To Apply For Financial Aid

The key financial aid application form is the Free Application for Federal Student Aid (FAFSA). The form is available online at www.fafsa.ed.gov/. A copy of the printed application can be obtained from the NEIU Financial Aid Office or from high school counselors and libraries.

- If you have not filed for financial aid before, fill out the FAFSA. To select NEIU as a school to receive your information, enter our FAFSA code 001693 on the application.
- If you have filed a FAFSA before, you will receive a renewal application in the mail between November 15 and January 15. Complete and return that form instead of the FAFSA.
- If you used the student aid website (www.fafsa.ed.gov/) to file last year, the Department of Education will

Applications will be processed and awards will be made on a first come, first served basis for campus-based funds (Federal Work Study, Federal Supplemental Educational Opportunity Grants, Federal Perkins Loan). Federal Pell Grant, Monetary Award Program Grant (ISAC), and Stafford Loan applications are also reviewed in date order. Although the amounts of these awards are not determined by the date priority, early applicants will receive their monies first.

Awards are announced on a rolling basis. You will receive an award letter detailing the financial aid for which you qualify. All financial aid funds will be credited to your NEIU billing account. If the total credited funds exceed your NEIU bill, you will be notified when to pick up a refund check for the remainder from the Student Loan Office. Two documents of identification, one of which must be the University ID, are required in order to pick up Financial Aid and Emergency Loan checks.

Additional information concerning financial assistance and deadlines can be obtained by contacting the Financial Aid Office, 773-442-5000.

Appeals

Those students seeking reinstatement of their financial aid eligibility must submit a typed/printed appeal to the Financial Aid Office. Through the appeal, students should address reason(s) for not meeting minimum academic requirements expected of all financial aid recipients, as well as offer some solution to the problems which impacted their prior academic performance. They may also submit supporting documentation such as statements from advisors, counselors, professors, doctors, etc.

Appeal Process

Students who have been notified that they will not receive further financial aid may appeal in writing to the Financial Aid Office. Designated members of the financial aid staff shall review appeals. Appeals not supported by the staff shall be forwarded to the Appeal Committee. The Appeal Committee

shall review the appeal and forward a recommendation to the Director. Students shall be advised of the decision in writing by the Director.

Reinstatement

Students may have their financial aid status reinstated through the appeal process. Reinstatement will take place by the student providing proof (transcript or grade report) of having successfully completed at least six hours of academic work during the Fall and Spring semesters or three hours of academic work during the Summer semester, with a minimum cumulative grade point average of 2.0 or "C" for undergraduate or post baccalaureate and a minimum of 3.0 or "B" as a graduate student at Northeastern Illinois University without financial aid or at another institution with or without financial aid. Students with more than 60 hours should consult with the Financial Aid staff regarding their options.

PROGRAMS	ELIGIBILITY	DESCRIPTION OF PROGRAMS	REPAYMENT	OFFICE TO CONTACT
Institutional Scholarships				
NEIU Presidential Scholarship	(Entering Freshmen) Must achieve a minimum ACT of 27 and submit application.	Covers in-state tuition, fees, and books for a maximum of four years. (Must achieve a GPA of 3.25 for eligibility for renewal.)	No repayment obligation.	Northeastern's Financial Aid Office.
NEIU Phi Theta Kappa Scholarship	A minimum 3.0 GPA and an A.A. or A.S. degree are required. In addition, student must be a full-time resident of Illinois; enroll at NEIU immediately following the completion of an Associate's degree program; working towards their first baccalaureate degree; and provide recommendation from Phi Theta Kappa advisor.	Covers tuition for a maximum of 60 credit hours. Must maintain good academic standing.	No repayment obligation.	Northeastern's Office of Admissions and Records.
NEIU College of Arts & Science	Freshman-upper 15% of graduating class or minimum ACT of 24 or SAT of 1110. Complete the Intention of Career Goals on Scholarship Application form. Transfer or current NEIU student-minimum cumulative GPA of 3.0, complete the Intention of Career Goals on Scholarship Application form.	Full or half-time tuition waiver.	No repayment obligation.	Northeastern's College of Arts & Sciences, Office of the Dean.
NEIU College of Business & Management	Freshman-upper 15% of graduating class or minimum ACT of 24 or SAT of 1110, one page essay, submit two letters of recommendation from teachers and/or employers. Transfer or current NEIU student, minimum cumulative GPA of 3.0, one page essay, submit two letters of recommendation from teachers and/or employers.	Full-time or half-time tuition waiver.	No repayment obligation.	Northeastern's College of Business & Management.
NEIU College of Education	Freshman-upper 15% of graduating class or minimum ACT of 24 or an SAT score of 1110, one page essay. Transfer or current NEIU student-minimum cumulative GPA of 3.0, one page essay.	Full-time or half-time tuition waiver.	No repayment obligation.	Northeastern's College of Education.

PROGRAMS	ELIGIBILITY	DESCRIPTION OF PROGRAMS	REPAYMENT	OFFICE TO CONTACT
State Scholarships, cont'd				
Minority Teachers of Illinois Scholarship (ISAC)	Undergraduate minority students (Black, Hispanic, Asian or Native American) who have not received a baccalaureate degree. Must be enrolled full-time or accepted for enrollment in a Teacher Education program. Have a cumulative GPA of 2.50 on a 4.00 scale.			
Illinois Police/Fire Survivor Program	(Undergraduate) Surviving			
Dependents of POW's and MIA's Scholarships				
DeBolt Teacher Shortage Scholarship (ISAC)				
Special Teacher Education Scholarship for High School Graduates and for Certified Teachers (ISAC)				
Illinois General Assembly Scholarship (ISAC)				
Private Scholarships				
Bureau of Indian Affairs				
Illinois Consortium for Educational Opportunity Program				
Federal Pell Grant				

PROGRAMS	ELIGIBILITY	DESCRIPTION OF PROGRAMS	REPAYMENT	OFFICE TO CONTACT
Federal Supplemental Educational Opportunity Grant	(Undergraduate) Limited availability. Must show exceptional need. Must be enrolled in a degree program.	Program is considered a source of grant funds to supplement other federal aid programs such as the Federal Pell grant (described immediately above) if the student continues to show need.		
Illinois Monetary Award (ISAC)	(Undergraduate) Must be resident of Illinois and enroll for at least three credit hours. Based on need only. Must be enrolled in a degree program. Expires after ten (10) full-time terms of use.	Applies to tuition and fees only. Must apply annually.		
Illinois Incentive for Access (ISAC)	(Undergraduate) First year freshmen with highest need. Must be eligible for ISAC Monetary Award.	\$250 per term for 2 terms.		
Illinois Veterans Grant (ISAC)	(Undergraduate or Graduate) Veterans must complete appropriate application form and furnish one copy of their official separation form (DD-214) which demonstrates: 1) Illinois residency until at least six months prior to induction; 2) served on active duty in the Armed Forces for at least one year at any time since 1940; and 3) returned to Illinois within six months after discharge.	Payment of tuition and some fees. Veterans must complete appropriate application form and furnish one copy of their official separation form (DD-214) which demonstrates: 1) Illinois residency until at least six months prior to induction; 2) served on active duty in the Armed Forces for at least one year at any time since 1940; and 3) returned to Illinois within six months after discharge.		
Illinois National Guard/ Naval Militia (ISAC)	(Undergraduate and Graduate) Enlisted member who has served at least one year in the Illinois National Guard or Naval Militia.			
Arthur F. Quern Information Technology Grant (ISAC)	Resident of Illinois, enrolled at least half-time in an eligible undergraduate computer science program, must file FAFSA.			
Federal Work-Study Employment	(Undergraduate and Graduate) Enrolled full or half-time. Eligibility of students is determined by approved needs-analysis methods. Must be enrolled in a degree program.			
Student Aide Employment	(Undergraduate and Graduate)			
Federal Perkins Loan	(Undergraduate and Graduate) Enrolled full or half-time. Must be enrolled in a degree program. Must show need.			

Institutional Loan

NEIU Foundation Awards

The Northeastern Illinois University Foundation annually awards nearly \$70,000 in scholarships 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 University Scholarship Committee, students should contact the Director of University Scholarships.

University Scholarship Committee

NEIU Presidential Scholarship
 Elvina David Scholarship
 Northeastern Illinois University - Daniel L. Goodwin -
 Northeastern Illinois University Foundation Scholarship
 Hilton and Shirley Leibow Scholarship
 A. and E. Kaplan Foundation Scholarship
 Professor Bonnie B. Busse Memorial Merit Scholarship
 Commonwealth Edison Scholarship
 Ronald Williams Memorial Scholarship
 Daniel K. Kuzuhara Hope Center Award in Psychology
 Jerome M. Sachs Tribute Scholarship
 Arturo Najera Scholarship
 Sherman P. Appel Scholarship
 Paula M. Levy Scholarship
 Jorge Rodriguez Scholarship
 Mexican-American Scholarship
 Bernard and Ethel Rattner Memorial Scholarship
 Charas Kinkle Center for Inner City Studies Scholarship
 Golden Babe Scholarship
 Jenny and Edward Harju Memorial Scholarship

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

College of Business Management

S B Power Tool Company Scholarship
 Charas Kinkle Scholarship

Charas Kinkle Business Scholarship
 Elaine Helman Award
 Russell C. Eustice Prize

Art Department

Frank Fritzman Memorial Award
 Clarice Hallberg Memorial Award

Department of Foreign Languages and Literatures

Calixto C. Masó Scholarship
 Jewell Berlinger Memorial Scholarship

Department of Health, Physical Education, Recreation and Athletics

Chuck Kane Memorial Merit Scholarship
 Gus Ziagos Memorial Scholarship

Department of Music and Dance

Joan Sachs Memorial Scholarship
 Harold E. Berlinger Music Scholarship
 Northeastern Illinois University Scholarship for Pianists

English Department

Jack B. and Lily G. Rose Award

Physics Department

Peter Speltz Memorial Award

Returning Adults Program

Mary Louise Kooyumjian Memorial Scholarship

Sociology Department

Vera Milam Memorial Scholarship
 Sienkowski-Sociology Scholarship

HEALTH SERVICE

The Health Service Office provides health education and first aid for the university students. Registered nurses are on duty 7:30 a.m. - 5 p.m. Monday, Tuesday and Wednesday and 7:30 a.m. - 4 p.m. Thursday and Friday.

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

Student Health Insurance

All full-time undergraduates are automatically covered by Student Health Insurance, and the semester cost is included in their fees. Students who have equal or better health insurance may cancel the insurance fee by completing a waiver form and by providing proof of coverage from an alternate insurance carrier. This information will need to be verified by the university cashier's office prior to the waiver acceptance.

Part-time and graduate students may apply for this coverage by paying the insurance premium to the cashier when paying their tuition bill. All students who wish to insure their dependents must apply for this coverage by completing an application form in Health Service, extension 5800 and sending both the application form and premium to the insurance carrier.

CLASSIFICATION AND DEFINITION	REQUIREMENTS FOR ADMISSION	HOW TO APPLY FOR ADMISSION
<p>Transfer</p> <p>A student who has at some time registered at an institution of higher learning following high school graduation whether or not any college- level work was completed.</p>	<p>The applicant must have an overall “C” average in all course work attempted and be in good academic standing at the last school attended full time. Students with less than 30 semester hours of college credit must also meet freshman requirements.</p>	<ol style="list-style-type: none"> 1. Submit application for admission with a \$25.00 application fee to the Office of Admissions. 2. Arrange to have official transcripts sent directly to the Office of Admissions from all colleges or universities attended. 3. If you have earned less than 30 semester hours of college credit, you must also have an official high school transcript and ACT/SAT scores sent from your high school. ACT/SAT scores are not required if you are 21 years of age or older. 4. If you are a veteran, you must submit a photocopy of your DD214. 5. Resident Aliens must submit a photocopy of both sides of their Resident Alien card.

Readmission

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

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

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

1. Submit an application for admission with a \$25.00 application fee to the Office of Admissions.
2. Arrange to have official transcripts sent from any colleges or universities attended since leaving Northeastern.
3. Resident Aliens must submit a photocopy of both sides of their Resident Alien card with each application.
4. International Students must submit a new/ updated Northeastern Financial Statement and required supporting documents.

TRANSFER OF COLLEGE CREDIT

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

- For admission purposes only, **all** college level course work at post-secondary institutions previously attended will be considered in the calculation of grade point average. Repeated courses are accepted only once in transfer. In the case where a repeated course is one which the student failed initially, the "F" grade will not be counted in the grade point average. This will apply to one "F"

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

Communication	3 courses (9 credits)
Humanities and Fines Arts	3 courses (9 credits)
Mathematics	1 to 2 courses (3 to 6 credits)
Physical and Life Sciences	2 courses (7 to 8 credits)
Social and Behavioral Sciences	3 courses (9 credits)

Illinois Articulation Initiative Course Requirements:

Communication (3 courses, 9 semester hours)

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

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

Humanities (3 courses, 9 semester hours)

IAI Course Number and Title	Northeastern's Course and Credit Hours
F1 900 Music Appreciation	MUS 101 3 hrs.
F1 906 Appreciation of Dance as an Art Form	MUS DANC 101 3 hrs.
F1 907 Theatre Appreciation	SPCH PERF 130 3 hrs.
F2 900 Art Appreciation	ART 101 3 hrs.
F2 901 History of Western Art I	ART 106 3 hrs.
H3 902 Introduction to Drama	ENGL 202 3 hrs.
H3 903 Introduction to Poetry	ENGL 201 3 hrs.
H3 905 Introduction to Shakespeare	ENGL 220 3 hrs.
H3 912 Survey of British Literature I	ENGL 221 3 hrs.
H3 913 Survey of British Literature II	ENGL 222 3 hrs.
H3 914 Survey of American Literature I	ENGL 218 3 hrs.
H3 915 Survey of American Literature II	ENGL 219 3 hrs.

H3 902 Introduction to Drama ENGL 202 3 hrs.
 H3 903 Introduction to Poetry ENGL 201 3 hrs.
 H3 905 Introduction to Shakespeare ENGL 220 3 hrs.
 H3 912 Survey of British Literature I ENGL 221 3 hrs.
 H3 913 Survey of British Literature II ENGL 222 3 hrs.
 H3 914 Survey of American Literature I ENGL 218 3 hrs.
 H3 915 Survey of American Literature II ENGL 219 3 hrs.

S6 902 Life-span Developmental Psychology	PSYC 110	3 hrs
S7 900 Introduction to Sociology	SOC 100	3 hrs
S7 902 Marriage and Family	SOC 214	3 hrs

Two disciplines must be represented from the following list: Anthropology (S 1), History (S2), Economics (S3), Geography (S4), Political Science (S5), Psychology (S6), Sociology (S7), Social Psychology (S8)

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

Those students who have not completed the entire General Education Core Curriculum prior to transferring to Northeastern will be required to complete Northeastern's General Education program. However approved IAL 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 a transcript request, of their records for completion of the Illinois Transferable General Education Core Curriculum. If complete, the University will certify completion of the Illinois Transferable General Education Core requirements on the student's transcript.

CREDIT FOR MILITARY SERVICE

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

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

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

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

ROTC PROGRAMS

Air Force ROTC

Students may enroll in the Air Force ROTC program at the Illinois Institute of Technology (IIT). The four-year and two-year programs allow qualified men and women the opportunity to earn commissions as Second Lieutenants in the U.S. Air Force upon graduation and completion of Air Force ROTC. Federal scholarships are available to qualified students of either program and pay full tuition and fees, \$228 a year towards textbooks, and \$100 monthly subsistence allowance.

State of Illinois ROTC scholarships are also available to qualified students and pay full tuition. All members of the Professional Officer Course also receive the \$100 monthly subsistence allowance. The Air Force ROTC courses are taught on the IIT campus. For more information on Air Force ROTC, call (312) 567-3535/3526 or stop by 3201 S. Michigan (IIT Military Science Building) in Chicago.

Army ROTC

Northeastern students may participate in Army Reserve Officers' Training Corps in conjunction with the University of Illinois, Chicago. The Reserve Officers' Training Corps prepares students for service as Army Officers. Additionally, it provides invaluable leadership and managerial instruction which can be applied to any occupation. Successful completion of the program results in a commission as a Second Lieutenant in the Regular Army, Army National Guard or Army Reserve. During the first two years, (Basic Course), the fundamentals of military organization and leadership are taught, and students have a chance to see what the program entails. Students enrolled in the Advanced Program during the junior and senior years are paid \$100 per month. There are special two-year programs available for academic juniors, graduate students, Veterans and members of the Army Reserve components. Any qualified Northeastern student can apply for an Illinois State Scholarship (ROTC tuition waiver). Up to ten of these scholarships are available per school year. Basic Course ROTC students who receive one of these scholarships incur absolutely no military obligation. All ROTC courses may be considered part of a department's curriculum. For further information contact: University of Illinois, Chicago Army ROTC (312) 996-3451.

CREDIT FOR ADVANCED PLACEMENT

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

CREDIT THROUGH COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Credit for successful performance on the general examination may be granted to students who have participated in the College Level Examination Program. Credit is awarded for scores of 50 or higher. A maximum of 30 hours of lower division credit may be awarded through CLEP. In addition, no more than 60 credit hours will be accepted toward graduation from a community college including CLEP general examination credits.

ADMISSION TO MAJOR PROGRAMS

Undergraduate applicants are first approved for admission to the university. It is then the student's responsibility to make application to the academic department where he/she wishes

to major, to the College of Education if pursuing a teacher education program, and to the College of Business and Management if pursuing a Business degree. Students who are readmitted to the University must redeclare their major.

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

RESIDENCY STATUS

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

1. Residency Determination

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

2. Adult Student

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

3. Minor Student

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

- a. That of the person’s parents, if they are living together, or living parent, if one is dead; or
- b. if the parents are separated or divorced, that of the parent to whom the custody of the person has been

awarded by court decree or order, or, in the absence of a court decree or order, that of the father unless the person has continuously resided with the mother for a period of at least six consecutive months immediately preceding his/her registration at the university, in which latter event the person’s residence shall be considered to be that of his/her mother; or

- c. that of the adoptive parents, if the person has been legally adopted and, in the event the adoptive parents become divorced or separated, that of the adoptive parent whose residence would govern under the foregoing rules if that parent had been a natural parent; or
- d. that of the legally appointed guardian of the person if the minor resides with such guardian; or
- e. that of a “natural” guardian, such as a grandparent, adult brother or adult sister, adult uncle or aunt, or other adult with whom the person has resided and has been supported by for a period of at least six consecutive months immediately preceding his/her registration at the university for any term if the person’s parents are dead or have abandoned him/her and if no legal guardian of the person has been appointed and qualified.

4. Parent or Guardian

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

5. Emancipated Minor

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

6. Marriage of Students

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

7. Persons Without United States Citizenship

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

8. Armed Forces Personnel

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

9. Minor Children of Parents Transferred Outside the United States

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

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

Staff members of the university and of allied agencies, and faculties of state-supported institutions of higher education in

STATEMENT OF FEES

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

REFUNDS

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

Health insurance and parking fees are not refundable.

TRANSCRIPT FEE

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

MANDATORY STUDENT FEES

Placement	Suite B-119	Director
Financial Aid	D-201	Director
Graduate College	4-029	Dean
Vice-President for Student Affairs	PE-1121	Vice-President

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

III. Availability of Records to Students

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

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

Waivers are subject to the following conditions:

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

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

IV. Availability of Records to University Personnel

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

The university faculty or staff member must be performing a task that is specified in his or her position description or by a contract agreement, OR performing a task related to student's education, OR providing a service or benefit relating to the student such as health care, counseling, job placement or financial aid.

- A. 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. A professor therefore, may access the records of an enrolled student in his or her class.
- B. Those letters and statements in an education record which are inaccessible to students (filed before January 1, 1975, or segregated by waivers) are to be used only for the purposes for which they were prepared.

V. Release of Information to Third Parties

- A. Directory information may be released to agencies or persons outside the university unless the student completes the appropriate form which indicates that this information should be withheld. This form may be obtained in the Admissions and Records Office and must be filed within the first ten days of classes.
- B. Other information in the education record normally will be released to third parties (i.e., anyone not a member of the faculty or staff) only at the written request of the student. A student may secure from the appropriate office a "consent form" authorizing the release of specified records to specific individuals.
- C. Other information in the education record will be released to third parties without the consent of the student only as follows:
 - 1. Information will be released:
 - a. To Federal and State Officers in connection with the audit and evaluation of federally supported educational programs and to enforce federal laws;
 - b. As required by State law;
 - c. To research projects on behalf of educational agencies seeking test norms, improving instruction, etc., provided that there is no personal identification of students;
 - d. To accrediting agencies carrying out their functions;
 - e. In response to a subpoena;
 - f. To officials of another school, upon request, in which a student seeks or intends to enroll
 - g. To parents of a dependent (as defined by the IRS code) student.
 - h. Results of a disciplinary hearing to an alleged victim of a crime of violence.
 - i. To persons in an emergency if the knowledge of information is in fact necessary to protect the health or safety of the student or other persons.
 - 2. Education records will be released to third parties only by the Vice President for Student Affairs, the Director of Financial Aid, or the Director of Admissions

and Records. No other University office will release education record information to third parties directly except in the case of institutional audits. Third party requests to other University offices shall be referred to one of the aforementioned officials.

3. The third party must submit the request in writing and must specify legitimate reason. A copy shall be filed with the President's Coordinator of Legal Affairs.
 4. A reasonable attempt will be made to notify the student prior to the release of information if: (a) the request for information takes the form of a subpoena, and (b) disclosure without notice would infringe upon the student's rights under the Family Educational Rights and Privacy Act. Judgments on condition (b) will be made by the President's Coordinator of Legal Affairs in consultation with the University President and Legal Counsel.
 5. A notation of the release made to third parties will be kept in the student's record by the Vice President for Student Affairs, the Director of Financial Aid, or the Director of Admissions and Records except when the reason for the request is institutional audit, procedural evaluation, or research. Reasons shall be evaluated in consultation with the President's Coordinator of Legal Affairs. Such notation is open only to the student and the person in charge of the record.
- D. The third party is prohibited by the Family Educational Rights and Privacy Act from subsequently releasing personally identifiable information to other (or fourth) parties, and shall be so informed in writing by the University official who releases information.

VI. Access Procedure

The University has established the following procedures enabling the student to have access to his or her record within 15 working days of the request and has provided for interpretation and challenge.

- A. The student may see his or her file by filling out a specific request form at the office where the record of interest is maintained.
- B. Access is to be granted promptly and no later than 15 working days from the date of request.
- C. The student may make the request in person or by mail.
- D. The student may obtain copies of records upon request (for which the university may charge an appropriate fee per page) with the following exceptions:
 1. Copies of transcripts from other schools will not be released.
 2. Copies of NEIU transcripts will not be released if the student is indebted to the university.

- E. The student may request and receive interpretation of his or her record from the person (or designate) responsible for the maintenance of the record.

VII. Review on Challenge

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

VIII. The Hearing

- A. General principles:

A request for a hearing must be specific to a record, be submitted in writing to the custodian of the record, and include an explanation or justification of the request for a hearing. It is the responsibility of the student to prepare the written request.

- B. The Hearing Panel shall be appointed by the appropriate Vice-President. It shall consist of:
 1. At least one administration official of the University who does not have an interest in the direct outcome of the hearing;
 2. One faculty member of the University who does not have an interest in the direct outcome of the hearing;
 3. Two representatives from the Student Government or appropriate body.

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

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

IX. Notification Regarding Access to Records

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

X. Continued Maintenance

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

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

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

REASONABLE ACCOMMODATION OF RELIGIOUS OBSERVANCES

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

- A. Northeastern Illinois University supports the concept of "Reasonable Accommodations of Religious Observances" in regard to admissions, class attendance and the scheduling of examinations and other academic work requirements.
- B. A student who is unable because of the observance of

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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:

- c. The following procedure applies for consideration of requests for auxiliary aids, academic adjustments or other reasonable accommodations. Students should complete the steps listed below sufficiently in advance of the anticipated need for services. Such notice is required in order to give the various academic and service areas a reasonable period of time in which to evaluate requests.
1. Students must be admitted to and/or enrolled in the University.
 2. Students requesting auxiliary aids, academic adjustments or other reasonable accommodations should first contact the University's Handicap Educational Liaison Program (HELP). If the request requires modification of academic procedural requirements or necessitates special testing and/or course evaluation methods, students must provide a written diagnosis from appropriate professional personnel. Such diagnosis is subject to verification by the University. If the request cannot be granted by HELP, students should contact the A.A.O.
 3. The A.A.O. will make a case-by-case determination of the student's educational need for the requested auxiliary aid, academic adjustments or other reasonable accommodations. Auxiliary aids, academic adjustments or other reasonable accommodations determined to be necessary will be provided at no cost to the student.
 4. The Illinois Office of Rehabilitation Services (ORS) has a responsibility to provide services to eligible individuals with disabilities. The University strongly encourages students to apply to ORS for any benefits for which they might be eligible.
- d. Students who believe that they have been discriminated against on the basis of a disability can seek resolution through the University's Discrimination Grievance Procedure. Information and consultation on this procedure is available in the Affirmative Action Office (A-Building, 773-442-5416).

TESTING REQUIREMENTS

UNIVERSITY TESTING

The purpose of the University's testing policy is to increase learning, enhance satisfaction, and ensure academic success for students through the assessment of entry level skills and baccalaureate-level competencies. This is accomplished through the administration of the University's placement test. The test is designed to assess students' readiness for college-level work. The test is administered by the University's Center for Testing and Assessment. The test is a multiple-choice test that covers a range of subjects including mathematics, reading, and writing. The test is administered in a computerized format. The test is administered in a computerized format. The test is administered in a computerized format.

refund deadline. Failure to officially withdraw from a class will result in a grade of F.

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

ACADEMIC CONDUCT

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

UNIT OF CREDIT

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

COURSE NUMBERS

A general guideline to the course numbering system is:

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

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

200-level courses are usually taken by sophomores.

100- and 200-level courses are lower division.

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

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

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

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

POLICY ON GRADUATE DEGREE CREDITS

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

STUDENT CLASSIFICATION

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

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

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

GRADING SYSTEM

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

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

A general guide to the grades awarded follows:

Grade		Grade Points Per Credit Hour
A	Completion of course requirements in an outstanding manner, reflecting a degree of accomplishment that is exceptional.	4
B	Completion of course requirements in an entirely acceptable manner, demonstrating an excellent grasp of the subject matter, and the likelihood of successful completion of further courses in the same area.	3
C	Completion of the course requirements in an acceptable manner, reflecting a basic understanding of the subject matter of the course and the possibility of successful completion of further courses in the same subject area.	2
D	Fulfillment of the minimum performance requirements prescribed by the instructor, but not in such a manner that higher level courses in the same area can be recommended.	1
F	Failure to demonstrate acceptable competence in the subject matter of the course, and/or failure to fulfill the requirements of the course.	0
I	Incomplete — Allows for an additional amount of time to complete a course, given at the discretion of the instructor. (See Policy on Incompletes, below.)	0
P	Pass — Credit is awarded, but the credit hours are not used to calculate the grade point average.	0

minor requirement, or a course used to fulfill the Math Competency Requirement.

3. Students are eligible to exercise the pass/fail option only after accumulating fifteen hours in residency (courses taken through Northeastern).
4. Eligible students will be permitted only one pass/fail course per term. A maximum of 18 pass/fail hours, including transfer courses from other institutions, may be applied toward graduation but may not be counted

2.0 or better will be dropped from the university. See detailed academic regulations in the Graduate College section of this catalog.

Special Programs

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

University Without Walls (UWW)

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

REGISTRATION AND RECORDS

REGISTRATION PROCEDURES

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

Eligible students who do not advance register may register for classes during the late registration or change of registration period which is scheduled just prior to the beginning of each term. Bills and class schedules are not produced following these registrations. Refer to the current Schedule of Classes for detailed information.

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

CONCURRENT REGISTRATION

Concurrent registration for undergraduates working toward a degree at Northeastern is permissible. Prior to enrolling at another university, the student at Northeastern must obtain written permission from his/her chairperson/designated academic advisor, to be submitted to the Admissions and Records Office. These relative grade policies apply.

d. An AA or AS degree from a community college

Student client support is provided in the computer laboratories and Technology Enhanced Classrooms whenever labs are open. Academic Computing employs more than 50 students on a part-time basis for this purpose. These students are given special training in technical and service support procedures.

Assistive technology

Academic Computing supports students who have disabilities by coordinating with and supporting the Handicap Educational Liaison Program office. Access to computer equipment in an open laboratory is provided for the disabled in addition to special software and Braille documentation for the blind and visually impaired.

UNIVERSITY MEDIA SERVICES

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

LIBRARY

The Ronald Williams Library is located west of the Science Building. It has five floors totaling over 150,000 square feet and contains approximately 699,000 volumes, 771 reader stations, and numerous study areas. Special features include services for people with disabilities, a Center for Teaching and Learning, the Learning Center, Mathematics Lab, Reading Lab, and two classrooms for library instruction. In addition over 960,000 other educational support items such as recordings, microfilms, maps, document, videotapes and pamphlets are housed in the Library. Additional information and access to electronic resources are available on the Library's web site at www.neiu.edu/~neiulib.

Reference

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

Circulation

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

Reserve

Library materials selected by instructors for reading assignments in course offerings are kept on Reserve located at the Circulation Desk. A listing of items on Reserve is available in the online catalog, ILLINET Online, and at the Circulation Desk.

Interlibrary Loan

Because the Library is a member of the Illinois Library Computer Systems Organization (ILCSO), Northeastern's students, faculty, and staff may borrow materials from 44 academic libraries in Illinois. With a valid ID card, patrons may borrow materials from these ILCSO libraries from ILLINET Online, the Library's online catalog, or by visiting these libraries directly. The Library also borrows materials from other libraries that are not affiliated with ILCSO. The Library holds a membership to the University of Chicago Libraries.

Databases

The Library subscribes to approximately 80 databases available from the Library's web site at <http://www.neiu.edu/~neiulib>. Access to them is available to Northeastern students, faculty and staff from workstations within the Library and remotely from workstations off campus. Staff at the Reference Desks are available for assistance with using these materials.

Special Collections

IRAD and Archives

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

Periodicals and Government Documents

The periodical and government document collections are located on the second floor. The Library subscribes to more than 3300 periodical titles. Listings of periodical titles are at the service areas on the first, second, and third floors. Northeastern's Library is a depository for both federal and Illinois state documents. Staff at the Periodicals/Government Information Center Reference Desk are available for assistance with using these materials.

Curriculum Materials

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

Multimedia Learning Resource Center

STUDENT LIFE

ACTIVITIES PROGRAM

Student life at Northeastern is enhanced by an activities program which includes more than 50 student organizations. Students can participate in Student Government, ethnic organizations, academic interest groups, media organizations and other special interest groups. Involvement in these groups promotes individual student development and contributes significantly to the diversity and richness of campus life.

Student Government provides valuable opportunities for students to develop leadership abilities as well as serve on all-university committees and boards. Student Government recommends allocation of Student Activity Fees and funding for events sponsored by student organizations.

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

I.D. CARD POLICY

All students enrolled in Northeastern Illinois University are required to obtain a Northeastern Illinois University identification card and maintain this card in their possession while attending functions of Northeastern Illinois University. This card must be presented on demand for the purposes of official university identification.

The card is available at the Information Center. There is no charge for the first ID issued, however, there is a charge to replace a lost ID. To obtain your ID card, you must present the following items: Proof of current NEIU registration and a photo ID such as a valid driver's license.

The ID card is automatically validated upon payment of required fees each term. The ID card must be presented to: check books out of the library, gain access to the Physical Education facility, pick up loan checks, vote in student based elections, and enter university events. The ID card is also a debit card that may be used for various purchases on campus.

CAMPUS RECREATION

The Campus Recreation Program provides a variety of recreation opportunities for all students, faculty, and staff. Components of this comprehensive program include open recreation, intramural activities, sport clubs, aquatics, wellness and fitness programming and instructional programs. The Physical Education Complex is open from 8:00 am - 9:00 pm Monday through Thursday; 8:00 am - 7:30 pm Fridays and 9:00 am - 3:00 pm on Saturdays. The facilities include a fitness center with weight training and exercise equipment, a swimming pool, indoor running track, 2 multi-purpose gymnasiums, racquetball courts and locker rooms. Outdoors is the Athletic Field and 6 tennis courts. Campus Recreation can be reached at 773-442-4135.

Intramural competition is offered in male, female and co-rec divisions. Sports that are typically offered include softball,

volleyball, flag football, tennis, racquetball, basketball, badminton, and table tennis. Sport clubs may include volleyball, soccer, baseball, outdoor adventure and martial arts.

CHILD CARE CENTER

The Northeastern Illinois University's Child Care Center, located on campus, is licensed to accept children 15 months through 6 years (up to 10 years during the summer). Operating Monday through Friday from 7:00 am to 6:00 pm, the center offers both half- and full-day sessions. Licensed by the State of Illinois Department of Children and Family Services, and accredited by NAEYC, the program provides quality early-childhood education in keeping with the best accepted methods and principles of child care. Contact the Child Care Center at extension 4540 for registration and fee information.

STUDENT UNION

The Student Union coordinates food service, locker rental, and identification card services. The Union also has meeting facilities for campus organizations as well as space for social and recreational events. Providing the focus of Northeastern's student life, the Union offers programs to enrich the educational experiences of the University community and features comfortable surroundings for informal study and relaxation. Staff may be reached at extension 2099.

ID CARD AS A DEBIT CARD

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

UNIVERSITY EVENTS

ACADEMIC DEVELOPMENT

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

Victoria Amey-Flippin, Ph.D., Coordinator, Handicap Educational Liaison Program

Thomas Blackburn, M.S., Coordinator, Math Development
Linda Chenault, M.A., Coordinator, Reading Development
Teresita J. Diaz, M.A., Counselor Coordinator, Proyecto Pa'Lante

Katherine Gleiss-Monar, M.S., Program Specialist, H.E.L.P.
Roosevelt Gordon, Jr., M.A., Assistant Professor, Student Services, Counselor-Coordinator, Project Success

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

Sandra Hunt, Ph.D., Associate Professor of English; Coordinator, English Language Program

Masahiro Kasai, Ph.D., Coordinator, Assessment and Testing Center

Carlos LeBron, M.A., Coordinator, Summer Transition Program

Kyu Y. Park, Ph.D., Coordinator, Asian Programs

Caleb Rosado, Ph.D., Director, El Centro

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

ADVISING PROGRAM

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

Special advisors are available for students interested in pre-

engineering, pre-law and pre-professional health sciences programs. The Advisement Center will provide further information.

ASSESSMENT AND TESTING CENTER

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

UNIVERSITY SEMINAR

Considerable evidence indicates that the quality of a student's experience during his/her first year at the university influences academic persistence in earning a baccalaureate degree. University Seminar offers a number of activities and one elective course designed to enhance the quality of the first year experience. Classroom and university-wide initiatives are designed to provide a student-centered environment that is both socially and intellectually challenging.

COURSE OFFERING

ACAD-103 University Seminar, 3 cr. Designed to help students develop the skills and behaviors that lead to a successful transition to the University environment.

EL CENTRO

El Centro is the University's academic center for the Latino community. Known as El Centro [the center], this satellite campus provides educational opportunities to members of the Latino community, though not exclusively, in or near their own neighborhoods. Located in the northwest area of Chicago, El Centro is easily accessible to residents of West Town, Humboldt Park and Logan Square. El Centro serves the non-traditional, part-time, and returning adult students, as well as the traditional first-year and transfer students.

In keeping with Northeastern Illinois University's mission, El Centro's mission is to make accessible, quality, affordable education, available to students who, because of economic necessity, are only able to take classes during the evening hours or on the weekends. A select number of classes are also offered during the day, as well as on Friday and Saturday mornings. El Centro offers courses in the natural sciences, behavioral and social sciences, and the humanities taught by qualified faculty, which fulfill the General Education Program requirements of the University. Elective courses provide

additional opportunities to develop students' competence in languages, mathematics, reading, computer, and academic skills. Students also receive assistance with admission, registration, academic advising, and other services on-site.

Students at El Centro have access to a higher educational environment with modern facilities and high quality university and technical resources, including a computer lab with PCs and Macintosh computers. A full load of 12 credit hours is possible during both the Fall and Spring semesters, with additional courses offered during the Summer session. All the classes are taught in English, with the exception of the language courses. After taking the needed classes at El Centro, students then move on to the main campus for the completion of their majors. In addition to the courses offered for academic credit, non-credit offerings, such lecture series, seminars and workshops are held throughout the academic year.

Each semester, the Educational Leadership Program within the Department of Educational Leadership and Development offers courses from the School Leadership concentration, which leads to a Master's degree and Illinois Type 75 Certification. The School Leadership major at El Centro is an effort to reach out to educators working in bilingual schools and programs or teachers with research interests in Latino communities. The program is taught evenings to accommodate working educators.

For more information, contact El Centro's office at: 3119 North Pulaski Road, Chicago, IL 60641. Telephone: 773.777.9955; Fax: 773.685.1393. El Centro's office hours are: Monday thru Thursday 8:00 am – 9:00 pm; Friday and Saturdays 8:00 am to 1:00 pm.

ENGLISH LANGUAGE PROGRAM

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

Lawrence Berlin, Ph.D., Assistant Professor of Linguistics
Rory Donnelly, Ph.D., Professor of Linguistics

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

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

No majors or minors are offered through this program.

COURSE OFFERINGS

The English Placement Test or the English Competency

Office services, leadership development modules, English Competency Exam support, assistance with registration, as well as Cultural Ensemble (Kuumba Choral and Dance Ensemble). The Summer Transition Program is designed to enhance the skills of entering freshmen and returning adults. The program offers six hours of college credit during the summer while focusing intently on students' study habits, writing skills and preparedness for successful completion of their selected degree program.

Seminars are offered to schools, community organizations, businesses and social services agencies to facilitate and improve communications and understanding of the African-American culture. Seminars are scheduled by request. CICS makes available its facilities to not-for-profit organizations that promote the growth and development of the individual, community and services. CICS also provides other educational services in cooperation with community institutions and organizations. (1) The long standing partnership "Teaching about Africa," is sponsored by the Kemetic Institute in partnership with Chicago Public Schools, and Northwestern University's African Studies Program. (2) A partnership with Abraham Lincoln Centre's Bridge to Work Program designed to prepare individuals to move into the work force.

CENTER FOR TEACHING AND LEARNING (CTL)

Edmund J. Hansen, Ph.D., Director

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

NONTRADITIONAL DEGREE PROGRAMS

Janet Sandoval, M.A., Director

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

BOARD OF GOVERNORS BACHELOR OF ARTS DEGREE PROGRAM

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

Application Procedures

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

Admission Requirements

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

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

Program Options

Applicants 58n adult holding enables

Human Relations Requirement, the Computer Literacy Requirement and the Mathematics Competency Requirement.

the University Honors Program Coordinator in Room C-520 or by phone at (773) 442-6044; e-mail: K-Kardaras@neiu.edu.

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

Level I Honors Program

Requirements for Admission:

Entering Freshmen: Minimum composite enhanced ACT score of 25 or, class rank in the upper 10 percent and minimum composite enhanced ACT score of 23.

Two letters of recommendation from teachers or counselors.

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

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

Transfers from other Honors Programs are welcome and

professional competence.

Contact: Chemistry Department, Dr. Veronica Curtis-Palmer

Economics: Omicron Delta Epsilon/Sigma Chapter of Illinois

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

Contact: Economics Department, Dr. Audie Brewton

Education: Kappa Delta Pi/Sigma Epsilon Chapter

Purpose: To recognize superior scholastic achievement in students who are preparing to be educators and to promote the diffusion of knowledge about effective teaching.

Contact: Educational Foundations Department, Dr. Elaine Cooper Koffman

English: Sigma Tau Delta/Psi Upsilon Chapter

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

Contact: English Department, Dr. Timothy Libretti.

French: Pi Delta Phi, Iota Epsilon Chapter

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

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

Geography: Iota Pi/Gamma Theta Upsilon Chapter

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

Contact: Mr. Robert Easton.

History: Phi Alpha Theta/Pi Gamma Chapter

Purpose: To recognize and promote scholarship in history.

THE GRADUATE COLLEGE

Janet Fredericks, Ph.D., Educational Leadership
and Development, Acting Dean

Rosemary J. O'Grady, M.A., Coordinator of Graduate Records

Ada Umeh, M.A., Coordinator of Graduate Admissions

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

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

At present, the Graduate College offers Master's degree programs in 38 academic concentrations. All students admitted to the Master's programs are enrolled in the Graduate College and governed by its policies and procedures. Graduate students, therefore, have different tuition rates, grievance procedures, and registration processing. They are eligible to apply for the teaching/research assistantships and tuition waivers available through the College and departments.

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

ORGANIZATION OF THE GRADUATE COLLEGE

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

Mailing Address and Office Hours

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

The College office is open between 8:30 a.m. and 7:15 p.m. Monday through Thursday, and 8:30 a.m. to 5:00 p.m. on Friday. You may reach the College office at (773) 442-6000, 6001, 6002.

Graduate Advisors / Coordinators

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

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GENERAL ADMISSION REQUIREMENTS

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

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

Degree transcripts from foreign schools require special evaluation (check the section entitled "International Students" in the instructions included with the application for the address of the agency for the evaluation of foreign credentials). Before admission into a degree program, and based on the credential evaluation, applicants may be required to complete additional coursework and/or fulfill other Graduate College requirements.

Application fee: A non-refundable \$25.00 application fee must be paid. Checks/money orders/bank draft must be drawn in favor of Northeastern Illinois University. If paid in cash at the university Cashier's Office, the receipt should be attached with the application package.

ADMISSION TO A DEGREE PROGRAM

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

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

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

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

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

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

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

Contingent admission may be granted to an undergraduate senior who meets all the requirements for admission to the College and the program, and is within 9 semester hours of completing an undergraduate degree. However, the student must submit the degree transcript within one semester after commencing the graduate program of study or the date prescribed in the letter of admission for admission to be valid. Courses used to fulfill the undergraduate degree requirements will not apply to the graduate degree program of study.

After the application has been evaluated, the student will receive a letter from the Graduate College indicating the results. If the 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 Admissions and Records in accordance with their established deadlines. Foreign students requiring an I-20 form (Certificate of Eligibility for Nonimmigrant Student Status) are not eligible to register until admitted to a degree program.

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

Admission Acceptance / Deferral

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

MASTER'S DEGREE PROGRAMS

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

PROGRAMS IN ARTS AND SCIENCES

- M.S. BIOLOGY
- M.S. CHEMISTRY
- M.S. COMPUTER SCIENCE
- M.S. EARTH SCIENCE
- M.A. ENGLISH
 - Literature
 - Composition/Writing
- M.A. GEOGRAPHY AND ENVIRONMENTAL STUDIES
- M.A. GERONTOLOGY
- M.A. HISTORY
- M.A. LINGUISTICS
- M.S. MATHEMATICS
- M.A. MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS
- M.A. MUSIC
- M.A. POLITICAL SCIENCE
- M.A. SPANISH*/FRENCH*
- M.A. SPEECH

PROGRAMS IN BUSINESS AND MANAGEMENT

- M.B.A. BUSINESS ADMINISTRATION
- M.S.A. ACCOUNTING

PROGRAMS IN EDUCATION

- M.A. EDUCATIONAL LEADERSHIP
 - School Leadership
 - Higher Education Leadership
 - Chief School Business Official
- M.A. COUNSELING**
 - Community Counseling
 - School Counseling
- M.S. EXERCISE SCIENCE AND CARDIAC REHABILITATION***
- M.A. FAMILY COUNSELING
- M.A. HUMAN RESOURCE DEVELOPMENT
- M.A. INNER CITY STUDIES
- M.A. READING
- M.A. GIFTED EDUCATION
- M.A. SPECIAL EDUCATION***
- M.A.T. BILINGUAL/BICULTURAL
- M.S.I. BILINGUAL/BICULTURAL
- M.A.T. LANGUAGE ARTS
 - Elementary Education
 - Secondary Education
- M.S.I. LANGUAGE ARTS
 - Elementary Education
 - Secondary Education

* Cooperative program with Roosevelt University which awards the degree.

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

*** Program modifications in the approval process.

COLLEGE OF ARTS AND SCIENCES

Kate Langdon Forhan, Ph.D., Dean,
Professor of Political Science

Shelley A. Bannister, J.D., Ph.D., Associate Dean,
Professor of Criminal Justice and Women's Studies

The College of Arts and Sciences is the largest of the University's colleges. It comprises 15 departments which offer 14 master's degrees, 24 bachelor's degrees, and 32 minors. In addition, the College is responsible for the General Education program. The College offers all of the general education courses that serve the University's undergraduate students.

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

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

DEPARTMENTS

Anthropology, Linguistics and Philosophy

Audrey Reynolds, Ph.D., Professor of Linguistics, Chair

Art

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

Biology

Simon Chung, Ph.D., Associate Professor
of Biology, Chair

Chemistry, Earth Science and Physics

Pratibha Varma-Nelson, Ph.D., Professor
of Chemistry, Chair

Computer Science

Richard Neapolitan, Ph.D., Professor, Chair

Criminal Justice, Mexican/Caribbean Studies, Social Work, Sociology and Women's Studies Program

Nancy Matthews, Ph.D., Associate Professor of
Criminal Justice and Women's Studies, Chair

Economics and Geography & Environmental Studies

Robert F. Easton, M.A., Assistant Professor
of Geography, Chair

English

Gary Brodsky, Ph.D., Associate Professor, Chair

Foreign Languages and Literatures

Vicki Román-Lagunas, Ph.D., Associate Professor
of Spanish and Women's Studies, Chair

History

Gregory Singleton, Ph.D., Professor, Chair

Mathematics

Joo Koo, Ph.D., Professor, Chair

Music

Nelson Mandrell, D.M.A., Associate Professor, Chair

Political Science

Psychology

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

Speech and Performing Arts

Harold Hild, Ph.D., Professor, Chair

UNDERGRADUATE MAJORS

Baccalaureate degrees are offered in the following disciplines:

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

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

- Art
- Biology
- English
- History
- Mathematics
- Music
- Spanish

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

UNDERGRADUATE MINORS

- Anthropology
- Art
- Asian Studies
- Biology
- Chemistry
- Computer Science
- Criminal Justice
- Dance
- Earth Science
- Economics
- English
- French
- Geography and Environmental Studies
- Gerontology
- History
- Korean
- Linguistics
- Mass Media
- Mathematics
- Mexican/Caribbean Studies
- Music
- Philosophy
- Physics
- Political Science
- Psychology
- Public Administration
- Social Work
- Sociology
- Spanish
- Speech
- Theatre
- Women's Studies

GRADUATE PROGRAMS

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

General requirements for graduate admission to the University and to specific degree programs can be found in the Graduate College section and in the appropriate departmental sections

of this catalog. Graduate students who have specific questions should contact the appropriate departmental office.

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

DECLARATION OF MAJOR

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

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

GRADUATION REQUIREMENTS

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

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

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

ANTH-303 Pacific Islanders, 3 cr. Ethnographic survey of the peoples and cultures of the Pacific Island areas of Melanesia, Polynesia, and Micronesia, emphasizing continuities between traditional times and today.

ANTH-304 Peoples of India, 3 cr. Ethnographic survey of the contemporary peoples and cultures of India, emphasizing the continuity as well as the diversity within that ancient civilization.

ANTH-305 Peoples of South America — The Anthropology of South America, 3 cr. Ethnographic survey of the contemporary peoples and cultures of South America. Selected Indian cultures, peasant communities, and urban societies are compared.

ANTH-308 Peoples of Mexico, Central America, and the Caribbean, 3 cr. Ethnographic survey of the contemporary peoples and cultures of Mexico, Central America, and the Caribbean Islands. Emphasis is on Spanish and Indian language areas. In-depth examination of 4-6 cases.

ANTH-309 Egyptian Archaeology, 3 cr. The study of ancient Egyptian society and culture, traced from the late Predynastic through the New Kingdom periods with emphasis on the archaeological evidence: settlement patterns, monuments, and other artifacts in their spatial and temporal contexts. Slides and other illustrative materials are used extensively.

ANTH-310 Middle Eastern Archaeology, 3 cr. Study of ancient cultures of the Middle East, emphasizing Greater Mesopotamia, the region of the Tigris-Euphrates River drainage, from prehistoric times to the fifth century B.C.; artifacts, monuments, and settlement patterns of ancient Mesopotamian societies. Slides and other illustrative materials are used extensively.

ANTH-313 Witchcraft and Sorcery, 3 cr. Study of some of the supernatural explanations of evil with major emphasis on the description of the various forms of these beliefs and the reasons, both conscious and unconscious, for these beliefs. Examples are drawn from the non-Western world, medieval through seventeenth century Europe and Old and New England.

ANTH-314 Anthropology of Religion, 3 cr. Study of the ways that religions, both past and present, act to support or alter the social systems or sub-systems with which they are associated. The ways that individuals respond to the value systems and world views of various religions are examined, as well as the individual motivations for adherence to the various religions.

ANTH-315 Greek Archaeology: Bronze Age, 3 cr. Cultural remains of Bronze Age Greece are used to reconstruct society from 3000 B.C. Extensive use is made of color slides of sites and artifacts.

ANTH-316 Greek Archaeology: Classical Age, 3 cr. Cultural remains of Classical Greece are used to reconstruct society from 1000 B.C. to 336 B.C. Extensive use is made of color slides of sites and artifacts.

ANTH-317 Health, Illness, and Culture, 3 cr. What are the thoughts, practices, and habits concerning “health”, “illness”, and the management of the body and person in daily and ritual situations? American customs, folk medicine and healing techniques are examined and compared to the beliefs and behaviors of other cultures. What are the roles of the “healer”, “patient”, and physician as culture defines them? What is the relationship between “medicine” and “religion”?

ANTH-333 Proseminar in Urban/Applied Anthropology, 3 cr. Urban/applied topics such as, urban ethnography, medical anthropology, museology, public archaeology, ethnic assimilation, and educational anthropology. Detailed discussions, preparation, and critique of projects based on library, field or laboratory work. Consult the Schedule of Classes for specific topics. (Formerly ANTH-URB-333)

ANTH-341 Culture and Poverty, 3 cr. An in-depth examination and analysis of poor peoples. Special attention is paid to the external forces of the larger society, the coping mechanisms of the poor and the existing life styles found in low-income communities.

ANTH-345 Physical Anthropology, 3 cr. What can physical (biological) anthropology tell us about human variation? Hands-on experience with human bones and other tissues of the body at the microscopic and macroscopic levels. Problems in human evolution and adaptation to different environments are investigated. Selected topics in physical anthropology are discussed, such as: biology and behavior (sociobiology); earliest humans, problems in interpreting Pliocene hominids; range of variation in living populations. *Prereq.:* ANTH-215 and 3-6 hours in biology or consent of instructor.

ANTH-350 Proseminar in Anthropology, 3 cr. Advanced study and analysis of selected topics in subfields of anthropology, such as: anthropology of food, museology and art and anthropology. Consult the Schedule of Classes for specific topics.

ANTH-351 Independent Study in Anthropology: Varies, 3 cr. Independent study of methods, concepts, and special topics in anthropology, archaeology, ethnology, physical anthropology, etc. *Prereq.:* ANTH-212 or consent of instructor.

ANTH-352 Archaeological Methods, 3 cr. Study of the techniques of recovery, analysis and interpretation of archaeological data; demonstration of some of the equipment employed in archaeological field work. Theoretical value and limitations of the data; some of the contributions of science to their interpretation. *Prereq.:* ANTH-212 or ANTH-215 or consent of instructor.

ANTH-353 Independent Study in Anthropology, 1 cr. (See ANTH-351 for description.)

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

ANTH-355 History of Anthropological Theory, 3 cr. Discussion of major theoretical approaches to the study of human behavior including discussion of

ANTH-362 Senior Seminar in Anthropology I, 3 cr.

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

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

ART

- Mark McKernin, M.F.A., Professor, Chair
- Donald Bulucos, M.F.A., Professor
- Merrie Cutts, M.F.A., Assistant Professor
- Dennis Mitchell, M.F.A., Professor
- Russell Roller, M.F.A., Professor
- Santiago Vaca, M.F.A., Assistant Professor
- Jane Weintraub, M.F.A., Professor

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

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

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

Students wishing to declare an Art major or minor should contact the Art Department at extension 4910 and schedule an appointment with an Art advisor. Transfer students should bring an evaluation of transfer credits to their first advisement session.

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

The Art Department utilizes course titles and course descriptions taken from the catalog of the transfer school to assist us in making decisions on the appropriateness of transfer credit.

General Education credit is allowed when courses provide a survey of introductory art material with breadth and appropriate concepts consistent with NEIU Art General Education courses.

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

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

- ART-106 Introduction to Art History I (Fall and Spring)
- ART-107 Introduction to Art History II (Fall and Spring)
- ART-120 Drawing I (Fall and Spring)
- ART-130 Two-Dimensional Design (Fall and Spring)
- ART-140 Three-Dimensional Design (Fall and Spring)
- ART-201 Contemporary Art (Fall)
- ART-220 Drawing II (Fall)
- ART-234 Color (Fall)
- ART-392 Senior Project (Spring)
- C&I-SCED-303A Contemporary Art Education in the Secondary School (Fall)
- C&I-SCED-305A Secondary Student Teaching and Seminar in Art (Spring)

UNDERGRADUATE PROGRAMS

Major in Art for the Bachelor of Arts Degree

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

- ART-106 Introduction to Art History I 3 cr.
- ART-107 Introduction to Art History II 3 cr.
- ART-120 Drawing I0421 Tw -17.22 -1.245 Td [(A

ART-120 Drawing I, 3 cr. Basic drawing, stressing individual perceptual growth and the importance of physical and psychological factors in structuring visual experiences; emphasis on design and perception; discussion of systems of perceptual interpretation and structure, concepts of abstraction, and problems of evaluation.

ART-130 Two-Dimensional Design, 3 cr. Systematic exploration of order in two-dimensional space and study of the interaction of method and technique in organizing form on a two-dimensional surface.

ART-140 Three-Dimensional Design, 3 cr. Studio experience and lecture exploring fundamental 3-D design theory and concepts through the solution of studio problems utilizing 3-D materials and techniques.

ART-170A Studio Experiences: Photography, 3 cr. Problem solving approach in studio experiences with lecture and discussion. This course does not count towards major or minor requirements in Art.

ART-170B Studio Experiences: Painting, 3 cr. Problem solving approach in studio experiences with lecture and discussion. This course does not count towards major or minor requirements in Art.

ART-170C Studio Experiences: Sculpture, 3 cr. Problem solving approach in studio experiences with lecture and discussion. This course does not count towards major or minor requirements in Art.

ART-170D Studio Experiences: Metalworking and Jewelry, 3 cr. Problem solving approach in studio experiences with lecture and discussion. This course does not count towards major or minor requirements in Art.

ART-170E Studio Experiences: Printmaking, 3 cr. Problem solving approach in studio experiences with lecture and discussion. This course does not count towards major or minor requirements in Art.

ART-170F Studio Experiences, Ceramics, 3 cr. Problem solving approach in studio experiences with lecture and discussion. This course does not count towards major or minor requirements in Art.

ART-170G Studio Experiences: Drawing, 3 cr. Problem solving approach in studio experiences with lecture and discussion. This course does not count towards major or minor requirements in Art.

ART-201 Contemporary Art, 3 cr. Study of painting and sculpture of 20th century in studio and lecture.

ART-281 Commercial Art, 3 cr. Introduction to techniques and concepts of visual communications/commercial art; historical and contemporary social aspects; typography, layout, display, image-making; lectures, seminars, and workshop.

Prereq.: ART-120 and ART-130 or consent of instructor.

ART-282 Introduction to Computer Graphics, 3 cr. Introductory experience of computer graphic applications and an overview of the field. Computer hardware, software and peripheral devices will be utilized in the creation and manipulation of images and animation *Prereq.:* ART-120 and ART-130.

ART-283 Rendering Techniques in Advertising Art, 3 cr. Techniques and skills needed for the execution of advertising design problems, including an understanding of the materials appropriate to those techniques. Discussion of the principles and terminology used in production. *Prereq.:* ART-130.

ART-284 Keyline/Pasteup, 3 cr. Basic course in the techniques needed for the production of camera-ready materials ranging from two-dimensional designs to packaging.

ART-303 Images of Woman in Art, 3 cr. Iconographical study of the images of woman in the visual arts. Exploration into stereotypes, archetypes, and prototypes in the context of historical and societal conditions, using primary literary sources and archaeological evidence to support interpretive hypotheses.

ART-304 Studies in Tribal Arts, 3 cr. Selected offerings on special topics in tribal arts. Consult the Schedule of Classes for specific topics.

ART-310 Early Christian and Byzantine Art, 3 cr. Study of the arts from the early Christian period to the end of the Byzantine Empire in the east: stylistic and iconographic development of architecture, painting, mosaics, manuscript illustration, and minor arts in the context of contemporary politics and religion.

ART-311 Medieval Arts of the West, 3 cr. A study of art from the Merovingian period to the end of high Gothic: Stylistic and iconographic development of architecture, painting, sculpture, manuscript illustration, and minor arts in the context of political and religious controversies.

ART-312 Painting of the Italian Renaissance, 3 cr. Painting in Italy from 1200-1600; iconography and aesthetics, social and technical aspects, development of style with brief attention to the most important examples of sculpture and architecture insofar as they aid in an understanding of the development of painting; slide lectures, museum visits.

ART-313 Painting of the United States of America, 3 cr. Survey of American painting from the Colonial period through mid-twentieth century; social and technical aspects, development of various styles; slide lectures, museum visits.

ART-316 Seventeenth and Eighteenth Century Art, 3 cr. Painting, sculpture and architecture in Europe in the seventeenth and early eighteenth centuries, stressing historical, stylistic and iconographic developments in the art of the period with emphasis on leading Baroque artists in Italy, Spain, Flanders, Holland, France and Germany.

ART-317 Sculpture and Architecture of the United States, 3 cr. Sculpture and architecture of the United States from the Colonial period through mid-twentieth century. Social and technical aspects, development of various styles; slide lectures, museum visits.

ART-318 Nineteenth Century European Art, 3 cr. Survey of European painting and sculpture from the late 18th century through the early decades of the 20th century, with emphasis upon major artistic developments in the context of pertinent historical and social issues and the general cultural milieu.

ART-319 Twentieth Century European Art, 3 cr. European painting and sculpture from post-impressionism at the close of the nineteenth century through the various modernist movements of the twentieth century with emphasis on major theories and developments in art in the context of pertinent historical, social and cultural events and concerns of the period.

ART-320 Studio in Advanced Drawing, 3 cr. Interpretive drawing experiences directed to individual growth and personal style. Use of live models, other supportive materials, and a variety of media. *Prereq.:* ART-220 or consent of instructor.

ART-330 Studio in Advanced Painting, 3 cr. Studio problems emphasizing personal development and expression in an area of the student's choice. *Prereq.:* ART-231, ART-232, or ART-233 or consent of instructor.

ART-340 Studio in Advanced Sculpture, 3 cr. Studio problems emphasizing personal development and expression in an area of the student's choice. *Prereq.:* ART-242, or ART-243 or consent of instructor.

ART-350 Studio in Advanced Printmaking, 3 cr. Studio problems in design and expression through one or more of the graphic processes; advanced work in the processes of relief stencil, intaglio, and/or planographic printing. *Prereq.:* ART-251 or ART-252 or ART-253 or consent of instructor.

ART-360 Contemporary Art Education in Intermediate Grades, 3 cr. Inquiry and understanding of the many problems of communication in teaching art in the intermediate grades. *Prereq.:* ART-130 or equivalent and consent of instructor.

ART-362 Studio in Advanced Photography, 3 cr. Concentration on experimental and technical problems. Discussion of expressional and functional aspects of photography. Altered cameras, film formats, chemicals, and papers. Final presentation and individual review of a portfolio of works demonstrating aesthetic and technical competence in black and white photography. *Prereq.:* ART-262 or a portfolio of works demonstrating comparable proficiency.

ART-370 Studio in Advanced Ceramics, 3 cr. Investigation of various advanced ceramic processes, techniques, and critical analysis of historical and contemporary work. *Prereq.:* ART-271 or consent of instructor.

ART-373 Studio in Metals, 3 cr. Intermediate and advanced processes used in metalsmithing and jewelry such as casting, stone setting, forging, forming and finishing. *Prereq.:* ART-273 or consent of instructor.

ART-381 Studio in Graphic Design, 3 cr. Principles involved in the thought process, creation and production of a design project. Lecture and discussion. Suggested readings

supplement the class experience. *Prereq.:* ART-281 and ART-284.

ART-382 Advanced Computer Graphics, 3 cr. Principles related to the creation of imagery in various areas of computer graphics will be reviewed. Topics of study include advanced image creation and manipulation, 2-D and 3-D animation, 3-D modeling and contemporary uses of computer graphics in technology. *Prereq.:* ART-282.

ART-383 Studio in Illustration, 3 cr. Principles involved in the thought process, creation and production of an image-making problem. Lecture and discussion. Suggested readings will supplement the class experience. *Prereq.:* ART-281.

ART-384 Internship in Commercial Art and Design, 3 cr. On-site experience in an industrial shop or commercial agency observing and participating in the everyday activities and projects. *Prereq.:* ART-281, ART-284 and junior standing.

ART-390 Independent Study in Visual Art, 3 cr. Individual investigation into a topic of the student's choice. *Prereq.:* senior standing or consent of advisor.

ART-392 Senior Project, 3 cr. Portfolio preparation in a chosen field; exhibition of selected works. *Prereq.:* senior standing.

ASIAN STUDIES

Andrew Eisenberg, Ph.D., Associate Professor of History,
Program Coordinator

UNDERGRADUATE PROGRAM

Minor in Asian Studies (18 cr. hrs.)

- 1 Courses selected to complete this minor
 - a. must be chosen from two or more academic disciplines,
 - b. must include at least 12 hours in 300-level courses,
 - c. must cover material about more than one Asian country, and
 - d. cannot be counted toward meeting requirements for any other major or minor.
2. The student must secure the approval of the Program Coordinator for the list of courses selected to complete the minor. This approval should be requested well before the completion of the courses themselves.

BIOLOGY

Simon L. Chung, Ph.D., Associate Professor, Chair
George Diepstra, Ph.D., Associate Professor
John M. Kasmer, Ph.D., Associate Professor
Jules M. Lerner, Ph.D., Professor
Shubhangee Mungre, Ph.D., Assistant Professor
Joel Olfelt, Ph.D., Assistant Professor
Melanie A. Riedinger, Ph.D., Associate Professor
James Sprinkle, Ph.D., Associate Professor
John N. Thomas, Ph.D., Assistant Professor

The Department of Biology offers courses of study leading to the degrees of Bachelor of Science and Master of Science. These broadly based undergraduate and graduate programs are designed to prepare students for: (1) advanced studies in biology, biomedical sciences, environmental biology, ecology and applied ecology; (2) professional trainings in medicine, dentistry, optometry, chiropractic, pharmacy, veterinary medicine and other health professions; (3) teaching of biology in secondary schools; (4) career opportunities in research, biomedical sciences, agriculture, industry, government, and academic institutions.

The department currently offers an undergraduate major, a minor in biology, and a graduate program leading to the Master of Science degree.

Students interested in a major in biology are strongly urged to declare a major early and seek advisement from a departmental advisor.

All Biology majors should seek advisement prior to each registration. When registering, the foll of 4lt0 -1.2Wie p0dvisor. The de pa are desi0 0 8e 0 -1.26 Tek advi0tDslrofe-100 I cooducrina0 p0dionsh

8 semester hours in botany including 5 semester hours in laboratory work, 8 semester hours in zoology including 5 semester hours in laboratory work, and 8 semester hours in physiology including 5 semester hours in laboratory work. In addition, they should consult the Secondary Education section of this catalog. Dr. James Sprinkle is the advisor for Biology/ Secondary Education students.

UNDERGRADUATE PROGRAMS

Major in Biology for the Bachelor of Science Degree

General Biology Emphasis

This sequence provides an organized yet flexible system of courses which effectively meets the demands of students seeking a broadly based undergraduate program in biology. It also serves students wishing to be certified for teaching biology in secondary schools.

Required Biology Courses:

BIOL-102 Biology of Organisms	3 cr.
BIOL-103 Biology of Populations	3 cr.
BIOL-301 Cell Biology	4 cr.
BIOL-311 Genetics	3 cr.
BIOL-316 Biochemistry	4 cr.
BIOL-380 General Ecology	4 cr.
BIOL-BOT-318 General Plant Morphology or BIOL-ZOOL-315 Invertebrate Zoology or	
BIOL-ZOOL-326 Animal Kingdom	3 cr.
BIOL-BOT-315 Plant Physiology or BIOL-ZOOL-312 Vertebrate Physiology	3-4 cr.
Electives	12 cr.

Chemistry Elective (CHEM-212 or higher)	
Earth Science Elective (ESCI-206 or higher)	
Mathematics Elective (MATH-105 or higher)	
Physics Elective (PHYS-215 or higher)	
	Total 27 cr.

Additional courses may be recommended by the student's advisor in relation to the student's goals. Students planning to pursue professional programs are strongly urged to take additional courses in chemistry, physics, and mathematics. For professional school admissions, one year each of general chemistry, organic chemistry, and general physics are usually required. Calculus and a course in statistics are highly recommended.

Ecology/Environmental Emphasis

This sequence is designed for students interested in careers in ecology and environmental biology by emphasizing both laboratory and field work. It expands the general biology sequence to include additional field-oriented courses. Required internships provide students with field experiences with zoos, museums, park districts, forest preserve districts, academic institutions and government agencies. Dr. John Kasmer is the advisor for the Ecology/Environmental emphasis track.

Required Biology Courses:

BIOL-102 Biology of Organisms	3 cr.
BIOL-103 Biology of Populations	3 cr.
BIOL-301 Cell Biology	4 cr.
BIOL-311 Genetics or	
BIOL-312 Evolution	3 cr.
BIOL-386 Ecological Methods	4 cr.
BIOL-BOT-318 General Plant Morphology	3 cr.
BIOL-BOT-314 Local Flora or	
BIOL-ZOOL-327 Local Fauna	3 cr.
BIOL-BOT-315 Plant Physiology or	
BIOL-ZOOL-312 Vertebrate Physiology	4 cr.
BIOL-380 General Ecology	4 cr.
BIOL-ZOOL-326 Animal Kingdom or	
BIOL-ZOOL-315 Invertebrate Zoology	3 cr.

Select two courses: 6 cr.

BIOL-318 General Microbiology	3 cr.
BIOL-326 Biological Geography	3 cr.
BIOL-328 Aquatic Biology	3 cr.
BIOL-BOT-311 General Mycology	3 cr.
BIOL-BOT-316 Phycology	3 cr.
BIOL-BOT-321 Plant Ecology	3 cr.
BIOL-ZOOL-313 Entomology	3 cr.
BIOL-ZOOL-314 Ornithology	3 cr.
BIOL-ZOOL-316 Animal Behavior	3 cr.
BIOL-ZOOL-319 Protozoology	3 cr.
BIOL-ZOOL-325 Animal Ecology	3 cr.

Required Internships:

May be taken concurrently. (Senior standing only.)

BIOL-332 Internship in Environmental Biology I	3 cr.
BIOL-333 Internship in Environmental Biology II	3 cr.
	Total 42-43 cr.

Required Cognate Courses:

CHEM-211 General Chemistry I	5 cr.
CHEM-231 Organic Chemistry I	4 cr.
ESCI-211 Physical Geology	4 cr.
MATH-106 Pre-Calculus Mathematics	4 cr.
PHYS-201 College Physics I	3 cr.
PHYS-202 College Physics II	3 cr.
PHYS-203 Physics I Laboratory	1 cr.
PHYS-204 Physics II Laboratory	1 cr.
	Total 25 cr.

Recommended Courses:

CHEM-212 General Chemistry II
ESCI-315 Glacial and Quaternary Geology
ESCI-323 Field Geology
ESCI-329 Soil Science
ESCI-335 Meteorology I
G&ES-205 Physical Geography: Climate, Vegetation and Soils
G&ES-206 Physical Geography: Landforms
G&ES-322 Aerial Photographic Interpretation in Geography
G&ES-378 Physical Climatology
MATH-275 Statistics

Minor in Biology (18 cr. hrs.)

BIOL-301 Cell Biology, 4 cr. Basic molecular and cellular processes. Structures of biomolecules. Energetics: enzymes, photosynthesis, respiration. Genetic *control*: chromatin, DNA replication, RNA transcription and regulation, protein synthesis. Cell functions, including: protein secretion; cell membrane structure, transport and surface interactions; cell cycle, cell motility; cell growth, cell origins. Lecture and laboratory.

Prereq.: CHEM-211, BIOL- 102, and BIOL- 103.

BIOL 306: Institute in Biology I, 1cr. An in-depth study of an area of biology. Course may be repeated as long as the title is different. Consult the schedule of classes for specific topics. *Prereq.:* six credit hours in general biology, consent of instructor.

BIOL-307 Institute in Biology II, 2 cr. (See BIOL-306 for description.) BIOL-308 Institute in Biology III, 3 cr. (See BIOL-306 for description.)

BIOL-311 Genetics, 3 cr. Introduction to traditional Mendelian concepts, and to contemporary concepts of heredity and their cytological mechanisms. Lecture and Laboratory. *Prereq.:* six credit hours in general biology.

BIOL-312 Evolution, 3 cr. A reading-lecture-discussion course on the facts, theories, and principles of organic evolution.

Prereq.: six credit hours in general biology.

BIOL-316 Biochemistry, 4 cr. Chemistry and metabolism of carbohydrates, proteins, nucleic acids, lipids, *vitamins*, and minerals associated with animal and plant life. Lecture and laboratory. *Prereq.:* BIOL-301 and CHEM-231; CHEM-232 recommended.

BIOL-318 General Microbiology, 3 cr. Study of the taxonomy and identification, ultrastructure and function, nutrition and growth, physiology, metabolism, molecular genetics, host microbial interactions, immunobiology, epidemiology, ecology, and biotechnology of microorganisms and viruses. Lecture and laboratory. *Prereq.:* BIOL-301 and six credit hours in general biology.

BIOL-319, Radiation Biology, 4 cr. Somatic and genetic effects of ionizing radiation, use of isotopes as tracers in experiments involving metabolic activities. Lecture and laboratory. *Prereq.:* six credit hours in chemistry; six credit hours in physics; one course in biochemistry or one 300-level physiology course.

BIOL-322 Pathogenic Microbiology, 3 cr. Systematic study of the distinctive cellular and molecular properties of pathogenic microorganisms including bacteria, fungi, viruses and protozoans; mechanisms of infection, pathogenesis, host defenses, immunology, epidemiology, diagnosis, treatment and control of these microorganisms. Lecture only. *Prereq.:* BIOL-318 or consent of instructor.

BIOL-323 Physical Methods in Biology, 3 cr. Principles and practice of physical instrumentation and techniques in the manipulation of biological materials; extraction of biological data and regulation of physical variables; spectrophotometry, chromatography, and electrophoresis, radioactivity detection techniques, cell and tissue fractionation methods. Lecture and laboratory. *Prereq.:* six credit hours in biology including BIOL-201; one year of chemistry and one year of physics,

BIOL-325 History of Science, 3 cr. Development of the scientific method and knowledge of the natural sciences from ancient civilization to the present. Lecture only. *Prereq.:* six credits in the physical sciences and s/x credits in b/o/logical sciences,

BIOL-326 Biological Geography, 3 cr. Geographic distribution of living organisms and the principles underlying this distribution. Lecture only. *Prereq.:* six credit hours in general biology.

BIOL-327 Immunology, 3 cr. The biological aspects of immunity and the immune response to "not-self" agents. Lecture and laboratory. *Prereq.:* BIOL-ZOOL-312.

BIOL-328 Aquatic Biology, 3 cr. Biological study of selected aquatic ecosystems including biological, chemical and physical parameters of freshwater communities. Fieldwork emphasizes practical experience in specimen collection and identification; laboratory work concentrates on water analysis and includes an introduction to organism toxicology caused by aquatic pollutants. Lecture and laboratory. *Prereq.:* six credit hours in general biology.

BIOL-332 Internship in Environmental Biology I, 3 cr. Field experience at an off-campus site guided by a faculty advisor and a site supervisor. A minimum of 140 hours at the site is required. The course may be taken after completion of an acceptable course background usually in the senior year. Sites, including zoos, area park districts and nature preserves, laboratories, depending on availability. *Prereq.:* consent of instructor; may be taken concurrent/y with BIOL.333..

BIOL-333 Internship in Environmental Biology II, 3 cr. See BIOL-332 for description. *Prereq.:* consent of instructor; may be taken concurrently with BIOL.332.

BIOL-335 Introduction to Biotechnology, 3 cr. A survey of the history, theories, and major concepts in the practical applications of the principles of genetics, microbiology, biochemistry, and molecular biology. Medical, agricultural, industrial, and environmental applications of biotechnology and their implications will be emphasized. Lecture only. *Prereq.:* BIOL.311, BIOL-316, BIOL-318 or consent of instructor.

BIOL-380 General Ecology, 4 cr. An introduction to the basic concepts of ecology. Study of the factors/interactions that determine the distribution and abundance of species at the individual, population, community, and ecosystem levels. Lecture, laboratory, and fieldwork. *Prereq.:* BIOL-102 and BIOL- 103.

BIOL-386 Ecological Methods, 4 cr. Field and laboratory methodology for the ecologist. Includes instruction on experimental design, quantitative sampling, data acquisition and interpretation as well as the preparation of project reports. *Prereq.:* BIOL-380.

BIOL-391 Independent Study in Biology, I cr. A field, laboratory, or library study of a biologically oriented topic. *Prereq.:* twelve credit hours in biology at the 200 or 300-level, including at least two field or laboratory courses. These courses should be supportive of the project to be undertaken. Restricted to undergraduates. Departmental consent.

BIOL-392 Independent Study in Biology, 2 cr. (See BIOL-391 for description.)

BIOL-393 Independent Study in Biology, 3 cr. (See BIOL-391 for description.)

BIOL-399 Topics in Biology, 3 cr. Selected course offerings in modern biology. Topics studied differ from term to term. Consult the Schedule of Classes for specific topics. **Prereq.:** Consent of instructor.

BIOL-401 Analysis of Development, 3 cr. 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. **Prereq.:** graduate standing; BIOL-311, BIOL-ZOOL-311 or BIOL-ZOOL-323.

BIOL-402 Biochemical Genetics, 3 cr. Explores the biochemistry of the genetic material and the cell's ability to replicate, transcribe, and translate genetic information. Recent discoveries in gene manipulation are discussed. Lecture and laboratory. **Prereq.:** graduate standing; BIOL-311; and BIOL-316.

BIOL-403 Seminars in Biology, 1 cr. Students give an oral presentation on selected topics; two hours per week; course may be repeated up to a maximum of three credits by departmental permission. **Prereq.:** graduate standing.

BIOL-405 Electron Microscopy, 3 cr. Theoretical principles and operational procedures of electron microscopy, interpretation of electron micrographs, and correlation of cell ultrastructure and function. Lecture and laboratory, **prereq.:** Graduate standing and BIOL-321.

BIOL-406 Physical Biochemistry, 3 cr. Study of the physical and chemical phenomena associated with the metabolism and isolation of important biological compounds; mechanisms involved in the passage of metabolites across biological membranes; release of energy in enzymatic systems; equilibria of important biochemical constituents in un/- and multi-celled organisms; isolation and purification of biologically active compounds. Lecture only. **prereq.:** graduate standing and BIOL-316; one course in physics recommended.

BIOL-407 Enzymology: Enzyme Structure and Function, 3 cr. Enzymes as protein catalysts; the structure of a biological catalyst as determined by x-ray diffraction, chemical modification, nuclear magnetic resonance, and kinetic studies is analyzed and related to function. Lecture, demonstration, discussion and laboratory. **Prereq.:** graduate standing and BIOL-316.

BIOL-408 Environmental Analysis, 3 cr. Individual and group field projects provide experience in techniques appropriate to the analysis of natural communities and their environmental components. Students compare contrasts between selected natural areas and similar areas altered by human activity. Summary interpretive paper, using data acquired, is prepared from each student's. Lecture, laboratory and fieldwork. **Prereq.:** graduate standing; BIOL-ZOOL-311, BIOL-316, or equivalent.

BIOL-410 Advanced Immunology, 3 cr. Contemporary immunology as related to antibody structure and function; lectures and discussion of current papers on antibody structure, the inheritance of immune response capacities, immunological tolerance, and transplantation disease. Lecture and discussion. **Prereq.:** graduate standing, BIOL-311, BIOL-316, and BIOL-327.

BIOL-419 Radiobiology, 4 cr. The use of radioisotopes in biological experiments. Principles of nuclear decay, properties and detection of ionizing radiation. Somatic and genetic

effects of radiation at the organismic, cellular, and biochemical levels. Lecture and laboratory. **Prereq.:** graduate standing and six credit hours in chemistry; six credit hours in physics; one course in biochemistry or a 300-level physiology course.

BIOL-420 Metabolism, 3 cr. The fundamental bond-making and bond-breaking processes (intermediary metabolism) enabling living organisms to be produced and maintained; emphasis on the regulations of and reaction mechanisms involved in the "energy flow" associated with intermediary metabolism. Lecture and laboratory. **Prereq.:** graduate standing, minimum of one course in general biochemistry. **Pereq. recom:** Organic Chemistry II.

BIOL-481 Biological Literature, 3 cr. Preparation of a series of scientific papers based on a literature search. Activities include the research and synthesizing of literature with reference to certain topics. **Prereq.:** graduate standing and at least 18 credit hours in graduate biology.

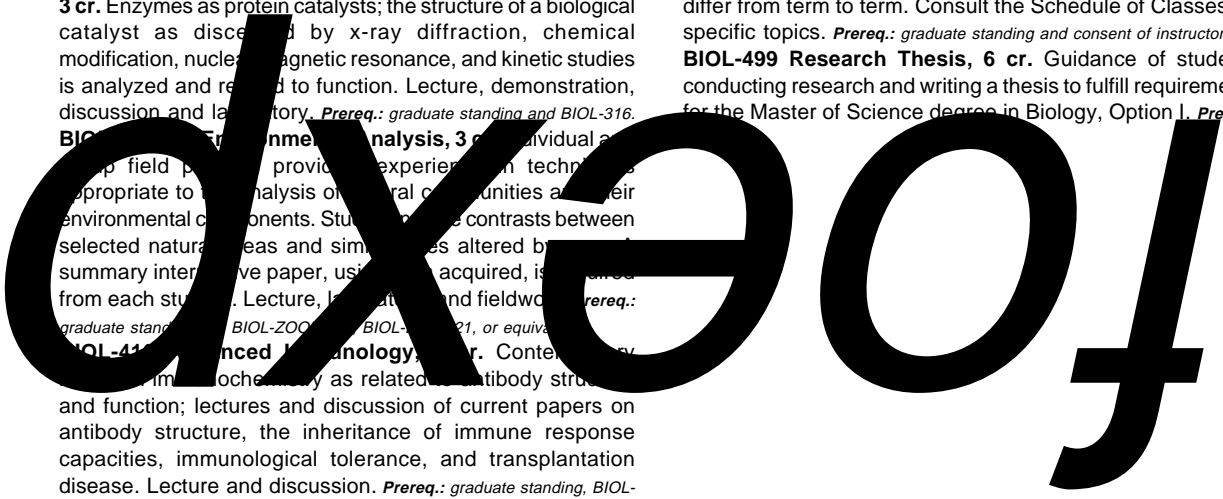
BIOL-482 Quaternary Ecology, 4 cr. Introduction to the principles and techniques of paleoecology; emphasis on the effects of global and regional climate/environmental change on ecosystems, communities, and populations during the Quaternary Period. **Prereq:** BIOL 380 or ESCI 212.

BIOL-483 Historical and Contemporary Patterns in Species Diversity, 3cr. Contemporary, historical and phylogenetic patterns of species diversity; current hypotheses for local, regional and global diversity trends; diversity case studies from plant and animal communities in aquatic and terrestrial systems. Lecture and discussion. **Prereq:** BIOL 380; coursework in plant or animal biology or biogeography recommended.

BIOL-497 Thesis Seminar, 3 cr. Guidance of students writing a library thesis to fulfill requirements for the Master of Science degree in Biology, Option II. **Prereq.:** acceptance to candidacy in the Master of Science Program in Biology, Option I1.

BIOL-498 Advanced Topics in Biology, 3 cr. Topics studied differ from term to term. Consult the Schedule of Classes for specific topics. **Prereq.:** graduate standing and consent of instructor.

BIOL-499 Research Thesis, 6 cr. Guidance of students conducting research and writing a thesis to fulfill requirements for the Master of Science degree in Biology, Option I. **Prereq.:**



BIOL-BOT-314 Local Flora, 3 cr. Phylogenetic interpretation derived from plant diversity; the importance of the patterns of contemporary plants from the standpoint of evolution; taxonomic study of local vascular plants. Lecture, laboratory and fieldwork. *Prereq.:* six credits in general biology.

BIOL-BOT-315 Plant Physiology, 4 cr. Physiochemical basis of plant life, emphasizing life processes of major significance to the seed plants. Lecture and laboratory. *Prereq.:* six credits in general biology, including BIOL-201 and one course in organic chemistry.

BIOL-BOT-316 Phycology, 3 cr. Cultivation and laboratory study of the chlorophytes, cyanophytes, chrysophytes, phaeophytes, rhodophytes, and flagellated types of algae; algal cytology, taxonomy, phylogeny, physiology, ecology, and economics. Lecture and laboratory. *Prereq.:* six credits in general biology; BIOL-BOT-318 recommended.

BIOL-BOT-318 General Plant Morphology, 3 cr. Principles of plant morphology illustrated by life histories of representative forms of the major plant groups. Lecture and laboratory. *Prereq.:* six credits in general biology.

BIOL-BOT-321 Plant Ecology, 3 cr. Ecological principles illustrated by environmental and successional relationships in selected plant communities of the Chicago area. Lecture and fieldwork. *Prereq.:* six credits in general biology.

BIOL-BOT-402 Plant Biochemistry, 3 cr. Metabolic pathways of particular importance to plants, such as photosynthesis, the dissemination of starch, nitrogen fixation, and the formation of certain secondary products; metabolic pathways common to plants and other groups of organisms; phytohormonal control. Lecture only. *Prereq.:* graduate standing and BIOL-316.

Zoology

BIOL-ZOOL-201 Human Genetics, 3 cr. Heredity laws as they relate to humans; nature and origin of genetic similarity and diversity; ce of_1 trl biol5p5r lumans;societ Lectu(Zoology)Tj

BIOL-ZOOL-315 Invertebrate Zoology, 3 cr. Taxonomy and comparative morphology of the major phyla of invertebrates; life histories of representative forms. Lecture and laboratory. *Prereq.:* six credits in general biology.

BIOL-ZOOL-316 Animal Behavior, 3 cr. Comparative ethology in the animal kingdom and its adaptive significance based upon the evolution of form and function of the nervous system, sense organs and effector organs; topics include instinct, learning, intelligence, social organization, and their physiological integrating mechanisms. Lecture only. *Prereq.:* six credits in general biology.

BIOL-ZOOL-317 Animal Parasitology, 3 cr. Taxonomy, anatomy, physiology, and significance of parasitic animals; host-parasite interactions; distribution of parasites throughout the world; examination of their life cycles, and prophylaxis and therapy of parasitic infections. Lecture and laboratory. *Prereq.:* six credits in general biology and BIOL-ZOOL-326.

BIOL-ZOOL-318 Vertebrate Histology, 3 cr. The microscopic anatomy of adult mammalian cells, tissues, and organs. Lecture and laboratory. *Prereq.:* six credits in general biology, including BIOL - 102.

BIOL-ZOOL-323 Developmental Anatomy, 4 cr. Phylogenetic study of the embryology and adult anatomy of the vertebrates. The course combines the traditionally separate courses in comparative vertebrate anatomy and embryology. Lecture and laboratory. *Prereq.:* nine credits in biology, including BIOL-ZOOL-326 or a course in general zoology.

BIOL-ZOOL-324 Endocrinology, 3 cr. Certain glandular secretions and neurosecretions; the hormones and their function in maintaining homeostasis in the vertebrates; current research on hormone action; minor reference to invertebrate hormones. Lecture and laboratory. *Prereq.:* BIOL-102, BIOL-103, BIOL-301, CHEM-211 and BIOL.-ZOOL-312.

BIOL-ZOOL-325 Animal Ecology, 3 cr. Basic principles of the interrelationships between animals and their environment; the current danger of disturbing balances in nature by environmental contamination. Lecture, laboratory, and fieldwork. *Prereq.:* six credit hours in general biology.

CHEMISTRY

Pratibha Varma-Nelson, Ph.D., Professor, Chair
Sargon John Al-Bazi, Ph.D., Professor
Veronica A. Curtis-Palmer, Ph.D., Associate Professor
Ana Fraiman, D. Sc., Associate Professor
Warren Menezes, Ph.D., Assistant Professor
Thomas R. Weaver, Ph.D., Assistant Professor

Chemistry is a physical science with far reaching applications that touch virtually every aspect of our day-to-day existence. Careers in chemistry offer numerous possibilities in a wide range of industries and in education.

The Chemistry program offers courses leading to the degrees of Bachelor of Science and Master of Science. The undergraduate curriculum prepares students for careers in industry, environmental chemistry positions, and teaching as well as for graduate study. Undergraduate courses also provide appropriate backgrounds for students planning careers in medicine, dentistry, nursing and related professional health fields.

In 1985, Northeastern Illinois University was added to the American Chemical Society's Approved List of baccalaureate chemistry programs in colleges and universities. Being included on the Approved List means that the chemistry curriculum meets standards established by the A.C.S. Committee on Professional Training. Students completing the A.C.S. track will earn a certificate stating that they have met A.C.S. standards for professional training.

Transfer students majoring in chemistry need to contact a program advisor immediately so that transfer credits may be evaluated and an appropriate program of study planned.

Chemistry courses are designed to be taken in sequence. Students will not be permitted to register for courses if they do not have credit for the required prerequisites.

Undergraduate students are encouraged to participate in research programs with faculty members and may take CHEM-305, Independent Study in Chemistry, 3 cr. and CHEM-399, Research in Chemistry, 3 cr. for that purpose. Internships with local chemical industries and laboratories are also encouraged through CHEM-365, Internship in Chemistry I, 6 cr. and CHEM-366, Internship in Chemistry II, 6 cr. Please consult with the undergraduate advisor concerning these courses.

UNDERGRADUATE PROGRAMS

Major in Chemistry for the Bachelor of Science Degree

Required Courses:

*CHEM-211 General Chemistry I 5 cr.
*CHEM-212 General Chemistry II 4 cr.
CHEM-213 Quantitative Analysis 5 cr.

**CHEM-231 Organic Chemistry I 4 cr.
**CHEM-232 Organic Chemistry II 4 cr.
CHEM-311 Physical Chemistry I 4 cr.
CHEM-312 Physical Chemistry II 4 cr.
CHEM-330 Instrumental Analysis: Spectroscopy or
CHEM-331 Instrumental Analysis: Quantitative
Methods 4 cr.
CHEM-390 Seminar in Chemistry 1 cr.

Two electives chosen from the following: 6-8 cr.

CHEM-316 Inorganic Chemistry 4 cr.
CHEM-318 Industrial Chemistry 3 cr.
CHEM-319 Chemical Aspects

of Environmental Chemistry 3 cr.

CHEM-320 Industrial Aspects
of Environmental Chemistry 3 cr.

***CHEM-330 Instrumental Analysis:
Spectroscopy 4 cr.

***CHEM-331 Instrumental Analysis:
Quantitative Methods 4 cr.

CHEM-332 Identification of Organic
Compounds 4 cr.

CHEM-347 Advanced Organic Chemistry:
Polyfunctional Compounds 3 cr.

CHEM-348 Advanced Organic Chemistry:
Bio-Organic Compounds 3 cr.

CHEM-349 Organic Synthesis 3 cr.

CHEM-357 Chemical Kinetics 3 cr.

Any other 300-level chemistry course approved
by the department.

Total 41-43 cr.

*CHEM-260, General Chemistry I Seminar, and CHEM-261, General Chemistry II Seminar are strongly recommended to be taken concurrently with CHEM-211 and CHEM-212, respectively.

**CHEM-262, Organic Chemistry I Seminar, and CHEM-263, Organic Chemistry II Seminar are strongly recommended to be taken concurrently with CHEM-231 and CHEM-232, respectively.

***Major elective credit is given only if the course is not used to count towards the required courses in the major.

Required Courses in a Related Field:

Students with foreign credentials and evaluated by the Office of Admissions as having 90 credit hours must take as a minimum the following six courses: CHEM-213, CHEM-232, CHEM-311, CHEM-312, CHEM-330 or CHEM-331, and CHEM-390. Additional courses may be required in chemistry, physics or mathematics. Students should see their advisor.

American Chemical Society approved program in Chemistry:

Graduating majors may receive a certificate stating that they have completed a program which meets the A.C.S. standards for Professional Training if they fulfill the following requirements:

- Take PHYS-206 as prerequisite for CHEM-311.
- Take PHYS-207 as prerequisite for CHEM-312.
- Take CHEM-311 and CHEM-312 during the junior year.
- CHEM-316, CHEM-330, CHEM-331, and CHEM-347 are required. CHEM-318 and CHEM-326 do not count as electives.
- Two additional 300-level electives must then be selected.

Completion of this program requires a minimum of 50 cr. in chemistry with a minimum grade point average of 3.0 and no chemistry grades below C in any required course.

Minor in Chemistry (22 cr. hrs.)

CHEM-211 General Chemistry I	5 cr.
CHEM-212 General Chemistry II	4 cr.
CHEM-213 Quantitative Analysis	5 cr.
CHEM-231 Organic Chemistry I	4 cr.
CHEM-232 Organic Chemistry II	4 cr.
Total	22 cr.

Substitutions require written approval by the chemistry advisor.

Transfer students must take a minimum 9 credit hours in chemistry at Northeastern to complete a Chemistry Minor. These courses must be approved by the chemistry advisor.

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

GRADUATE PROGRAM

Master of Science in Chemistry

This program provides graduate education for students planning careers in industry, business, teaching or planning additional graduate work or professional studies. Two options in the program are available, the Separation Science Emphasis, and the traditional General Program Emphasis.

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

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

Requirements for Admission to the Program:

Students must fulfill the requirements for admission to the Graduate College.

Full admission to the program requires at least a 3.0 (B) average in the following prerequisite undergraduate courses: (a) two semesters of general chemistry, two semesters of organic chemistry, two semesters of physical chemistry, and one semester of analytical chemistry (all of these must include laboratory); (b) two semesters (normally eight credit hours) of physics including laboratory; and (c) two semesters (normally eight credit hours) of calculus.

Conditional admission to the program may be granted when a student has a marginal undergraduate record or a deficiency in prerequisite undergraduate courses. All conditions must be fulfilled for candidacy (see below).

If the admission file/evaluation is not completed by the time of registration, the student may choose to register as a graduate student-at-large provided the appropriate application has been filed with the Office of Admission and Records in accordance with their established deadlines.

Inorganic Chemistry

CHEM-402 Organometallic Chemistry 3 cr.
CHEM-406 Coordination Chemistry 3 cr.

Organic Chemistry

CHEM-403 Physical Methods of Organic Chemistry 3 cr.
CHEM-411 Organic Reaction Mechanisms 3 cr.

Physical Chemistry

CHEM-404 Chemical Thermodynamics 3 cr.
CHEM-412 Reaction Kinetics 3 cr.

SEPARATION SCIENCE EMPHASIS

Required Coursework:

CHEM-451 Liquid Chromatography 3 cr.
CHEM-455 Method Development
and Validation in Liquid Chromatography 3 cr.
CHEM-456 Advanced Chromatographic Methods 3 cr.

Students writing a thesis take 12 hours from the CORE, the 9 hours of Required Coursework in the Separation Science Emphasis, and 9 hours of Independent Study and Thesis Seminar in the area of Separation Science. Non-thesis students take 18 hours from the CORE, the 9 hours of Required Coursework, and 3 hours of Independent Study in Chemistry in the area of Separation Science.

GENERAL PROGRAM EMPHASIS

Students in the General Program Emphasis must take 30 credit hours from the CORE and/or Separation Science Emphasis and are also encouraged to do research and/or thesis work. Please check point 4 below, Final Examination.

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

3. **Research and Thesis Work:** Students are encouraged to do laboratory or library research and/or more formally, write a thesis, and may do so under the following conditions:

- a. acceptance for candidacy;
- b. acceptance by a research or thesis advisor.

Academic credit for research and thesis work is normally earned through Independent Study (CHEM-408, 3 cr.) and Thesis Seminar: Chemistry (CHEM-409, 6 cr.). Individual arrangements are made between the student and the research advisor.

4. **Final Examination:** Students writing master's theses are required to make a public oral defense of their work. Non-thesis students must make a public oral presentation of their research work, or take a comprehensive written departmental examination. Consult the graduate advisor for details.

5. **Students with Foreign Credentials:** Students with foreign credentials should check with the Graduate College regarding transcript evaluation and English language testing. Since this is often a lengthy process, it is advisable for the international

student with residency status to begin taking graduate courses in chemistry as a student-at-large while waiting for official word on admission. Consult the graduate advisor.

6. **Merit Tuition Waivers and Assistantships:** The Chemistry program is regularly allotted Merit Tuition Waivers to defray the cost of tuition for graduate students. Check with the graduate advisor for eligibility requirements well in advance of registration.

Students wishing to pursue their master of science degree on a full-time basis may occasionally do so with modest support from the University in the form of an assistantship. To be eligible for an assistantship the student must have completed at least two terms at the University and have a grade point average of at least 3.25 (on a 4.0 scale).

COURSE OFFERINGS

CHEM-103 Chemistry and Society, 3 cr. Introduction to chemistry based on the study of some of the processes and materials which chemistry contributes to our civilization. Elementary chemical principles are used to explain the

CHEM-232 Organic Chemistry II, 4 cr. Continuation of CHEM-231. A study of the structure, properties, reaction mechanisms, synthesis, and infrared and nuclear magnetic resonance spectroscopy of the alcohols, acids, amines, and other monofunctional compounds. Lecture and laboratory. *Prereq.:* CHEM-231.

CHEM-260 General Chemistry I Seminar, 1 cr. Enrichment seminar accompanying CHEM 211. Students do problem solving in collaborative learning groups on material derived from and supplementing General Chemistry I to gain a deeper understanding of concepts and applications. *Prereq.:* Restricted to students taking CHEM-211 concurrently.

CHEM-261 General Chemistry II Seminar, 1 cr. Enrichment seminar accompanying CHEM 212. Students do problem solving in collaborative groups on material derived from and supplementing General Chemistry II to gain a deeper understanding of concepts and applications. *Prereq.:* Restricted to students taking CHEM-212 concurrently.

CHEM-262 Organic Chemistry I Seminar, 1 cr. Enrichment Seminar accompanying CHEM 231. Students do problem solving in collaborative learning groups on material derived from and supplementing Organic Chemistry I to gain a deeper understanding of concepts and applications. *Prereq.:* Restricted to students taking Organic Chemistry I.

CHEM-263 Organic Chemistry II Seminar, 1 cr. Enrichment Seminar accompanying CHEM 232. Students do problem solving in collaborative learning groups on material derived from and supplementing Organic Chemistry II to gain a deeper understanding of concepts and applications. *Prereq.:* Restricted to students taking Organic Chemistry II.

CHEM-305 Independent Study in Chemistry, 3 cr. An introduction to original chemical research under faculty supervision. *Prereq.:* junior standing and consent of instructor.

CHEM-306 Selected Topics in Chemistry, 3 cr. Topics of current interest for students who have junior standing in chemistry. Consult the Schedule of Classes for specific topics. *Prereq.:* CHEM-232; junior standing.

CHEM-311 Physical Chemistry I, 4 cr. Theoretical and experimental study of the structure and properties of matter, including the gaseous state, chemical thermodynamics, chemical equilibrium, liquids and phase equilibria, solutions of nonelectrolytes and ionic solutions. Lecture and laboratory. *Prereq.:* CHEM-213, CHEM-232, MATH-107, PHYS-203, PHYS-201 or PHYS-206. It is strongly suggested that the student have completed a year of physics with laboratory.)

CHEM-312 Physical Chemistry II, 4 cr. Continuation of CHEM-311, including the kinetic-molecular theory, transport properties, chemical kinetics, statistical mechanics, quantum theory, atoms and diatomic molecules, and spectroscopy. Lecture and laboratory. *Prereq.:* CHEM-311, MATH-202, PHYS-204, and PHYS-202 or PHYS-207.

CHEM-316 Inorganic Chemistry, 4 cr. A thorough study of bonding in non-transition and transition elements, periodic trends and tendencies, structural relationships, and mechanisms of inorganic reactions. Lecture and laboratory. *Prereq.:* CHEM-232.

CHEM-318 Industrial Chemistry, 3 cr. A study of the industrial aspects of chemistry, including economics, design

and operation of process equipment, and a study of a variety of chemical industries. *Prereq.:* CHEM-231.

CHEM-319 Chemical Aspects of Environmental Chemistry, 3 cr. A survey of the chemical principles involved in environmental problems. Topics include atmospheric, aquatic, and geospheric chemistry, sources of pollutants and the consequences of pollution. *Prereq.:* CHEM 212 and CHEM-232.

CHEM-320 Industrial Aspects of Environmental Chemistry, 3 cr. Industrial aspects of environmental chemistry covering specific topics such as energy, water and wastewater treatment, treatment and disposal of domestic and industrial wastes, techniques for detecting and analyzing chemical pollutants, environmental modeling and recycling strategies. *Prereq.:* CHEM-213 and CHEM-232.

CHEM-326 Chemical Literature, 2 cr. Introduction to library research in chemistry, and preparation of a review paper in some current field of chemistry. *Prereq.:* one 300-level course in chemistry.

CHEM-330 Instrumental Analysis: Spectroscopy, 4 cr. Intensive laboratory introduction to infrared spectroscopy, ultraviolet and visible spectroscopy, mass spectrometry, and nuclear magnetic resonance spectroscopy, and the qualitative, quantitative, and research aspects associated with them. Lecture and laboratory. *Prereq.:* CHEM-213, CHEM-232 and consent of instructor.

CHEM-331 Instrumental Analysis: Quantitative Methods, 4 cr. Introduction to the theory and practice of instrumental methods used to determine composition of materials, including gas and liquid chromatography, atomic absorption and emission, X-ray diffraction and fluorescence, and potentiometry. Lecture and laboratory. *Prereq.:* CHEM-213 and CHEM-231.

CHEM-332 Identification of Organic Compounds, 4 cr. Chemical, physical, and spectroscopic methods and their use in the separation, purification, and identification of organic compounds. Lecture and laboratory. *Prereq.:* CHEM-213 and CHEM-232.

CHEM-347 Advanced Organic Chemistry: Polyfunctional Compounds, 3 cr. Chemistry of polyfunctional compounds, condensed aromatic and heterocyclic systems, electrocyclic
Prereq: b1ion Tw goed /T tio syntioods. It lall b1_0 1 Tf03 T261Q.

CHEM-455 Method Development and Validation in Liquid Chromatography, 3 cr. Systematic approaches to the successful development of HPLC-based analytical methods and their optimization. Practical tools based on the use of

Emphasis I: BUSINESS DATA PROCESSING

This track is designed primarily for students interested in applications programming.

Required Courses:

CS-202	COBOL Programming	3 cr.
CS-312	Advanced COBOL Programming	3 cr.
CS-315	Data Base Management	3 cr.
CS-316	Introduction to Systems Analysis	3 cr.
CS-318	JCL and Service Programs	3 cr.
Two CS 300-level electives, approved by the CS Department		6 cr.
CS Core Courses		15 cr.
Total		36 cr.

CS-201 (Discrete Structures) may be substituted for one 300-level elective.

Emphasis II: SYSTEMS PROGRAMMING

This track is designed primarily for students interested in working with technical support systems.

Required Courses:

CS-302	Systems Programming	3 cr.
CS-307	Programming Languages	3 cr.
CS-309	Compiler Theory	3 cr.
Select four of the following:		12 cr.
CS-201	Discrete Structures	3 cr.
*CS-202	COBOL Programming	3 cr.
CS-305	Computer Logic and Circuitry	3 cr.
CS-311	Modern Computer Architecture	3 cr.
CS-315	Database Management	3 cr.
*CS-318	JCL and Service Programs	3 cr.
CS-324	Introduction to the Design of Algorithms	3 cr.
CS-326	Computer Use for Numerical Methods ...	3 cr.
CS-330	Telecommunications	3 cr.
CS-331	Computer Networks	3 cr.
CS-335	Artificial Intelligence	3 cr.
CS-350	Advanced Discrete Structures	3 cr.
CS-310	Topics in Computer Science (where content is appropriate)	3 cr.

*Only one of these may be included as a Systems Programming track elective.

CS core courses		15 cr.
Total		36 cr.

Emphasis III: COMPUTER SCIENCE

This track is designed primarily for students intending to pursue an advanced degree in Computer Science.

Required Courses:

CS-201	Discrete Structures	3 cr.
CS-324	Introduction to the Design of Algorithms	3 cr.
Select five of the following:		15 cr.
CS-302	Systems Programming	3 cr.
CS-305	Computer Logic and Circuitry	3 cr.
CS-307	Programming Languages	3 cr.

CS-309	Compiler Theory	3 cr.
CS-311	Modern Computer Architecture	3 cr.
CS-315	Database Management	3 cr.
CS-326	Computer Use for Numerical Methods ...	3 cr.
CS-330	Telecommunications	3 cr.
CS-331	Computer Networks	3 cr.
CS-335	Artificial Intelligence	3 cr.
CS-350	Advanced Discrete Structures	3 cr.
CS-310	Topics in Computer Science (where content is appropriate)	3 cr.
CS core courses		15 cr.
Total		36 cr.

Minor in Computer Science (18 cr. hrs.)

A student may complete a minor in Computer Science by selecting courses totaling at least 18 hours from those offered by the Department of Computer Science including at least 6 credit hours of 300-level courses. Transfer students must complete a minimum of 9 credit hours toward a minor at Northeastern.

The courses must be chosen in consultation with the Department advisor or chairperson.

GRADUATE PROGRAM

Master of Science in Computer Science

The graduate program provides education for individuals in the field of computer science and data processing who wish to gain further computer sophistication in order to advance their careers. Advanced courses are offered in many areas of current interest such as (GR66170.6 0.0101 Tc 0.054.....

Requirements for the Degree:

For students admitted to Master's programs prior to the Fall 1997 semester, the majority of courses applied to the Master's degree must be 400-level; a limited number of appropriate 300-level courses are applicable.

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.**

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 may represent courses taken at accredited institutions with graduate programs in computer science and in conformance with the rules of the Graduate College. The 36 hours will be made up of 18 credit hours of CS core course work and 18 credit hours of CS elective course work (15 if the student completes a Master's Thesis) to be decided on by the student and the graduate advisor. Students admitted to the Master's program for the Fall 1997 semester and thereafter may select no more than 9 hours of specifically approved 300 level courses (see below) to satisfy course requirements for the Master's Degree. Students admitted to the Master's program prior to the Fall 1997 semester may select no more than 12 hours of specifically approved 300 level courses. Courses taken to remove deficiencies will not be counted toward the 36 hours of course work required for the Master's Degree. Courses taken to satisfy undergraduate degree requirements can not be used toward the Master's Degree.

In addition, students are required either to complete a Master's Computer Science Thesis or Project. The choice will be agreed upon by the student and the graduate advisor.

Required Core Courses:

CS-400	Discrete Modeling and Analysis	3 cr.
CS-401	Software Engineering	3 cr.
CS-402	Advanced Systems Programming	3 cr.
CS-404	Analysis of Algorithms	3 cr.
CS-409	Topics in Compiler Theory	3 cr.
CS-490	Master's Project	3 cr.

OR

CS-495	Master's Thesis	6 cr.
		18-21 cr.

Elective Courses:

CS-307	Programming Languages	3 cr.
CS-311	Modern Computer Architecture	3 cr.
CS-330	Telecommunications	3 cr.
CS-331	Computer Networking	3 cr.
CS-335	Artificial Intelligence	3 cr.
CS-403	Authoring Techniques in CAI	3 cr.
CS-408	Advanced Operating Systems	3 cr.

CS-410	Special Topics in Computer Science	3 cr.
CS-414	Independent Study	3 cr.
CS-415	Design of Data Bases	3 cr.
CS-426	Advanced Numerical Methods	3 cr.
CS-430	Queueing Theory in Communic. Networks ..	3 cr.
CS-431	Digital Telephony	3 cr.
CS-435	Expert Systems	3 cr.
CS-440	Computer Graphics	3 cr.
CS-442	Topics in Network Design	3 cr.
CS-450	Advanced Computer Architecture	3 cr.
CS-460	Computer Security	3 cr.
CS-470	Pattern Recognition	3 cr.

The electives should be selected in consultation with the graduate advisor, from the above list.

Upon completion of 12 hours of graduate course work toward the satisfaction of the course requirements for the Master's Degree, students must formally apply for candidacy. The form should be filed with the Graduate College. Conditional admissions are reviewed at this time and grades must average "B" or better.

For more information, students should obtain a Computer Science Graduate Handbook.

COURSE OFFERINGS

CS-100 Introduction to Personal Computing, 3 cr. This course provides the student with a general introduction to computers and their usage in today's society. Topics included are: History of Computing, Computer Hardware and Software and Programming in BASIC. Students will become experienced in using personal computers. *Prereq.: None. (Course not applicable to CS Major.)*

CS-200 Programming I, 3 cr. This is a preparatory course for students who wish to pursue further work in Computer Science. It provides an introduction to the basic concepts of a computer system and the principles of computer programming. Students will get extensive programming experience using microcomputers. A number of programming projects will be assigned involving numeric computations, character manipulation and fundamental constructs of the high-level programming language C/C++. A common comprehensive final exam will be given in CS-200, Programming I. The date and time of the exam will be published in the Schedule of Classes under Department Notes. Students in **all sections** of CS-200 must attend the exam at the published day and time.

Prereq.: MATH-106, or MATH-111, or higher level math.

CS-201 Discrete Structures, 3 cr. Introduction to the fundamental number theoretic, logical, algorithmic, combinatoric, and computational concepts from discrete structures and their applications to computer science. This course involves no programming. *Prereq.: MATH-106, or MATH-111, or higher level math.*

CS-202 COBOL Programming, 3 cr. Introduction to the COBOL Programming language, emphasizing business applications. Students will flowchart, program and test several typical business problems on the computer. *Prereq.: CS-200.*

CS-204 FORTRAN Programming, 3 cr. An in-depth study of FORTRAN programming language, emphasizing mathematics, science, and statistical applications. The student

CS-318 JCL and Service Programs, 3 cr. The structure and use of IBM OS Job Control Language (JCL), with emphasis on practical programming applications. In addition, the major IBM-supplied service programs (Utilities, Sort/ Merge, Loader, and Linkage Editor) will be surveyed, including specific control commands, JCL requirements, and appropriate areas. *Prereq.:* CS-202.

CS-322 Statistical Computer Program Packages, 3 cr. This course provides an in depth study of modern statistical data analysis using as the Binomial and Normal distribution, the Linear Regression model, Analysis of Variance, Nonparametric methods and Computer Random Sampling techniques using MINITAB and GPSS. In addition students will become experienced in the actual implementation of these statistical models with data sets using such statistical software packages as MINITAB, SPSS, BMDP and SAS.

Prereq.: CS-200 and MATH-275 or equivalent.

CS-324 Introduction to the Design of Algorithms, 3 cr. Methods for analyzing algorithms are discussed including an introduction to asymptotic notation. Several approaches to designing algorithms are covered using theory, examples, and problems. Those approaches include divide-and-conquer, dynamic programming, the greedy approach, backtracking, and branch-and-bound. Different approaches are applied to the same problem to illuminate the relative advantages of the approaches. *Prereq.:* CS-201 or MATH-251, CS 304.

CRJU-325 Women and Revolution: Theories of Justice, 3 cr. Theories of justice informing revolutionary practice with attention to the role played by women in revolution, especially in liberation struggles in Central America. *Prereq.:* A women's studies course.

CRJU-326 Juvenile Justice System, 3 cr. Socio-economic analysis of the history of the juvenile justice system in an effort to understand how the system functions and whom it serves.

CRJU-327 Immigration Policy and Human Rights Violation in Central America, 3 cr. Immigration & Naturalization Service

COURSE OFFERINGS

ESCI-121 Introduction to Earth Science, 3 cr. Basic concepts of geology, meteorology, oceanography, and the solar system. Discussion of topics of current interest in the earth sciences. Laboratory involves the study of minerals, rocks, maps, and weather instruments. Lecture 2 hours, lab 2 hours.

ESCI-326 Independent Study in Earth Science, 3 cr. Research in the geological sciences, oceanography, meteorology, or astronomy under the guidance of a faculty member. *Prereq.:* nine hours in earth science and consent of instructor.

ESCI-328 Marine Geology, 3 cr. Origin and development of the ocean basins and their margins, waves and currents, coastal processes, sedimentation, and stratigraphy. Lecture 3 hours. *Prereq.:* ESCI-121 or ESCI-211.

ESCI-329 Soil Science, 3 cr. Physical and chemical factors in soil formation; composition of soil materials. Relation of soil to parent material; soil classifications, soil as a resource. Lecture 3 hours. *Prereq.:* ESCI-121, ESCI-211, or consent of instructor.

ESCI-330 Structural Geology, 4 cr. Spatial and stress-strain relationships of rock deformation, genetic and descriptive aspects of folds, faults, joints, etc., structures related to magmatism and metamorphism, polyphase deformation, and geophysical methods of structural geology, diapirs, cleavage and schistosity, impact structures, tectonites, and petrofabric diagrams. Lecture 3 hours, lab 2 hours. *Prereq.:* ESCI-211, ESCI-212, and PHYS-201.

ESCI-331 Geological Structures and Map Interpretation, 4 cr. Determination of the attitude and thickness of inclined strata and their bearing on outcrop patterns; preparation of geological maps from given field data; and interpretations of aerial photos, topographic maps, and geological maps depicting folds, faults, unconformities, and intrusive bodies; preparation of geological cross sections. Lecture 2 hours, lab 3 hours.

Prereq.: ESCI-211.

ESCI-333 Internship in Earth Science, 3cr. Field experience at an off-campus site. Student will work a minimum of 150 hours with an earth science agency or organization. Evaluation will be based in part on the student's creation of a tangible product. Details of internship will be arranged by the student, faculty advisor, and site supervisor. *Prereq.:* 30 undergraduate or fifteen graduate credit hours in Earth Science and consent of instructor and department coordinator.

ESCI-335 Meteorology, 4 cr. Introduction to the processes at work in the earth's atmosphere and the physical laws that control them; horizontal and vertical circulations, atmospheric stability, radiation balance, precipitation, air masses, frontogenesis, and severe weather. Laboratory work involves extensive use of maps and charts. Lecture 3 hours, lab 2 hours. *Prereq.:* PHYS-201.

ESCI-337 Principles of Hydrogeology, 4 cr. Introduction to the theory and principles of groundwater flow as well as streamflow. Topics include the hydrologic equation, evapotranspiration, well drilling and testing, porosity and permeability, Darcy's law, confined and unconfined aquifers, flow-nets, geology of groundwater occurrence, water table maps, geophysical exploration methods, well logs, streamflow and hydrographs. Lecture 3 hours; lab 2 hours. *Prereq.:* ESCI-211 and MATH-106.

ESCI-338 Petrography of Fine-Grained Sediments, 3 cr. Mineralogical and chemical analysis of shale, clay, glacial till, soil and related sedimentary materials using x-ray diffraction and atomic absorption techniques. Analyses are both qualitative and quantitative in nature. Lecture 2 hours, lab 2 hours. *Prereq.:* ESCI-206 or ESCI-311.

ESCI-339 Field Hydrogeology, 4 cr. Field techniques of measuring infiltration, soil moisture, aquifer permeability and hydraulic conductivity. Practice in conducting geophysical surveys and drilling, logging, and developing ground water wells. Methods of sampling water for chemical analysis. Visits to drilling, monitoring, and waste management sites. Methods of recording, analyzing, mapping, and reporting field data. Lecture 2 hours, lab 3 hours. *Prereq.:* ESCI-337.

ESCI-340 Introduction to Geotechnical Engineering, 3 cr. Introduction to basic concepts of design and engineering of earth materials. Soil and rock mechanics, interaction of soil and rock with water, effective stress, failure models, rock and soil mass behavior, and materials testing. Especially useful for those interested in environmental and engineering aspects of geology. Lecture 3 hours. *Prereq.:* MATH-104 or MATH-106 and eight credit hours in Earth Science at the 200-level or higher.

ESCI-401 Environmental Stability — Lake Michigan, 3 cr. Origin and development of Lake Michigan; paleolimnology; the eutrophication process and its relationship to human and industrial wastes. Emphasis placed on field and laboratory techniques. Lecture 2 hours, lab 1 hour. *Prereq.:* graduate standing, ESCI-320, and advanced standing in physical or biological sciences or consent of instructor.

ESCI-406 Aqueous Geochemistry, 3 cr. Introduction to aqueous geochemistry, including chemical thermodynamics, carbonate solubility, organic compounds in natural waters, silicate equilibria, redox equilibria, and trace elements. Methods of evaluation and display of water quality data. Lecture 3 hours.

Prereq.: Graduate standing, ESCI-407, and CHEM-212.

ESCI-407 Advanced Hydrogeology, 3 cr. Occurrence, movement, storage, and distribution of ground water; problems pertaining to water quality; sea water intrusion, water pollution and recharge of aquifers. Lecture 2 hours, lab 2 hours.

Prereq.: graduate standing and ESCI-337.

ESCI-408 Advanced Mineralogy and Crystallography, 3 cr. Advanced concepts in mineralogy with reference to crystal chemistry and structural crystallography of some selected mineral groups. Lecture 2 hours, lab 2 hours. *Prereq.:* graduate standing in earth science and ESCI-311.

ESCI-409 Igneous Petrology, 4 cr. Principles and applications of phase equilibrium studies of silicate systems at high temperatures and pressures to petrological problems; theories of igneous differentiation processes with examples from selected localities; laboratory studies of petrographic methods and petrochemical calculations; written and oral student presentations. Lecture 3 hours, lab 2 hours.

Prereq.: graduate standing, ESCI-311, and ESCI-319.

ESCI-411 Clay Mineralogy, 4 cr. Structure, physical and chemical properties, origin, and occurrence of the clay mineral groups; economic importance of clays, identification of clays using x-ray diffraction techniques. Lecture 2 hours, lab 2 hours. *Prereq.:* graduate standing and ESCI-311.

ESCI-415 Plate Tectonics, 3 cr. Earth's interior and configuration of lithospheric plates; plate tectonics in relation to seafloor spreading and continental drift; ridges, trenches, transform faults, island arcs, and rift systems; plate subduction and marginal ocean basins; magma generation, metamorphism and ore deposits at plate boundaries; origin of mountain belts ; pre-Mesozoic plate tectonics and growth of continents. Lecture 3 hours. *Prereq.:* graduate standing, ESCI 319, and ESCI-330.

ESCI-416 Applied Hydrology, 3 cr. Water budget and its various components; hydrologic theories, methodologies, and techniques of data analysis used to estimate and/or determine values for each component of the water budget; computer modeling of water budget components is introduced. Lecture 2 hours, lab 2 hours. *Prereq.:* graduate standing and ESCI-337 or consent of instructor.

ESCI-418 Ore Deposits, 4 cr. Origin, composition, and migration of ore-bearing fluids; classification of ore deposits with reference to well-known mining districts, geothermometry, and isotopic studies; metallogenic provinces and epochs; ore microscopy; property evaluation and ore-reserve estimation. Lab studies of ore-gangue samples from representative mines. Lecture 3 hours, lab 2 hours. *Prereq.:* graduate standing, ESCI-331 and ESCI-322.

ESCI-419 Exploration and Geostatistics, 4 cr. Course introduces all areas of mathematical geology and then reviews basic statistics as it applies to geologic data. It then draws on this basis to derive the geostatistical method of estimation. This method is illustrated in theory and practice with real data on computerized mapping system. Lecture 3 hours, lab 2 hours. *Prereq.:* graduate standing, MATH-104. MATH-106 strongly recommended.

ESCI-425 Special Topics in Earth Science (title varies), 3 cr. Selected topics of current research interest. Consult the Schedule of Classes for specific topics. Lecture 3 hours.

Prereq.: graduate standing in earth science.

ESCI-498 Master's Research Project In Earth Science, 3 cr. Directed research, analysis, and presentation of a research paper on an important topic in geology/earth science. The written research paper must be orally defended. This course is required for students who choose to fulfill graduation requirements for an M.S. in Earth Science under the "Departmental Research Paper" option (Option 2). *Prereq.:* Candidacy in Earth Science.

ESCI-499 Master's Thesis In Earth Science, 6 cr. Guidance of students conducting research and writing a thesis to fulfill the requirements for the degree of Master of Science in Earth Science (Option 1). *Prereq.:* Candidacy in Earth Science.

Oceanography

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

ESCI-OC-334 Coastal Marine Research, 4 cr. Study of marine coastal processes. Field trip to Atlantic, Pacific, or Mediterranean coast. Preceded and followed by on-campus meetings. Field experience 4 hours, lecture 1 hour, lab 1 hour.

Prereq.: advanced standing in the sciences and permission of the instructor.

ESCI-OC-335 Ocean Resources, 3 cr. Comprehensive study of the exploration, exploitation and management of the ocean resources. Lecture 3 hours.

differential and integral calculus. Students not planning study beyond the baccalaureate level should complete at least one

ECON-313 Economic History of Europe, 3 cr. Development of the modern economic systems and institutions of Europe from their late medieval and Renaissance beginnings; the revival of trade, the growth of towns, the Commercial Revolution, the development of new systems of economic thought to support capitalism, the Industrial Revolution, the rise of new economic forms such as socialism, modified capitalism, and “mixed” economies in the twentieth century.

Prereq.: ECON-215 or ECON-217.

ECON-314 The Development of Economic Thought, 3 cr. Historical survey of the major streams of economic thought including classical, Marxian, institutionalist, neoclassical, radical and monetarist thought. The course covers the origins, methods and validity of economic theories. *Prereq.:* ECON-215 and ECON-217.

ECON-315 American Capitalism, 3 cr. Contemporary controversial interpretations of American capitalism; the course centers around ideas of laissez-faire, government regulation and government-business relations; analysis of private property, competition, free enterprise; views of conservatives, liberals and radicals are considered, and a critical examination of recent reformulations of the capitalist system is undertaken.

Prereq.: ECON-215 or ECON-217 or consent of instructor.

ECON-316 Independent Study in Economics, 3 cr. Intensive study of special topics of economics; faculty guidance. *Prereq.:* consent of instructor.

ECON-318 Introduction to Econometrics and Forecasting, 3 cr. Introduction to the methods by which economic theories are tested with emphasis on applications. Topics include bivariate and multiple regression techniques, hypothesis testing, and violation of the common assumptions. Computer usage. *Prereq.:* ECON-220 and MATH-104 or MATH-106 or equivalent.

ECON-319 Current Economic Problems, 3 cr. Analysis of a contemporary domestic or international issue. Consult the Schedule of Classes for specific topics. *Prereq.:* Varies with topic.

ECON-322 International Economics, 3 cr. Introduction of the fundamentals of international trade theory; theoretical, institutional and historical aspects of international economic relations are considered, including foreign exchange and balance of payment problems, tariffs, quotas, and U.S. commercial policies. *Prereq.:* ECON-215 or ECON-217 or consent of instructor.

ECON-323 Economic Development of East Asia, 3 cr. Analysis of factors underlying economic development of nations in East Asia with a focus on China and Japan but including brief consideration of other areas such as Korea, Taiwan, the Philippines, and selected Southeast Asian Nations.

Prereq.: ECON-215 and ECON-217 or consent of instructor.

ECON-331 American Economic History, 3 cr. Survey of American economic history from the colonial period to the present; controversial issues and interpretations in American history. *Prereq.:* ECON-215 or ECON-217.

ECON-332 Industrial Organization, 3 cr. Analysis of the competitive structure of industries and the major determinants of industrial organization such as economies of scale, mergers, vertical integration, advertising, and their effects on competitive firm behavior. Examination of the economic foundations and effects of government policies to regulate monopoly. *Prereq.:* ECON-217 or consent of instructor.

ECON-333 Urban Economics, 3 cr. Presentations of fundamental economic tools applicable to urban problems; identification of the economic causes of these problems and analysis of policies designed to correct them. *Prereq.:* ECON-215 and ECON-217.

ECON-334 Cost-Benefit Analysis, 3 cr. Alternative economic policies resulting from weighing the merits of spending public expenditures on various public projects. A systematic approach to the evaluation of individual projects in the selection of the best project to accomplish a given purpose, and in the establishment of priority order among the projects competing for limited funds. *Prereq.:* ECON-217.

ECON-335 Economics of Transportation, 3 cr. Demand for and costs of transportation. Urban and interurban markets for transport of people and goods. Regulation, deregulation, and public policy. *Prereq.:* ECON-215, ECON-217, ECON-220.

ECON-340 Managerial Economics, 3 cr. The application of economic theory to the analysis of business decision-making. Topics include the theory of production, costs, pricing, and capital budgeting. Specific tools such as constrained maximization and regression analysis are applied in a case approach to the estimation and forecasting of revenues and costs, and to the preparation of budget forecasts. *Prereq.:* ECON-220, ECON-304 and MATH-104.

ECON-401 Fundamentals of Business Economics, 4 cr. Provides knowledge of microeconomic and macroeconomic theory necessary for advanced business analysis. *Prereq.:* Enrollment in MBA program.

ECON-419 Economic Analysis for Managers, 3 cr. This course is an advanced introduction to the application of economic principles and methodologies within the decision-making process of the firm. It cultivates the ability to develop constrained maximization and minimization analyses and to apply those analyses to managerial problems of resource allocation, budgeting and forecasting. *Prereq.:* Mathematical requirements of the MBA program.

ENGLISH

one category, such as 15 hours in Writing or American Literature (9 hours of directed electives + 6 hours of free electives).

Major in English/Secondary Education for the Bachelor of Arts Degree

Teachers of English in secondary schools are typically required to teach a broad language arts curriculum. This interdisciplinary program combines literature, linguistics, reading, composition, and speech, providing excellent preparation for classroom teaching.

In order to meet the language arts/humanities requirements for certification, stud

Composition Track:

To be admitted to the MA program in English, Composition Track, a candidate must have a BA in English, English Education, or a related field subject to the approval of the Graduate Advisor in English.

Requirements for the Degree:

For students admitted to Master’s programs prior to the Fall 1997 semester, the majority of courses applied to the Master’s degree must be 400-level; a limited number of appropriate 300-level courses are applicable.

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.

Be sure to consult with your program advisor before registering for any 300-level course. This policy applies to all students entering graduate degree programs beginning with Fall 1997.

The graduate program requires 33 credit hours of coursework in literature (principally English and American), or 33 hours with a concentration in composition. (The specifics of each program are defined below.) Both programs require a final written examination.

Thesis Option:

A scholarly thesis or an original imaginative work, earning six credit hours, may be written by students enrolled in the literature track. Students on the composition track must write a scholarly thesis. After achieving degree candidacy, the student, in consultation with the graduate coordinator, should select a topic and choose an advisor. The approved thesis or imaginative work must be submitted to the graduate coordinator at least one month before a formal defense.

Examination:

When all course work is completed, degree candidates must pass a written examination, which is offered twice a year. A student who fails any part of the examination may take that part a second time. Permission to take it a third time may be granted by the departmental graduate committee after a review of the student’s record. Additional course work may be required before a third and final attempt.

Students completing the thesis option will give an oral defense of their thesis before a departmental committee.

Literature Track:

A student’s program should be planned with a view to achieving adequate and substantial preparation in English and American literatures, with some work in world literature. Courses in literary criticism, Shakespeare, Chaucer and the history of the English language must be taken in the master’s program if they were not taken in the undergraduate program. While the graduate coordinator may recommend more or less work

in English and American literatures, the typical program includes the following course work:

Required Courses:

ENGL-430 Studies in Literary Criticism	3 cr.
Two American literature courses at the 400-level, including at least one seminar	6 cr.
Three English literature courses at the 400-level, including at least one seminar	9 cr.
Electives chosen from 300-level (only those approved for graduate degree credit) and/or 400-level courses	9 cr.
ENGL-453 Thesis Seminar in English or Two additional 400-level courses	6 cr.
Total	33 cr.

Composition Track:

Students must complete the Core Curriculum coursework, plus 12 hours of approved electives; maintain good academic standing in the Graduate College; pass a comprehensive exam in the field of Composition; and, submit a thesis in Composition to be approved by a faculty committee appointed by the English Department.

Required Courses:

Core Curriculum	21 cr.
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ENGL-308 English Literature from Beowulf to Malory, 3 cr. A survey of English Medieval literature that, in dealing with major works (e.g. *Beowulf*, *The Canterbury Tales*, *Morte Darthur*, etc.), situates them in the relevant political and linguistic contexts, as well as the literary context of competing “minor” works and genres. *Prereq.:* same as ENGL-300.

ENGL-312 Literature of Colonial Times, 3 cr. Prose and poetry of the Puritan and Revolutionary eras. *Prereq.:* same as ENGL-300.

ENGL-313 American Literary Renaissance: 1830-1860, 3 cr. Prose and poetry of Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, and others. *Prereq.:* same as ENGL-300.

ENGL-314 Chaucer and His Age, 3 cr. Close study of selected early poems of Chaucer (ballads, envoys, and narratives), to present an introduction to the language and themes of Chaucer’s poetry and his age. The major portion of the course will be devoted to a close reading of *The Canterbury Tales* in the original Middle English. *Prereq.:* same as ENGL-300.

ENGL-315 Literature of the English Renaissance, 3 cr.

ENGL-342 Restoration and Eighteenth Century Literature II, 3 cr. Intensive study of contrasts in the Age of Enlightenment; interrelationship of politics and writers; neoclassic literature; beginnings of the novel; eighteenth century criticism and biography. *Prereq.: same as ENGL-300.*

ENGL-345 Practical Criticism, 3 cr. Introduction to some of the more important critical approaches to literature, emphasis on application as well as theory. *Prereq.: same as ENGL-300.*

ENGL-348 Prose and Poetry of the Victorian Age, 3 cr. Selected Victorian poetry, with consideration of the social background of the period (1837-1910). *Prereq.: same as ENGL-300.*

ENGL-350 The Victorian Novel, 3 cr. A study of the development of the novel in England from Dickens to Hardy, seen against the contemporary social and literary background. Theme and technique of the novel, methods of publication, major and minor writers. *Prereq.: same as ENGL-300.*

ENGL-351 The English Novel of the Eighteenth Century, 3 cr. The development of the English novel as a genre in the eighteenth century, including such precursors of the novel as Bunyan, Defoe, Lyly and Behn. *Prereq.: same as ENGL-300.*

ENGL-358 Readings in British Literature, 3 cr. Intensive study of selected literary movements, figures, or themes in British literature; each section carries an identifying title. Consult the Schedule of Classes for specific topics. *Prereq.: same as ENGL-300.*

ENGL-359 Independent Study in English, 3 cr. An independent study on the tutorial model, initiated at the student's suggestion to an instructor; course content designed in consultation with the instructor. *Prereq.: same as ENGL-300.*

ENGL-360 Detective Fiction, 3 cr. Literary and historical study of the detective story—from Poe and Sherlock Holmes—to Hammett and the present. *Prereq.: same as ENGL-300.*

ENGL-361 Development of the American Novel, 3 cr. The novel as a developing form from Charles Brockden Brown to William Faulkner and beyond. *Prereq.: same as ENGL-300.*

ENGL-365 West Indian Literature, 3 cr. Beginning with European response to the discovery of the Caribbean Islands (as evidenced in Shakespeare's *The Tempest*), the course will trace the area's discovery of its own identity as reflected in the works of such writers as Jean Rhys, V.S. Naipaul, Derek Walcott and others. *Prereq.: same as ENGL-300.*

ENGL-368 American Realism, 3 cr. An examination of the literature that reflects the movement from American romanticism to realism and through realism to literary naturalism, approximately 1865-1910. *Prereq.: same as ENGL-300.*

ENGL-370 Folklore and the Fairy Tale, 3 cr. Readings from both traditional and contemporary folktales, including modern adaptations of traditional stories. Emphasis on the similarities in different tales, and the differences in similar ones, with the aim of learning how the same elements pervade the archetypical stories, and how variations in detail bespeak different ethnic and cultural interests and concerns. *Prereq.: same as ENGL-300.*

ENGL-371 Studies in Women's Literature, 3 cr. Literature by or about women; includes writing by women, portrayals of female characters, attitudes toward women, and women's roles; other thematic concerns. *Prereq.: same as ENGL-300.*

ENGL-373 Yiddish Literature in Translation, 3 cr. Yiddish literature and the Yiddish language from its beginning to the present from Eastern Europe and West Germany to the East Side and West Roosevelt Road. *Prereq.: same as ENGL-300.*

ENGL-375 The Essentials of Tutoring Writing, 3 cr. This class considers the larger theoretical debates important to composition studies today and the practical aspects of writing tutorials. Students will read contemporary writing theory and apply this knowledge in work with small groups of

ENGL-385 Creative Writing: Poetry II, 3 cr. Students write poetry which is discussed and critiqued in class by instructor and students. *Prereq.:* same as ENGL-300, plus ENGL-235 or 236, or consent of instructor.

ENGL-386 Creative Writing: Fiction I, 3 cr. Students write prose fiction which is discussed and critiqued in class by instructor and students. *Prereq.:* same as ENGL-300, plus ENGL-235 or 236, or consent of instructor.

ENGL-387 Creative Writing: Fiction II, 3 cr. Students write prose fiction which is discussed and critiqued in class by instructor and students. *Prereq.:* same as ENGL-300, plus ENGL-235 or 236, or consent of instructor.

ENGL-388 Modern British and American Poetry, 3 cr. Introduction to modern poetry in English: its origins, dominant themes, and characteristic techniques. *Prereq.:* same as ENGL-300.

ENGL-389 Contemporary Poetry, 3 cr. A survey of poetry in English from 1950 to the present. This course will examine the major themes and techniques of poets writing during this period. *Prereq.:* same as ENGL-300.

ENGL-390 Young Adult Novel, 3 cr. Advanced study in literature for young adults, grades 7-10. Evaluation and selection of recent books in the area as well as the history of the genre. *Criteria for selection:* Book lists, indexes, professional literature in the field. Individual work on problem of special interest. *Prereq.:* same as ENGL-300.

ENGL-391 Children's Literature, 3 cr. Preparation for effective teaching of literature in the elementary school; wide reading of books for young children; story selection and story telling; authors and illustrators of children's books; classroom methods of stimulating creative expression; individual and group reading guidance. *Prereq.:* same as ENGL-300.

The following 300-level English courses are eligible for Graduate credit:

ENGL-300 Russian Literature: Gogol-Chekhov

ENGL-307 Development of the Arthurian Legend

ENGL-308 From Beowulf to Malory

ENGL-314 Chaucer and His Age

ENGL-316 Forms of Poetry

ENGL-368 American Realism

ENGL-376 Advanced Composition

ENGL-377 Argumentative Prose

ENGL-381 African-American Literature

ENGL-421 The Metaphysical Poets, 3 cr. The metaphysical tradition in seventeenth century poetry and its impact on modern poetry, including works of Donne, Herbert, Crashaw, Vaughan, and Traherne and critical studies of Johnson, Grierson, Eliot, Leavis, Williamson, and others. *Prereq.:* graduate standing, admission to a degree program in English, or written consent of instructor.

ENGL-430 Studies in Literary Criticism, 3 cr. A study of some of the central problems and issues of contemporary criticism, as exemplified by the writings of major theorists. *Prereq.:* same as ENGL-421.

ENGL-431 Bibliography and Research in English, 3 cr. Materials, methods, and tools of literary research; use of libraries; preparation of scholarly papers. *Prereq.:* same as ENGL-421.

ENGL-433 Seminar in Composition Theory, 3 cr. An extensive examination of current composition methodologies with emphasis upon the eclectic needs of the composition student.

Prereq.: same as ENGL-421.

ENGL-434 Seminar in Basic Writing Theory, 3 cr. A survey of types of students in basic writing classes, a review of placement tests for identifying levels of writing competency, and a careful examination of various basic writing methodologies. *Prereq.:* same as ENGL-421.

ENGL-435 Writing Assessment: Theory and Practice, 3 cr. Theoretical background on evaluating student writing, as well as practical training in how to diagnose and remediate problems with grammar and content at the secondary and college level. *Prereq.:* same as ENGL-421.

ENGL-436 Rhetorics of Composition, 3 cr. This course will provide students with a background in Classical Rhetoric and then examine how the conventions of Classical Rhetoric have been translated or transformed into rhetorics of composition, such as Expressionistic Rhetoric, Cognitive Rhetoric, Epistemic Rhetoric, and Social Construct Rhetoric.

Prereq.: same as ENGL-421.

ENGL-437 Contemporary Issues in Composition: Revolving Topics This course will explore contemporary issues in composition, with an emphasis on the intersection between theory and practice in writing instruction. Possible topics will include the relationship between technology and writing, multi-culturalism and writing, and critical theory and writing. Consult the Schedule of Classes for specific topic.

Prereq.: same as ENGL-421.

ENGL-438 Research in Composition, 3 cr. Materials and methods for library research in composition theory; preparation of scholarly work on composition; research designs and measurement techniques for qualitative and quantitative studies in composition. *Prereq.:* same as ENGL-421.

ENGL-439 Stylistics, 3 cr. Examination of the historical relationship of style to rhetoric; techniques for improving prose style; aspects of style as a part of writing evaluation.

Prereq.: same as ENGL-421.

ENGL-440 Malory, 3 cr. Examination of Sir Thomas Malory's *Morte D'Arthur* concentrating on structure and interpretation, while considering current controversies over authorship and the state of the text; attention to the position of the work in the development of the Arthurian legend and in the context of the fifteenth century. *Prereq.:* same as ENGL-421.

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

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

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

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

ENGL-446 Seminar in Contemporary English Literature, 3 cr. (See ENGL-441 for description.)

ENGL-447 Seminar in Contemporary American Literature, 3 cr. (See ENGL-441 for description.)

ENGL-448 Seminar in Nineteenth Century American Literature, 3 cr. (See ENGL-441 for description.)

ENGL-449 Studies in American Literature, 3 cr. Advanced study of selected American writers. Consult the Schedule of Classes for specific topics. *Prereq.: same as ENGL-421.*

ENGL-450 Studies in English Literature, 3 cr. Advanced study of selected English writers. Consult the Schedule of Classes for specific topics. *Prereq.: same as ENGL-421.*

ENGL-453 Thesis Seminar In English, 6 cr. Guidance of students conducting research and writing a thesis to fulfill requirements for the M.A. in English. *Prereq.: acceptance to master's degree candidacy in English.*

ENGL-454 Seminar in World Literature, 3 cr. Advanced study of a selected writer(s) in World Literature. Consult the Schedule of Classes for specific topics. *Prereq.: same as ENGL-421.*

ENGL-455 Studies in World Literature, 3 cr. Advanced study of selected writers in World literature. Consult the Schedule of Classes for specific topics. *Prereq.: same as ENGL-421.*

ENGL-456 William Blake, 3 cr. Intensive study of the works of Blake, noting the religious, political and social beliefs, opinions and doctrines his works evaluate and challenge. *Prereq.: same as ENGL-421.*

ENGL-457 The Poetry and Prose of Shelley, 3 cr. An intensive study of the poetry and prose works of Shelley in the light of his social, religious and political milieu and with the aid of pertinent scholarship regarding the poet. *Prereq.: same as ENGL-421.*

ENGL-458 Troilus and Criseyde, 3 cr. Study of the development of the legend of Troilus from a brief mention in *The Iliad* through the dramatic treatment in 12th century chronicles and Boccaccio's great romance to Chaucer's major verse 'novel' and Shakespeare's enigmatic drama. *Prereq.: same as ENGL-421.*

ENGL-459 Dante, 3 cr. Study of the poetry (in translation) of the major Italian poet of the Middle Ages and Renaissance concentrating on the Vita Nuova and the Divine Comedy with consideration of the theological, philosophical and cultural sources of Dante's work. *Prereq.: same as ENGL-421.*

ENGL-461 Dostoevski: The Major Works, 3 cr. Dostoevski's major works (such as *Notes from the Underground*, *Crime and Punishment*, *The Idiot*, *The Brothers Karamazov*) in relation to the social, political, and religious issues which concerned the writer. *Prereq.: same as ENGL-421.*

ENGL-469 Seminar in Southern Literature, 3 cr. Intensive reading of twentieth-century Southern literature exclusive of Faulkner with emphasis on the sociological and psychological aspects of the literature as they mirror life in America's South. *Prereq.: same as ENGL-421.*

ENGL-470 Seminar in Faulkner, 3 cr. Intensive reading of the short fiction and novels of William Faulkner with specific attention on his development as a novelist and his place among twentieth century American authors. *Prereq.: same as ENGL-421.*

ENGL-474 Seminar in Byron, 3 cr. Close examination of the poetic canon of Lord Byron. *Prereq.: same as ENGL-421.*

ENGL-475 Seminar in Keats, 3 cr. Close examination of the poetic canon of John Keats. *Prereq.: same as ENGL-421.*

Italian

FL-ITAL-101 Italian I, 3 cr. Development of basic skills in listening, speaking, reading, and writing. Cultural appreciation.

FL-ITAL-102 Italian II, 3 cr. Continuation of FL-ITAL-101. *Prereq.:* FL-ITAL-101 or equivalent.

FL-ITAL-103 Italian III, 3 cr. Continuation of FL-ITAL-102. Completes the study of the basic elements of Italian. *Prereq.:* FL-ITAL-102 or equivalent.

Japanese

FL-JPN-101 Japanese I, 3 cr. Development of basic skills in listening, speaking, reading, and writing. Cultural appreciation.

FL-JPN-102 Japanese II, 3 cr. Continuation of development of skills in listening, speaking, reading, and writing. Cultural appreciation. *Prereq.:* FL-JPN-101 or equivalent.

FL-JPN-103 Japanese III, 3 cr. Continuation of development of skills in listening, speaking, reading, and writing. Cultural appreciation. *Prereq.:* FL-JPN-102 or equivalent.

FL-JPN-104 Japanese IV, 3 cr. Continuation of development of skills in listening, speaking, reading, and writing. Cultural appreciation. *Prereq.:* FL-JPN-103 or equivalent.

Korean

FL-KOR-101 Korean I, 3 cr. Development of basic skills in speaking, listening, reading, and writing. Cultural appreciation.

FL-KOR-102 Korean II, 3 cr. Continuation of development of skills in listening, speaking, reading, and writing. Cultural appreciation. *Prereq.:* FL-KOR-101 or equivalent.

FL-KOR-103 Korean III, 3 cr. Continuation of development of skills in listening, speaking, reading, and writing. Cultural appreciation. *Prereq.:* FL-KOR-102 or equivalent.

FL-KOR-204 Introduction to Korean Culture, 3 cr. Introduction to Korean culture and history. Conducted in English. *Prereq.:* None.

FL-KOR-205 Business Korean, 3 cr. 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. *Prereq.:* FL-KOR-103 or equivalent or consent of instructor.

FL-KOR-220 Korean Conversation I, 3 cr. Development of oral-aural communication skills with emphasis on everyday situations. *Prereq.:* FL-KOR- 103 or consent of instructor.

FL-KOR-221 Korean Grammar and Composition I, 3 cr. Overview of grammar with emphasis on writing skills. *Prereq.:* FL-KOR- 103 or consent of instructor.

FL-KOR-222 Korean Conversation II, 3 cr. Continuation of FL-KOR-220 with emphasis on sophistication in speaking Korean through simulation and role playing. *Prereq.:* FL-KOR-220 or consent of instructor.

FL-KOR-223 Korean Grammar and Composition II, 3 cr. Continuation of FL-KOR-221. *Prereq.:* FL-KOR-221 or consent of instructor.

FL-KOR-313 Introduction to Korean Literature, 3 cr. Overview of literary periods and significant trends in Korean and Korean-American Literature. Survey of major writers and their principal works. *Prereq.:* FL-KOR-222 or consent of instructor.

FL-KOR-319 Applied Korean Linguistics, 3 cr. Introduction to the history of the Korean language. Analysis of linguistic structure of Korean and a systematic comparison of Korean and English. *Prereq.:* FL-KOR-223 or equivalent or consent of instructor.

FL-KOR-360 Korean Seminar, 3 cr. An in-depth study of

FL-SPAN-230 Spanish Conversation II, 3 cr. Continuation of FL-SPAN-220 with emphasis on spontaneous conversation. Conducted in Spanish. *Prereq.: FL-SPAN-220.*

FL-SPAN-240 Extensive Reading in Spanish, 3 cr. Reading of a wide variety of longer passages with emphasis on general comprehension. Conducted in Spanish. *Prereq.: FL-SPAN-224.*

FL-SPAN-250 Composition for the Spanish-Speaking II, 3 cr. Continuation of FL-SPAN-228. Instruction in Spanish grammar for the Spanish-speaking student. Conducted in Spanish. *Prereq.: FL-SPAN-228.*

FL-SPAN-312 Spanish Conversation III, 3 cr. Continuation of FL-SPAN-230. Mastery of various speaking skills leading toward communicative competence. Conducted in Spanish. *Prereq.: FL-SPAN-230.*

UNDERGRADUATE PROGRAMS

In addition to the individual degree program requirements the department has two other undergraduate degree requirements: (a.) completion of department's computer literacy requirement, and (b.) submission of a portfolio containing copies of relevant research papers and projects completed in courses related to the major. This latter requirement is to assist the department in conducting its annual program assessment.

Major in Geography for the Bachelor of Arts Degree

Requirements:

Global Geography	3 cr.
G&ES-104 World Geography	
Physical Environment:	6 cr.
G&ES-205 Climate, Soils and Vegetation	3 cr.
G&ES-206 Landforms.....	3 cr.
Human Environment: (Select two)	6 cr.
G&ES-213 Cultural Geography	3 cr.
G&ES-312 Economic Geography	3 cr.
G&ES-317 Urban Geography	3 cr.
Geographic Techniques: (Select two)	6 cr.
G&ES-322 Aerial Photo Interpretation	3 cr.
G&ES-376 Cartography 1	3 cr.
G&ES-377 Computer Cartography	3 cr.
G&ES-382 Remote Sensing	3 cr.

Applicants must have the equivalent of an undergraduate minor in geography or environmental studies. Students lacking this level of preparation may be required to remedy any deficiencies noted in their background.

The department specifically requires that the Statement of Goals and Objectives, included with the Admission Applications package, be two typewritten pages. This statement should demonstrate the student's organizational and writing skills and should specify as clearly as possible the student's (a) reasons for selecting the G&ES program of study, (b) academic/professional goals, and (c) plans for achieving them.

Degree Requirements:

For students admitted to Master's programs prior to the Fall 1997 semester, the majority of courses applied to the Master's degree must be 400-level; a limited number of appropriate 300-level courses are applicable.

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 62 Fall

G&ES-220 Environmental Pollution Control, 3 cr.
Introductory course in environmental pollution with emphasis on air, noise, solid waste, sources of pollution, methods of measurement and analysis, as well as legal and economic

the interdisciplinary concepts for addressing these problems. The final part of the course deals with relations with external communities and interest groups and future policies for managing national and international parks and equivalent reserves.

G&ES-331 The Natural Environment in Spring, 3 cr. Integrative study of seasonal changes of the natural environment in spring; climate, soils, water, plants, animals, and the human relationships associated with seasonal changes. Conducted primarily in the field.

G&ES-332 The Natural Environment in Summer, 3 cr. (See G&ES-331 for course description.)

G&ES-333 The Natural Environment in Autumn, 3 cr. (See G&ES-331 for course description.)

G&ES-334 The Natural Environment in Winter, 3 cr. (See G&ES-331 for course description.)

G&ES-339 Geography of Fossil Energy Resources, 3 cr. Examination of the geographical distribution and locational factors influencing the use of fossil energy resources and the dynamics of their consumption, including an overview of historical patterns, and current and future trends; new technologies and management strategies against the background of finite resource base and projected need for worldwide conservation of fossil fuels. Several sessions to be held in the field.

G&ES-340 Water Resources Planning, 3 cr. Detailed investigation of need for water resources planning and the use of appropriate planning techniques, with emphasis on multipurpose resource management.

G&ES-341 Field Methods in Water Resources, 3 cr. Examination and application of methodologies utilized in water resource exploration and development, with emphasis on seismic and resistivity techniques. Field trips and research project required. *Prereq.:* G&ES-340 and ESCI-337 or consent of instructor.

G&ES-342 Wastewater Treatment, 3 cr. Analysis of waste water treatment systems, including water contaminated by toxic and hazardous substances. Use of treated waste water and sludge. Field trips and projects. *Prereq.:* G&ES-340 and CHEM-211 or equivalent.

G&ES-346 Geography of Metropolitan Chicago, 3 cr. Geographical factors affecting Chicago; detailed study of communities within Chicago and its suburbs in Illinois; field trips.

G&ES-347 Rehabilitation of Historic Urban Areas: Neighborhood Renovation, 3 cr. Basic issues and principles of historic urban neighborhood preservation, revitalization, restoration and gentrification emphasizing public and private market initiatives. Field work in the Chicago metropolitan area provides exposure to preparation and methods of surveying, collecting, recording and processing data for the preservation of historic districts.

G&ES-350 Marketing Geography, 3 cr. Spatial patterns of market activities at the wholesale and retail levels, theories of the location of private and public service facilities and methods of store location; planning and market area analysis.

Prereq.: G&ES-312, or ECON-217, or consent of instructor.

G&ES-351 Statistics for Geography and Environmental Studies, 3 cr. Introduction to statistical problems, principles, and techniques for the study of geography or earth sciences.

Prereq.: nine credits in geography and environmental studies and MATH-104 or equivalent.

G&ES-352 Independent Study in Geography and Environmental Studies, 3 cr. Study of a topic of special interest to the student. *Prereq.:* consent of instructor.

G&ES-353 Independent Study in Geography and Environmental Studies, 2 cr. (See G&ES-352 for description.)

G&ES-354 Independent Study in Geography and Environmental Studies, 1 cr. (See G&ES-352 for description.)

G&ES-355 Metropolitan Transportation: Problems and Planning, 3 cr. Problems of transportation in the metropolitan area, focusing on commuting, expressway development, the automobile vs. public transportation, and congestion in the central business district. Emphasis on the attempts to plan more effective transportation systems, looking particularly at the Chicago area. *Prereq.:* G&ES-317 or consent of instructor.

G&ES-356 Coastal Environments, 3 cr. Analysis of the morphology of coastal environments including the factors that influence their development and distribution including human impact on contemporary coastal environments. *Prereq.:* six hours in geography and environmental studies and G&ES-206 or consent of instructor.

G&ES-357 Geography of Natural Hazards, 3 cr. Investigation of varied natural and quasi-natural hazards

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G&ES-362 Population Problems, 3 cr. Growth and distribution of population; elements of population change such as birth, death, and migration; short and long term problems of local and global nature.

G&ES-363 Field Experience, 3 cr.

G&ES-451 Seminar in Recreation Planning, 3 cr. Field work primarily in the Chicago metropolitan area. Examination of problems, hypothesis testing, and data processing on selected topics in urban recreation. *Prereq.:* graduate standing and consent of instructor.

G&ES-452 Field Work in Environmental Studies, 6 cr. Field techniques in environmental science, covering drainage systems, location of sanitary landfills, water pollution sources, distribution of landforms and glacial deposits. *Prereq.:* graduate standing and consent of instructor.

G&ES-461 Independent Study in Geography and Environmental Studies, 3 cr. Independent research on a topic chosen in consultation with the instructor. *Prereq.:* graduate standing and consent of instructor.

G&ES-471 Seminar in Urban Geography, 3 cr. Intensive discussion, study and research on the most essential topics in urban geography; central place theory, urban renewal programs, population and economic development; field work. *Prereq.:* graduate standing.

Oceanography

G&ES-OC-324 Oceanography I, 3 cr. Ocean boundaries and bottom topography. Origin and evolution of ocean basins. Nature and characteristics of coastal and marine sediments. Gathering of oceanological data and development of the marine sciences. *Prereq.:* G&ES-205 or ESCI-121 or ESCI-211 or consent of instructor.

G&ES-OC-325 Oceanography II, 3 cr. Physical and chemical properties and characteristics of sea water. Hydrodynamics, currents, waves, tides, circulation. Life conditions in the ocean environment, relationship to marine biology. Economic oceanography; the use of statistical methods and marine cartography. *Prereq.:* G&ES-324 or consent of instructor.

G&ES-OC-335 Ocean Resources, 3 cr. Comprehensive study of the current and future exploitation of the ocean resources.

HISTORY

Gregory Holmes Singleton, Ph.D., Professor, Chair

Andrew Eisenberg, Ph.D., Associate Professor

Patrick B. Miller, Ph.D., Associate Professor

Steven A. Riess, Ph.D., Professor

Susan E. Rosa, Ph.D., Associate Professor

Zachary S. Schiffman, Ph.D., Professor

Andrew Shankman, Ph.D., Assistant Professor

June Sochen, Ph.D., Professor

Salme Harju Steinberg, Ph.D., Professor

Charles R. Steinwedel, Ph.D., Assistant Professor

Michael W. Tuck, Ph.D., Assistant Professor

The Department of History is committed to providing all students with an historical perspective in its undergraduate and graduate courses so they can better understand the present and can

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Patricaidtudents

Minor in History (18 cr. hrs.)

Six history courses (18 credit hours) of which a minimum of nine credit hours must be earned at the 300-level, chosen in consultation with a departmental advisor.

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

GRADUATE PROGRAM

HIST-300B Ancient Rome, 3 cr. The history of Rome from prehistoric cultures to the end of the Roman Empire. *Prereq.:* Two courses in history or consent of instructor.

HIST-301 Medieval Europe, 3 cr. Major themes of the Middle Ages in Europe with emphasis on Western Europe. *Prereq.:* Two courses in history or consent of instructor.

HIST-302A Age of Renaissance, 3 cr. The political and cultural history of Italy and Northern Europe from 1300-1600. *Prereq.:* Two courses in history or consent of instructor.

HIST-302B Age of the Reformation, 3 cr. The religious crisis within Roman Catholicism and the genesis and growth of the Protestant movement. *Prereq.:* Two courses in history or consent of instructor.

HIST-303 Europe During the Ancien Regime — Seventeenth and Eighteenth Centuries, 3 cr. The political, economic, social, and intellectual development of Europe in the seventeenth and eighteenth centuries. *Prereq.:* Two courses in history or consent of instructor.

HIST-304 Europe in the Age of Revolution, 1789-1871, 3 cr. The historical forces in European society from the French Revolution to the completion of the unification processes. *Prereq.:* Two courses in history or consent of instructor.

HIST-305 Europe in the Age of Imperialism, 1871-1919, 3 cr. The historical forces in European society during the period of great territorial expansion and rivalry culminating in the First World War. *Prereq.:* Two courses in history or consent of instructor.

HIST-306 Europe in the Age of Ferment, 1919-Present, 3 cr. European history in the time of recurrent warfare, dislocation, authoritarianism, and reappraisal. *Prereq.:* Two courses in history or consent of instructor.

HIST-307A The Age of the Baroque, 3 cr. An examination of the intellectual and cultural history of seventeenth-century Europe, with special emphasis on scientific, philosophical, political, and religious thought. *Prereq.:* Two courses in history or consent of instructor.

HIST-307B The Age of the Enlightenment, 3 cr. An examination of the intellectual and cultural history of eighteenth-century Europe, with special emphasis on religious, political and philosophical thought. *Prereq.:* Two courses in history or consent of instructor.

HIST-310 History of Spain, 3 cr. Survey of Spanish history from its pre-historic times to the present, with emphasis on social and economic developments; special attention to issues affecting Spain in the last two centuries. *Prereq.:* Two courses in history or consent of instructor.

HIST-311A History of England to 1688, 3 cr. Survey of English history to the revolution of 1688; emphasis on significant themes, such as the evolution of monarchy and parliament, medieval society, the Elizabethan world, and constitutional crisis in Stuart England. *Prereq.:* Two courses in history or consent of instructor.

HIST-311B History of England from 1688 to the Present, 3 cr. The political, economic and cultural forces that shaped Great Britain. Emphasis on the class structure, the transition to an industrial society, Georgian and Victorian culture, contemporary Britain. *Prereq.:* Two courses in history or consent of instructor.

HIST-312 Tudor England, 3 cr. Major political, social, intellectual and economic trends in sixteenth century England. *Prereq.:* Two courses in history or consent of instructor.

HIST-313A The History of Prussia, 3 cr. The evolution of Prussia in the seventeenth and eighteenth centuries with emphasis upon her role in the political and social institutions of Germany, Europe and the world through 1918. *Prereq.:* Two courses in history or consent of instructor.

HIST-313B Twentieth Century Germany, 3 cr. Study of the problems faced by twentieth century Germany, including the demise of the Weimar Republic and the political and social origins of the Nazi Movement, and the situation of post-war Germany. *Prereq.:* Two courses in history or consent of instructor.

HIST-314A Russian History from the Varangians to 1855, 3 cr. The Russian people, state, and culture from their origins to the death of Nicholas I. *Prereq.:*

HIST-335 History of Crime and Violence in America, 3 cr.

Survey of the historic patterns of crime and violence, and the evolution of the criminal justice system in the United States from the colonial era to the present day. *Prereq.:* Two courses in history or consent of instructor.

HIST-337 The History of the South, 1877 to Present, 3 cr.

Intensive study of the politics of the South after Reconstruction; the emergence of the industrial South; the Black's place in this new situation, and the rise of segregation at the turn of the century with particular attention to the problem of the Black American and the value system of the South in light of civil rights considerations. *Prereq.:* Two courses in history or consent of instructor.

HIST-338 Women in American History, 3 cr. Survey, from

HIST-372 History of Southern Africa, 3 cr. This course covers the major themes in the history of Southern Africa in the last 200 years. The primary focus is on the lives of Africans and how people shaped their world, especially under the strains of colonialism and apartheid, and in their struggle for independence. Although the country of South Africa will occupy a significant place in the course, important processes like industrialization affected the entire region, and surrounding colonies and countries also will be studied. *Prereq.:* Two courses in history or consent of instructor.

HIST-373 Women and Gender in African History, 3 cr. This course examines the related issues of women and gender in Africa, primarily in the last 200 years. Among the major topics it covers are women's experience in agricultural societies and in urban areas, and their roles as traders, laborers, and political leaders. It will also explore differences among women in Africa, for example in social standing, religion, and ethnicity. *Prereq.:* Two courses in history or consent of instructor.

HIST-380 History of Christianity, 3 cr. 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. *Prereq.:* Two courses in history or consent of instructor.

HIST-381 History of the Second World War, 3 cr. Intensive study of the Second World War in its global aspects and implications, including post-war developments and the cold war. *Prereq.:* Two courses in history or consent of instructor.

HIST-382 The World In the Twentieth Century, 3 cr. Contemporary world developments, including the causes and consequences of the two world wars, their impact on the non-European world, the rise of World Communism, the breakup of the colonial empires, etc. *Prereq.:* Two courses in history or consent of instructor.

HIST-383A Historical Biography: Early America, 3 cr. Important biographies treating major or representative figures in early American history; the personal, psychological and period forces affecting the behavior of key historical figures. *Prereq.:* Two courses in history or consent of instructor.

HIST-383B Historical Biography: Modern America, 3 cr. Important biographies treating major or representative figures in modern American history; the personal, psychological and period forces affecting the behavior of key historical figures. *Prereq.:* Two courses in history or consent of instructor.

HIST-390 Historical Perspectives, 3 cr. Changing cultural patterns and social structure under the impact of changing technology; concepts and data from anthropology and sociology are used in a historical setting. Consult the Schedule of Classes for specific topics. *Prereq.:* Two courses in history or consent of instructor.

HIST-390A The German-American Experience 1683-1983, 3 cr. Survey of the waves of German immigration to the United States from the first settlers at Germantown, Pennsylvania to the present era with attention to the European events shaping each particular wave of emigrants and the German communities already established in the New World. *Prereq.:* Two courses in history or consent of instructor.

HIST-391 Contemporary Historical Problems, 3 cr. Exploration and analysis of important current political, economic, social, and cultural issues. Consult the Schedule of Classes for specific topics. *Prereq.:* Two courses in history or consent of instructor.

HIST-392 Problems In History, 3 cr. Exploration and analysis of topics in history; relevant sources and scholarly research. Consult the Schedule of Classes for specific topics. *Prereq.:* Two courses in history or consent of instructor.

HIST-393 Pro-Seminar In History, 3 cr. Intensive reading and discussion. Students will be assigned weekly readings, prepare papers, and discuss some major aspect of history. *Prereq.:* Two courses in history or consent of instructor.

HIST-394 Historical Topics and Study of the History Papers, 14 cr. Historical Topics and Study of the History Papers, 14 cr. given region or country in conjunction with an on-the-spot investigation of historical and cultural sites and landmarks. *Prereq.:* Two courses in history or consent of instructor.

HIST-395A Independent Study In History, 3 cr. Intensive study in selected subject and periods of history. *Prereq.:* Two courses in history or consent of instructor.

HIST-395B Independent Study In History, 2 cr. (See HIST-395A for description.) *Prereq.:* Two courses in history or consent of instructor.

HIST-395C Independent Study In History, 1 cr. (See HIST-395A for description.) *Prereq.:* Two courses in history or consent of instructor.

HIST-395D Independent Study In U.S. History, 1 cr. Intensive study in selected subjects and periods in American history. *Prereq.:* consent of instructor.

HIST-396 Internship I, 3 cr. Situates student interns in workplace positions— museums, research organizations, publishers, advertising agencies, government offices, business corporations, etc.—where historical background, analysis, and methodology may be put to practical use. Helps students to improve research skills as well as explore career possibilities. Class consists of at least 8 hours per week at the workplace, in addition to periodic meetings with faculty and other students. *Prereq.:* two courses in history and consent of instructor.

HIST-401 Historiography and Historical Method, 3 cr.

HIST-414 Readings In Modern English History, 3 cr. Intensive readings and discussion on aspects of the history of Modern England. Consult the Schedule of Classes for specific topics. *Prereq.: same as HIST-401.*

HIST-415 Readings In 19th Century Europe, 3 cr. Intensive readings and discussion on aspects of nineteenth century European history. Consult the Schedule of Classes for specific topics. *Prereq.: same as HIST-401.*

HIST-416 Readings In 20th Century Europe, 3 cr. Intensive readings and discussion on aspects of twentieth century European history. Consult the Schedule of Classes for specific topics. *Prereq.: same as HIST-401.*

HIST-417 Readings In History of Weimar and Nazi Germany, 3 cr. Intensive readings and discussion on aspects of Weimar and Nazi Germany. *Prereq.: same as HIST-401.*

HIST-420 Seminar In Early Modern Europe, 3 cr. Research on various topics in the history of early Modern Europe. A paper bc. A

HIST-460 Readings In Modern Japanese History, 3 cr. Intensive readings and discussion on the development of the modern Japanese state and society since the nineteenth century. *Prereq.:* same as HIST-401.

HIST-461 Readings In Classical Chinese History, 3 cr. Intensive readings and discussion on Chinese history from the Archaic Shang period (c. 1200 B.C.) through the seventeenth century. *Prereq.:* same as HIST-401.

HIST-463 Readings In Modern Chinese History, 3 cr. Intensive readings and discussion on various aspects of modern Chinese history from the nineteenth century to the present. *Prereq.:* same as HIST 401.

HIST-470 Readings in African History, 3 cr. This course is designed to provide the graduate students in history an introduction to the field of African history. Students will explore issues of sources and approaches which make African history distinct from other fields. Students will trace the development of African history in the last few decades, examine some of the major subjects, and study the most recent works to see where the field is headed. *Prereq.:* same as HIST-401.

HIST-490 Independent Graduate Study In History, 3 cr. Intensive and guided study in selected subjects and periods of history. *Prereq.:* graduate standing and, consent of instructor.

HIST-496 Internship, 3 cr. Situates student interns in workplace positions—museums, research organizations, publishers, advertising agencies, government offices, business

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Electives: (3 credit hours)

(selected from the following): 3 cr.

LING-301 History of the English Language

LING-321 First & Second Language Acquisition

LING-322 Introduction to Sociolinguistics

LING-340 TESL: Practices and Procedures

Total 9 cr.

For a complete description of the degree program in English (Secondary Education), see the English section of this catalog.

GRADUATE PROGRAM

Master of Arts in Linguistics

The graduate program offers work leading to a master of arts degree in Linguistics. This degree may be taken with a Concentration in Teaching English as a Second Language.

Requirements for Admission to the Program:

Students must fulfill the requirements for admission to the Graduate College.

Program Prerequisites:

For students whose native language is English: 9 hours of undergraduate work in one foreign language or equivalent (as interpreted by the graduate advisors.)

For students whose native language is not English: English proficiency demonstrated by a score of 600 on the TOEFL.

For those selecting the concentration in TESL, a score of 50 on the Test of Spoken English (TSE) is also required.

Requirements for the Degree:

For students admitted to Master's programs prior to the Fall 1997 semester, the majority of courses applied to the Master's degree must be 400-level; a limited number of

LING-201 Introduction to General Linguistics, 3 cr. 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-301 History of the English Language, 3 cr. Historical descriptive linguistic survey of English from its origins to modern English. *Prereq: LING-201.*

LING-303 Grammars of English, 3 cr. A descriptive and historical analysis of English grammar. *Prereq: LING-201.*

LING-304 Introduction to Phonology, 3 cr. Introduction to theories of sound patterning in language. Includes articulatory phonetics, phonemics, morpheme structure, phonological feature systems, and topics from generative phonology. *Prereq: LING-201*

LING-320 Language and Culture: Varies, 3 cr. Anthropological, psychological and linguistic study of various aspects of the interconnections of language and culture. Topics may include Japan, Southeast Asia, Thailand, Maya, Latin America, Native American, Afro-American, the hearing impaired. *Prereq: LING-201.*

LING-321 First and Second Language Acquisition, 3 cr. Survey of recent theories and research on children's acquisition of phonological, morphological, syntactic, semantic, and pragmatic systems of their first language. Survey of recent theories and research on second language acquisition. *Prereq: LING-201.*

LING-322 Introduction to Sociolinguistics, 3 cr. A look at language variation based on social contexts. Includes ethnic, regional and social dialects, language and gender, and pidgin and creole language systems. *Prereq: LING-201.*

LING-340 Teaching English as a Second Language: Practices and Procedures, 3 cr. Practices and techniques related to the teaching of English as a second language, in ESL or bilingual education programs; meant for those students who are not yet teaching in the field. *Prereq: LING-201.*

LING-341 Teaching English as a Second Language: Principles of Language Teaching, 3 cr. Theories and principles underlying the teaching of English as a second language to limited-English speaking children and adults. Survey of various methodologies in second language teaching and bilingual education. Reviews relationships between language and culture and discusses the major problems in language education. *Prereq: LING-201.*

LING 343 - TESL Assessment . 3 cr. Testing and Assessment as they relate to limited English proficient students; information on instruments and procedures for testing language and cognitive development; proficiency, placement and achievement testing. Students look at well known standardized testing devices such as the bilingual syntax measure and the TOEFL test, at cultural and instrumental bias in testing, and

at procedures for writing and evaluating classroom tests and various test item types. *Prereq.: LING 340 or LING 341.*

LING-345 Linguistics and Reading, 3 cr. Relationship between language structure and the reading process with emphasis on the practical problems such as the variety of dialectally different sound-symbol-correspondences in English, the perception of speech sounds, the reader's interpretation of syntactic and semantic structures, various alphabetic systems for teaching beginning reading, and an analysis of linguistics texts for teaching reading. Designed to be useful to the in-service classroom teacher as well as to undergraduates. *This course is crosslisted as Reading 345 and may be taken for graduate credit with the consent of the graduate advisor.*

LING-492 Seminar in Linguistics and Related Fields, 3 cr. Advanced work and individual projects in a selected area of linguistic specialization, such as psycholinguistics, sociolinguistics, bilingualism and creole languages. Consult the Schedule of Classes for specific topics. *Prereq.:* graduate standing, seven courses in linguistics including LING-401, LING-420, LING-426, and a B average.

LING-493 Seminar in Linguistic Theory, 3 cr. Advanced work and individual projects in a selected area of linguistic theory. Topics may include Readings in Linguistics, Semantics and Syntax. Consult the Schedule of Classes for specific topics. *Prereq.:* graduate standing, seven courses in linguistics including LING-401, LING-420, LING-426 and a B average.

LING-494 Seminar in Historical Linguistics, 3 cr. Advanced work and individual projects in a selected area of historical linguistics. Topics may include etymology and cultural contexts. Consult the Schedule of Classes for specific topics. *Prereq.:* graduate standing, seven courses in linguistics including LING-401, LING-420, LING-426 and a B average.

LING-499 Thesis Seminar: Linguistics, 6 cr. Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Arts degree in Linguistics. *Prereq.:* candidacy for the Master of Arts in Linguistics, seven courses in linguistics including LING-401, LING-420, LING-426 and a B average.

MATHEMATICS

Joo Koo, Ph.D., Professor, Chair
 Tomasz Bielecki, Ph.D., Associate Professor
 Barry Dayton, Ph.D., Professor
 Lidia Z. Filus, Advanced Degree, Professor
 Marian Gidea, Ph.D., Assistant Professor
 P. Wagala Gwanyama, Ph.D., Associate Professor
 Geraldine Hemmer, Ph.D., Associate Professor
 Anna-Lise Jensen, Ph.D., Associate Professor
 Anna Mitina, Ph.D., Associate Professor
 Paul P. O'Hara, Ph.D., Associate Professor
 Marina Polyashuk, Ph.D., Assistant Professor
 Rakesh K. Rustagi, Ph.D., Associate Professor
 David H. Rutschman, Ph.D., Professor
 Zhonggang Zeng, Ph.D., Associate Professor

The Department of Mathematics offers courses leading to the degrees of Bachelor of Arts, Master of Arts for Elementary Teachers, and Master of Science.

An undergraduate major in mathematics provides preparation for mathematics-related careers and for graduate study. Students may also combine a study of mathematics with teacher education.

UNDERGRADUATE PROGRAMS

The Department of Mathematics offers specializations in the areas of applied mathematics and secondary teaching. For complete details contact the Department of Mathematics (S-214C) for a copy of the Handbook for Majors.

Major in Mathematics for the Bachelor of Arts Degree

Required Courses:

MATH-107 Calculus I	4 cr.
MATH-202 Calculus II	4 cr.
MATH-203 Calculus III	4 cr.
MATH-243 Linear Algebra I	3 cr.
MATH-251 Discrete Mathematics	3 cr.
MATH-340 Computing for Mathematicians	4 cr.

Additional courses in mathematics chosen in consultation with the appropriate departmental advisor	21 cr.
Total	43 cr.

Students wishing to be certified to teach mathematics in secondary schools should consult the Secondary Education section of this catalog.

Elementary Education and Humanities Mathematics Minor

Required Courses:

MATH-107 Calculus I	4 cr.
MATH-202 Calculus II	4 cr.
MATH-243 Linear Algebra I	3 cr.
MATH-251 Discrete Mathematics	3 cr.
MATH-305 Probability and Statistics	3 cr.

Select two of the following:	6 cr.
MATH-312 Foundations of Geometry	
MATH-321 History of Mathematics	
MATH-322 Number Theory	
MATH-331 Foundations of Algebra	
MATH-337 Theory of Equations	

Total 23 cr.

For a complete description of the degree program in Elementary Education, see the Elementary Education section of this catalog.

Minor in Mathematics (21 cr. hrs.)

Required Courses:

MATH-107 Calculus I	4 cr.
MATH-202 Calculus II	4 cr.
MATH-203 Calculus III	4 cr.

General first order and second order linear differential equations, linear systems of differential equations and numerical methods. *Prereq.: MATH-203.*

MATH-302 Ordinary Differential Equations II, 3 cr. Linear and nonlinear systems, matrix methods and applications to problems in the sciences. Existence and stability theory. Boundary value problems and Fourier series. *Prereq.: MATH-301.*

MATH-303 Partial Differential Equations, 3 cr. Introduction to partial differential equations and methods of finding solutions. *Prereq.: MATH-301.*

MATH-304 Introduction to Numerical Analysis, 3 cr. Solutions of equations of one variable, interpolation and polynomial approximation, numerical integration and methods of solutions of linear systems. *Prereq.: MATH-203, MATH-340 and MATH-243.*

MATH-305 Probability and Statistics, 3 cr. Fundamentals and axioms; probability spaces; combinatorial probability; conditional probability; random variables; binomial, Poisson, uniform, normal, chi-square, Student's t-distribution; central limit theorem; Statistical Data Analysis: descriptive statistics, point and interval estimation, elements of hypothesis testing, small vs. large samples. *Prereq.: MATH-202.*

MATH-306 Linear Programming and Extensions, 3 cr. Linear programming models; geometric and algebraic foundations of the simplex algorithm; duality theory; the revised and dual algorithms; sensitivity analysis; integer programming. *Prereq.: MATH-203 and MATH-243.*

MATH-307 Probability Models for Operations Research, 3 cr. Basic mathematical aspects of probability models with emphasis on problem solving. Topics include Markov processes, Markov Chains and Queuing Theory. *Prereq: Math-305.*

MATH-309 Numerical Analysis II, 3 cr. Iterative methods for linear and non-linear systems of equations, approximation of eigenvalues, initial value problems, ordinary and partial boundary value problems and approximation theory. *Prereq.: MATH-304.*

MATH-312 Foundations of Geometry, 3 cr. Axiomatic systems and models of geometries. Projective and transformational geometry.

B a s i c c a l A n a l y s i s , 3 c r . A x i o m a 9

MATH-473 Advanced Topics in Operations Research, 3 cr.

Possible topics include: applied graph theory; non-linear programming; the mathematics of time series analysis; advanced topics in series analysis; advanced topics in simulation and modeling. *Prereq: varies with topic.*

MATH-474 Mathematical Modeling, 3 cr.

Formulation, analysis and interpretation of mathematical models describing phenomena from the natural and social sciences. Topics may include: model construction, explicative versus predictive models, model fitting, optimization, empirical models, simulation models, dynamical models, dimensional analysis and other related topics. A term project (team or individual) will be required. *Prereq: Acceptance into the Master of Science in Mathematics program.*

MATH-491 Independent Study in Mathematics, 1 cr.

Individual investigation into a topic of interest of the student's choice. *Prereq.: graduate standing and consent of instructor.*

MATH-492 Independent Study in Mathematics, 2 cr. (See MATH-491 for description.)

MATH-493 Independent Study in Mathematics, 3 cr. (See MATH-491 for description.)

MATH-494 Thesis Seminar—Mathematics, 6 cr. Students conduct research and write a thesis to fulfill requirements for the Master of Science degree. *Prereq.: acceptance to degree candidacy for the Master of Science in Mathematics and approval of the department.*

MATH-495 Project in Mathematics, 3 cr. Students prepare a project involving both the theory and computational tools learned in their concentration. Students present both written and oral reports to the department. *Prereq.: acceptance to degree candidacy for the Masters in Mathematics, and approval of the department.*

MEXICAN/CARIBBEAN STUDIES

History

Convocation: Music majors are required to attend the monthly

Emphasis III: Piano Pedagogy**Required Courses:**

MUS-121 Music Theory I	3 cr.
MUS-122 Music Theory II	3 cr.
MUS-201 Music Theory III*	3 cr.
MUS-202 Music Theory IV or	
MUS-301 Counterpoint I	3 cr.
MUS-124 Sight Singing and Ear Training I*	2 cr.
MUS-127 Harmony and Ear Training at	
the Keyboard I	2 cr.
MUS-305 Form and Analysis I	3 cr.
MUS-203 Music Before 1600	3 cr.
MUS-204 Music From 1600 through Beethoven	3 cr.
MUS-205 Music After Beethoven	3 cr.
MUS-311 Studies in Keyboard Music	3 cr.
Applied Music	18 cr.
Private study in piano	

At least ten credit hours are selected from:

MUS-351 Applied Music	1 cr.
MUS-352 Applied Music	2 cr.
MUS-353 Applied Music	3 cr.
MUS-354 Applied Music	4 cr.
MUS-331 Applied Music Pedagogy I: Piano	3 cr.
MUS-332 Applied Music Pedagogy II: Piano	2 cr.
MUS-223 Instrumental Conducting or	
MUS-224 Choral Conducting	2 cr.

Electives: (two courses selected in consultation with advisor from Psychology, Music Theory, or Music History and Literature) 6 cr.

Total 62 cr.

*Piano Pedagogy Majors take the following courses concurrently: Theory III (MUS-201) is taken concurrently with Sight Singing and Ear Training I (MUS-124).

Emphasis IV: Music History and Literature**Required Courses:**

MUS-121 Music Theory I*	3 cr.
MUS-122 Music Theory II*	3 cr.
MUS-201 Music Theory III*	3 cr.
MUS-202 Music Theory IV*	3 cr.
MUS-301 Counterpoint I	3 cr.
MUS-305 Form and Analysis I	3 cr.
MUS-124 Sight Singing and Ear Training I*	2 cr.
MUS-125 Sight Singing and Ear Training II*	2 cr.
MUS-203 Music Before 1600	3 cr.
MUS-204 Music From 1600 through Beethoven	3 cr.
MUS-205 Music After Beethoven	3 cr.
Select two courses:	6 cr.
MUS-309 Studies in Instrumental Music	3 cr.
MUS-310 Studies in Vocal Music	3 cr.
MUS-311 Studies in Keyboard Music	3 cr.
Select four courses:	12 cr.
MUS-312 Beethoven	3 cr.
MUS-315 Bach and Handel	3 cr.
MUS-316 Haydn and Mozart	3 cr.

MUS-317 Music of the Romantic Era	3 cr.
MUS-318 Music of the Twentieth Century	3 cr.
MUS-319 Music of America	3 cr.
MUS-323 Music of the Renaissance Era	3 cr.
Piano	6 cr.
MUS-112 Class Piano I	2 cr.
MUS-113 Class Piano II	2 cr.
MUS-114 Class Piano III or	
MUS-152W Applied Music: Piano	2 cr.
After successfully completing a piano skill placement audition, the student may fulfill these required hours with other music electives.	
Electives: (two courses selected from Music History and Literature or Music Theory)	6 cr.
Total	61 cr.

* Music Majors take the following courses concurrently: Theory I and II (MUS-121 and 122) are taken concurrently with Class Piano I and II (MUS-112 and 113). Students with piano skill may audition for advanced placement. Theory III and IV (MUS-201 and 202) are taken concurrently with Sight Singing and Ear Training I and II (MUS-124 and 125).

Emphasis V a: K-12 Music Education: Vocal**Required Courses:**

MUS-121 Music Theory I*	3 cr.
MUS-122 Music Theory II*	3 cr.
MUS-201 Music Theory III*	3 cr.
MUS-202 Music Theory IV* or	
MUS 301 Counterpoint I	3 cr.
MUS-124 Sight Singing and Ear Training I*	2 cr.
MUS-125 Sight Singing and Ear Training II*	2 cr.
MUS-203 Music Before 1600	3 cr.
MUS-204 Music From 1600 through Beethoven	3 cr.
MUS-205 Music After Beethoven	3 cr.
Applied Music	12 cr.
Private study in voice.	
At least six credit hours are selected from:	
MUS-351 Applied Music	1 cr.
MUS-352 Applied Music	2 cr.
MUS-353 Applied Music	3 cr.
MUS-354 Applied Music	4 cr.
Piano	6 cr.
MUS-112, Class Piano I*; MUS-113 Class Piano II*;	
MUS-114 Class Piano III; or MUS-152 Applied Music-Piano.	
After successfully completing a piano skill placement audition, students may fulfill up to 6 of these required hours with other music electives.	
MUS-224 Choral Conducting	2 cr.
MUS-331 Vocal Pedagogy or	
MUS-310 Studies in Vocal Music	3 cr.
MUS-391 Contemporary Music Education, Grades K-6	3 cr.
Electives: (one course selected from Music History and Literature or Music Theory)	3 cr.
Total	54 cr.

* Music Majors take the following courses concurrently: Theory I and II (MUS-121 and 122) are taken concurrently with Class Piano I and II (MUS-112 and 113). Students with piano skill may audition for advanced placement. Theory III and IV (MUS-201 and 202) are taken concurrently with Sight Singing and Ear Training I and II (MUS-124 and 125).

TED-SCED-303I Methods and Techniques of Teaching	
Music in the Secondary Schools: Instrumental (taken concurrently with MUS-393L)	2 cr.
TED-SCED-303V Methods and Techniques of Teaching	
Music in the Secondary Schools: Vocal (taken concurrently with MUS-393L)	2 cr.
MUS-393L Seminar in Music Education, Clinical Field Experience (taken concurrently with C&I-SCED-303I or C&I-SCED-303V)	
(Included in professional education requirements) (See piano proficiency requirement below.)	2 cr.
SCED-305N K-12 Student Teaching and Seminar in Music	
Students should also consult the K-12 Education section of this catalog.	9 cr.

NOTE: K-12 Music Education: Majors must obtain departmental approval for admission to student teaching. Music Education Majors are required to take the Piano Proficiency Exam prior to enrolling in MUS-393L. Students must pass the Proficiency Exam prior to Student Teaching. The Proficiency Exam is given once each semester. See advisor for schedule.

Music Education Majors are required to take MUS-342 Ethnic Music of Third World Cultures as their Third World Culture course for certification.

**Emphasis V b: K-12 Music Education:
Instrumental**

Required Courses:

MUS-121 Music Theory I*	3 cr.
MUS-122 Music Theory II*	3 cr.
MUS-201 Music Theory III*	3 cr.
MUS-202 Music Theory IV* or MUS-301 Counterpoint I	3 cr.
MUS-124 Sight Singing and Ear Training I*	2 cr.
MUS-125 Sight Singing and Ear Training II*	2 cr.
MUS-203 Music Before 1600	3 cr.
MUS-204 Music From 1600 through Beethoven	3 cr.
MUS-205 Music After Beethoven	3 cr.
Applied Music	11 cr.
Private study in instrumental	

At least six credit hours are selected from:

MUS-351 Applied Music	1 cr.
MUS-352 Applied Music	2 cr.
MUS-353 Applied Music	3 cr.
MUS-354 Applied Music	4 cr.

Piano	4 cr.
MUS-112 Class Piano I*; MUS-113 Class Piano II*; MUS-114 Class Piano III; or MUS-152 Applied Music-Piano (see note)	

After successfully completing a piano skill placement audition, students may fulfill up to 6 of these required hours with other music electives.

MUS-223 Instrumental Conducting	2 cr.
MUS-308 Orchestration	3 cr.
Select three courses:	6 cr.
MUS-115 Instrumental Music Studies-Brass	
Instruments	2 cr.
MUS-116 Instrumental Music Studies-Percussion	
Instruments	2 cr.
MUS-117 Instrumental Music Studies-String	
Instruments	2 cr.
MUS-118 Instrumental Music Studies-Woodwind	
Instruments	2 cr.
MUS-391 Conte1i003raandp(i,II66)tion, Grades K-6	
	3 cr.
Total	54 cr.

TED-SCED-303I Methods and Techniques of Teaching	
Mdp(i,in the Second3raaSchoo: Instrumental)Tj 0.006 Tc -0.038	

NOTE: K-12 ndp(i,II66)tion: Majors must obtain departmental approval for admission to student teaching.

Requirements for Admission to the Program:

Students must fulfill the requirements for admission to the Graduate College and apply to the Department of Music for admission to the degree program. To qualify for acceptance in the program, applicants must:

1. Demonstrate, through department Graduate Placement examination, knowledge and skills in the following areas:
 - a. Harmony — written, aural, and keyboard
 - b. Sight-singing, and melodic, harmonic, and rhythmic dictation
 - c. History and Literature of MusicGraduate Placement Examinations must be taken in the first semester of graduate study.
2. Demonstrate sufficient pianistic ability to meet program requirements.
3. In the Applied Pedagogy program, students must audition in their performance area before the appropriate committee or submit a fifteen-minute tape to the committee to demonstrate ability.

Requirements for the Degree:

For students admitted to Master's programs prior to the Fall 1997 semester, the majority of courses applied to the Master's degree must be 400-level; a limited number of appropriate 300-level courses are applicable.

For students admitted to Master's Programs for the Fall 1997 semester and thereafter, all graduate credits will be at the 400 level, except for a limited number of 300 level courses specifically approved for graduate degree credits in a given Master's degree program. Departments may permit students to apply up to three of these 300 level courses, to a maximum of ten credit hours, to fulfill program requirements. This policy applies to all students entering graduate degree programs beginning with Fall 1997. Consult with your program advisor or the Graduate College for details.

Both sequences require a total of 36 credit hours of study of which at least 21 credit hours must be earned in 400-level courses, participation in large and small ensembles for a minimum of three terms, and a written and/or oral final examination. Course requirements are:

Emphasis I: Music Education

MUS-424	Music Bibliography and Research	3 cr.
MUS-493	Dynamics of a Music Curriculum	3 cr.
MUS-491	Seminar in Research in Music Education	3 cr.
MUS-492	Seminar in Administration and	

MUS-231A Wind Band, 1 cr. Wind Ensemble; advanced literature. Opportunities for school and public performance.

Prereq.: consent of instructor.

MUS-234 Instrumental Ensemble, 1 cr. Open to enrolled students with instrumental experience. Opportunities for school and public performance. *Prereq.:* consent of instructor.

MUS-235 Instrumental Ensemble, 1.5 cr. Ensemble; advanced literature. Opportunities for school and public performance. *Prereq.:* consent of instructor.

MUS-301 Counterpoint I, 3 cr. Writing in two parts in

MUS-331 Applied Music Pedagogy I, 3 cr. Methods for Applied Music teaching for prospective and experienced teachers. *Prereq.:* twelve credit hours of Applied Music or consent of instructor.

MUS-332 Applied Music Pedagogy II, 2 cr. Primarily a practicum for prospective and experienced teachers; class discussion, practice teaching. *Prereq.:* MUS-331 or consent of instructor.

MUS-333 Internship in Music, 3 cr. Field experience in schools, community organizations, or industry. Detailed information is available in the departmental office. *Prereq.:* consent of departmental Music Internship Committee.

MUS-342-Ethnic Music of Third World Cultures, 3 cr. A study of third world cultures and their values, as reflected in their arts, especially music; experiencing their music through performance on ethnic instruments, listening to recordings of authentic music, as well as map study, and attendance at live performances.

MUS-351 Applied Music, 1 cr. Individual study in voice or any instrument for continued development of performing skills and musical artistry; knowledge of the repertoire for the specific voice or instrument at an appropriate level of performing ability. *Prereq.:*

MUS-454 Applied Music, 4 cr. (See MUS-451 for description.)

MUS-471 Seminar in Music History: Baroque, 3 cr. In-depth study of selected topics in the music history and literature of the Baroque. Individual research topics. *Prereq.:* graduate standing and consent of instructor.

MUS-472 Seminar in Music History: Classic Era, 3 cr. In-depth study of selected topics in the music history and literature of the Classic era. Individual research topics. *Prereq.:* graduate standing and consent of instructor.

MUS-476 Theory Seminar; Analytical Procedures and Compositional Techniques, 3 cr. Directed research, analysis and presentation of reports treating aspects of music theory in selected historical periods. Consult the Schedule of Classes for specific topics. *Prereq.:* graduate standing and consent of instructor.

MUS-480 Graduate Internship in Music, 3 cr. Advanced field experience; a practicum in either traditional or non-traditional areas of music. Main responsibility for researching, developing and completing the project lies with the student.

Prereq.: admission to M.A. Music program, or graduate standing and consent of program advisor.

MUS-481 Thesis Seminar — Music, 3 cr. Guidance of students preparing a thesis, project or recital to fulfill requirements for the Master of Arts in Music. *Prereq.:* master's degree candidacy in music.

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

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

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

Prereq.: graduate standing.

Dance

MUS-DANC-101 The Dance Experience, 3 cr. A non-technical introduction to the art of dance designed to enhance appreciation of styles, tradition, history, choreography, aesthetics and personalities. Lectures, films, discussion and participatory classes.

MUS-DANC-131 Introduction to Spanish Dance, 3 cr. Introduction to the three types of Spanish dance: Classical, Regional and Flamenco with emphasis on basic technique, and on Spain's varied music; Classical, Flamenco and Regional from the 13th through the 20th centuries.

MUS-DANC-161 Spanish Dance I, 2 cr. Continuation of MUS-DANC-131 with emphasis on the mastery of two important repertory styles and their dances: Regional and Flamenco. *Prereq.:* MUS-DANC-131 or consent of instructor.

MUS-DANC-203U Field Experiences: Dance in Chicago I, 3 cr. Field experience in studios or schools. Detailed information is available in the departmental office. *Prereq.:* consent of the Dance committee.

MUS-DANC-203V Field Experiences: Dance in Chicago II, 3 cr. Advanced field experience in studios or schools. Detailed information is available in the departmental office. *Prereq.:* consent of the Dance Committee.

MUS-DANC-203W Field Experiences: Hispanic Dance I, 3 cr. Hispanic dance field experience in studios or schools. Detailed information is available in the departmental office. *Prereq.:* consent of the Dance Committee.

MUS-DANC-204 Repertory Ensemble, 1.5 cr. Open to enrolled students with at least intermediate skills in dance technique (ballet, modern, jazz, or combination). *Prereq.:* consent of instructor.

MUS-DANC-251 Modern Dance I, 2 cr. Practice of movement

MUS-DANC-365 Dance Production, 3 cr. Costuming, make-up, marketing, and lighting for dance.

MUS-DANC-370 Musical Resources for Dance, 3 cr. Music sources of particular interest to the dancer and choreographer from primitivism to trends in new music. Students develop research techniques and resource files in major areas: jazz, ballet, modern and world music forms, new music, etc. *Prereq.:* consent of instructor.

MUS-DANC-371 Theory and Philosophy of Dance and the Related Arts, 3 cr. The nature of dance and its historical interrelatedness with other art forms: poetry, drama (opera), painting, and music; the role of the critic. *Prereq.:* consent of instructor.

MUS-DANC-380 Contemporary Dance Education, 3 cr. Application of educational methods to the field of dance in various settings, such as conservatory and community, and specific age and interest groups.

MUS-DANC-382 Dance Management and Grantsmanship, 3 cr. Methods of management and financing in dance. *Prereq.:* consent of instructor.

MUS-DANC-390 Seminar in Dance Performance, 3 cr. Concentrated study of specific aspects of the performance of the various major types of dance. *Prereq.:* consent of instructor.

MUS-DANC-391 Internship in Dance, 3 cr. Practicum in arts agencies, dance companies, community organizations, or arts-related industries designed by the student, a dance faculty advisor, and generally an off-campus agent. *Prereq.:* consent of instructor.

PHILOSOPHY

Audrey Reynolds, Ph.D., Professor, Chair
 Roger W. Gilman, Ph.D., Associate Professor
 Sarah L. Hoagland, Ph.D., Professor
 Stanley R. Kerr, Ph.D., Associate Professor, Coordinator
 James Rizik, Ph.D., Assistant Professor

Philosophy, broadly defined, is the systematic inquiry into some of the problems of human existence. These problems are ones which cannot be dealt with by the methods of the sciences, and ones whose structures are based strictly on rational argument. In this sense, the study of philosophy, through the broad humanistic background that it provides, has always been an essential, perhaps the most essential, ingredient of a liberal education.

Development of the abilities to reflect, analyze and think critically, which result from the study of philosophy, enables the student to understand and correlate all the insights garnered from other disciplines. The varied perspectives that philosophy provides, from the fields of religion, ethics, politics and art, guide the student in his or her search for a sound sense of values. At the same time, philosophy adds a distinctive emphasis on questions of meaning, from linguistic expressions to life itself, and calls for justification of claims to knowledge from any source.

The primary goals of the program are to contribute significantly to the liberal education of university students, to prepare majors for advanced studies in their chosen field, and to help students in their various future professional activities by acquainting them with applied philosophy.

UNDERGRADUATE PROGRAMS

Major in Philosophy for the Bachelor of Arts Degree

The Philosophy program offers courses leading to the degree of Bachelor of Arts.

Required Courses:

PHIL-201	Logic I	3 cr.
PHIL-213	Ethics	3 cr.
PHIL-222	History of Ancient Philosophy	3 cr.
PHIL-241	History of Modern Philosophy	3 cr.
PHIL-332	Contemporary Philosophy	3 cr.
PHIL-383	Seminar in Philosophy	3 cr.
	Six hours of electives at the 300-level	6 cr.
	Additional electives	6 cr.
	Total	30 cr.

Minor in Philosophy

(18 cr. hrs.)

Required Courses:

PHIL-213	Ethics	3 cr.
	One course in the history of philosophy	3 cr.
	One course at the 300-level	3 cr.
	Electives	9 cr.
	Total	18 cr.

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

COURSE OFFERINGS

PHIL-101 Critical Thinking, 3 cr. Introduction to the study of persuasive devices, semantic pitfalls, informal fallacies, rational vs. emotional appeals, and tinkQ10(c)-10ed Courses: Nd3

PHIL-201 Logic I, 3 cr. Introductory course in symbolic logic, dealing with propositional calculus, quantification theory, and the logic of relations and classes.

PHIL-202 Comparative Religion, 3 cr. A comparative study of the main beliefs and practices of early and primal religions, Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.

PHIL-211 Philosophy of Religion, 3 cr. Philosophical scrutiny of some of the central themes in religion, i.e. the existence of God, the problem of evil, human freedom and immortality, the nature of faith, and the role of reason in theology.

PHIL-212 Topics in Social Ethics, 3 cr. Readings and discussions of essays dealing with the major moral issues of the contemporary scene, such as freedom and authority, war and peace, drugs, suicide, and medical ethics. Consult the Schedule of Classes for specific topics.

PHIL-213 Ethics, 3 cr. Introduction to some of the main problems of ethics, including the nature of morality, the meaning of ethical terms, standards for evaluating choices and actions, and the major ideas of important moral philosophers.

PHIL-215 Business Ethics, 3 cr. Philosophical introduction to the ethical content of some of the current problems confronting the business community, such as the social responsibility of business, poverty and equal rights, the ethical implications of ecology, advertising, and consumerism.

PHIL-222 History of Ancient Philosophy, 3 cr. Critical survey of the development of philosophy in the West from the presocratics to Plotinus.

PHIL-231 History of Medieval Philosophy, 3 cr. Critical survey of the development of philosophy in the West from the rise of Christendom to the dawn of the Renaissance.

PHIL-241 History of Modern Philosophy, 3 cr. A critical survey of the development of philosophy in the West in the seventeenth and eighteenth centuries.

PHIL-291 Philosophical Foundations of Oppression, 3 cr. Analysis of concepts emerging from Anglo-European philosophy which support domination, particularly as they function in colonialism, racism, anti-Semitism, sexism, and heterosexism.

PHIL-303 Logic II, 3 cr. Study of the theory and development of axiomatic systems, including the problems of definability, completeness, and consistency. *Prereq.:* PHIL-201 or consent of instructor.

PHIL-306 Logic III, 3 cr. Systematic inquiry into some of the philosophical problems of logic, such as the nature of propositions, the logical paradoxes, undecidability, types of logic, and the relation of logic to truth, language, and existence. *Prereq.:* PHIL-303 or consent of instructor.

PHIL-313 Ethical Theory, 3 cr. Study of theories about the meaning and justification of moral judgments: good and bad, right and wrong, human rights, justice, punishment, freedom and responsibility, self-interest, the common good, pleasure and happiness, religion and morality, relativism, subjectivism, and scepticism. *Prereq.:* one course in philosophy, junior standing, or consent of instructor.

PHIL-332 Contemporary Philosophy, 3 cr. Critical survey of the salient schools of contemporary philosophy, notably

idealism, pragmatism, logical positivism, analytic philosophy, phenomenology, and existentialism. *Prereq.:* one course in philosophy, junior standing, or consent of instructor.

PHIL-333 American Philosophy, 3 cr. Intensive study of the trends prevalent in the modern American philosophical scene, notably pragmatism, idealism, naturalism, positivism, philosophical analysis, and phenomenology. *Prereq.:* one course in philosophy, junior standing, or consent of instructor.

PHIL-335 Analytic Philosophy, 3 cr. Critical survey of the development of analytic philosophy in the twentieth century. *Prereq.:* one course in philosophy, junior standing, or consent of instructor.

PHIL-337 Existentialism, 3 cr. Intensive study of selected works of existentialist thinkers such as Kierkegaard, Nietzsche, Sartre, and Camus. *Prereq.:* one course in philosophy, junior standing, or consent of instructor.

PHIL-341 Metaphysics, 3 cr. Systematic analysis of some of the main problems of metaphysics, such as existence, substance and attribute, change and permanence, essence and accident, universals and particulars, mind and body, identity, individuation, and causality. *Prereq.:* one course in philosophy, junior standing, or consent of instructor.

PHIL-345 Social and Political Philosophy, 3 cr. Systematic investigation of some of the salient issues currently discussed by social and political philosophers, such as the nature and origin of the state, political obligation, justice, human rights, authority, liberty, and evaluation of social and political institutions. *Prereq.:* one course in philosophy, junior standing, or consent of instructor.

PHIL-351 Sexism and the Philosophy of Language, 3 cr. Analytic investigation of sexism in English in order to facilitate discussion of the relation between language, thought, and reality. *Prereq.:* PHIL-105 or consent of instructor.

PHIL-353 Feminism and the Philosophy of Science, 3 cr. Analytic examination of the concept of femininity as found in the biological and social sciences in order to facilitate discussion of the nature of objectivity and scientific investigation. *Prereq.:* PHIL-105 or consent of instructor.

PHIL-361 Topics in Philosophy and Contemporary Issues, 3 cr. Systematic examination of one important contemporary issue, controversy, or problem. Consult the Schedule of Classes for specific topics. *Prereq.:* one course in philosophy, junior standing, or consent of instructor.

PHIL-371 Theory of Knowledge, 3 cr. Systematic inquiry into the nature of knowledge, with a consideration of such topics as ways of knowing, perception, memory, personal identity, and other minds. *Prereq.:* one course in philosophy, junior standing, or consent of instructor.

PHIL-373 Advanced Feminist Philosophy, 3 cr. Analytic investigation of the latest feminist theory in order to study the development of feminism. *Prereq.:* PHIL-105 or consent of instructor.

PHIL-375 Philosophy of Science, 3 cr. Examination of some of the main problems currently discussed by philosophers of science, such as the methodology and foundations of empirical science, the meaning and verification of scientific statements, theories, laws, hypotheses, and explanations. *Prereq.:* one course in philosophy, junior standing, or consent of instructor.

PHIL-381 Independent Study in Philosophy, 3 cr. Readings, discussions, and reports on a special topic with faculty supervision. Normally open to majors in their junior or senior

year. **Prereq.:** yTj ions, and014 tBreirstructo/T1_0 1 Tf 0.0149 Tc -0.025 Tc 730 0 8 27 605.4 565.32HIL-381 Ind3 Seminarilosophy, 3 cr.

Minor in Physics (18 cr. hrs.)

Required Courses:

PHYS-201 College Physics I or PHYS-206 Physics with Calculus I	3 cr.
PHYS-202 College Physics II or PHYS-207 Physics with Calculus II	3 cr.
PHYS-215 Physics III	4 cr.
Nine credits in 300-level physics courses	9 cr.
Total	<u>19 cr.</u>

COURSE OFFERINGS

PHYS-103 The Universe: Past, Present, and Future, 3 cr.

An introductory-level Astronomy/Astrophysics course for non-science majors requiring no previous college-level science background. The evolution of the universe: Big Bang creation, expansion of the universe, formation, development and properties of stars, endings of the universe; as well as the history of our understanding of the universe from the perspectives of culture, philosophy, and science. Knowledge of basic algebra skills is assumed.

PHYS-330 Intermediate Physics Lab, 3 cr. An introduction to scientific measurement procedures, with special attention

PSCI-345 Government Budgeting	3 cr.
PSCI-346 Public Personnel Administration	3 cr.
Two 300-level courses relevant to Public Administration chosen with the aid of a departmental advisor, including, if desired, one or two additional courses from the list of four above	6 cr.
Total	18 cr.

GRADUATE PROGRAM

Master of Arts in Political Science

Students have two options to choose from to fulfill the master's degree program requirements:

1. Thirty credit hours of course work, a thesis for six credit hours, and an oral examination, or
2. Thirty-six credit hours of course work, a written comprehensive examination, and an oral examination.

A student interested in the thirty credit thesis option must secure approval of the department. Only students who have demonstrated high proficiency in various aspects of graduate studies (writing, discussion, analysis, creativity, etc.) will be permitted to write a thesis.

Requirements for Admission to the Program:

Students must fulfill the requirements for admission to the Graduate College. (These are set out in the academic catalogue in the section "The Graduate College." Applications may be secured from the Graduate College, located in CLS 4029).

Requirements for the Degree:

For students admitted to Master's programs prior to the Fall 1997 semester, the majority of courses applied to the Master's degree must be 400-level; a limited number of appropriate 300-level courses are applicable. (See the department's web page or the Graduate Coordinator for a list of those courses).

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 must select one area of emphasis from the following:

- American Politics and Public Affairs
- International and Comparative Politics
- Political Theory

Students are required to take:

1. PSCI-401 Classics of Political Science, preferably as a first course.

2. PSCI-402 Research Methods in Political Science, if possible before graduate seminar courses.
3. Five courses in the area of emphasis, including a 400-level seminar or a thesis seminar.
4. Three courses selected from a second area.
5. Two elective courses from any area of emphasis.

COURSE OFFERINGS

PSCI-210 Introduction to Political Science, 3 cr. An introduction to the discipline through an examination of the concepts and skills utilized in the contemporary study of politics. The course provides an overview of political science, including its various sub-fields, and a framework for further study.

PSCI-216 American National Government, 3 cr. Description and analysis of national political institutions and processes. Current issues and problems of American government.

PSCI-251 Comparative Political Systems, 3 cr. Comparison of several diverse political systems to illustrate the range of political life and to provide a broad perspective from which to view the American political system.

PSCI-275 Introduction to World Politics, 3 cr. General introduction to world politics with emphasis on current issues and events of importance at the international or global level. Basic concepts and methods of political analysis are introduced.

PSCI-291 Concepts of Political Science, 3 cr. Analysis of a number of crucial political concepts, such as equality, justice, political obligation, representation, rights, and law.

PSCI-301 Independent Study in Political Science, 3 cr. Intensive investigation of a special area of political science or a contemporary political issue. *Prereq.: consent of instructor.*

PSCI-302 Independent Study in Political Science, 2 cr. (See PSCI-301 for description.)

PSCI-303 Independent Study in Political Science, 1 cr. (See PSCI-301 for description.)

on the graduate level. Topics include an introduction to the various research techniques in political science, with emphasis on developing skills necessary for graduate work in the discipline areas of concentration: development of research designs, identification of appropriate data sources, discussion of alternative methodologies, and data analysis techniques.

Prereq.: consent of instructor.

PSCI-310 Congress and the Legislative Branch, 3 cr.

Introduction to the U.S. Congress as a political and legislative body; includes analysis of the committee system, rules, and differences between House and Senate; examines problems of representation and executive-legislative relations. *Prereq.:*

PSCI-216 or consent of instructor.

PSCI-311 The American Judiciary and the Judicial Process, 3 cr.

An analysis of the judicial policy-making process at all levels of the American judiciary with special emphasis on the Supreme Court's role in constitutional development, separation of powers, and the historical and political context of constitutional law doctrines. Critical cases are examined. *Prereq.: PSCI-216 or consent of instructor.*

PSCI-312 American Presidency and the Executive Branch, 3 cr.

The role of the President and the executive branch in the American governmental system. Contemporary problems of the Presidency and the bureaucracy. *Prereq.: PSCI-216 or*

consent of instructor.

PSCI-313 State Government and Politics, 3 cr.

Examination of political institutions at the state level: governor, legislature, judiciary, constitution, parties, and administration. Analysis

PSCI-338 Chicago Politics, 3 cr. The structure of the government of the City of Chicago and its associated politics; the development of the Daley machine and its aftermath with particular focus on the impact of race on contemporary political behavior; including analysis of voting patterns and blocs within the City Council. *Prereq.:* PSCI-216 or consent of instructor.

PSCI-339 Laboratory in Urban Politics, 3 cr. First-hand observation of urban governmental organization, political parties, and politically active citizen groups; written and oral reports and class discussion of field observations. *Prereq.:* three credit hours in urban politics or consent of instructor.

PSCI-341 Public Administration, 3 cr. Introduction to the role of public bureaucracies in the political system. A general overview of major concepts, processes, and problem areas in the field of public administration. Intended for undergraduate students; graduate students seeking a general overview of the field should take PSCI-441. *Prereq.:* PSCI-216 or consent of instructor.

PSCI-344 Public Organization Theory, 3 cr. Review of theories concerning public bureaucracies, their internal functioning and societal roles; analysis of the organizational setting of work and its implications; organizational effectiveness, decision-making, leadership and policy formulation, and change in public organizations. *Prereq.:* PSCI-341 or consent of instructor.

PSCI-345 Government Budgeting, 3 cr. Fiscal policy and budget process; historically changing functions of budgeting — from emphasis on control to managerial effectiveness; reassertion of Congressional authority in 1974 and the new

period and future economic and political prospects for Russia and bordering states. *Prereq.:* PSCI-251 or consent of instructor.

PSCI-369 Russia in International Politics, 3 cr. Analysis of the new Russian state as a leader of the former Soviet states and its former Warsaw Pact allies, tensions and new developments; relations with the United States and with the European Community; Russia as a major actor in global politics. *Prereq.:* PSCI-251 and PSCI-368 or consent of instructor.

PSCI-371 Canadian Government and Politics, 3 cr. The Canadian political system with analysis of the constitutional development, the structure of government, political parties and pressure groups, problems of regionalism and nationality, questions of foreign policy and relationship with the United States. *Prereq.:* PSCI-251 or consent of instructor.

PSCI-373 Gender and Politics, 3 cr. A study of the relationship of gender and gender roles to political attitudes, beliefs and behavior. The nature of political socialization is considered as well as political and economic structures pertinent to gender distinctions. The approach is comparative. *Prereq.:* PSCI-251 or consent of instructor.

PSCI-375 Contemporary International Relations, 3 cr. Basic principles and problems; emphasis on contemporary issues in international political life. *Prereq.:* PSCI-216 or PSCI-251 or consent of instructor.

PSCI-376 Principles of International Relations, 3 cr. Content and method of studying international relations; classical and behavioral approaches. *Prereq.:* PSCI-216 or PSCI-251 or consent of instructor.

PSCI-377 International Organizations: Theory and Practice, 3 cr. Evolution of existing theories in the area of worldwide and region-wide cooperation among sovereign states. Survey of writings of recognized scholars, as well as commentaries. *Prereq.:* PSCI-375 or PSCI-376 or consent of instructor.

PSCI-379 War and Peace, 3 cr. War as a social institution; causes of war and the conditions of peace; prospects and proposals for a peaceful world order. *Prereq.:* PSCI-216 or PSCI-251 or consent of instructor.

PSCI-380 International Law, 3 cr. Evolution of international law from theological statements to modern jurisprudence; ramifications of the state as the single most important international person and its multifaceted activities; case briefing as a method of studying international law. *Prereq.:* PSCI-376 or consent of instructor.

PSCI-381 International Terrorism, 3 cr. Investigation of terrorism, beginning with the problem of definition. Origins and evolution of terrorism as well as motivations and inspirations of those who have embraced terrorism. A selection of terrorist organizations will be studied.

PSCI-383 United States Foreign Policy Since World War II, 3 cr. Description and analysis of the important changes in traditional American foreign policy that have occurred since World War II; the international responsibilities that the United States has shouldered as a world power; the political, economic, and social factors that are conditioning and limiting American foreign policy today. *Prereq.:* PSCI-216 and three credit hours of American history or consent of instructor.

PSCI-384 United States and the World Economy, 3 cr. A study of the nature and structure of the world economy and the role played by the U.S. in the post-World War II economy. Topics such as the Bretton Woods System, the Gold Window and flexible exchange rates and their political, social, economic and strategic dimensions.

PSCI-388 International Relations of the Middle East, 3 cr. Struggles for power and peace in this strategic region of the world; nature and frequency of interactions between the nations of the region and between these nations and the great powers. *Prereq.:* PSCI-251 or consent of instructor.

PSCI-390 Classical Political Theory, 3 cr. Analysis of the concept of a political community in terms of obligations, rights, the public interest, the just state, and the just individual. Selected writings of Plato, Aristotle, Sophocles, Aristophanes, Xenophon, and others. *Prereq.:* PSCI-291 or consent of instructor.

PSCI-391 Modern Political Theory, 3 cr. Analysis of the tensions between the individual and society. Concepts of society, natural rights, political obligation, consent, the rule of law, social contract, and revolution examined through selected writings of Machiavelli, Hobbes, Locke, Rousseau, Burke, Mills, Marx, and Pateman. *Prereq.:* PSCI-291 or consent of instructor.

PSCI-392 Contemporary Political Philosophy, 3 cr. Problems of contemporary political philosophy are examined through selected writings of twentieth century political philosophers with particular emphasis on the breakdown of authority, political obligation, the decline of political participation, technology versus human values, revolution, the use and meaning of violence, and the concept of public interest. *Prereq.:* PSCI-291 or consent of instructor.

PSCI-393 Contemporary Political Analysis, 3 cr. Analysis of behavioralism, decision-making theories, quantitative approaches to politics, structural-functionalism, systems theory, game theory, political development theory, and interest group theory. *Prereq.:* PSCI-291 or consent of instructor.

PSCI-394 Selected Political Theorists, 3 cr. An in-depth examination of a selected political theorist's works as well as the critical literature. A different theorist will be examined each semester. Consult the Schedule of Classes for specific topics. *Prereq.:* PSCI-291 or consent of instructor.

PSCI-395 Early American Political Thought, 3 cr. Topics including the American revolution, the writing of the constitution, and the crisis of the Republic will be examined through selected writings of the following theorists and activists: Winthrop, Adams, Paine, Jefferson, Hamilton, Madison, Calhoun, Stanton, Thoreau, Douglass, Grimke, and Lincoln. *Prereq.:* PSCI-291 or consent of instructor.

PSCI-397 African Political Thought, 3 cr. African political thought is examined through selected writings of important African leaders and writers dealing with political development in the new states of Africa with particular focus on the problems of African identity (African values versus westernization), African socialism, Pan-Africanism, and the one party state. *Prereq.:* PSCI-291 or PSCI-251 or consent of instructor.

PSCI-398 Law and Social Change, 3 cr. An assessment of the possibilities and limitations of law as an instrument of social change through an examination of the status of minorities and women, the social control of corporate behavior, and the politics of rights. *Prereq.:* PSCI-216 or consent of instructor.

PSCI-399 Pro-Seminar in Political Theory, 3 cr. In-depth reading and discussion of concepts and modes of analysis relevant to political theory. Consult the Schedule of Classes for topics. *Prereq.:* PSCI-291 or consent of instructor.

PSCI-401 Classics of Political Science, 3 cr. An examination of selected classics of the discipline of political science, with a special emphasis on major contributions of the modern era. This course provides students with an opportunity for close analysis of complex works in political science. *Prereq.:* graduate standing.

PSCI-402 Research Methods in Political Science, 3 cr. Introduction to the various techniques in political science with emphasis on developing skills necessary for graduate work in the department. Areas of concentration: development of research designs, identification of appropriate data sources, discussion of alternative methodologies, data analysis techniques. *Prereq.:* graduate standing.

PSCI-404 Thesis Seminar—Political Science, 6 cr. Guided research and preparation of the thesis required for the Master of Arts degree in Political Science. *Prereq.:* master's degree candidacy in political science.

PSCI-405 Independent Study in Political Science, 3 cr. Research and investigation into special topics and preparation for a research paper(s) under individual faculty guidance. *Prereq.:* graduate standing.

PSCI-406 Independent Study in Political Science, 2 cr. (See PSCI-405 for description.)

PSCI-407 Independent Study in Political Science, 1 cr. (See PSCI-405 for description.)

PSCI-408 Graduate Internship, 3 cr. Placement in government agency, voluntary or third-sector organization, advocacy group, political office, or related institution. Opportunity for career-exploration, skill-development, or specialized training. (Hours in placement: 10 per week) *Prereq.:* graduate standing.

PSCI-411 Readings in Current Political Issues, 3 cr. Intensive reading on a current issue in political science. In consultation with the instructor, students select topics within the general issue, prepare a reading program on the topic, analyze the problems and methods involved, and present a written and/or oral discussion of the major books and articles dealing with the chosen topic. Consult the Schedule of Classes for specific topics. *Prereq.:* graduate standing.

PSCI-412 American Political Elites, 3 cr. The nature and impact of elites in the American political system. Readings and discussion will include Plato, Marx, Michels, and various contemporary treatments of the nature of American society. Special topics will be covered on the basis of students' particular interests. *Prereq.:* graduate standing and one course in American politics or consent of instructor.

PSCI-417 Seminar in Political Behavior, 3 cr. Sociological and psychological perspectives in political science; how political attitudes and preferences are formed; comparative

political cultures; social and psychological determinants of political participation and political decision-making; American voting behavior; discussion of current research in these areas; writing and presentation of seminar papers. *Prereq.:* master's degree candidacy in political science and PSCI-402.

PSCI-427 Seminar in American Policy-Making Process, 3 cr. Analysis of legislative, executive, administrative, and judicial policy-making processes at the national government

UNDERGRADUATE PROGRAMS

Major in Psychology for the Bachelor of Arts Degree

Required Courses:

- PSYC-200 General Psychology 4 cr.
- PSYC-202 Statistics and Research Methods I 3 cr.
- PSYC-302 Statistics and Research Methods II 3 cr.

Select one of the following: 3 cr.

- PSYC-308 Laboratory, Research Methods:
Tests and Measurements
- PSYC-316 Laboratory, Research Methods:
Child Development
- PSYC-331 Laboratory, Research Methods:
Personality
- PSYC-341 Laboratory, Research Methods: Clinical
- PSYC-351 Laboratory, Research Methods:
Physiological Psychology
- PSYC-361 Laboratory, Research Methods:
Social Psychology
- PSYC-372 Laboratory, Research Methods:
Operant Conditioning
- PSYC-374 Laboratory, Research Methods:
Perception and Cognition

Select one course from each of the following three categories:..... 9 cr.

- A. PSYC-350 Physiological Psychology, or PSYC-370 Theories of Learning, or PSYC-373 Human Perception
- B. PSYC-330 Psychology of Personality, or PSYC-340 Abnormal Psychology
- C. PSYC-310 Developmental Psychology, or PSYC-360 Social Psychology

Two electives in psychology6 cr.
(200 or 300 level, up to one 200 level may be used)

Senior Capstone Project
(proposed in advance with assistance from your faculty advisor and approved by department chairperson) 3 cr.

Total 30-31 cr.

NOTES: Psychology courses used as electives within the major must be at the 200 or 300 level. No more than one 200 level course may be used here.

The following rules apply to the major and minor in psychology and the minor in gerontology: Transfer courses must be approved by the department before being applied to the major or minors. For transfer students at least one half of the courses applied to the major (15 semester hours) or minors (9 semester hours) must be taken at Northeastern. No more than two courses (6 semester hours) transferred in from junior/community colleges may be applied to the major or minors. Junior/community college courses may not be used in place of 300-level Northeastern courses. Students who

transfer in an approved 3 semester hour course equivalent to General Psychology may complete the major with 30 semester hours, or the psychology minor with 18 semester hours.

The same courses may not be used to fill requirements in two different programs within the department.

Minor in Psychology (19 cr. hrs.)

Required Courses:

- PSYC-200 General Psychology 4 cr.
- PSYC-202 Statistics and Research Methods I 3 cr.

Select one course from each of the following three categories:..... 9 cr.

- A. PSYC-350 Physiological Psychology, or PSYC-370 Theories of Learning, or PSYC-373 Human Perception
- B. PSYC-330 Psychology of Personality, or PSYC-340 Abnormal Psychology
- C. PSYC-310 Developmental Psychology, or PSYC-360 Social Psychology

One elective in psychology 3 cr.
(200 or 300 level)

(See "Notes" above for additional information about earning a minor in psychology.)

Minor in Gerontology (18 cr. hrs.)

The minor in gerontology is designed to help meet the need for trained professionals in the field of aging. Students gain theoretical knowledge about the process of aging as well as the practical knowledge needed to work with the aged. Courses focus on both middle-aged and older adults.

Required Courses:

- PSYC 324 Geropsychology 3 cr.
- PSYC 325 Psychosocial Development and Aging 3 cr.
- PSYC 327 Psychotherapy with the Aging 3 cr.
- PSYC 328 Seminar in Aging 3 cr.

Practicum or field placement
(in a designated academic department or in the Department of Psychology) 3 cr.

An interdisciplinary elective from the department's approved list 3 cr.

Total 18 cr.

(See "Notes" above for additional information about earning a minor in gerontology.)

NEUROSCIENCE

The departments of Psychology and Biology co-sponsor courses designed to prepare students for graduate work in areas related to neuroscience. The courses emphasize interdisciplinary studies and actual research experience.

Interested students are advised to contact the chairperson of the Psychology or Biology Departments as early as possible in their academic careers.

FIELD EXPERIENCE

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

GRADUATE PROGRAM

Master of Arts in Gerontology

PSYC-322 Emotional Disturbances of Adolescence,
3 cr. Study of the psychological dynamics and of the problems

PSYC-370 Theories of Learning, 3 cr. Psychological study of the processes of learning, problem-solving, and memory. Major historical theories of learning; demonstration of some basic research techniques. *Prereq.:* PSYC-202.

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

PSYC-373 Human Perception, 3 cr. Study of how our perceiving and performing systems convert information from the environment and the self to action in everyday life. *Prereq.:* PSYC-202.

PSYC-374 Laboratory, Research Methods in Psychology: Perception, 3 cr. Research techniques and experiments in perception, cognition and learning. *Prereq.:* PSYC-302 and 373.

PSYC-375 Cognitive Psychology, 3 cr. This course is an introduction to cognitive psychology, the study of human thought, information processing, and consciousness. It covers the following topics normally associated with the study of cognition: pattern recognition, learning and memory, language, reasoning, decision making, cognitive neuropsychology, and artificial intelligence. *Prereq.:* PSYC 202.

PSYC-381 Independent Study in Psychology, 1 cr. Special study projects in psychology specifically and individually contracted with the instructor. Arrangements should be made in the term prior to registration. *Prereq.:* PSYC-202 and consent of instructor.

PSYC-382 Independent Study in Psychology, 2 cr. (See PSYC-381 for description.) *Prereq.:* PSYC-202 and consent of instructor.

PSYC-383 Independent Study in Psychology, 3 cr. (See PSYC-381 for description.) *Prereq.:* PSYC-202 and consent of instructor.

PSYC-391 Field Experience in Psychology I, 3 cr. Experiential learning in psychology-related settings (such as psychiatric hospitals and schools) integrating both academic work and on-the-job experience. Arrangements should be made in the term prior to registration. *Prereq.:* 9 credit hours of psychology, and consent of instructor.

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

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

PSYC-395 History of Psychology, 3 cr. Psychology as a science from Wundt to present day. The course examines systems and describes and evaluates theories. *Prereq.:* PSYC-202.

PSYC-396 Senior Seminar in Psychology, 3 cr. Research and preparation of papers; provides for individual work by the student, and guidance through criticism by fellow students and faculty. *Prereq.:* PSYC-302.

Gerontology

PSYC-AGED-401 Gerontology: An Overview, 3 cr. Presents an overview of the field of gerontology. It provides an introduction to the demographic, economic, and social implications of the growth in the population of older individuals.

Prereq.: graduate standing.

PSYC-AGED-402 Developmental Processes in Later Life, 3 cr. Examines research on how individuals age psychologically throughout adulthood and into advanced old age. *Prereq.:* PSYC-AGED 401 or consent of instructor.

PSYC-AGED-406 Aging and the Family, 3 cr. Acquaints students with the research on the inter-generational roles of the nuclear, extended and non-traditional forms of 20th century families in providing physical, emotional, and financial support to members over the life-span in a society that has increasing numbers of three, four, and five generation families. *Prereq.:* PSYC-AGED 401 or consent of instructor.

PSYC-AGED-408 Research Methods, 3 cr. This course introduces research methods and methodological problems encountered in theoretical and applied studies in the field of gerontology and provides guidance in preparing research or program proposals. *Prereq.:* PSYC-AGED 402.

PSYC-AGED-412 Aging and Psychopathology, 3 cr. Enables students to differentiate between the psychological characteristics of normal aging in later life and those associated with psychopathology. Differences between chronic mental illness and late onset psychopathology are clarified. Questions of assessment and treatment for these populations are included. *Prereq.:* PSYC-AGED 401 or consent of instructor.

PSYC-AGED-414 Psychotherapy of the Elderly, 3 cr. This course assists students interested in direct service to develop an awareness of the range of psycho-therapeutic modalities that are effective with elderly clients. *Prereq.:* PSYC AGED 401 or consent of instructor.

PSYC-AGED-415 Practicum in Gerontology, 3 cr. A supervised practicum, typically 120 clock hours, is required of all students who lack formal experience in working directly with the elderly. It is also recommended for students who have previously worked with this population and whose career objectives make a different type of experience in another setting desirable. *Prereq.:* PSYC-AGED 402 and consent of the gerontology Field Experience Coordinator.

PSYC-AGED-416 Internship in Gerontology, 3 cr. This 120 clock hour supervised field work course is required of all students. Those with no prior experience in gerontology must complete PSYC-AGED 415 before registering for this course. The internship site varies according to the interests of the student. The faculty will determine the suitability of the site. *Prereq.:* PSYC-AGED 402 and consent of the gerontology Field Experience Coordinator.

PSYC-AGED-418 Public Policy and Aging, 3 cr. This course will examine major health care, social, and economic policies that affect the elderly. Students will learn to assess and understand the differential impact on life style and quality of life experienced in old age by individuals of various socio-economic classes. *Prereq.:* PSYC-AGED 401.

PSYC-AGED-420 Seminar in Proposal Writing, 3 cr. This seminar covers the whole process of proposal writing as it applies to either grant or thesis proposals. Students are expected to produce an acceptable proposal as part of the course. *Prereq.:* PSYC-AGED 408.

PSYC-AGED-422 Thesis Seminar, 3 cr. This course involves guidance of students writing a master's thesis as part of the requirements for the M.A. in Gerontology. *Prereq.:* PSYC-AGED 420

PSYC-AGED-424 Independent Study in Gerontology, 3 cr. This course provides an opportunity to specialize in an area of interest not sufficiently covered in either the required or elective courses offered. The plan for independent study (the specific topic, list of possible readings, and plan for a final paper) must be approved in writing by the sponsoring faculty member in the term prior to registration. *Prereq.:* PSYC-AGED 402 and consent of instructor.

PSYC-AGED-426 Values, Decision-Making, and the Elderly, 3 cr. This course sensitizes students to their own and others' social and personal values pertaining to aging and the aged. It covers the ethical issues and dilemmas that arise for the elderly, their advocates, and caretakers when age is a primary factor in making difficult decisions. *Prereq.:* PSYC-AGED 401 or consent of instructor.

PSYC-AGED-428 Aging and Cultural Diversity in the United States, 3 cr. This course familiarizes students with the literature and research-in-progress on variations in the process of aging, attitudes toward aging and the aged, and assistance provided to the aged among various major ethnic groups found in the United States. *Prereq.:* PSYC-AGED 401 or consent of instructor.

PSYC-AGED-432 Meanings of Old Age, 3 cr. This course explores the range of external perceptions and personal experiences of old age and old people by comparing what research scholars say about aging with the writings of older people themselves. Societal ageism and personal beliefs about aging, old age and old people are considered. *Prereq.:* PSYC-AGED 401 or consent of instructor.

PSYC-AGED-434 Aging Services Network, 3 cr. This course examines the wide range of services and programs fostered by the Older Americans Act and referred to as the "aging network." Interviews with service providers and on-site observations give students an awareness of the issues involved in designing and implementing programs for older people. *Prereq.:* PSYC-AGED 401 or consent of instructor.

PSYC-AGED-455 Advanced Topics in Aging, 3 cr. These advanced seminars are offered on topics of concern in the field of gerontology. *Prereq.:* PSYC-AGED 401 or consent of instructor.

SOCIAL WORK

Nancy Matthews, Ph.D., Associate Professor, Chair
Mikal Rasheed, Ph.D., Associate Professor,
Program Coordinator

O. Evalyn Vigil McCoy, M.A., Professor
Geraldine Outlaw, M.S.W., Assistant Professor
Jane Peller, M.A., Professor
Cathy S. Stanley, M.S.W., Assistant Professor

The Social Work program offers a Bachelors of Arts Degree in Social Work (BASW) accredited by the Council on Social Work Education. The curriculum is designed to prepare beginning level generalist social work practitioners who are committed to the values and ethics of the profession and the provision of quality services to diverse clients. Coursework and field experiences expose students to a variety of social work settings and clients who represent diverse socio-cultural backgrounds.

UNDERGRADUATE PROGRAMS

Major in Social Work for the Bachelor of Arts Degree

Liberal Arts Requirements:	21 cr.
ANTH-212 Cultural Anthropology	3 cr.
BIOL-100 Introduction to Biology	3 cr.
ECON-215 Principles of Macroeconomics	3 cr.
PSCI-216 American National Government	3 cr.
PSYC-100 Survey of Psychology	3 cr.
PSYC-110 Life Span Development	3 cr.
SOC-100 Introduction to Sociology	3 cr.

Required Courses in Social Work: 48* cr.

SWK-200 Introduction to Social Work	3 cr.
SWK-303 Human Behavior and the Social Environment I	3 cr.
SWK-207 Social Welfare Policy I	3 cr.
SWK-304 Social Work Practice I	3 cr.
SWK-305 Social Work Practice II	3 cr.
SWK-306 Human Behavior and the Social Environment II	3 cr.
SWK-309 Research and Quantitative Applications in Social Work	3 cr.
SWK-310 Research Practicum I	3 cr.
SWK-311 Research Practicum II	3 cr.
SWK-353 Field Seminar I	3 cr.
SWK-354 Field Seminar II	3 cr.
SWK-355 Field Practicum I	3 cr.
SWK-356 Field Practicum II	3 cr.
SWK-357 Social Welfare Policy II	3 cr.

Electives in Social Work 6 cr.

Total 69* cr.

Liberal Arts Requirements are prerequisite to the **required**

given to problem formulation, literature review, and data collection techniques. *Prereq: SWK-309, taken concurrently with SWK-353.*

SWK-311 Research Practicum II, 3 cr. The focus of this course is the continuation of the research proposal begun in SWK-310-Research Seminar I, which includes procedures, research design, data analysis, interpreting and coding data and evaluation. Attention will be given to ethical considerations and considerations of race, gender, culture and sexual orientation. *Prereq: SWK-310; taken concurrently with SWK-356.*

SWK-312 Women and Social Work, 3 cr. This is a pre-practice elective course. Women and Social Work is an elective course focusing on women's issues in social work, both for women as social work practitioners and for women as clients/participants in social service delivery systems. The course will cover aspects of feminist thought, non-sexist therapy, feminist therapy, sexist biases in research, feminist research in social work and social welfare policies and practice which have an impact on women.

SWK-314 Social Work Advocacy, 3 cr. This is a pre-practice elective course. This course is designed to enhance students' understanding of social work advocacy. It is an elective course and is geared to develop an awareness about social work advocacy and its role in: organizational change, political campaigns and lobbying.

SWK-325 Elective Practicum in Social Work, 3 cr. This is a post-practice elective course. Internship in social service agency in which students are exposed to various experiences. Open to SWK majors only.

SWK-327 Social Work Practice with Families, 3 cr. 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. *Prereq.: SWK-304.*

SWK-328 Social Work With Groups. 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 course content will use Garland, Jones and Kolodny's five-stage developmental model of 5 Tw teTf 0.Sm1348695 Tw Td (The focon will atiof 5 Tw te * (thyies and practi

UNDERGRADUATE PROGRAMS**Major in Sociology for the Bachelor of Arts Degree**

All Sociology majors must complete five **core courses** (15 credit hours), choose one of the three **special area major tracks**, depending on the student's academic and career interests and complete two courses (6 credit hours) in the track, and complete six courses (18 credit hours) of **electives** for a total of 39 credit hours.

Core Courses Required for all Majors:

SOC-100	Introduction to Sociology	3 cr.
SOC-335	Sociological Theory	3 cr.
SOC-337	Methods of Sociological Inquiry	3 cr.
SOC-339	Statistical Applications of Sociology	3 cr.
SOC-346	Social Stratification	3 cr.

Additional Courses Required**for Graduate School Track**

SOC-336	Contemporary Theory	3 cr.
SOC-351	Senior Seminar	3 cr.
	Electives in Sociology	18 cr.

Total Hours for Major in Sociology 39 cr.

Additional Courses Required**for Community Development and Social Action Track**

SOC-342	Internship in Sociology	3 cr.
SOC-343	Sociological Practice and Social Action Seminar	3 cr.
	Electives in Sociology	18 cr.

Total Hours for Major in Sociology 39 cr.

Additional Courses Required**for General Sociology Track**

SOC-342	Internship in Sociology or	
SOC-351	Senior Seminar	3 cr.
	Electives in Sociology	21 cr.

Total Hours for Major in Sociology 39 cr.

Minor in Sociology

All Sociology minors must complete two **core courses** (6 credit hours), one **specialized area course** (3 credit hours), and three **electives** (9 credit hours) for a total of 18 credit hours.

Core Courses Required of all Minors:

SOC-100	Introduction to Sociology	3 cr.
SOC-230	Sociological Analysis	3 cr.

Specialized Area Courses (choose one):

SOC-306	American Women: The Changing Image or	
SOC-314	Urban Sociology or	
SOC-316	Race and Ethnic Relations	3 cr.
	Electives in Sociology	9 cr.

Total Hours for Minor in Sociology 18 cr.

Students majoring in Elementary Education and Early Childhood Education who have selected Sociology as a minor **must** complete a minimum of **9 hours** of the minor in courses at the 300-level to meet graduation and certification requirements.

COURSE OFFERINGS

SOC-100 Introduction to Sociology, 3 cr. Fundamental concepts involved in understanding human societies. Socialization, culture, social interaction, social institutions, social stratification, and social change are discussed.

SOC-105 Women, Men, and Social Change, 3 cr. This course will examine the roots of gender expectations and gender divisions; and historical and cultural variations in how gender has and is perceived. The course will raise questions about the consequences of the social organization of gender relations and the possibilities for change in the positions of men and women in society.

SOC-204 Sociology of Small Groups, 3 cr. A study of the individual and group relationships in society in terms of the various types of social collectives; primary and secondary groups, crowds and publics, collective behavior and social movements with emphasis on the symbolic nature of social interaction.

SOC-205 Contemporary Social Issues, 3 cr. Analysis and interpretation of major contemporary social issues, such as war and peace, poverty, racism, sexism, power structures; critical evaluation of present and suggested programs to meet current problems.

SOC-206 Sociology of Drug Abuse, 3 cr. Review of literature and current research on drug abuse. Examination of leading social explanations of drug abuse and consideration of drug treatment and prevention approaches.

SOC-214 Sociology of Marriage and the Family, 3 cr. The major issues involved in the criticisms of family systems with a view to predicting how current forms are likely to mesh with changing trends to form marriage and family patterns in the future. Areas of study include family history, changing demographic patterns, family structures, gender roles, sexuality, reproductive technology, marital interaction and power, marital dissolution, and reconstituted families.

SOC-221 Sociology of Work, 3 cr. Examines work as both a social and economic phenomenon; focuses on the role of work in people's lives and on the nature of occupational roles as an element of social structure. Areas of study include the impact of technology on the meaning and organization of work, the global economy, reward structures, unemployment, and the changing composition of the labor force of the future. *Prereq.: SOC-100.*

SOC-230 Sociological Analysis, 3 cr. An introduction to when and how to do sociological analysis of popular and scholarly opinion, with a focus on developing and/or improving communication and critical thinking skills. The course integrates sociological theory and methods and requires students to analyze and critique theories, opinions, and research found in a variety of popular and scholarly materials using a sociological perspective.

SOC-250 Sociology of Deviance, 3 cr. Overview of the sociological works, both past and present, in the area of social deviance. In addition, traditional and alternative definitions and explanations of deviant behavior will be explored.

SOC-270 Sociology of the Latina, 3 cr. Study of the role played by the Latina, and the social, economic and political issues that affect her life. The relationship between class and gender, and the impact of modernization on women's roles and status will also be examined.

SOC-302 Sociology of Aging, 3 cr. The aging process, examined from both an individual and societal perspective; problems, potentials, and realities of aging. Topics of study include the nature and quality of relations among members of different generations, age norms, age constraints, and adult socialization as well as historical and cross-cultural comparisons of aging. *Prereq.:* SOC-100.

SOC-306 American Women: The Changing Image, 3 cr.

SOC-338 Topics in Social Policy and Social Change, 3 cr. Exploration at an advanced level of a social issue and the social policies that have been developed to deal with it. Consult the Schedule of Classes for specific topics. Topics

Minor in Theatre

Required Courses:

SPCH PERF 103 Introduction to Theatre..... 3 cr.

Performance-oriented courses (minimum of 6 cr.)

chosen from the following:

SPCH PERF 131 Improvisation Drama
SPCH PERF 245 Acting I
SPCH PERF 246 Acting II
SPCH PERF 255 Oral Interpretation of Literature
SPCH PERF 345 Directing
SPCH PERF 348A Children's Theatre Workshop (El Ed)
SPCH PERF 348B Children's Theatre Workshop (Jr. High)
SPCH PERF 352 Interpretation of Poetry
SPCH PERF 354 Oral Interpretation of Drama (Acting III)
SPCH PERF 357 Oral Interpretation of Shakespeare
SPCH PERF 393 Creative Dramatics
SPCH COMM 202 Voice & Diction
Music 110/111/151/ Class Voice/
152/153/154 Applied Music (maximum of 3 cr.)

Total 6 cr.

Production-oriented courses (a minimum of 3 cr.)

chosen from the following:

SPCH PERF 139 Theatre Practicum I (1 cr.)
SPCH PERF 207 Interpreters' Laboratory (1 cr.)
SPCH PERF 239 Theatre Practicum II (2 cr.)
SPCH PERF 240 Technical Production A
SPCH PERF 241 Technical Production B
SPCH PERF 249 Make-Up
SPCH PERF 339 Theatre Practicum III
SPCH PERF 349 Summer Theatre

Total 3 cr.

History/criticism/literature-oriented courses

(a minimum of 6 cr.) chosen from the following:

SPCH PERF 331 History of Theatre 1600
SPCH PERF 332 History of Theatre 1600-1900
SPCH PERF 333 Contemporary Theatre
SPCH PERF 334D American Social Problem Plays
SPCH PERF 334F Naturalism & Realism
SPCH PERF 334I Women Playwrights
SPCH PERF 334H Conventions of Drama
SPCH PERF 236 American Musical Theatre

Total 6 cr.

Total 18 cr.

The Department of Speech and Performing Arts is in the process of revising the departmental major and minor. Students interested in a Speech and Performing Arts major or minor should consult with the Department Chairperson.

GRADUATE PROGRAM

Master of Arts in Speech

An in-depth study of speech research and the principles and practice of speech and the performing arts, this program is designed for teachers of speech at the secondary level,

elementary school teachers, candidates for teaching positions in higher education, students interested in positions in business and industry, and as a preparation for further graduate study.

Requirements for Admission to the Program:

Students must fulfill the requirements for admission to the Graduate College.

Applicants are required to have completed 15 undergraduate credit hours in speech and/or performing art courses at an accredited institution of higher education. Students who do not meet this requirement may be admitted to the program conditionally. Such students must satisfy this requirement prior to being admitted to degree candidacy.

Requirements for the Degree:

For students admitted to Master's programs prior to the Fall 1997 semester, the majority of courses applied to the Master's degree must be 400-level; a limited number of appropriate 300-level courses are applicable.

For students admitted to Master's Programs for the Fall 1997 semester and thereafter, all graduate credits will be at the 400 level, except for a limited number of 300 level courses specifically approved for graduate degree credits in a given Master's degree program. Departments may permit students to apply up to three of these 300 level courses, to a maximum of ten credit hours, to fulfill program requirements. This policy applies to all students entering graduate degree programs beginning with Fall 1997. Consult with your program advisor or the Graduate College for details.

30 credit hours planned in consultation with a faculty advisor. A maximum of six hours in cognate areas may be included in the program with the approval of the graduate faculty committee of the Department of Speech and Performing Arts.

Required Courses:

SPCH-COMM-401 Introduction to Graduate Study
in Speech 3 cr.

Thesis Seminar: Speech (6 cr.) while they write their thesis. The course counts towards the requirement of 400-level electives. Students may enroll one time only.

All degree candidates must pass a comprehensive written examination and, at the discretion of the graduate committee, an oral examination covering their areas of specialization. Students who choose to write a thesis must pass an oral examination on topics included in their thesis.

For further information, contact the departmental advisor for graduate study.

COURSE OFFERINGS

SPCH-499 Thesis Seminar: Speech, 6 cr. Guidance of students conducting research and writing a thesis to fulfill the requirements for the Master of Arts degree in Speech and the Performing Arts. *Prereq.: acceptance to master's degree candidacy in speech and approval of graduate advisor.*

Communications

SPCH-COMM-100 Introduction to Communication, 3 cr. The study of human communication with emphasis on how we communicate, the factors that influence the success of our communication interactions, and the areas in which communication takes place.

SPCH-COMM-101 Foundations of Communication, 3 cr. The development of skills common to all forms of oral communication with emphasis on public speaking. Students will study organization, delivery, sources of materials, and language usage. Some attention to interviewing and interpersonal communication skills.

SPCH-COMM-201 Introduction to Semantics, 3 cr. The study of words and symbols and the way people respond to them. A pragmatic examination of the way in which language, thought, and behavior interrelate.

SPCH-COMM-202 Voice and Diction, 3 cr.

SPCH-COMM-323 Controversy and Reaction in the British Tradition, 3 cr. Study of major intellectual and moral trends in British public and parliamentary debate from the mid-nineteenth century to the present day concentrating on imperialism, parliamentary reform, economic and social change, and religious and political liberty.

SPCH-COMM-324 Rhetoric of Protest and Reform, 3 cr. Study of the speakers who through public communication had an impact on the course of American history from the colonial period to the present, such as Jonathan Edwards, Patrick Henry, Wendell Phillips, Robert Ingersoll, Angelina Grimke, William Lloyd Garrison, Carry Nation, Eugene V. Debs, Harry Truman, and Martin Luther King.

SPCH-COMM-383 Professional Internship I, 3 cr. Professional activities in a selected field of communication, media or theatre, performed and supervised at public or private facilities, corporate communication sites, businesses, agencies, theatres, etc. Application must be made to the department chair in advance in order to facilitate the preparation of the resume, site visits, and interviews necessary for satisfactory placement.

SPCH-COMM-384 Professional Internship II, 6 cr. (See SPCH-COMM-383 for description.)

SPCH-COMM-385 Professional Internship III, 9 cr. (See SPCH-COMM-383 for description.)

SPCH-COMM-401 Introduction to Graduate Study in Speech, 3 cr. Problems, methods and resources involved in graduate study and research in all areas of speech. *Prereq.:* graduate standing and 12 credit hours in speech.

SPCH-COMM-404 Communication Theory, 3 cr. An analysis of communication theories and models to determine the nature and role of communication as a behavioral process in interpersonal relations, in groups, and in mass media. *Prereq.:* graduate standing, six upper division credit hours in speech or language arts, or consent of instructor.

SPCH-COMM-414 Organizational Communication Theory, 3 cr. This course will provide an advanced look at the majorSee

SPCH-PERF-348 Children's Theatre Workshop, 3 cr. Survey of theatre for children from creative dramatics to theatre in the secondary schools. All significant facets of play production are covered in performance of an actual script.

SPCH-PERF-349 Summer Theatre, 3 cr. A laboratory class covering phases of theatre production in conjunction with the production of a play script. Includes acting, directing, set and costume design, choreography, lighting, props, publicity, theatre management as related to production of a play script.

SPCH-PERF-352 Interpretation of Poetry, 3 cr. Literary analysis and oral performance of lyric, narrative, dramatic poetry, and other presentational forms. *Prereq.:* SPCH-PERF-255.

SPCH-PERF-353 Interpretation of Prose, 3 cr. Literary analysis and oral performance of both fiction and non-fiction, including novels, short stories, essays, letters, diaries, travel literature, and biographies. *Prereq.:* SPCH-PERF-255.

SPCH-PERF-354 Interpretation of Drama, 3 cr. Literary analysis and performance of plays, emphasizing the solo reader performing a variety of roles. *Prereq.:* SPCH-PERF-255 and consent of instructor.

SPCH-PERF-355 Advanced Oral Interpretation, 3 cr. Literary analysis of poetry and prose; presentation of individual and multiple performers. *Prereq.:* SPCH-PERF-255.

SPCH-PERF-357 Oral Interpretation of Shakespeare, 3 cr. Selected comedies, tragedies and histories, tracing the development of the dramatist; emphasis on special performance techniques to illuminate a thorough study of the plays. *Prereq.:* SPCH-PERF-255 or consent of instructor.

SPCH-PERF-359 Ensemble Interpretation, 3 cr. Theory and practice of oral interpretation by groups including choric readings, reader's theatre, and chamber theatre. *Prereq.:* SPCH-PERF-255.

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

SPCH-PERF-423 Independent Study in Performing Arts, 3 cr. Individual investigation into selected topics in methods and materials for dramatic activities. *Prereq.:* graduate standing and consent of instructor.

SPCH-PERF-430 Dramatic Theory, 3 cr. Analysis of major theories of dramatic writing and dramatic production from Aristotle to Antonin Artaud and their influence upon theatre and drama. *Prereq.:* graduate standing and nine credit hours in performing arts or dramatic literature at the graduate or undergraduate levels.

SPCH-PERF-431 Comparative Performing Arts, 3 cr. Comparison and contrast of the various performing arts such as ballet, opera, drama, film and television as they present specific works. Attendance at performances required. *Prereq.:* graduate standing and nine credit hours in performing arts.

SPCH-PERF-432 Aesthetics of Theatre Production, 1 cr. A consideration of the production elements of acting, directing and design as they illuminate the script. Emphasis will be on criticism of productions of new scripts.

SPCH-PERF-438 Seminar—Research Problems in Performing Arts, 3 cr. Review of recent scholarship in the performing arts; completion of an original research study. *Prereq.:* graduate standing and six graduate credit hours in speech.

SPCH-PERF-446 Theatre Management, 3 cr. Managerial policies and practices in educational and community theatres with emphasis upon common problems and their solution. *Prereq.:* graduate standing, nine credit hours in performing arts, or consent of instructor.

SPCH-PERF-458 Seminar—Research in Interpretative Arts, 3 cr. Review of research scholarship in the interpretative arts; completion of an original study. *Prereq.:* graduate standing and six graduate credit hours in speech.

WOMEN'S STUDIES PROGRAM

Core Faculty

Celia Jill Althage, M.L.S., Professor,
Library and Women's Studies

Shelley A. Bannister, Ph.D., J.D., Professor,
Criminal Justice and Women's Studies,
Associate Dean of College of Arts & Sciences

Karen Bartels, Ph.D., Associate Professor,
Earth Science and Women's Studies

Debra Bruce-Kinnebrew, M.F.A., M.A., Professor,
English and Women's Studies

Vicki Byard, Ph.D., Associate Professor,
English and Women's Studies

Netiva Caftori, D.A., Professor, Computer Science
and Women's Studies

Ellen Cannon, Ph.D., Professor, Political Science
and Women's Studies

Laurie Fuller, Ph.D., Assistant Professor
and Coordinator of Women's Studies

Renny Golden, D.Min., Professor, Criminal Justice
and Women's Studies

Jacqueline Harper, MA, Director of Women's Services
and Re-Entry Programs, and Women's Studies Faculty

Sarah Hoagland, Ph.D., Professor, Philosophy
and Women's Studies

Lisa Hollis-Sawyer, Ph.D., Assistant Professor,
Psychology and Women's Studies

Julie Kim, Ph.D., Associate Professor, English
and Women's Studies

Timothy Libretti, Ph.D., Associate Professor, English
and Women's Studies

Erica Meiners, Ph.D., Assistant Professor, Educational
Leadership and Development and Women's Studies

Wamucii Njogu, Ph.D., Associate Professor, Sociology
and Women's Studies

Vicki Roman-Lagunas, Ph.D., Associate Professor,
Foreign Languages and Literatures and Women's
Studies

Timothy Scherman, Ph.D., Associate Professor,
English and Women's Studies

Mary Ann Schwartz, Ph.D., Professor Emeritus,
Sociology and Women's Studies

WSP-283 Assertiveness Training for Women, 3 cr. The purpose of the course is to assist women in finding effective alternatives for the solutions of many familiar problems. It is designed to teach women how to handle themselves and their situations in an assertive manner. Women who have difficulty expressing both their positive and negative feelings, or who experience anxiety when asserting their rights can benefit from this course.

WSP-301 Issues in Women's Studies, 3 cr. Exploration at an advanced level of current issues and special concerns in Women's Studies. Consult the Schedule of Classes for specific topics. *Prereq.:* WSP-101 or consent of instructor.

WSP-302 Feminist Theory: 3 cr. This course, subtitled Questions of Race, Class, and Sexuality, is designed to give an introduction into conceptions of feminist theories. Moreover, much of the course will be spent reading and writing about theory. We will begin with an attempt to articulate the assumptions that underlie contemporary feminist theories by tracing the theoretical conceptions they are based upon. Our focus will be on the importance of the position and situation of the subject with respect to questions of class, race, sexuality, gender, historical moment and social location. *Prereq.:* WSP-101, 201, and 202.

WSP-321 Internship in Women's Studies, 1 cr. Placement in a university or community agency that provides services to women. This will be an opportunity to test classroom concepts in a field setting. *Prereq.:* permission of the Women's Studies coordinator

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

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

WSP-331 Independent Study in Women's Studies, 1 cr. An intensive investigation of a special area of Women's Studies. *Prereq.:* permission of the Women's Studies coordinator.

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

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

WSP-350 Seminar in Women's Studies, 3 cr. This interdisciplinary capstone course builds on knowledge gained in other Women's Studies classes. Advanced instruction in appropriate areas such as: feminist theory and methodology, international women's movements, and other topics. Includes a component on research methods/writing. Consent of the instructor is necessary. This course is a requirement for students completing the Women's Studies Major and Minor.

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

Cross-Listed Courses

Criminal Justice

CRJU-311 Women, Crime, and the Criminal Justice System
 CRJU-315B Women, Poverty and Justice
 CRJU-315K Women, Justice, and the Law
 CRJU-321 Violence Against Women
 CRJU-324 Women as Political Prisoners
 CRJU-325 Women and Revolution: Theories of Justice

English

ENGL-303 Gay and Lesbian Literature
 ENGL-318N American Women Writers of the 19th Century
 ENGL-371 Studies in Women's Literature

E549-325SPopul-35Culn's Literature

COLLEGE OF BUSINESS AND MANAGEMENT

Varkey K. Titus, Ph.D., Dean
James E. Hazeltine, D.B.A., Associate Professor of Marketing,
Acting Associate Dean

COLLEGE MISSION AND OVERVIEW

The mission of the College of Business and Management is to provide an excellent and accessible academic forum for the development and dissemination of knowledge about effective and ethical business practice in a diverse, multicultural society. The College is committed to the Chicago area's needs for educational opportunities and to the business community's needs for skilled professionals.

College programs combine a liberal arts education with professional career preparation in Accounting, Finance, Management, Marketing, and General Business Administration. The five undergraduate degree programs prepare students for careers in business or for additional study in graduate schools of business.

The College of Business and Management subscribes to quality standards established by AACSB International: The Association to Advance Collegiate Schools of Business, and is committed to providing you a well-rounded education for a career in business, government, or non-profit organizations.

DEGREE PROGRAMS

The College of Business and Management offers five undergraduate and two graduate degree programs:

- B.S. in Accounting
- B.S. in Finance
- B.S. in Management

3. Apply for and be approved for admission to the College of Business and Management. This is equivalent to declaring a business major and/or minor, and allows you to enroll in upper-division business courses.

D. Core Courses

Core courses are those that are common to all College of Business and Management degree programs, and 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.

College will accept credit for those courses from other accredited colleges and universities that you attended before you became a student at Northeastern.

A lower division (freshman and sophomore level) course that you transfer to the University is generally not accepted for College of Business and Management upper division credit (however, see Proficiency Examinations section below), even if a comparable course appears to be offered at the upper division level, and even though Northeastern may accept the course as a general elective.

Acceptance of a transferred course should never be interpreted to mean that credit has also been recognized for prerequisites to the equivalent College of Business and Management course.

Proficiency Examinations

The College of Business and Management may grant you waiver credit for a transferred lower-division course if you apply for and pass a proficiency examination administered by the Office of Program Advisement. Courses for which the College offers proficiency exams are Principles of Marketing, Principles of Management, Principles of Finance, Cost Accounting, Intermediate Financial Accounting I and II, Federal Income Tax (Individual), and Auditing.

Proficiency examinations are offered each term through the Office of Program Advisement. To take the proficiency exam, you must first demonstrate that you earned a grade of "C" or higher in the course for which you are seeking transfer credit. You will receive a PASS or FAIL for your performance on the examination. If you pass, the credit for the transferred course and the grade you earned will be applied as appropriate to your Business major or minor, but will not count toward the University's requirement that at least 42 hours of course work be taken at the upper division level for graduation. You may take a proficiency exam for a given course one time only, and you must take it before you complete all other requirements for admission to the College of Business and Management. The best strategy is to attempt proficiency examinations as early as possible so that you can plan accordingly. Contact the Office of Program Advisement to make application for a proficiency exam and to inquire about testing dates.

Enrolling in Multiple Institutions

Once you have been admitted or re-admitted to Northeastern, we will expect you to complete all Business-related course work (Core, Required, and Elective Business courses) at Northeastern, not at another institution. Approval for taking courses elsewhere, and only for an extraordinary circumstance, must be granted in advance by the Chairperson of the appropriate department. A form for this purpose can be obtained in the university's Admissions and Records office.

GRADUATION REQUIREMENTS

To graduate with a Business degree, you must meet all University graduation requirements, have completed all Foundation, Core, and Major and/or Minor required and elective courses in the College of Business and Management,

achieved at least a cumulative 2.50 (on a 4-point scale) grade point average for all course work, and a 2.50 GPA for all of your Major course work (Core Courses plus Major/Minor required and elective courses).

FILING FOR GRADUATION

To apply for graduation, contact the Program Advisors during the semester just prior to the term in which you plan to graduate. See approximate dates below:

GRADUATION GOAL	DEADLINE FOR FILING
May 2003	Previous September 24, 2002
August 2003	Previous January 22, 2003
December 2003	Previous May 22, 2003

General Education Credit for ECON 215 and 217

You may apply credit earned for Economics 215 and 217 to both the College of Business and Management Core requirements and the University's General Education requirements. The course credit is, however, counted only once toward graduation.

Double Business Major Requirements

ACTG-301	Cost Accounting	3 cr.
ACTG-307	Auditing Theory and Problems	3 cr.
ACTG-310	Federal Income Tax (Individual)	3 cr.
ACTG-321	Intermediate Financial Accounting I	3 cr.
ACTG-322	Intermediate Financial Accounting II	3 cr.
MATH-111	Business Calculus	4 cr.
	Total	19 cr.

Business Foundations

If a student's undergraduate degree is not in business, the student is required to fulfill the above Accounting Foundation requirements **plus** the following 18 hrs. of Business Foundation Courses. No courses listed under Phase I can be counted for credit in Phase II.

ACTG-400	Fundamentals of Accounting	4 cr.
BLAW-400	Legal Environment of Business	2 cr.
FINA-400	Fundamentals of Financial Management	2 cr.
ECON-401	Fundamentals of Business Economics	4 cr.
MKTG-400	Fundamentals of Marketing	2 cr.
MNGT-400	Managing Organizations	2 cr.
MNGT-401	Business Statistics	2 cr.
	Total	18 cr.

Phase II: Accounting Core and Electives

After admission to the MSA program, all students are required to complete a minimum of 30 semester hours beyond the above requirements. All 30 semester hours of course work must be in graduate level courses.

Accounting Core (15 hours)

ACTG-407	Auditing Theory and Practice	3 cr.
ACTG-412	Accounting for Planning and Control	3 cr.
ACTG-421	Current Topics in Financial Accounting ...	3 cr.
ACTG-430	Research Methodology in Accounting	3 cr.
ACTG-440	Tax Research and Procedure	3 cr.
	Total Accounting Core	15 cr.

Accounting Electives 6 cr.

Two electives from the following:

ACTG-406	Governmental and Not for Profit Accounting	3 cr.
ACTG-413	Advanced Management Accounting	3 cr.
ACTG-422	Financial Statement Analysis	3 cr.
ACTG-441	Estate, Gift and Trust Taxation	3 cr.
ACTG-451	Accounting Information Systems	3 cr.
ACTG-480	Issues in International Accounting and Multinational Business Operations	3 cr.
ACTG-500	Master's Project	3 cr.
COBM-414	Management Consulting	3 cr.

Non-Accounting Electives 9 cr.

(must be approved by the
MSA Program Coordinator)

Total Program Hours 30 cr.

DEPARTMENTS/ PROGRAMS

ACCOUNTING, BUSINESS LAW AND FINANCE

Chong-Tong Chen, Ph.D., C.P.A., C.M.A., Professor of
Accounting, Chair

Yass Alkafaji, D.B.A., C.P.A., Associate Professor of
Accounting

Nauzer Balsara, Ph.D., Associate Professor of Finance
Andy Chen, Ph.D., C.P.A., Assistant Professor of Accounting
Ring Chen, Ph.D., C.P.A., Assistant Professor of Accounting
Donald Geren, M.B.A., C.P.A., Associate Professor of
Accounting

Ruth Goran, M.S.A., C.P.A., Associate Professor of Accounting
Charas Kinkle, J.D., M.S.A., Associate Professor of Business
Law and Accounting

Thomas Krissek, M.B.A., C.P.A., Assistant Professor of
Accounting

Mostafa Maksy, Ph.D., C.P.A., Professor of Accounting
Phillip Neal, J.D., M.S.A., C.P.A., Assistant Professor of
Accounting and Business Law

Emmanuel Nyadroh, Ph.D., Assistant Professor of Accounting
Narendar Rao, Ph.D., Associate Professor of Finance
Rasoul Rezvanian, Ph.D., Professor of Finance
Myung-Ho Yoon, Ph.D., Associate Professor of Accounting

Accounting is the language of business, and employees of small and large organizations must understand basic accounting principles. The knowledge of debits and credits, financial statements, and accounting information systems is basic for all business activities. Accounting majors must, of course, be well grounded in accounting theory and practice. Many accounting majors sit for the Uniformed Certified Public Accountant (C.P.A.) Examination and embark on meaningful careers in the public accounting field, and some seek to take the Certified Management Accountant (C.M.A.) Examination

Finance is the study of value. Using basic principles from the fields of accounting, economics, and statistics, finance involves analysis of financial institutions, financial markets, and financial concepts. Finance majors can emphasize the study of markets or the study of financial management practices. The financial services field has exploded with new kinds of products and services, creating a need for individuals to sell new financial and investment instruments and services and to manage the entities which provide them. Banking, stock brokerage, commodities/futures/options trading, and financial planning and analysis are traditional areas where finance majors find employment. Frequently finance majors

are sought for entry level positions in the allied fields of real estate and insurance.

It is important to understand the legal implications of key business decisions, as **business law** constitutes the protocols for managerial action. Business law courses offered at Northeastern are not a pre-law program and are not intended to be preparation for law school.

UNDERGRADUATE PROGRAMS

Major in Accounting for the Bachelor of Science Degree

Business and Management Core Courses	36 cr.
Required Courses	30 cr.
*ABF-ACTG-301 Cost Accounting I	3 cr.
ABF-ACTG-307 Auditing Theory and Problems	3 cr.
*ABF-ACTG-310 Federal Income Tax (Individual)	3 cr.
ABF-ACTG-321 Intermediate Financial Accounting I	3 cr.
*ABF-ACTG-322 Intermediate Financial Accounting II	3 cr.
*ABF-ACTG-324 Advanced Financial Accounting	3 cr.
*ABF-ACTG-325 Contemporary Financial Accounting Issues	3 cr.
ABF-BLAW-280 Business Law I	3 cr.
ABF-BLAW-281 Business Law II	3 cr.
MNGT-393 Strategic Management	3 cr.
Total	66 cr.

*These courses include an international component.

Recommended Professional Courses for Certification as a CPA, CMA, and CIA

Baccalaureate degree-holders who wish to prepare for professional certification examinations may register as students-at-large in selected courses in order to supplement previous academic work. Contact the Chair of the Department of Accounting, Business Law and Finance for information and course enrollment authorization. Recommended professional certification courses include:

ABF-ACTG-306 Accounting for Non-Profit Organizations	
ABF-ACTG-311 Federal Income Tax (Corporate)	
ABF-ACTG-312 Cost Accounting II	

Major in Finance for the Bachelor of Science Degree

Business and Management Core Courses	36 cr.
Required Courses	18 cr.
ABF-FINA-361 Principles of Financial Management II	3 cr.
ABF-FINA-362 Investment	3 cr.
ABF-FINA-366 Financial Institutions and Markets	3 cr.
ABF-FINA-371 International Financial Management ..	3 cr.
ABF-FINA-373 Intermediate Financial Management ..	3 cr.

MNGT-393 Strategic Management 3 cr.

Two Courses from the following list:	6 cr.
ABF-FINA-363 Security Analysis	3 cr.
ABF-FINA-364 Problems in Business Finance	3 cr.
ABF-FINA-367 Short-Term Financial Management	3 cr.
ABF-FINA-368 Financial Management of Financial Institutions	3 cr.
ABF-FINA-369 Speculative Markets	3 cr.
ABF-FINA-370 Option Pricing: Theory and Strategy Applications	3 cr.
ABF-FINA-372 Portfolio Management	3 cr.
ABF-FINA-374 Future Trading Strategy	3 cr.
ABF-FINA-375 Debt Markets and Portfolio Strategy	3 cr.
ABF-FINA-376 Technical Analysis of Future Markets	3 cr.
ABF-FINA-377 Real Estate Finance	3 cr.
ABF-FINA-378 Introduction to Risk Management and Insurance	3 cr.
ABF-ACTG-310 Federal Income Tax (Individual)	3 cr.
ABF-ACTG-311 Federal Income Tax (Corporate)	3 cr.
Total	60 cr.

Minor in Accounting

This minor provides the background for professional entry level positions in accounting.

Required Courses	15 cr.
ABF-ACTG-301 Cost Accounting I	3 cr.
ABF-ACTG-307 Auditing Theory and Problems	3 cr.
ABF-ACTG-310 Federal Income Tax (Individual)	3 cr.
ABF-ACTG-321 Intermediate Financial Accounting I	3 cr.
ABF-ACTG-322 Intermediate Financial Accounting II ...	3 cr.

Two courses from the following	6 cr.
ABF-ACTG-306 Accounting for Non-Profit Organizations	3 cr.
ABF-ACTG-311 Federal Income Tax (Corporate)	3 cr.
ABF-ACTG-312 Cost Accounting II	3 cr.
ABF-ACTG-324 Advanced Financial Accounting	3 cr.
ABF-ACTG-325 Contemporary Financial Accounting Issues	3 cr.
Total	21 cr.

Minor in Finance

This minor provides an introduction to finance for students interested in the financial aspects of organizations.

Required Courses	15 cr.
ABF-FINA-360 Principles of Financial Management I .	3 cr.
ABF-FINA-362 Investment	3 cr.
ABF-FINA-363 Security Analysis	3 cr.
ABF-FINA-366 Financial Institutions and Markets	3 cr.
ABF-FINA-373 Intermediate Financial Management	3 cr.

Two courses from the following:	6 cr.
ABF-FINA-361 Principles of Financial Management II	3 cr.
ABF-FINA-364 Problems in Business Finance	3 cr.
ABF-FINA-367 Short-term Financial Management	3 cr.
ABF-FINA-368 Financial Management of Financial Institutions	3 cr.
ABF-FINA-369 Speculative Markets	3 cr.
ABF-FINA-370 Option Pricing: Theory and Strategic Applications	3 cr.
ABF-FINA-371 International Financial Management	3 cr.
ABF-FINA-372 Portfolio Management	3 cr.
ABF-FINA-374 Futures Trading Strategies	3 cr.
ABF-FINA-375 Debt Markets and Portfolio Strategies	3 cr.
ABF-FINA-376 Technical Analysis of the Futures Markets	3 cr.
ABF-FINA-377 Real Estate Finance	3 cr.
ABT-FINA-378 Introduction to Risk Management and Insurance	3 cr.
Total	21 cr.

COURSE OFFERINGS

A note on prerequisites for undergraduate courses:

Prerequisites are cumulative, i.e., some prerequisites have prerequisites of their own that must also be successfully completed.

A note on prerequisites for graduate courses: Access to all graduate business courses requires admission to the MBA and/or MSA programs, and access to all Phase II completed.completed.c

ABF-ACTG-312 Cost Accounting II, 3 cr. This course is a logical continuation of the prerequisite course with even greater emphasis on accounting information used for management planning and control. Topics include division performance measurement, transfer pricing, and application of quantitative techniques to cost accounting. *Prereq.:* ABF-ACTG-301.

ABF-ACTG-413 Advanced Management Accounting, 3cr.

Covers various analytical models of management accounting, information economics, incentive contracting, cost and performance assessment, agency theory, behavior aspects of management accounting and other current issues in management accounting research. *Prereq.:* ABF-ACTG-412 or equivalent and graduate standing.

ABF-ACTG-421 Current Topics in Financial Accounting, 3 cr.

This course provides a conceptual framework for current issues in financial accounting measurement and reporting, and valuation of assets, liabilities and income determination and other necessary disclosures of financial information.

Prereq.: ABF-ACTG-400 and graduate standing.

ABF-ACTG-422 Financial Statement Analysis, 3 cr.

Provides a thorough understanding of the accounting models, the language, the meaning, the significance and the limitations of the public corporate financial statements. Means of mastering the tools of financial analysis and tools to identify the significant financial and operating factors for the purpose of reaching informed lending, investment and other decisions.

Prereq.: ABF-ACTG-421 or equivalent and graduate standing.

ABF-ACTG-430 Research Methodology in Accounting, 3 cr.

Provides a thorough understanding of research methodologies in accounting. The approach is to take a central research question and pursue its dimensions which

ABF-FINA-378 Introduction to Risk Management and Insurance, 3 cr. The individual, family, business entity, and society are all exposed to accidental loss events that may have a significant bearing on their financial security. Risk management is the process of identifying, analyzing, controlling, financing, and monitoring these loss exposures. The primary focus of this introductory course is to provide an understanding of the various risks that businesses and individuals are exposed to and the alternative methods that are available to manage these risks. *Prereq.:* ABF-FINA-360.

ABF-FINA-382 Internship in Finance, 3-6 cr. *Prereq.:* consent of Chairperson and Dean's Office.

ABF-FINA-395 Independent Study in Finance, 1-3 cr. *Prereq.:* consent of Chairperson and Dean's Office.

ABF-FINA-400 Fundamentals of Financial Management, 2 cr. This course centers on corporate financial management, providing students with an overview of essential financial concepts such as time value of money, the relation between risk and return, stock valuation, bond valuation, and the analysis of corporate financial performance. *Prereq.:* ABF-ACTG-400 or equivalent and graduate standing.

ABF-FINA-402 Issues in Corporate Finance, 3 cr. This course builds upon the theory of modern corporate finance covered in Fundamentals of Financial Management (ABF-FINA 400). Concepts addressed include: cost of capital and optimal structures; the role of dividends in corporate evaluations; and the role of capital structure in the financing process.

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to provide students with a foundation of marketing theory and practice in manufacturing and service organizations in both for profit and non-profit sectors. Students majoring in marketing can choose from a variety of career areas. Examples include: personal selling, retail management, distribution planning, customer service, advertising/sales promotion, product/brand management, telemarketing, and franchise unit management.

UNDERGRADUATE PROGRAMS

Major in Management for the Bachelor of Science Degree

Business and Management Core Courses 36 cr.

Required Courses 12 cr.

MNGT-371 Organizational Behavior 3 cr.
 MNGT-372 Organization Theory and Design 3 cr.
 MNGT-381 International Business and Management ... 3 cr.
 MNGT-393 Strategic Management 3 cr.

Four electives from the following: 12 cr.

MNGT-353 Design and Control of
 Production Systems 3 cr.
 MNGT-354 Logistics Management 3 cr.
 MNGT-355 Materials Management 3 cr.
 MNGT-356 Forecasting Methods of
 Management 3 cr.
 MNGT-357 Purchasing Management 3 cr.
 MNGT- 358 Quality Management 3 cr.
 MNGT-359 Advances in
 Production/Operations Management 3 cr.
 MNGT-360 Operations Strategy 3 cr.
 MNGT-369 Advanced Quantitative Methods for
 Managerial Decision Making 3 cr.
 MNGT-373 Personnel Administration 3 cr.
 MNGT-374 Human Resource Planning 3 cr.
 MNGT-375 Management and Organization
 Communications 3 cr.
 MNGT-376 Small Business Management 3 cr.
 MNGT-378 Women in Management 3 cr.
 MNGT-380 Entrepreneurship 3 cr.
 MNGT-389 Training: A Managerial Perspective 3 cr.
 MNGT-390 Compensation Management and
 Performance Appraisal 3 cr.
 MNGT-392 Business, Technology and Society 3 cr.
 MNGT-396 Industrial and Labor Relations and
 Collective Bargaining 3 cr.
 MNGT-399 Management of Change 3 cr.
 *MKTG-353 Marketing Research 3 cr.
 *MKTG-354 Personal Selling 3 cr.
 *MKTG-357 Sales Management 3 cr.
 *MKTG-360 Marketing Channels 3 cr.

Total 60 cr.

* Up to two non-Management courses, as indicated by an asterisk (*), can be applied as electives towards the Major in Management for the Bachelor of Science Degree.

Major in Marketing for the Bachelor of Science Degree

Business and Management Core Courses 36 cr.

Required Courses 15 cr.

MKTG-351 Consumer Behavior 3 cr.
 MKTG-353 Marketing Research 3 cr.
 MKTG-358 International Marketing 3 cr.
 MKTG-359 Marketing Management 3 cr.
 MNGT-393 Strategic Management 3 cr.

Three electives from the following: 9 cr.

MKTG-352 Advertising 3 cr.
 MKTG-354 Personal Selling 3 cr.
 MKTG-355 Electronic Commerce 3 cr.
 MKTG-356 Retail Management 3 cr.
 MKTG-357 Sales Management 3 cr.
 MKTG-360 Marketing Channels 3 cr.
 MKTG-365 Advanced Topics in Promotion 3 cr.
 MKTG-366 Business to Business Marketing 3 cr.
 *MNGT-378 Women in Management 3 cr.
 *MNGT-354 Logistics Management 3 cr.
 *MNGT-356 Forecasting Methods 3 cr.
 *MNGT-357 Purchasing Management 3 cr.
 *MNGT-380 Entrepreneurship 3 cr.

International Business—Accounting/Finance Focus

Required Courses	9 cr.
ABF-ACTG-380 International Accounting	3 cr.
ABF-FINA-371 International Financial Management	3 cr.
*Approved Elective	3 cr.
Four courses from the following:	12 cr.
MKTG-358 International Marketing	3 cr.
MNGT-381 International Business and Management ...	3 cr.
ANTH-243 Culture and International Business	3 cr.
*Approved Elective	3 cr.
Total	21 cr.

* International Business minors are under revision as this catalog is being prepared. Interested students should contact the chairperson for appropriate course selection.

COURSE OFFERINGS

A note on prerequisites for undergraduate courses: Prerequisites are cumulative, i.e., some prerequisites have prerequisites of their own that must also be successfully completed.

A note on prerequisites for graduate courses: Access to all graduate business courses requires admission to the MBA and/or MSA programs, and access to all Phase II Advanced Graduate Business Core Courses and Concentration courses requires completion of the Phase I Foundation Courses.

COBM-385 Advanced Topics in Business, Topic Varies, 3 cr. A cross-disciplinary, topic varies, undergraduate course designed to examine leading-edge topics in business. *Prereq.:* Declared business major or minor and consent of Chairperson and COBM Dean.

COBM-414 Management Consulting, 3 cr. The philosophy, concepts, techniques and processes underlying management consulting practice in business and other operations. Topics include client's problem identification, proposal development, data collection and analysis, and communicating to the client appropriate solution and implementation recommendations. Project management and interpersonal skills needed to be a successful management consultant, as well as ethical issues of the management consulting profession, will also be addressed. Case studies, software tools and guest lecturers will be used in the course. *Prereq.:* Completion of all Phase I courses or equivalent plus a minimum of nine credit hours of Phase II courses, which must include MNGT-402 or ABF-ACTG-430.

COBM-485 Advanced Topics in Business, Topic Varies, 3 cr. A cross-disciplinary, topic varies, graduate course designed to examine leading-edge topics in business. *Prereq.:* Graduate standing and consent of Chairperson and COBM Dean.

MANAGEMENT

MNGT-201 Business and the Free Enterprise System, 3 cr. Insight into the role of the free enterprise system in society and economy. Functions and operations of business firms are analyzed for career opportunities in business and industry. Recommended for intended business majors. Does not fulfill major or minor elective.

MNGT-353 Design and Control of Production Systems, 3 cr. An in-depth coverage of the function of production planning and control including such topics as forecasting, materials requirements, planning, capacity planning, master production scheduling, production activity planning, and control and project management. Application of advanced computer software for problem solving. *Prereq.:* MNGT-377.

MNGT-354 Logistics Management, 3 cr. Introduction to the business logistics environment. Detailed coverage of the use of concepts and quantitative techniques in facility location, distribution, warehousing, scheduling, order processing, storage, material handling and other logistics design and operating decisions. *Prereq.:* MNGT-377.

MNGT-355 Materials Management, 3 cr. This course develops the relationship of purchasing, materials and distribution management through design of a production process to build a simple product using Materials Requirement Planning software and a microcomputer. This hands-on production systems approach emphasizes topics such as aggregate planning, master scheduling, materials requirements planning, capacity planning, production activity control and inventory planning and control. Through direct production management activities and decisions, the student develops an appreciation of these vital and future directions of manufacturing management. *Prereq.:* MNGT-377.

MNGT-356 Forecasting Methods for Management, 3 cr. Analysis of time series data. Forecasts for use in business decisions. Forecasting methods and techniques will include smoothing, decomposition, multiple regression, Box-Jenkins, autocorrelation, moving average, and autoregression. Comparison and selection of suitable forecasting methods for a given application. Use of computer packages for problem solving. *Prereq.:* MNGT-377.

MNGT-357 Purchasing Management, 3 cr. This course focuses on the industrial purchasing function. Topics such as the organization of the purchasing department, purchasing techniques, vendor selection, determination of "quality" value analysis, quality control, inventory control, reciprocity will be covered. Cases are used to provide a better understanding of purchasing. *Prereq.:* MNGT-370 and MNGT-377.

MNGT-358 Quality Management, 3 cr. Management of the Quality Assurance function. Analysis of the planning, design, and organization of quality control systems; statistical aids, process control and quality verification techniques needed for effective operations. *Prereq.:* MNGT-377.

MNGT-359 Advances in Production/Operations Management, 3 cr. Comparison of different production environments. Strategy for production. Detailed coverage of techniques for effective production systems: CAD/CAM, group technology, robotics, flexible. *Prereq.: MNGT-353.*

MNGT-360 Operations Strategy, 3 cr. This course offers an appreciation of the nature and limits of strategic tradeoffs in service & manufacturing organizations and an understanding of the interrelation between organization and operations strategy and impacts of operations strategy on other managerial areas. Emphasis is on the basic approaches of operations management and their strengths and weaknesses, on an integration of conceptual and analytical methodologies through assessment of case materials, and on development of recommendations for action. *Prereq.: MNGT-353, and one operations elective course, or approval of instructor.*

MNGT-368 Business Statistics, 3 cr. Quantitative methods specifically applied to management, marketing, finance, and accounting problems. Topics covered include basic probability theory, measurement and scaling, descriptive statistics, correlation, estimation, testing hypotheses, confidence intervals for mean, and regression. The use of personal computers as decision making aids will be emphasized. *Prereq.: MATH-110 and MATH-111.*

MNGT-369 Advanced Quantitative Methods for Managerial Decision Making, 3 cr. This course is a continuation of MNGT-368. Topics covered include regression, multiple regression, part and partial correlation, experimental design principles, analysis of variance, analysis of covariance, index numbers, time series design, advanced multivariate topics, principal components analysis, and path analysis. The use of personal computers as multivariate decision making aids will be emphasized. *Prereq.: MATH-110, MATH-111 and MNGT-368.*

MNGT-370 Principles of Management, 3 cr. An introductory course in the management of organizations. This course attempts to develop a broad-scoped, integrated understanding of organizations and their management. Traditional and current theories of organizational management are examined. Special attention will be given to the planning, organizing, staffing, leading, and controlling functions of management. Topics also include career development; the external environment; business and society; and the international environment. While the focus is on management in business organizations, the concepts are applicable to other types of complex organizations, notably government agencies, hospitals, non-profit organizations, international business, etc. *Prereq.: All Foundation Courses completed.*

MNGT-371 Organizational Behavior, 3 cr. A broad survey analyzing the contributions of behavioral science to management and administration. Topics stressed are scientific method in organizational research, individual and group dimensions of organizational behavior, decision making, barriers to communication, work motivation, intergroup conflict, leadership, organizational climate and development, and

analysis of power in organizations. Role playing, simulations, class exercises, and case studies are used. *Prereq.: MNGT-370.*

MNGT-372 Organizational Theory and Design, 3 cr. This course approaches the study of business organizations and their management from a macro perspective. The focus of organization theory is to study the structure and design of organizations. Students are presented with both the descriptive and prescriptive aspects of the discipline in order to provide insight into the planning and designing of organizations for effectiveness. Major topics include rational and social systems views of organizations; the social, technical, legal and economic environments of organizations; organizational characteristics such as size technology; structure, climate and administrative philosophy; elements of organizational structure and design (authority structure); specialization; degree of centralization, policies, communication channels, and reward systems; organizational processes including goal setting, strategic planning, decision making, coordinating and controlling, and organizational survival. *Prereq.: MNGT-370.*

MNGT-373 Personnel Administration, 3 cr. Organization and operation of the personnel department. Role of the personnel department in the organization. Topics include task/job development (job analysis, job design, job specification, job enlargement, job enrichment, performance standards, work rules, work conditions); staffing the organization (recruitment, selection, placement, promotion, demotion, interviewing, testing); performance appraisal; training and development; compensation (wage and salary administration, supplementary benefits, incentives); c589ngPersonne

MNGT-376 Small Business Management, 3 cr. Application of management concepts and techniques to the small firm. Special attention will be given to the particular nature, opportunities, needs, and problems of small manufacturing, wholesale, retail, and business service firms. Topics include comparison of similarities, differences, and relations between small and large firms, issues and methods in starting a small firm (including selecting the legal mode of organization, buying an existing firm, franchising); funding; risk and venture management for small firms; the role of local, state, and federal government. Case studies and field research may be included. *Prereq.:* MNGT-370, MKTG-350 and ABF-FINA-360.

MNGT-377 Production/Operations Management, 3 cr. This course covers subjects related to the design of production, inventory, and quality control systems. In the production systems design the following topics are covered: design of products and services, capacity planning, process design, work analysis and measurement, facility location, production scheduling. In the inventory control systems design the following issues will be discussed: relation of inventory system to the other functions of organizations, cost structure, deterministic and probabilistic control models. In the quality control design the following are covered: quality concept, statistical quality control methods such as control charts, sampling, etc. *Prereq.:* MATH-110, MATH-111, MNGT-368 and MNGT-370.

MNGT-378 Women in Management, 3 cr. The emerging role of women in business, and the special problems and opportunities created as a result. This is a course for both male and female students. The course covers 104TD 33

MNGT-489 Management of Organization Change, 3 cr.

This course explores the concept of successful management of organizational and behavioral change, focusing on both "planned" and "unplanned" changes and emphasizing the development of change strategies and measurement of change effectiveness. Included will be group laboratory work using video tape systems. Attention will also be given in response to external (e.g., social) changes. Opportunities exist for field work in various institutional contexts. *Prereq.: graduate standing.*

🌐 **MNGT-498 International Business, 3 cr.** This course examines the cultural, social, political and economic factors which underlie certain business practices in foreign countries. Depending upon the expertise and preference of the instructor, the course may focus upon a few primary geographical areas (e.g., Eastern Europe, Far East) intensively, or it may present a wide array of cultural environments in survey fashion.

Prereq.: graduate standing.

MNGT-500 Master's Project, 3 cr. Approval of major advisor is necessary.

MNGT-501 Master's Thesis, 3 cr. Approval of major advisor is necessary.

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field

MKTG-360 Marketing Channels, 3 cr. This course is designed to prepare future managers to successfully handle the interrelationships among manufacturers, wholesalers, retailers, and consumers. Topics covered include analysis of marketing channel structures, development of channel strategy, and management of marketing channels. The course will emphasize how to plan, organize, and control the economic, political, and social relationships among institutions and agencies to make certain that products and service are available for use or consumption by industrial, commercial, and household consumers. *Prereq.: MKTG-350.*

MKTG-365 Advanced Topics in Promotion, 3 cr. This course covers the concepts of unique selling proposition, brand imagery, and the accomplishment of marketing objectives through creative strategy in ads and commercials. Additional topics include retail, industrial trade and institutional advertising, public relations, publicity, sales promotion, and direct response promotions. Legal and ethical considerations and measurement of campaign effectiveness may be covered at the discretion of the instructor. *Prereq.: MKTG-350. MKTG-352 recommended.*

MKTG-366 Business to Business Marketing, 3 cr. An in-depth look at marketing in the industrial setting. Topics covered include the industrial buyer organization, planning, product and pricing policies, and sales techniques. Extensive use is made of up-to-date readings and cases. Students synthesize their learning in a study of major industrial firm or governmental branch. *Prereq.: MKTG-350.*

MKTG-382 Internship in Marketing, 3 cr. *Prereq.: senior standing, consent of Chairperson and Dean's Office.*

MKTG-389 Independent Study in Marketing, 3 cr. *Prereq.: senior standing, consent of Chairperson and Dean's Office.*

MKTG-400 Fundamentals of Marketing, 2 cr. This course is designed for graduate students who have not recently had formal academic training in marketing. The course develops knowledge of the fundamentals of the marketing discipline, including the responsibility of a firm's marketing personnel to develop and manage productive relationships with the firm's customers and the means by which those relationships are continuously improved. *Prereq.: Graduate standing.*

MKTG-402 Marketing Management, 3 cr. This course focuses on the techniques of management as applied to the functional areas of marketing. *Prereq.: Graduate standing.*

MKTG-451 Consumer Behavior and Marketing Action, 3 cr. This course focuses in analyzing demand, identifying market segments, and predicting customer response to alternative marketing strategies using concepts from the behavioral sciences. *Prereq.: MKTG-402 and graduate standing.*

MKTG-452 Advertising Management, 3 cr. This course explores advertising from the viewpoint of business management, develops an understanding of the role of advertising under various conditions, and looks at the problems of integrating advertising strategies into the firm's total marketing program. *Prereq.: MKTG-402 and graduate standing.*

MKTG-453 Marketing Research, 3 cr. This course explores different approaches to planning, collecting, analyzing, and communicating information from the marketplace, including techniques and applications for specific marketing areas. *Prereq.: MKTG-402, MNGT-368 or equivalent and graduate standing.*

MKTG-456 Channel Distribution and Retailing, 3 cr. This course provides for the study of retailing as an integral part of the economic system and examines retailing from both the manufacturer's perspective and consumer's perspective. It focuses on management and behavioral theories. *Prereq.: MKTG-402 and graduate standing.*

MKTG-458 Global Marketing, 3 cr. This course focuses on identifying and analyzing worldwide marketing opportunities and generating strategies for overseas marketing, and explores the impact of environmental differences on marketing strategies and customer response. *Prereq.: MKTG-402 and graduate standing.*

MKTG-468 Industrial Marketing, 3 cr. This course examines planning, organizing, and controlling industrial marketing Thi(6

Special Education (K-12)

Learning Behavior Specialist ((LBS I)

School Service Personnel

(Graduate level only)

Guidance and Counseling - School

Guidance and Counseling - Community

UNDERGRADUATE MAJORS

Bilingual/Bicultural Education

Early Childhood Education

Elementary Education

Human Resource Development

Inner City Studies Education

Music Education K-12

Physical Education

Special Education

In order to graduate, majors not seeking certification must complete all the requirements for their academic programs and be admitted to the College of Education.

UNDERGRADUATE MINORS

The College of Education offers minor programs which supplement other academic programs offered at Northeastern. These minors include the following:

Educational Foundations

Educational Psychology

Educational Studies

Multicultural Education

Health, Physical Education, Recreation, and Athletics

Health Education

Leisure Studies

Physical Education

Inner City Studies Education

Inner City Careers

Mexican/Caribbean Studies

Instructional Media

Reading

GRADUATE PROGRAMS

The College of Education offers the following graduate programs. Programs with an asterisk (*) lead to both a master's degree and Illinois state certification.

Master of Arts in Educational Leadership*

Master of Arts in Counseling

Elementary School Level*

Secondary School Level*

Career Development

Community Counseling

Master of Arts in Human Resource

Development

Master of Arts in Inner City Studies

Master of Arts in Reading*

Master of Arts in Gifted Education

Master of Arts in Special Education

Early Childhood Special Education

- Students may be required to take examinations or submit other documentation specific to the particular program and discipline in which they are enrolled or seeking enrollment.
- Programs may impose time limitations on students completing programs. If students do not meet time limitations, they may have to retake some courses.
- Evidence of specific behavior which would be likely to interfere with satisfactory performance as a teacher or professional within the field may be considered as constituting a basis for denying admission or retention.
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RETENTION POLICIES FOR ADMITTED UNDERGRADUATES

Once admitted to the College of Education, the student is expected to maintain certain standards in order to be retained within the College. These include:

1. Maintenance of a cumulative grade point average of 2.75 (on a 4.0 scale) in professional courses. Students should check with their major advisor, as some departmental requirements may vary.
2. Maintenance of a cumulative grade point average of 2.50 (on a 4.0 scale). If the cumulative grade point average drops below 2.50, the student will be placed on academic probation in the College of Education. Students are allowed one term, while on probation, to raise their cumulative grade point average to 2.50. If the cumulative grade point average is not raised to at least 2.50 after one term on probation, the student will not be retained in the College of Education.
3. A grade of "C" or higher in courses in professional education and majors within the College of Education. Students receiving a grade lower than "C" will be placed on academic probation and will not be permitted to student teach until a grade of "C" or higher is achieved.

REINSTATEMENT AND READMISSION

Reinstatement and readmission to the College of Education is not automatic.

- Students in good standing who have been admitted to the College of Education and then withdraw from the University will, upon readmission to the University, be automatically reinstated in the College of Education, if the period of withdrawal has not exceeded two years. If the period of withdrawal exceeds two years, students must apply for readmission to the College of Education. Readmitted students will be required to meet new state requirements in place at the time of readmission, and any new admission and retention requirements within the College of Education.
- A student who has withdrawn while on academic probation or who has not been retained in the College of Education due to an insufficient grade point average (G.P.A.), may be reinstated after the cumulative G.P.A. has been raised to at least 2.50 (on a 4.0 scale). A written appeal to the College of Education must be submitted. It is the responsibility of the student to notify the Office of the Dean, College of Education, of any intention to withdraw from the College. Readmitted students will be required to meet new state requirements in place at the time of readmission, and any new admission and retention requirements within the College of Education.

CLINICAL EXPERIENCES AND STUDENT TEACHING

- It is the student's responsibility to meet all deadlines for applications to all clinical experiences and student teaching. Failure to meet deadlines may result in denial of

continuation, admission, or retention within the College of Education. Deadlines for applications are posted on the CEST Website, Hot line, semester schedule, and outside of the Clinical Experiences and Student Teaching Office [4023].

- Σ All students who are working to complete certification programs are required to successfully complete, with a grade of "B" or better, at least 100 hours of clinical experiences prior to student teaching.
- A program/department recommendation will be required for admission to student teaching. All "Incompletes" in major/professional courses must be changed to a regular letter grade of "C" or higher prior to entering student teaching.
- Students will not be permitted to student teach if they have not been admitted to the College of Education or if they are on academic probation within the College of Education. Students seeking an elementary education major see ELED admission and retention policy for further rules and regulations.
- A grade of "B" or higher is required in student teaching to be recommended for Certification.
- For more detailed and specific information, students should refer to the section in the Catalog on Clinical Experiences and Student Teaching, and should also consult their advisor.

GRADUATION REQUIREMENTS

To be eligible for graduation with a recommendation for entitlement for teacher certification through the College of Education, all students must be admitted to the College, maintain the admission standards, successfully complete the required courses in professional education and all requirements of their academic program, pass the United States and Illinois Constitution Examinations and meet all University graduation requirements. (Students may also satisfy the constitution requirements by completing an approved political science course. Contact the Political Science department for course information.)

In addition, students pursuing teacher education programs in early childhood education and elementary education are required to complete at least 71 hours of general education course work in addition to professional education requirements. Those pursuing teacher education programs in secondary education are required to complete at least 47 hours of general education course work. For further information concerning the general education requirements, students should consult with the respective College of Education departments offering teacher certification programs.

Illinois Certification Testing

All students seeking early childhood, elementary, special, high school, school service personnel, or administrative certificates in Illinois must pass: 1) a test of basic skills and 2) a test of subject-matter knowledge in each area in which certification is sought. This requirement is mandated by the Illinois Education Reform Act. The tests are administered

regionally and are scheduled four to six times per year. Tests not passed may be retaken as often as necessary at any of the regularly scheduled times. Registration Bulletins and Study Guides for the tests are available from advisors.

THE CHICAGO TEACHERS' CENTER

IMPROVING URBAN EDUCATION THROUGH COLLABORATION

Since its founding in 1978, the College of Education's Chicago Teachers' Center has been an innovator in developing programs to improve urban education in Chicago schools through collaborative partnerships. The Center challenges the educational system to better serve diverse cultural and ethnic populations by creating, documenting, and disseminating model programs for teachers and students.

THE CENTER SITE IS A RICH RESOURCE FOR BUILDING SUCCESSFUL PROGRAMS

Located at River West Plaza, 770 North Halsted, Fourth Floor, the Chicago Teachers' Center makes its wide array of resources available to teachers, university students, and to

3. Students enrolled in the MAT initial certification program are admitted to the Graduate College and must receive Candidacy status in their program. They must also meet all the standards and requirements established by the College of Education.

Department Approval

Students must have department approval for student teaching. **A department recommendation for admission to the College of Education does not ensure department approval for student teaching.** A student who has exhibited (in major, professional courses or in clinical experiences) behavior judged inappropriate to a candidate for the teaching profession following admission to the College of Education may be denied approval by the department for admission to student teaching. All students must follow their departments' procedures concerning admission to student teaching.

Grade Point Average

1. A cumulative grade point average of 2.50 (on a 4.0 scale) or higher, and a grade point average of 2.75 in professional sequence courses, must be maintained for eligibility to do major clinicals and student teaching.
2. The student must meet program/department requirements.

Formal Application to Student Teach

Students must make formal application to the CEST Office, CLS 4023. Applications for student teaching are received one year prior to student teaching by purchasing, at Beck's Bookstore, the Field Experience Guidelines and Application Procedures / Forms Handbook. No meetings are held, but applications must be turned in during the months of October and February for the following year if student teaching is anticipated one year hence. Note information chart below for time frames.

Student Teaching Semester

	Need	Deadline Date
FALL	Application material	First full week of November [one year in advance]
	College of Education Admission	Last week of May [prior to student teaching]
SPRING	Application material	First full week of March [one year in advance]
	College of Education Admission	Last week of August [prior to student teaching]

NOTE: Additional information may be found outside CLS 4023, Hotline extension 5206, and NEIU's website at www.neiu.edu/~cestdept.

General Placement and Supervisory Process

- Students may not make their own arrangements for student teaching sites, nor may they request a change once an assignments has been confirmed.
- Placement requests for any field experience are sent by the CEST Office to the school and/or district.

- A candidate for student teaching assignment or certification must have good character, sound mental and physical health, and must demonstrate the skills, attitudes and behaviors necessary for working with children and/or adolescents, as applicable.
- Student teaching assignments begin and end on the dates indicated on the student's official notice of assignments. Students are expected to follow the school calendar of the school in which student teaching is done insofar as vacations and school holidays are concerned. Changes in dates involve consultation and prior permission of the Coordinator of Clinical Experiences & Student Teaching.
- All major field experiences require attendance at a confirmation meeting held during the same periods each year. Fall clinical experiences and student teaching meetings are held during the first week of December. Spring clinical experiences and student teaching meetings are held during the third week of July.
- Students will be provided registration information for these experiences at these meetings.
- Students are required to attend seminars specific to their field experience. The clinical meetings are held bi-monthly, and weekly during student teaching. These meetings require mandatory attendance.
- Mandatory Professional Growth Days are held on the Thursday and Friday prior to the semester's start of student teaching.
- Students, who for some reason, are requested to leave either their clinical or student teaching sites are not guaranteed a new placement during the enrollment semester. Special meetings involving the specific student, CEST coordinator, university supervisor, and requesting school will be held to ascertain the nature of the problem. Each issue will be handled on a case by case basis.

Students who were requested to leave either their clinical or student teaching will be provided with the criteria necessary to continue or complete either the clinical or student teaching experience. Students who do not finish their second placement in either experience will not be readmitted to complete the program.

- Students, who for some reason, self choose to leave, and/or withdraw, from either their clinical or student teaching sites are not guaranteed a new placement during the enrollment semester. Special meetings with the student, CEST coordinator, and university supervisor will be held to ascertain the nature of the problem. Each issue will be handled on a case by case basis.

Students who self choose to leave will be provided with the criteria necessary to continue or complete either the clinical or student teaching experience. Students who do not finish their second placement in either experience will not be readmitted to complete the program.

The University supervisor, with input from the cooperating teacher/s to whom the student teacher is assigned, is responsible for evaluation of the student and assignment of the final course grade. **To be entitled for certification at NEIU, a student must earn a grade of "B" or better in student teaching.**

University supervisors record their evaluation of each student teacher with the Office of Career Development and Placement, Room C-330 in the Administration Building. The student teacher must provide the supervisor with an evaluation form included in the credential packet distributed by the Office of Career Development and Placement at a meeting held once each semester. This meeting is mandatory and may be attended during the clinical experience or student teaching semester. This office maintains evaluation records for any student teacher who opens a credential file, and will make records available to prospective employers upon student request. Up-to-date information about school openings are also provided by this office.

ENTITLEMENT AND CERTIFICATION PROCEDURES

Once a student has successfully completed student teaching, he/she must follow entitlement procedures required for obtaining certification. All students can get this instruction sheet from the Office of Admissions and Records. This sheet specifies in detail the process of entitlement and certification.

Students must be aware that ILSC 5/10-21.9, Illinois law 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.

PROGRAMS

CROSS PROGRAM COURSE OFFERINGS IN EDUCATION

Cross Program Courses in Education (EDUC) are offered in the area of Educational Foundations.

EDUCATIONAL FOUNDATIONS COURSES

- EDUC-EDFN 302 Philosophical and Historical Foundations of Early Childhood Education
- EDUC-EDFN 303 Early Childhood Development

Catalog descriptions of these courses are located in the Educational Leadership and Development section of the catalog.

COUNSELOR EDUCATION

James A. Fruehling, Ph.D., Professor, Chair
Lee A. Beaty, Ph.D., Associate Professor
Mei-Whei Chen, Ph.D., Associate Professor
Jeffrey K. Edwards, Ed.D., Professor
Nan J. Giblin, Ph.D., Professor
Alice K. Murata, Ph.D., Professor
Charles Pistorio, Ph.D., Associate Professor
Sara Schwarzbaum, Ed.D., Assistant Professor
Melvin C. Terrell, Ph.D., Professor
Anita Jones Thomas, Ph.D., Associate Professor

The mission of the Counselor Education Department is to prepare individuals to function as professional counselors. The Counselor Education program, which leads to a Master of Arts degree in Counseling, focuses on knowledge and skill competence in eight areas: professional orientation, human growth and development, social and cultural foundations, helping relationships, group approaches, career development, appraisal, and research skills. Didactic courses along with experiential, practicum and internship experiences contribute to the personal and professional development of prospective counselors.

The School and Community Counseling Programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Graduates of CACREP accredited programs are allowed to sit for the National Board of Certified Counselors (NBCC) exam during their internship. Upon graduation one is then a Certified Counselor. The National NBCC has recognized the necessity for counselors to demonstrate proficiency in the CACREP core areas of study and utilizes the core as a basis for its national exam. Graduates of all NEIU Counseling Programs are also eligible to qualify as Licensed Professional Counselors (LPC). It is imperative that students consult with their program advisors regarding course selection and sequencing.

GRADUATE PROGRAMS

Master of Arts in Counseling

The program leading to the Master of Arts degree in Counseling consists of the following two sequences:

1. School Counseling
2. Community Counseling

Admission Requirements

Applicants to both sequences must meet the admission requirements of the Graduate College. Applicants to the counseling sequences will also be required to meet the following additional requirements:

1. Attend an informational orientation session prior to applying for program admission;
2. Submit recent scores for the general test of the Graduate Record Examination (GRE). Scores will be considered along with other aspects of the application.
3. Participate in an evaluative Pre-Admission workshop after application materials have been submitted;
4. Submit a spontaneous writing sample to be completed during the pre-admission workshop;

For students admitted to Master's programs prior to the Fall 1997 semester, the majority of courses applied to the Master's degree must be 400-level; a limited number of appropriate 300-level courses are applicable.

For students admitted to Master's Programs for the Fall 1997 semester and thereafter, all graduate credits will be at the 400 level, except for a limited number of 300 level courses specifically approved for graduate degree credits in a given Master's degree program. Departments may permit students to apply up to three of these 300 level courses, to a maximum of ten credit hours, to fulfill program requirements. This policy applies to all students entering graduate degree programs beginning with Fall 1997. Consult with your program advisor or the Graduate College for details.

To qualify for the master's degree, students must complete 48 credits of prescribed course work, which includes six credits of internship, and successfully complete the written departmental proficiency examination.

Once admitted, students must demonstrate satisfactory progress. Therefore, an ongoing evaluation, for the purpose of making retention decisions, is made of all admitted students in the areas of academic achievement, professional growth, and personal growth. Although evaluation will take place during every class, formal evaluation procedures are applied at candidacy, prior to practicum, and on the annual date of one's admission to the program. (See admission & retention guidelines in [The Student Handbook](#) for specifics). Students may also be reviewed for retention at the request of individual faculty members.

Should a student be recommended for non-retention in the program by the faculty Admission and Retention Committee, the student's faculty advisor will communicate the reasons to the student in writing. Further, depending upon the circumstances, the advisor may:

- direct the student to seek a more appropriate field of study.
- advise specific remedial steps that must be taken before continuation in the program is permitted; and

Additional Requirements:

1. Clinical Experience - Practicum and Internship

RESEARCH

COUN 408: Research Seminar

TOTAL 3 hrs.

students. *Prereq:*COUN -405.

COUN-407 Community Counseling, 3 cr. Presents a theoretical framework focusing on meeting the counseling needs of identified target populations in a programmatic fashion. Prevention, crisis intervention and community based interventions are presented. Specific skills in target population, identification, need assessment, goal formulation, intervention design and program evaluation are developed. Course contributes to both the appraisal and research components of the program and is required of all students. *Prereq:*COUN-403

COUN-408 Research Seminar, 3cr. 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

COUN-428 Advanced Individual Counseling: Case Conceptualization, 3 cr. Provides students with the opportunity to work with a single client over a ten-week period, using integrative conceptualization and counseling models as a basis for on-going assessment and planning. Small group settings focus on diagnosis and treatment planning within the context of legal and ethical guidelines and with reference to the current Diagnostic and Statistical Manual of Mental Disorders of the American Psychiatric Association.

Requirements include preparation and presentation of a professional disclosure statement and a clinical case study.

COUN-430 Multicultural Counseling: Worldview and Systems Orientation, 3 cr. This course will discuss treatment approaches with culturally diverse families. Students learn the impact of worldview and cultural factors on life cycle development, family functioning, dynamics, roles, expectations, and lifestyle choices, and the relation to presenting problems. Culturally appropriate skills will be included, as well as indigenous healing methods. Finally, students will become aware of their own families' cultural backgrounds. *Prereq: graduate standing and COUN-420.*

COUN-431 Couple and Family Systems Study, 3 cr. An in-depth look at family systems, including a family's developmental and life cycles. Attention will be given to various contemporary family structures with a focus on family assessment of contemporary problems such as substance abuse, domestic violence, and sexual dysfunction. Comparison of a systemic view and the traditional medically modeled psychological and psychiatric view will be addressed. Students will also study the assessment of families through the use of standardized instruments. *Prereq.: admission to the Couple and Family Sequence, or consent of instructor, and COUN- 420.*

COUN-442 Practicum I: Group Supervision in School Counseling, 3cr. Course focuses on the integration of counseling skills and conceptual frameworks to create strategies to assist children in the areas of personal, social, education and career development. Practicum I is taken concurrently with Practicum II: Clinical Experiences in School Counseling, in which strategies are applied in supervised counseling sessions with individuals and groups. This course contributes to the counseling proficiency component of the program. Required of all students enrolled in the school sequence. *Prereq: Master's degree candidacy in counseling, COUN-409, and approval of the Department Chairperson.*

COUN-444 Practicum I: Group Supervision in Community Counseling, 3 cr. A weekly three-hour course taken concurrently with COUN-454. Focuses on group supervision of clinical experiences and diagnostic and planning procedures within the context of legal and ethical guidelines of the Diagnostic and Statistical Manual of Mental Disorders of the American Psychiatric Association. Presentation of a professional disclosure statement and a clinical case study are required. Course contributes to the counseling proficiency component of the program. Required of students in the community sequence and the family program. *Prereq: Master's degree candidacy in counseling, COUN 409, and approval of the Department Chairperson.*

COUN-445 Practicum I: Group Supervision in Couple and Family Counseling, 3 cr. Practicum I: This is a weekly three-hour course designed to be taken concurrently with Practicum II: Clinical Experiences in Couple and Family Counseling. 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 II. This course contributes to the counseling proficiency component of the program and is required of all students in the family counseling program. *Prereq.: master's degree candidacy in counseling, acceptance into the C/M&F sequence.*

COUN-452 Practicum II: Clinical Experiences in School Counseling, 3 cr. Focuses on the use of individual and group strategies to assist clients with normal concerns in the areas of personal, social, educational, and career development. Practicum II requires 100 hours of supervised clinical field experiences in a school setting. This course is taken concurrently with Practicum I: Group Supervision in School Counseling. Contributes to the counseling proficiency component of the program. Required of all students enrolled in the school sequence. *Prereq. Master's degree candidacy in counseling, COUN-409, and approval of the Department Chairperson.*

COUN-454 Practicum II: Clinical Experiences in Community Counseling, 3 cr. Practicum II: Clinical Experiences in Community Counseling consists of 100 clock hours of supervised clinical experience in an appropriate setting. At least 40 of these hours are to be spent in direct service to clients. To be taken concurrently with Practicum I: Group Supervision in Community Counseling. This course contributes to the counseling proficiency component of the program and is required of all students in the community sequence. *Prereq: Master's degree candidacy in counseling, COUN-409, and approval of the Department Chairperson.*

COUN-455 Practicum II: Clinical Experience in Couple and Family Counseling, 3 cr. Practicum II: Clinical Experiences in Family Counseling consists of a minimum of 100 clock hours of supervised clinical experience in an appropriate setting. At least 50 of these hours are to be spent

concurrently with Practicum I: Group Supervision in Family Counseling. This course contributes to the counseling proficiency component of the program and is required of all counseling proficiency alltrf 0.06 .06813s course conconconconconcoer's degree cunituTJ/T36racticutctctio

COUN-464: Internship I: Community Counseling, 3 cr.

First of two supervised internship courses required for the community sequence that focuses on the role of the counselor in a community service program, family guidance clinic, mental health center, hospital, substance abuse treatment program, aging center or court services setting. Supervision provided by a site supervisor and a counselor education staff person. Requires 300 hours of field-related activities, including participation in an on-campus seminar every other week. All courses required for the sequence, including COUN-444 and COUN-454, and approval of the department.

COUN-465 Internship I: Group Supervision in Couple and Family Counseling, 3 cr.

This is the first of the supervised internship courses required for the family counseling program sequence. The focus of this course is on the implementation of the role of the family counselor in a community agency, family guidance clinic, community mental health center, hospital, substance abuse treatment program, aging center or court services setting. Interns will be working under the supervision of a site supervisor and a counselor education faculty person. The course will require the intern to complete 300 hours of field-related activities, including participation in an on-campus seminar every other week. *Prereq.:* All courses required for the specialization, Practicum I and II, and approval of the department.

COUN-466 Independent Study in Guidance and Personnel Work, 3 cr.

Intensive guided study in selected areas of guidance and personnel work. Consultation with instructor prior to registration is mandatory. *Prereq:* graduate standing and consent of instructor.

COUN-468 Seminar in Counseling, 3 cr.

See the subtitles in electives listing. As these subtitles indicate, these courses provide opportunities for detailed analysis of various topics focusing on current trends and/or issues. The varied interests of the students are considered in relation to the activities and assignments. *Prereq:* master's degree candidacy in guidance and counseling or consent of instructor.

COUN-469 Independent Study in Guidance and Personnel Work, 1 cr.

Intensive guided study in selected areas of guidance and personnel work. Consultation with instructor prior to registration is mandatory. *Prereq:* graduate standing and consent of instructor.

COUN-470 Independent Study in Guidance and Personnel Work, 2 cr. (See COUN-469 for description.)

COUN-472: Internship II: School Counseling, 3 cr.

Second of three supervised internship courses required for the school counseling sequence. A continuation of COUN 462 focusing on the implementation of the role of the school counselor in school settings. Interns work under the supervision of a site supervisor and a counselor education staff person. The course requires the interns to complete 300 hours of field-related activities and participate in an on-campus seminar every other week. *Prereq:* COUN 462: Internship I: School Counseling.

COUN-474 Internship II: Community Counseling, 3 cr.

A continuation of COUN 464 which further involves the intern in the implementation of the role of the counselor in a community service program, family guidance clinic, mental health center, hospital, substance abuse treatment program, aging center or court services center. Supervision provided by a site supervisor and a counselor education staff person. Requires 300 hours of field related activities, including participation in an on-campus seminar every other week.

Prereq: COUN-464, Internship I: Community Counseling.

COUN-475 Internship II: Group Supervision in Couple and Family Counseling, 3 cr.

This course is a continuation of COUN-465 and further involves the intern in the implementation of the role of the family counselor in an approved internship placement. Interns will be working under the supervision of a site supervisor and a counselor education staff person. The course will require the intern to complete 300 hours of field related activities, including participation in an on-campus seminar every other week. *Prereq.:* COUN-465

Internship I: Couple and Family Counseling.

COUN-490 Thesis Research, 3 cr.

This course includes the preparation and submission of a master of arts thesis under

relations. Emphasis is also placed on business management practices and the application of theoretical knowledge to effective school business practices. The Higher Education Leadership concentration provides knowledge and skills related to the history and development of community colleges and to effective administrative practices at that level. It stresses an understanding of administrative and supervisory skills for the development and support of instructional systems at the collegiate level. Students in this concentration have the option of completing a thesis. Courses are taught in the evening and Saturdays at the main campus, at El Centro, at Lake County, and at a variety of locations in the Chicago metropolitan area through Distance Education.

Requirements for Admission to the Program:

For students admitted to Master’s programs prior to the Fall 1999 semester, the majority of courses applied to the Master’s degree must be 400-level; a limited number of appropriate 300-level courses are applicable.

For students admitted to Master’s Programs for the Fall 1997 semester and thereafter, all graduate credits must be at the 400 level. **Consult with your program advisor or the Graduate College for details.**

In addition to the requirements of the Graduate College for admission, students who wish to enroll in the Master’s Degree Program in Educational Leadership must meet the following eligibility requirements:

1. A bachelor’s or master’s degree from an accredited institution of higher education. For those with a bachelor’s degree only, a grade point average of 2.75 (on a 4.0 scale) for all undergraduate work is required. Students with a lower grade point average may be accepted conditionally.
2. Admission to the School Leadership concentration requires two years of verified full-time teaching experience in schools recognized by the Illinois State Board of Education (two years of verified full-time experience for school psychologists and school social workers in their respective fields may be substituted for teaching experience). Admission to the concentration for Chief School Business Official requires two years of school business management experience prior to registration for LEAD-445, and the successful completion of two accounting courses. Admission to the concentration in Higher Education Leadership does not require teaching experience.
3. Successful completion of the Graduate Recurds Examination (GRE).

Program Requirements:

1. Selection of a concentration in School Leadership, Chief School Business Official or Higher Education Leadership.
2. Completion of 36 credit hours according to prescribed sequences.
3. Successful completion of the Departmental Comprehensive Examination

Required Courses:

School Leadership Concentration (36 cr. hrs.)

Sequence I (courses may be taken in any order)

ELAD-LEAD-413 Human Relations	3 cr.
ELAD-LEAD-421 Foundations of Educational Leadership and Organization Studies	3 cr.
ELAD-LEAD-424 School Supervision	3 cr.
ELAD-LEAD-429 Research	3 cr.

Sequence II (courses may be taken in any order)

ELAD-LEAD-434 Practicum in Instructional Leadership and School Management	3 cr.
Elective (if student wishes to take two courses in semester) only one elective for program	3 cr.
Part I of Comprehensive Examination (Student must pass before moving on to Sequence III)	
Candidacy	
Complete Illinois Test of Basic Skills	

Sequence III (courses may be taken in any order)

ELAD-LEAD-401 Curriculum Development and Learning Theories	3 cr.
ELAD-LEAD-422 Elementary and Secondary School Administration and Supervision	3 cr.
ELAD-LEAD-431 Community Relations	3 cr.
ELAD-LEAD-432 School Finance	3 cr.
ELAD-LEAD-433 School Law	3 cr.
Additional Elective (if not taken in Sequence II)	3 cr.

Sequence IV (courses may be taken in any order)

ELAD-LEAD-435 Practicum in Instructional Leadership and School Management	3 cr.
Part II of Comprehensive Examination or Thesis Option (students going for 2nd M.A. Degree)	
Total	36 cr.

For those seeking principal positions in the City of Chicago, Sequence V is required in addition to degree requirements.

Sequence V

Students who seek positions as principals in Chicago Public Schools must complete (a) an approved Practicum through the Chicago Public Schools, (b) ELAD-LEAD-425 Advanced Techniques in the Supervision and Evaluation of Professional Staff, and (c) ELAD-LEAD-428B Seminar in Educational Administration: Administration Theory and Practical Applications.

Chief School Business Official Program (36 cr. hrs.)

Sequence I (courses may be taken in any order)

ELAD-LEAD-413 Human Relations	3 cr.
ELAD-LEAD-421 Foundations of Educational Leadership and Organization Studies	3 cr.
ELAD-LEAD-429 Research	3 cr.
ELAD-LEAD 432 School Finance	3 cr.

Sequence II

BLAW-485 Legal and Social Environment
of Business and Management 3 cr.

Part I of Comprehensive Examination
(Student must pass before moving on
to Sequence III)

Candidacy
Complete Illinois Test of Basic Skills

Sequence III (courses may be taken in any order)

ELAD-LEAD-431 School Community Relations 3 cr.

ELAD-LEAD-436 Administration of School
Personnel 3 cr.

ELAD-LEAD-438 Collective Negotiations 3 cr.

ABF-ACTG-450 Management Information Systems 3 cr.

ELAD-LEAD-447 Introduction to School
Business Management 3 cr.

ELAD-LEAD-448 School Business Management II 3 cr.

Sequence IV

ELAD-LEAD-445 Practicum in School Business
Management 3 cr.

Part II of Comprehensive Examination

Total 36 cr.

Higher Education Leadership Program (36 cr. hrs.)

Sequence I (courses may be taken in any order)

ELAD-LEAD-413 Human Relations and Leadership 3 cr.

ELAD-LEAD-421 Foundations of Educational
Leadership and Organization Studies 3 cr.

ELAD-LEAD-429 Research in Educational
Leadership 3 cr.

ELAD-LEAD-491 Foundations of Higher Education 3 cr.

ELAD-LEAD-492 Resources, Institutional Planning,
and Finance in Higher Education 3 cr.

Elective 3 cr.

Sequence II

ELAD-LEAD-495 Practicum in Higher Education 3 cr.

Comprehensive Examination (Student must pass
before moving on to Sequence III)

Candidacy

Sequence III (courses may be taken in any order)

ELAD-LEAD-493 The Law in Higher Education 3 cr.

COUN-468H Student Personnel Work in
Higher Education 3 cr.

Elective 3 cr.

Sequence IV (courses may be taken in any order)

ELAD-LEAD-430 Thesis Seminar 6 cr.
or

Two additional electives

Total 36 cr.

Certification Program

ELAD-EDFN-305 Philosophical and Historical Foundations of Public Education, 3 cr.

The exploration of differing views of the aims of public education in America. The study of the historic settings in which the system developed. Identification of major social and cultural problems in relation to their historic antecedents. The study of various philosophic schools of thought and their impact on educational theory and practice, past and present. *Prereq.: junior standing.*

ELAD-EDFN-306 Education and Individual Differences, 3 cr.

Consideration of individual differences and principles of human development as factors in creating effective learning environments. Emphasis on: (1) understanding children and adolescents as individuals with differing abilities, aptitudes, interests, emotional responses, and accomplishments as the result of genetic, maturational, and environmental factors. Special attention given to children and adolescents covered by Public Law 94-142; (2) observational skills for assessing differences in order to aid student development. Focused study by each student of children or adolescents at a particular age level. (3) application of knowledge of developmental and individual differences to classroom practice. Ten hours of classroom observation required. *Prereq.: junior standing.*

ELAD-EDFN-307 Psychology of Instruction and Learning, 3 cr.

Study and application to the teaching situation of theories and principles of learning (cognitive, affective, behavioral), motivation, and classroom management including problems of mainstreaming. Also attention to establishing objectives, instructional design concepts, evaluation of learning and introduction to statistical analysis of scores. Focused study by each student of classroom in terms of application of theories and applications associated with learning and instruction. Ten hours of classroom observation required.

Prereq.: EDUC-EDFN-306 or junior standing.

ELAD-EDFN-312 Seminar in Current Education Literature, 3 cr.

An examination of current educational literature; included would be recent research findings, important views of educational critics, newly developed theories of learning and education, and innovative practices in educational institutions.

Prereq.: junior standing or consent of instructor.

ELAD-EDFN-313 Problems, Issues, and Practices in Education, 3 cr.

An in-depth examination of salient issues confronting contemporary American education. Topics selected are varied in accordance with student interest. *Prereq.: junior standing or consent of instructor.*

ELAD-EDFN-314 Social Issues in Educational Settings, 3 cr.

An in-depth examination of particular educational issues from viewpoints of the social science disciplines. Titles include Legal Aspects of Education; the Sociology of the Classroom; Education as Cultural Imperialism: Education and Social Reconstruction; Desegregation and Education; Problems of Educational Finance; Separation of Church and State: the effects on the Schools; Education and Social Class; The University in a Changing Society; Professional Organizations and the Schools; The Politics of Education; Sexism in

Education; Accountability and the Schools; Multicultural Education; and Gender Issues in Education. *Prereq.: junior standing or consent of instructor.*

ELAD-EDFN-317 Psychological Issues in Educational Settings, 1 cr.

In-depth analysis of specified areas concerning the interrelationship between psychology and education. Possible areas are self concept, affect, motivation, effective thinking, interpersonal skills, classroom diagnosis, individualization, teacher effectiveness, roles and problems of teachers, moral development, psychoanalysis, effective parents, learning styles and developing independent learners. Stress on theoretical and practical approaches to help teachers toward self understanding and to provide opportunities for development of strength in one or more of the above areas. Two credit hour courses require field observation or a project; three credit hour courses require both. *Prereq.: junior standing or consent of instructor.*

ELAD-EDFN-318 Psychological Issues in Educational Settings, 2 cr. (See ELAD-EDFN-317 for description)**ELAD-EDFN-319 Psychological Issues in Educational Settings, 3 cr.** (See ELAD-EDFN-317 for description)**ELAD-EDFN-321 Group Dynamics in Educational Settings, 3 cr.**

Study of principles of group dynamics as they affect classroom behavior. Development of skills in observing, recording, and analyzing group phenomena, in creating and facilitating effective groups, in developing supportive environments, and in group leadership. Course topics include communication, leadership, norms, subgroups and cliques, ability grouping, small group projects, peer teaching, and group approaches to discipline problems. Reading and discussion of group dynamics literature, observation and analysis of classrooms, group investigations of specific topics and practice in group leadership skills. *Prereq.: junior standing or consent of instructor.*

ELAD-EDFN-322 Introductory Statistical Analysis in Education, 3 cr.

An introduction to statistical analysis with special focus on methods employed in educational research and evaluation. Topics include descriptive statistics, correlational techniques, elementary probability theory, and elementary parametric and non-parametric statistical tests of hypotheses. Emphasis is placed on theoretical foundations, computational skills, and computer utilization. *Prereq.: junior standing or consent of instructor.*

ELAD-EDFN-333 School Law for Teachers, 3 cr.

Provides K-12 teachers and prospective teachers with an understanding of the impact of the legal processes on schools. Attention is given to current issues and their implications for classroom teachers. Topics include: the legal system, sources and levels of law, contracts, tenure, records, collective bargaining, copyright, academic freedom, tort liability, student and teacher rights, discrimination and handicap issues. *Prereq.: junior standing.*

ELAD-EDFN-405 Development of Educational Thought, 3 cr.

An examination of the historical development of American education and some of its antecedents. A study of the educational theories of selected philosophies; an examination

of the purposes of education in pluralistic America; an evaluation of educational institutions and practices in terms of present circumstances. *Prereq.: graduate standing.*

ELAD-EDFN-406 Human Development and Learning, 3 cr. The study of theories and principles of development of school age children and youth. Focus on current theories and research and their implications for learning and identification of teaching practices that facilitate the acquisition of intellectual and social skills of children and youth. Attention to characteristics covered by PL.94-142 as well as differences due to social, cultural and ethnic factors. Ten hours of classroom observation required. *Prereq.: graduate standing.*

ELAD-EDFN-407 Learning Theories and Educational Practice, 3 cr. Analysis of classroom learning and management in terms of principles and theories of learning and motivation and recent research on effective teaching. Ten hours of classroom observations required. *Prereq.: graduate standing.*

ELAD-EDFN-410 Education as a Social Institution, 3 cr. Study of the school as a social system and as an institution which influences and is shaped by other institutions of society. Particular attention is given to urban education. Laboratory experiences are expected. *Prereq.: graduate standing or consent of instructor.*

ELAD-EDFN-411 Comparative Education: Title Varies, 3 cr. This course provides the student in the College of Education with an opportunity to study a variety of critical issues and current topics which relate to the fields of comparative and international education. This course will provide students with an opportunity to utilize Internet and other distance education opportunities. Students participating in this course will also have the option of participating in an educational experience outside of the United States. This international experience is designed to enhance the student's mastery of international and comparative education elements of the course topic.

ELAD-EDFN-411A Comparative Education: Higher Education, 3 cr. This course provides the student with an opportunity to development, structures, governance of, and critical issues of higher education systems in the United States with those of another country.

ELAD-EDFN-411B Comparative Education: Leadership, 3 cr. This course provides the student with an opportunity to analyze leadership not only as an understandable process, but also as a universal one by comparing and contrasting leadership theories, practices and actions as they are applied in social and educational systems different from the United States.

ELAD-EDFN-412 Selected Concepts in the Philosophy of Education, 3 cr. Analysis of the ideas of important contributors to educational theory. In-depth study of particular theorists or schools of philosophy (such as existentialism, Plato, Dewey, Rousseau, or revolutionary philosophers). Inquiry will focus on such themes such as views of the nature of man, means and ends in education. *Prereq.: graduate standing or consent of instructor.*

ELAD-EDFN-416 Cultural Pluralism and the Schools, 3 cr. The study of multicultural groups: differences and commonalities. Special emphasis is on the investigation and evaluation of various concepts and models of cultural and subcultural relationships as manifested in the schools. Study and application of ethnographic methods to sub-cultures related to and within the educational context. *Prereq.: graduate standing, or consent of instructor.*

ELAD-EDFN-417 Educational Theorist, 3 cr. An in-depth examination of a particular theorist or theoretical view (such as motivational, client-centered, behaviorist, cognitive, new left, Freud, Piaget, Dewey, or Erikson) with applications to classroom situations. Observations of schools or learning situations, modelled after the particular perspective, will probe the implementation of the theorist's ideas at all levels of education. Consideration will be given to the present impact of each theorist and implications for the future. *Prereq.: graduate standing or consent of instructor.*

ELAD-EDFN-418 Seminar in Development and Learning, 3 cr. An in-depth study of theory and research in educational settings on developmental characteristics related to capacity to learn. Titles include Cognitive Development, Social Development, Moral Development and the School, Development in Cross-cultural Perspective, Developmental Crisis and Maturation, The Adult Learner, and Social and Cultural Determinants of Development. Students will focus on an age range of particular interest. Observations will be used to illustrate theory and research. Emphasis will be placed on the ways knowledge about development enhances instruction. *Prereq.: graduate standing or consent of instructor.*

ELAD-EDFN-419 Adolescent Development and Educational Practice, 3 cr. In-depth study of theory and research related to adolescent behavior and development as these affect learning and classroom behavior. Classroom observation required.

ELAD-LEAD-401 Curriculum Development and Learning Theories, 3 cr. An analysis of the basic determinants of curriculum. Emphasis on significance of psychological theories and development, learning and motivation for curricular development including impact of sociological, cultural, and ethnic factors. Special education programs are included. Methods are outlined for evaluating the effectiveness of curricula and programs.

ELAD-LEAD-413 Human Relations and Learning, 3 cr.

ELAD-LEAD-421 Foundations of Educational Leadership and Organizational Studies, 3 cr. This course is designed to introduce the student to the field of educational leadership. The purpose of the course is to assist educational leadership professionals to understand the philosophical, historical, and organizational underpinnings of educational leadership. It provides students with a theoretical base on which to develop sound practical applications in the educational leadership tasks of communicating, planning, implementing and evaluating strategies designed to develop effective learning communities. Further, it prepares the student to understand and choose the most effective leadership, motivational and decision-making strategies for the educational environment in which the student participates.

ELAD-LEAD-422 Elementary and Secondary School Administration and Supervision, 3 cr. An examination of the elementary and secondary school with emphasis upon the role of the principal and his/her relationship with personnel; administrative behavior analyzed in terms of tasks and processes. School climate and quality learning environment and academic excellence, staff development, curriculum development, finance, action research; opportunity to solve problems with simulated materials which include an emphasis on program and personnel evaluation. Social and cultural factors and special education programs will be analyzed.

ELAD-LEAD-424 School Supervision, 3 cr. An analysis of the components of supervisory behavior in education and their influence upon the participants in the process of supervision; human and technical skills in personnel management; organizational factors affecting the performance of the supervisor; problematic areas within educational institutions and their influence upon supervisory behavior. Practical aspects of program and personnel evaluation; improvement of school learning climate and academic achievement will be emphasized as they relate to school reform and both multicultural and exceptional populations.

ELAD-LEAD-425 Advanced Techniques in the Supervision and Evaluation of Professional Staff, 3 cr. The main focus of this course is to provide an in-depth analysis of advanced techniques in the supervision and evaluation of K-12 professional personnel. The course builds upon the concepts of ELAD-LEAD-424 to develop effective and legally formative and summative evaluations. The evaluation functions of monitoring curriculum fidelity, directing personnel for improvement, making personnel decisions, and working with incompetent personnel provide a framework for applying course content to K-12 settings.

ELAD-LEAD-428 Seminar in Educational Administration, 3 cr. An in-depth analysis of selected topics and problems in educational administration, study of administrative behavior, theory and contributions of behavioral science to administration as well as the characteristics of schools as organizations with implications for practitioners in education. Focused study in areas such as educational decision-making, practical

applications of administrative theory, special problems of the elementary or secondary school, and organizational analysis.

ELAD-LEAD-429 Research in Educational Leadership, 3 cr. The purpose of this course is to help the student develop skills in research design, including problem statements, hypotheses formulation, population/sample selection, data collection, statistical analysis and interpretation. The course includes qualitative and quantitative research. Historical analysis, descriptive, causal-comparative, correlational and experimental studies will be developed as they relate to effective schools and administrative research

ELAD-LEAD-430 Thesis Seminar, 3 cr. This course provides guidance in the preparation and submission of a master of arts thesis under the supervision of faculty. It will extend the student's knowledge of standard techniques in the collection and analysis of data and facilitate the development of skills in advanced research design for possible future study at the doctoral level.

ELAD-LEAD-431 Community Relations, 3 cr. An analysis of the role of educational policy in relation to the modern community, community power structure, needs and resources, social and political characteristics, and the principles of cooperative planning and community relations in the context of social and technological change. Focus on community assessment materials; multicultural and multiethnic needs and understanding; needs of exceptional students; interagency cooperation; funding and evaluation. Students are provided opportunities to develop materials for use in their institutions.

ELAD-LEAD-432 School Finance, 3 cr. The theoretical background and legal basis of public school finance and the application of those theories to various school finance models. Topics include: budget analysis, state aid mechanism, accounting processes, facility management and maintenance, transportation, contracts, liabilities and food service management.

ELAD-LEAD-433 School Law, 3 cr. Includes an analysis of selected general legal principles, cases, statute law and law-making agencies affecting educational organizations and systems. Key content areas include the legal system; role of federal and state governments; the legislative process; school governance, policies and rules and regulations; church and state; civil rights; student and parent rights and responsibilities; collective negotiations, torts and contracts. Content is designed for the practical application of school law.

ELAD-LEAD-434 Practicum in Instructional Leadership and School Management I, 3 cr. The major purpose of the practicum is to provide the student with a supervised experience in the functions and duties associated with instructional leadership and school management. Each student will participate in administrative activities related to instructional leadership one term and school management the other term. Examples of tasks include staff and curriculum development, pupil personnel services, establishing and maintaining effective learning environments, implementation of policy, business and facilities' management, and community relations.

ELAD-LEAD-435 Practicum in Instructional Leadership and School Management II, 3 cr. (See ELAD-LEAD-434 for description.)

ELAD-LEAD-436 Administration of School Personnel, 3 cr. Provides a general understanding of the personnel functions in educational settings. Decision-making and problem-solving will be emphasized. The functions of planning, recruitment, placement, staff development, motivation and

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effectiveness of training/education/development programs; 6) communicate and interact effectively with groups and individuals, 7) manage human resource development projects and programs; 8) work effectively across an organization in order to plan, develop and implement performance improvement.

Requirements for Admission to the Program:

Students must fulfill the requirements for admission to the Graduate College.

1. B.A. degree in Human Resource Development or demonstrated success in Human Resource Development, teaching, or related work experience.
2. Two letters of recommendation from professors, employers, or supervisors which provide evidence of an applicant's qualifications.

Individuals who fail to satisfy requirements under number 1 will be asked to complete undergraduate course work in Human Resource Development prior to admission. The courses to be taken will be determined by the program advisor and will be based on a review of the individual's academic record and work experience.

Requirements for the Degree:

For students admitted to Master's programs prior to the Fall 1997 semester, the majority of courses applied to the Master's degree must be 400-level; a limited number of appropriate 300-level courses are applicable.

For students admitted to Master's Programs for the Fall 1997 semester and thereafter, all graduate credits will be at the 400 level.

Required Courses:

ELAD-HRD-400 HRD and the Organization	3 cr.
ELAD-HRD-401 The Adult Learner I	3 cr.
ELAD-HRD-403 Presentation and Facilitation Strategies for HRD	3 cr.
ELAD-HRD-405 Needs and Task Analysis in HRD	3 cr.
ELAD-HRD-406 Instructional Design in HRD I	3 cr.
ELAD-HRD-407 Measurement and Evaluation in HRD	3 cr.
ELAD-HRD-408 Instructional Design in HRD II	3 cr.
ELAD-HRD-411 Consulting in HRD	3 cr.
ELAD-HRD-415 Seminar in HRD	3 cr.
ELAD-HRD-416 Practicum in HRD I	3 cr.

ELAD-HRD-320 Dynamics of Working with Groups and Individuals, 3 cr. The study of effective interpersonal and group behavior in organizations. Understanding the importance of such behaviors for the achievement of learning outcomes and the development of skill in the use of such behaviors will be emphasized. *Prereq./Coreq.: junior standing and consent of instructor.*

ELAD-HRD-321 Designing Instruction in Human Resource Development, 3 cr. Application of major principles relating to the design and presentation of training/education programs for adults. Students will demonstrate their level of competency on major tasks and then focus efforts on improving levels of competency. The course is to be taken the term prior to the students' participation in the internship program. *Prereq.: ELAD-HRD-300, 301, 310, 315, 320, 325.*

ELAD-HRD-323 Independent Study in Human Resource Development, 3 cr. In-depth study of special areas in human resource development. *Prereq.:*

PROGRAM in INNER CITY STUDIES

A program in Inner City Studies is offered at the Center for Inner City Studies, 700 E. Oakwood Blvd., 60653. The curriculum in Inner City Studies focuses on an interdisciplinary approach to examining the political, economic, social, and cultural forces that impact on inner city communities in this country and throughout the world. The Program has established, as its primary function, the retraining of inner city career persons as desired to work in inner city communities.

The Program in Inner City Studies, through the College of Education, offers the following degrees:

- Bachelor of Arts in Inner City Studies
- Master of Arts in Inner City Studies

In addition, the program offers a Minor in Inner City Careers.

UNDERGRADUATE PROGRAMS

Major in Inner City Studies for the Bachelor of Arts Degree

Required Courses:

ELAD-ICSE-103 Introduction to Inner City Studies	3 cr.
ELAD-ICSE-201 History and Culture of Ethnic Groups in America	3 cr.
ELAD-ICSE-301 Racism in Theory and Fact	3 cr.
ELAD-ICSE-302 The Inner City Community	3 cr.
ELAD-ICSE-303 Theory and Methodology in Ethnic Group Research	3 cr.
ELAD-ICSE-304 Communication in the Inner City	3 cr.
Electives	12 cr.
Electives are chosen in consultation with an advisor, from undergraduate course offerings in Inner City Studies.	
Total	30 cr.

Inner City Studies majors must apply and be admitted to the College of Education by the time they have completed 24 hours. The final six hours of the major may not be taken until the student has been admitted to the College of Education.

Minor in Inner City Careers

Electives 8 cr.
Electives may be fulfilled through internships and life-experience credits directly related to a chosen career. Students must consult an academic advisor.

Total 18 cr.

NOTE: ELAD-ICSE-305 and 329 may not be used to fulfill requirements for other major or minor programs.

Additional Offerings

The program offers, at its site, courses for those Inner City Studies undergraduate students desiring to take the Elementary Education major leading to elementary teacher certification. Additionally, the required courses may be taken at the CICS leading to a second major in General Business Administration, a minor in Sociology or Criminal Justice. (Please refer to department requirements in the College of Arts and Sciences, and the College of Business and Management sections of the catalogue). Students may also complete the requirements at the CICS.

The program works closely with the Center for Inner City Studies (CICS) staff in offering the courses necessary to complete the General Education Program requirements.

Courses leading to a second major in General Business Administration are also available at the CICS site. (Please consult the College of Business and Management section of this catalog for a description of this program.)

Community Affairs

The program sponsors a variety of courses, workshops, and community activities for Northeastern students and for members of the inner city community. One program of special interest is the **African and Caribbean Studies Program** which is a comparative education program that focuses on inner city and institutional development. This program includes study tours and workshops.

GRADUATE PROGRAM

Master of Arts in Inner City Studies

This program is designed for students who intend to work in one of a variety of positions available in human services or a related field. A master's project or paper is required.

For students admitted to Master's programs prior to the Fall 1997 semester, the majority of courses applied to the Master's degree must be 400-level; a limited number of appropriate 300-level courses are applicable.

For students admitted to Master's Programs for the Fall 1997 semester and hereafter, all graduate credits will be at the 400 level, except for a limited number of 300 level courses specifically approved for graduate degree credits in a given Master's degree program. Departments may permit students to apply up to three of these 300 level courses, to a maximum of ten credit hours, to fulfill program requirements.

This policy applies to all students entering graduate degree programs beginning with Fall 1997. Consult with your program advisor or the Graduate College for details.

Requirements for the Degree:

Core curriculum: (required of all students)

ELAD-ICSE-411 Graduate Study in the Inner City	3 cr.
ELAD-ICSE-427 Seminar in the Inner City Community	3 cr.
ELAD-ICSE-442 Research Methods in Inner City Studies	3 cr.
ELAD-ICSE-443 Research Writing	3 cr.
ELAD-ICSE-452 Field Internship	3 cr.
ELAD-ICSE-453 Seminar in Field Internship	3 cr.
Approved Electives (including ELAD-ICSE-431 Seminar in Inner City School Problems (mandatory elective)	12 cr.
Total	30 cr.

COURSE OFFERINGS

ELAD-ICSE-101 Development of Inner City Children, 3 cr. An examination of traditional theories of child growth and development in the light of recent findings of interdisciplinary research on the behavior of disadvantaged children in urban settings. Special emphasis on inner city family structures as well as those informal and formal systems that contribute to personality formation.

ELAD-ICSE-102 The Paraprofessional in the Inner City School, 3 cr. Introduction to educational philosophies and teaching techniques relevant to inner city schools from pre-school through upper elementary grades as they pertain to the paraprofessional (teacher aide). Considerable focus on teacher aide-pupil relationships and teacher aide-parent relationships. Special projects will deal with practical classroom situations and motivational techniques. Students will be exposed to new materials and media and trained to select those especially applicable to inner city youth.

ELAD-ICSE-103 Introduction to Inner City Studies, 3 cr. An overview of the problems of minority groups in large urban settings. Includes the study of mental and physical health, and community services.

ELAD-ICSE-104 Introduction to Ethno-Musicology, 3 cr. An introduction to the music of each Ethnic group: Spanish descent, African-American and Indian with historical analysis of each group's musical origins.

ELAD-ICSE-105 Urban Art Forms, 3 cr. Survey of contemporary art forms that compares themes, types of materials, and designs with those of the past.

ELAD-ICSE-106 Inner City Behavior Patterns, 3 cr. A psychological approach to the distinctive life-style patterns that permeate all facets of inner city living.

ELAD-ICSE-201 History and Culture of Ethnic Groups in America, 3 cr. An examination of religious, social, economic, and political aspects of ethnic groups in the United States, namely: Spanish descent, African-Americans, American Indians, etc.

ELAD-ICSE-202 Colonial Systems, 3 cr. The history, culture, politics and economics of external and internal colonialism from the 17th century to the present. Restricted to undergraduates.

ELAD-ICSE-203 Revolutionary Movements, 3 cr. Comparative study of various contemporary revolutionary movements including domestic revolts.

ELAD-ICSE-204 Introduction to African Civilizations, 3 cr. An introductory survey of African civilizations, concerned with the major culture of Africa before the invasions by the modern, Western European nations of the 15th and 16th centuries.

ELAD-ICSE-205 Ethnic Politics in America, 3 cr. A study of the way various ethnic and social groups relate to local and national politics. Examination of the various ways by which ethnic groups in America have obtained political strength. It will investigate ethnic activities in this area on the local and national levels.

ELAD-ICSE-301 Racism in Theory and Fact, 3 cr. Study of race and culture as related to social and racist theories. Focus will be on such issues as prejudice, racial superiority, and racial group interaction.

ELAD-ICSE-302 0066eion of th66eion ity servr.

ELAD-ICSE-328 Administrative Practicum, 4 cr. A ten week assignment in an inner city administrative unit, governmental or private. Designed to give the student experience in administration and administrative problems of various agencies and organizations. The student will be supervised by a cooperating administrator working with the faculty practicum supervisor. Must be taken concurrently with ELAD-ICSE-327. *Prereq.: ELAD-ICSE-305.*

ELAD-ICSE-329 Pro-Seminar in Inner City Studies, 3 cr. Designed to permit in-depth probes into a variety of issues concerning various inner city communities, especially those in North and South America, the Caribbean, and Africa. May be comparative. Can be taken more than once for credit.

ELAD-ICSE-331 Literature of Ethnic Groups, 3 cr. Approach to the study of ethnic cultures through literature written by and about those groups; study of literary works concerned with African descendents, Southern Mountain Whites, American Indians, Cubans, Puerto Ricans, and Mexicans. Insight into the cultural attributes of these groups through the reading of novels, plays, biographies, essays, poems, and short stories.

ELAD-ICSE-332 Inner City Careers, 1 cr. Enables students to explore information about themselves and the world of work in an effort to make personal career decisions. Emphasizes the communications process in the work world.

ELAD-ICSE-333 Inner City Careers, 2 cr. Enables students to survey career areas being considered as their life's work. Students are exposed to career conditions, requirements, income ranges, etc. of the careers under consideration. Emphasis is placed on compiling data through student research, about people functioning in career areas, and potential employers. Students also explore processes of seeking specific employment positions. *Prereq.: admission to College of Education with a major in inner city studies.*

ELAD-ICSE-334 Inner City Careers, 3 cr. Students are required to serve as "workers" (usually time without pay) in the career areas of their choice. In addition, the course requires considerable thought on students' part and a written prospectus of how they would use their chosen career to benefit inner city communities if given the opportunity. *Prereq.: admission to College of Education with a major in inner city studies.*

ELAD-ICSE-348 Intergroup Dynamics, 3 cr. Study of how to help pupils and parents of different races interact harmoniously; practice in directing activities that will enhance intercultural relationships through such techniques as role playing, panel discussions, and public speaking.

ELAD-ICSE-411 Graduate Study in the Inner City, 3 cr. An introduction to graduate study of the conflict of cultures in the United States, especially between the dominant culture and African-Americans, American Indians, Southern Mountain Whites, Cubans, Mexicans, and Puerto Ricans. Special emphasis will be given to educational problems facing these groups. This course is required and should be taken early in the student's program. *Prereq.: graduate standing.*

ELAD-ICSE-412 Behavior Patterns in the Inner City, 3 cr. The study of inner city behavior patterns which result in agency intervention. *Prereq.: graduate standing.*

ELAD-ICSE-413 The Idioms of African Communities, 3 cr. The oral communication characteristics and language patterns peculiar to African-Americans in urban areas. *Prereq.: graduate standing.*

ELAD-ICSE-414 History and Culture of Southern White Migrants, 3 cr. History of the Southern White Migrants, treated in conjunction with an examination of the cultural patterns of the people; major emphasis on the family, religion, education, and economic status, and their respective roles in the transition from a rural to an urban way of life. *Prereq.: graduate standing.*

ELAD-ICSE-415 History and Culture of Spanish Speaking Americans: Mexican, Puerto Rican, and Cuban, 3 cr. Cultures of the Puerto Rican, Mexican, and Cuban, studied against their historical backgrounds; special attention given to an understanding of the individual's problems in transition from peasant to urban societies. *Prereq.: graduate standing.*

ELAD-ICSE-416 History and Culture of African-Americans, 3 cr. Study of African derivation and the culture of American slavery; urban and rural existence; development of the emergent African-American middle-class. *Prereq.: graduate standing.*

ELAD-ICSE-417 History and Culture of American Indians, 3 cr. Treatment of the general history and distribution by cultural areas of the North American Indian; description and analysis of representative Indian values undertaken in order to understand the problems in the process of change from tribal to non-tribal systems. *Prereq.: graduate standing.*

ELAD-ICSE-425 Seminar in Religion and Philosophy of Traditional Communities, 3 cr. Seminar with varying subtitles designed for students to focus on the religion, beliefs and wisdom of selected ethnic societies, especially African, Caribbean, and American Indian. The impact of Western dominion on these religions and philosophical systems will be examined. May be taken more than once for credit. *Prereq.: graduate standing, ELAD-ICSE-411, ELAD-ICSE-442 and ELAD-ICSE-427.*

ELAD-ICSE-426 History and Philosophy of Black Education, 3 cr. Examination of the historical and social forces surrounding the issues of Black education in America, from 1800 to the present. It is within the scope of this course to help the student recount and reconstruct, as near as possible, the crucial social controversies, their advocates, and the century-old evolution of schools of thought on Black educational theory. *Prereq.: graduate standing, ELAD-ICSE-411, ELAD-ICSE-427 and ELAD-ICSE-442.*

ELAD-ICSE-427 Seminar in Inner City Studies, 3 cr. Advanced analysis of the inner city which allows faculty to develop, with students, courses that reflect the changing dynamic nature of the inner city. May be taken more than once for credit provided titles are varied. *Prereq.: graduate standing, ELAD-ICSE-411 and ELAD-ICSE-442.*

ELAD-ICSE-431 Seminar in Inner City School Problems, 3 cr. Problems of curriculum, counseling, instruction, facilities, school attendance, the gang, etc.; students to do research and present papers on special problem areas and their relationship to school and community. The student will complete a master's report, emphasizing participation in some activity related to inner city education, with approval of instructor. The report may take the form of demonstrations, copies of interviews, a written report, etc. *Prereq.: acceptance to master's degree candidacy in inner city studies.*

ELAD-ICSE-432 Curriculum Development in the Inner City, 3 cr. A consideration of the life needs, the assets and the disabilities of the inner city child, and the adjustment of the curriculum to improve the child's learning experiences. Emphasis will be placed on the theory of curriculum construction and the needs of inner city children. *Prereq.: graduate standing and ELAD-ICSE-411.*

ELAD-ICSE-441 Cultures of the Inner City, 3 cr. Intensive comparative analysis of the way of life of America's urban poor and their relationship to the larger society. *Prereq.: graduate standing and ELAD-ICSE-411.*

ELAD-ICSE-442 Research Methods in Inner City Studies, 3 cr. Research design and analysis of data; methods for collecting and interpreting data, observation, formulation of hypotheses, techniques of interviewing, questionnaire construction, and writing of reports; primary objective of the course is to train students to read research studies with understanding and to apply the findings to classroom instruction. *Prereq.: graduate standing.*

ELAD-ICSE-443 Research Writing, 3 cr. Advanced instruction in writing reports, proposals, papers, and thesis. Consideration of form and style. Methods of writing critiques of research studies. *Prereq.: graduate standing, ELAD-ICSE-411 and ELAD-ICSE-442.*

ELAD-ICSE-444 Methods of Teaching in the Inner City, 3 cr. Curriculum development and adjustment to meet needs of inner city pupils; new approaches to teaching the "hard to reach" pupil; students to develop units in their own major teaching areas, utilizing new materials and techniques. *Prereq.: graduate standing.*

ELAD-ICSE-445 Independent Study in Inner City Studies, 3 cr. Intensive study of topics related to student's program. *Prereq.: graduate standing.*

ELAD-ICSE-451 Research and Thesis, 3 cr. Supervision and advisement in evolving thesis problems and in writing the thesis. *Prereq.: master's degree candidacy in inner city studies.*

ELAD-ICSE-452 Field Internship, 3 cr. An opportunity to work with disadvantaged children in varied social agencies that serve these youngsters in their communities; the student to function as participant-observer by assuming an active work role in the various programs offered by the agencies, thereby allowing close, intimate contact with the children and their parents; agency staff supervision, as well as regular attendance at staff conferences, to enable the student to gain working insight and understanding of the philosophy of the agency program; to be taken concurrently with ELAD-ICSE-453. *Prereq.: master's degree candidacy in inner city studies.*

ELAD-ICSE-453 Seminar in Field Internship, 3 cr. A companion course to field internship; formulation of operational principles of understanding and working through various problems that arise in the student's interaction with disadvantaged youngsters in the field; clarification of the student's attitudes and feelings as determinants in the relationships and learning processes; to be taken concurrently with ELAD-ICSE-452. *Prereq.: master's degree candidacy in inner city studies.*

ELAD-ICSE-454 Masters Project Research, 3 cr. Supervision and advisement in evolving a research project and in writing research results. *Prereq.: master's degree candidacy in inner city studies.*

HEALTH, PHYSICAL EDUCATION, RECREATION AND ATHLETICS

Violet Johnson, Ph.D., Assistant Professor, Acting Chair
C. Murray Ardies, Ph.D., Professor
Daniel Creely, Ed.S., Professor
Betty Fields, M.P.E.H., Assistant Professor
Christopher M. Hearon, Ph.D., Assistant Professor
Leslie Hickcox, Ed.D., Assistant Professor
Joan Leafman, Ph.D., Associate Professor
William Quinn, Ed.D., Associate Professor

The Department of Health, Physical Education, Recreation, and Athletics is located in the Physical Education Complex at the south end of the campus. Opened in January, 1988, this facility includes two gymnasiums, a suspended jogging track, six racquetball courts, a 60 x 120 foot swimming pool, a fitness center, two tennis courts, a baseball field, a softball field, a soccer field, classrooms, the Department of HPERA's Human Performance Laboratory, and faculty/staff offices.

The goals of the Department are to provide students with 1) an awareness of the role of health, physical education, leisure and recreation, and athletics in schools and society; 2) the opportunity to acquire competencies that will enable them to be successful in varied educational and professional settings; 3) the opportunity to develop a satisfactory level of personal skill in the many areas of the discipline; and 4) a basis and desire for continued professional growth following graduation.

The Department of Health, Physical Education, Recreation, and Athletics offers the Bachelor of Arts and Master of Science degrees.

Graduate major Exercise Science
 Fitness and Wellness Concentration
 Human Performance Concentration

All undergraduates, with their advisor's consent, may choose major courses in physical education as electives credited toward graduation. (HPER-HLED,-LEST,-PEMA,-PEMT prefixes)

Adaptive programs are outlined (with physician's approval) for students with special medical needs.

UNDERGRADUATE PROGRAMS

Students interested in a physical education major, a Leisure Studies minor, a Health Education minor, or a Physical education minor must make an appointment with the appropriate department advisor to develop an individualized academic program. The Professional Standards Committee of the department reviews faculty recommendations for students requiring special attention and meets with the student to discuss and remedy any weaknesses.

In addition to the College of Education requirements for admission and retention, the Department requires the following before students will be allowed to participate in an internship or register for the courses that immediately precede student teaching:

1. a 2.75 (on a 4.0 scale) grade point average in all major courses;
2. removal of all incomplete grades in courses offered by the department;
3. satisfactory completion of and certification in Water Safety Instructor (PEMA-381);
4. satisfactory completion of all required courses in both professional education and major;
5. permission of the department advisor.
6. admission to the College of Education.
7. passage of the State Basic Skills Exam.

Major in Secondary Physical Education for the Bachelor of Arts Degree

Secondary Physical Education majors, upon successful completion of the program and graduation from Northeastern Illinois University, are entitled to Illinois State Teacher Certification, grades 6-12. The program includes the 27 credit hour Secondary Education Professional Program (includes HPER-PEMT-201) and 38 credit hour Secondary Physical Education Major. Students are encouraged to complete one or more minor programs; eg., Leisure Studies and/or Health Education. Student Teaching for this program is scheduled for the Spring semester only.

Unique to the Secondary Physical Education Major is the Block Program which is taken during the Fall Semester of the Senior year. In the Block Program, major and professional study courses are taken on campus during the morning hours. The student will spend six weeks in a suburban school and six weeks in a Chicago urban school. One of these six week experiences will be in a middle school, the other in a high

school. The student will spend at least 100 clinical hours at one of the schools helping coach an interscholastic sport.

Required Courses:

Professional Preparation

EDUC-EDFN-305	Philosophical and Historical Foundation of Public Education.	3 cr.
EDUC-EDFN-306	Education and Individual Differences	3 cr.
EDUC-EDFN-307	Psychology of Instruction and Learning	3 cr.
TED-SCED-301	Methods of Teaching on the Secondary Level.	4 cr.
TED-SCED-305P	Secondary Student Teaching and Seminar in Physical Education	9 cr.
HPER-PEMT-201	Principles and Methods in Physical Education	3 cr.
HPER-HLED-305	Health Education in the Secondary School	2 cr.
TED-READ-301	Teaching Reading in Junior and Senior High School	3 cr.
	Total	30 cr.

Physical Education

HPER-ESCR-204	Physiology of Exercise	3 cr.
HPER-PEMA-151	Fundamentals of Rhythms	3 cr.
HPER-PEMA-231	Individual and Dual Sports	3 cr.
HPER-PEMA-275	Team Sports	3 cr.
HPER-PEMT-293	Scien Found Mtr Lrng	3 cr.
HPER-PEMA-381	Water Safety Instructor	2 cr.
HPER-PEMT-202	Tests and Measurements	3 cr.
HPER-PEMT-203Y	Lifelong Sports & Activities	3 cr.
HPER-PEMT-302	Kinesiology	3 cr.
HPER-PEMT-303	Adapted PE and Rec.	3 cr.
HPER-PEMT-305	Human Anatomy	4 cr.
HPER-PEMT-342F	Soc. Asp. of P.E.	3 cr.
HPER-PEMT-372	Adv Ed. Curriculum Design	3 cr.

Fall Block

HPER-PEMA-344	Orgnztn/Mgmt PE Classes	3 cr.
HPER-PEMT-311	Coaching & Team Mngmnt	3 cr.
HPER-PEMT-341	Orgnztn/Mgmt PE Classes	3 cr.

NOTE: C&I-SCED-301 Methods of Teaching on the Secondary Level, should be taken with the above block courses.

UNDERGRADUATE MINORS

Minor in Health Education (24 cr. hrs.)

Required Health Education Component—one course from each of the following areas to total 10-14 credit hours:

Theories Concepts of Health

HPER-HLED-312	Current Health Concepts	3 cr.
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Programs in School Health

HPER-HLED-304	Organization and Administration of the School Health Program	3 cr.
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Programs in Community Health

HPER-HLED-103 Community Health	3 cr.
HPER-PEMT-203Z Field Experience: Community Health Services	3 cr.

Curriculum Development and Evaluation in Health Education

HPER-HLED-301 Health Education in the Elementary School	2 cr.
HPER-HLED-305 Health Education in the Secondary School	2 cr.

Health Education Content Component—one course from each of the following areas to total 10-14 credit hours:

Required: One course from each of the following areas:

Human Sexuality or Sex Education

HPER-HLED-105 Preparation for Marriage	2 cr.
HPER-HLED-303 Sex Education	3 cr.

Drug/Chemical Use and Abuse

HPER-HLED-342E Pro-Seminar: Drug Education	3 cr.
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Elective: One course from at least two of the following areas:

Mental/Emotional Health

HPER-PEMT-220 Introduction to Adventure Education	3 cr.
PSYC-128 Psychology of Mental Health	3 cr.
HPER-PEMT-342A Pro-Seminar: Aging, Dying and Death	3 cr.

Environmental Health

BIOL-104 The Changing Natural Environment	3 cr.
G&ES-307 Environmental Education Seminar	3 cr.

Disease Prevention and Control

HPER-HLED-307 Human Diseases	3 cr.
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Nutrition and Dietary Patterns

HPER-HLED-210 Nutrition and Health	2 cr.
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Consumer Health Sources and Resources

HPER-HLED-212 Consumer Health	3 cr.
HPER-PEMT-342B Pro-Seminar:Health Law	3 cr.

Safety and Injury Control

HPER-HLED 101 Cardiopulmonary Resuscitation and First Aid	1 cr.
HPER-HLED-111 Cardiopulmonary Resuscitation	1 cr.
HPER-HLED-202 Safety Education	3 cr.
HPER-HLED-206 Standard First Aid Instructor	2 cr.
HPER-HLED-342Q Legal Implications in Physical Education	4 cr.

Personal Health Practices

HPER-HLED-107 Health for Effective Living	2 cr.
HPER-HLED-308 Principles of Individual Health Practices	3 cr.

HPER-PEMT-342B Pro-Seminar: Women and Health Care	2 cr.
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NOTE: The Health Education Minor provides the minimal requirement for teaching health in Illinois.

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

HPER-LEST-201 Principles and Practices of Recreation and Leisure	3 cr.
HPER-LEST-202 Camping and Outdoor Recreation	3 cr.
HPER-LEST-204 Leisure, Culture, and Society	3 cr.
HPER-LEST-302 Leisure Economics	3 cr.
HPER-LEST-304 Organization and Administration of Leisure Programs	3 cr.
HPER-PEMT-303 Adapted Physical Education and Recreation	3 cr.
Total	18 cr.

Minor in Physical Education (20 cr. hrs.)**Required Courses:**

HPER-HLED-101 First Aid and CPR	1 cr.
HPER-PEMA-181 Advanced Swimming Techniques ...	1 cr.
HPER-PEMT-201 Principles and Methods in Physical Education	3 cr.
HPER-PEMA-231 Individual and Dual Sports	2 cr.
Choose two of the following:	2 cr.
HPER-PEMA-171 Softball	1 cr.
HPER-PEMA-172 Basketball	1 cr.
HPER-PEMA-173 Volleyball	1 cr.
HPER-PEMA-271 Track and Field	1 cr.
HPER-PEMA-276 Team Sports	3 cr.
Choose one of the following:	3 cr.
HPER-PEMT-202 Tests and Measurements in Physical Education	3 cr.
HPER-ESCR-204 Physiology of Exercise	3 cr.
HPER-PEMT-303 Adapted Physical Education and Recreation	3 cr.
HPER-PEMT-312 Sport and Society	3 cr.

Electives:

Electives to be selected in consultation with advisor. _____

Total 21 cr.

This minor does not meet the requirements for teaching physical education. Consult Department Advisor for minimum teaching requirements.

COURSE OFFERINGS

HPER-ESCR-204 Physiology of Exercise, 3 cr. Instruction in how the musculoskeletal, neuroendocrine, cardiovascular, and respiratory systems of the human body function to allow the performance of physical activity and exercise, and how these physiological systems respond to both acute and chronic exercise training. *Prereq.:* six credit hours in general biology, and HPER-PEMT-305 or equivalent.

Health Education

HPER-HLED-101 Cardiopulmonary Resuscitation and First Aid, 1 cr. American Red Cross standard course in first aid and CPR.

The Special Education faculty trains teachers in adherence to the belief that every individual is entitled to a free and appropriate public education, provided by trained teachers in a setting which represents the least restrictive environment. Students develop their knowledge and skills in the field of Special Education in general, and in one or more areas of emphasis.

The William Itkin Children's Service Center located within the special education department is designed to provide assessment and remediation of learning and behavior problems in school-age students and to provide training to graduate students.

UNDERGRADUATE PROGRAM

Major in Special Education for the Bachelor of Arts Degree

The major in Special Education is designed to meet state teacher certification requirements by training students to be knowledgeable and skilled regarding the education of all school aged children and adolescents with disabilities. The program consists of a 49 credit hour major plus a 21-24 credit hour cognate (in lieu of a minor). Majors are selected in Fall semesters to begin studies the following Spring. Majors progress through the program as a cohort. Most coursework is offered during daytime hours.

The undergraduate major, represented below, has been redesigned in order to comply with new requirements, and offerings are contingent upon final approval. Prospective students are advised to check with the Department regarding current status.

Requirements for the Degree:

The program is divided into three levels. Progress through each level is contingent upon the successful completion of both prescribed coursework and program benchmarks.

Coursework:

Level 1

Spring I

EDFN-306 Education and Individual Differences
ELED-311 Public School Curriculum
SPED-371 Foundations of Special Education

Summer I

EDFN-307 Psychology of Instruction and Learning
ELED-302 Methods of Teaching Language Arts

Level 2

Fall I

SPED-372 Develop. & Char. of Children and Youth
w/High Incidence Disabilities
SPED-373 Teaching Learners w/ Special Needs I
SPED-374 Field Experience I
ELED-310 Methods of Teaching Mathematics

Spring II

SPED-375 Develop. & Char. of Children and Youth
w/Low Incidence Disabilities
SPED-376 Teaching Learners with Special Needs II
SPED-377 Field Experience II
SPED-378 Alternative Curriculum for Learners
w/Special Needs

Summer II

SPED-323 Consultation and Collaboration in Special Education
ELED-306B Methods of Teaching Reading OR
READ-311 Fundamentals of Reading Instruction OR
READ-301 Teaching Reading in the Jr/HS

Fall II

SPED-379 Managing Behaviors in the Classroom
SPED-380 Assessment of Exceptional Individuals
and Diverse Populations (4 credits Hrs)
SPED-395 Technology and Special Education
Cognate Elective (Fall II)
(Choose either A or B):

A. One of the following:

ELED-304 Methods of Teaching Social Studies
ELED-305 Methods of Teaching Science
SCED-303H Methods of Teaching History secondary school
SCED-303R Materials and Methods for Teaching
High School Science
OR

B. Bilingual Special Education Approval

BLBC-338 Bilingualism and Education
and one of the following:
SPED-393S Contemporary Problems: Methods
of Teaching Handicapped LEP
BLBC-341 Methods and Materials for Teaching LEP Students
LING-340 Teaching English as a Second Language:
Practices and Procedures

Level 3

Spring III

SPED-381 Student Teaching in Special Education
(12 credit Hours)

Program Benchmarks

Students must complete all benchmarks for each level before allowed to progress to the next level.

Level 1 – 15 credit hours (Major and cognate courses)
Successful completion of all coursework at this level and

- A) Minimum overall GPA of 2.75
- B) No more than two grades of "C" or less in professional sequence coursework
- C) Demonstration of appropriate Professional Standards
- D) Initial progress with the establishment of student portfolio
- E) Professional sequence course retaken if grade lower than "C"
- F) Admission to the College of Education
- G) Demonstration of appropriate Professional Dispositions

The graduate of a Master's program sequence will be able to 1) design and implement programs for exceptional individuals; 2) advise and consult with others on the needs of exceptional individuals; and 3) analyze and conduct research in the field of special education.

Prerequisite Course Requirements for Master of Arts in Special Education (ECH SPED) and Gifted Education:

Students must have one of the following: a current teaching certificate or a course in the History and/or Philosophy of Education.

Requirements for Admission to Both Master of Arts Degree Programs:

For students admitted to Master's programs prior to the Fall 1997 semester, the majority of courses applied to the Master's degree must be 400-level; a limited number of appropriate 300-level courses are applicable.

For students admitted to Master's Programs for the Fall 1997 semester and thereafter, all graduate credits will be at the 400 level, except for a limited number of 300 level courses specifically approved for graduate degree credits in a given Master's degree program. Departments may permit students to apply up to three of these 300 level courses, to a maximum of ten credit hours, to fulfill program requirements. This policy applies to all students entering graduate degree programs beginning with Fall 1997. Consult with your program advisor or the Graduate College for details.

Students must fulfill the requirements for admission to the Graduate College.

All applicants are required to have two letters of recommendation submitted in support of their applications. These letters should be addressed directly to the Dean of the Graduate College. The recommendations should be made by persons who have had a supervisory relationship with the applicant in a teaching situation. For applicants with little or no prior teaching experience, letters will be accepted from student teaching supervisors or from professors of education who have observed the applicant's potential as a teacher in the area of Special Education.

Degree Requirements:

1. Thirty-six approved graduate credit hours.
2. Master's Degree project.
3. Six hours of practicum in an approved special education setting. (Three hours of practicum for the Master of Arts in Gifted Education.)
4. A valid State of Illinois teaching certificate at the time of degree candidacy or successfully complete the Illinois State Basic Skills certification examination (exception: teaching certificate is not required for the Early Childhood Special Education sequence).

Advisement

All students will be assigned an advisor. Students will plan their programs in consultation with their advisors. Prerequisite and required courses may be waived when competence can be demonstrated.

Course Requirements for Master of Arts in Gifted Education

SPED-450 Psychology of Individuals who are Gifted and Talented	3 cr.
SPED-451 Creativity	3 cr.
SPED-452 Education of Individuals who are Gifted and Talented	3 cr.
SPED-453 Seminar in Curriculum and Materials for the Gifted	3 cr.
SPED-455 Bibliography and Methodology in Research in Gifted Education	3 cr.
SPED-456 Parenting and Advocacy for Individuals who are Gifted and Talented	3 cr.
SPED-457 Research Seminar for the Gifted	3 cr.
SPED-459 Field Demonstration in Gifted Education	3 cr.
and four electives	12 cr.
Subtotal	36 cr.

Course Requirements for Master of Arts Sequences in Special Education:

Early Childhood Special Education

SPED-484 Psychology of Language and Cognitive Development or	
C&I-ECED-313 Language Development and Acquisition or	
C&I-ECED-408 Language Acquisition and Intervention Strategies for Teachers of Young Children	3 cr.
C&I-ECED-403 Early Childhood Assessment	3 cr.
C&I-ECED-410 Curriculum Development in Early Childhood Education	3 cr.
C&I-ECED-411 Practicum in Early Childhood Education	3 cr.
SPED-481 Principles of Diagnosis and Teaching the Child with Special Needs Aged Three to Six Years ...	3 cr.
SPED-482 Assessment and Intervention with Infants and Toddlers who are At-Risk or Handicapped	3 cr.
SPED-483 Working with Parents of Young Children with Special Needs	3 cr.
SPED-488 Practicum in Early Childhood Special Education	

Comprehensive Examination: All ECH SPED students must successfully complete a comprehensive examination.

Course Requirements for Master of Arts in Special Education, First Certificate

Student Requirements

Graduate students seeking their initial teaching certificate must complete the following 45 hour entitlement sequence as part of the requirement for the Learning Behavior Specialist I (LBS I). In this program students will be required to complete five field – based clinical experiences arranged by the department in addition to a full – time sixteen week student teaching experience in an approved school setting.

Admission Requirements

Prospective students apply for admission to the program through the Graduate College.

- 1) Graduate students are admitted for Fall Semester.
- 2) Undergraduate degree.
- 3) Minimum undergraduate GPA of 2.75 (4-point scale). Previous graduate credit is also taken into appropriate consideration.
- 4) Passing Score on The Illinois Test of Basic Skills.
- 5) Spontaneous writing sample and/or interview at the discretion of the Department.

Initial Certification Graduate Level

Program Sequence

Block I: Foundations, Characteristics & Fundamentals of Research in Special Education – 12 hours

SPED-500 Research I: Critical Writing & Research in Special Education – 3 hours.
Prerequisites: Acceptance into the graduate program for initial certification.

SPED-501 The Development & Characteristics of Children & Youths with Disabilities – 3 hours.
Prerequisites: SPED-500

SPED-502 The Development of Cognition, Learning, and Language – 3 hours
Prerequisites: SPED-500

SPED-503 The Historical, Philosophical, & Legal Foundations of Special Education – 3 hours
Prerequisites: SPED-500

Block II: Fundamentals of Assessment, Collaboration, Teaching and Technology in Special Education – 10 hours

SPED-504 Assessment I: Principles of Educational Assessment in Special Education – 3 hours.
Prerequisites: Block I sequence

SPED-505 Consultation & Collaboration: Special & Regular Education – 3 hours
Prerequisites: Block I sequence

SPED-506 Technology in Special Education – 3 hours
Prerequisites: Block I sequence

SPED-507 Internship I: Fundamentals of Teaching – 1 hour
Prerequisites: SPED-504, 505, 506

Block III: Curriculum, Teaching, Behavior Management & Programming in Special Education - 14 hours

SPED-508 Methods I: General Curriculum & Methods in Special Education – 3 hours
Prerequisites: Block II sequence

SPED-509 Methods II: Specialized Curriculum & Methods in Special Education – 3 hours
Prerequisites: SPED-508

SPED-510 Methods III: Strategies of Behavior Management – 3 hours
Prerequisites: Block II sequence

SPED-511 Methods IV: Alternative Programming & Curriculum in Special Education – 3 hours
Prerequisites: SPED-508 & 509

SPED-512 Internship II: Intermediate Teaching – 2 hours
Prerequisites: SPED-508, 509, 510, 511

Block IV: Internship & Applied Research in Special Education – 9 hours

SPED-513 Assessment II: Applied Diagnostic Testing – 3 hours
Prerequisites: Block III sequence

SPED-514 Internship III: Applied Teaching in Special Education – 3 hours
Prerequisites: Block III sequence & SPED-513

SPED-515 Research II: Applied Research Project in Special Education – 3 hours
Prerequisites: Block III sequence

Total Credit Hours: 45

Program Benchmarks

Students must complete all benchmarks for each level before being allowed to progress to the next level. Students cannot obtain more than two grades of "C" in graduate course work as per The Graduate College Policy.

Level I – 12 hours

Successful Completion of Block I: Foundations, Characteristics & Fundamentals of Research and Assessment in Special Education (SPED-500, 501, 502, 503)

- A) Minimum GPA of 3.00.
- B) Completion of any deficiencies for those admitted conditionally.
- C) Candidacy.
- D) Beginning student portfolio.
- E) Demonstration of appropriate Professional Standards.

Level II – 10 hours

Successful Completion of Block II: Fundamentals of Collaboration, Teaching and Teaching in Special Education (SPED-504, 505, 506, 507)

- A) Minimum GPA of 3.00.
- B) Current student portfolio.

- C) Demonstration of appropriate Professional Dispositions.

Level III – 14 hours

Successful Completion of Block III: Curriculum, Teaching, Behavior Management & Programming in Special Education (SPED-508, 509, 510, 511, 512)

- A) Minimum GPA of 3.00.
- B) Current student portfolio.
- C) Demonstration of appropriate Professional Dispositions.
- D) Passage of Content Area Test LBS I.

Level IV – 9 hours

Successful Completion of Block IV: Internship and Applied Research in Special Education (SPED-513, 514, 515)

- A) Minimum GPA of 3.00.
- B) Completed portfolio.
- C) Demonstration of appropriate Professional Dispositions

EXIT REQUIREMENTS

Successful Completion of Blocks I – IV, 45 hours.

COURSE OFFERINGS

SPED-301 Supervised Field Experience II, 3 cr. Clinical experience for graduate students: observation and participation in classes for individuals with disabilities; preschool—high school according to student's selected area of concentration. Designed to meet State of Illinois requirements for 100 hours of clinical experience. *Prereq.:* SPED-303, SPED-304 and consent of instructor.

SPED-303 Educational and Psychological Evaluation in Special Education, 3 cr. Basic concepts in assessing and evaluating exceptional students, as well as educational programs. Methods for selecting, administering, and interpreting standardized tests, including competencies in validity, reliability, norming, and standard scores. Individual and group tests of aptitude, achievement, personality, diagnostic testing, and criterion referenced measures; checklists, rating scales, anecdotal records, minimum competency testing, and individual educational programs to monitor student's progress. *Prereq.:* Admission to the undergraduate special education program. Restricted to undergraduate students.

SPED-304 Psychology of Exceptional Individuals, 3 cr. Psychology and identification of exceptional individuals. Methods of teaching exceptional individuals. Includes children and adolescents who are learning disabled, mentally retarded, emotionally disturbed, orthopedically handicapped, and other health impaired, sensorily impaired, speech and language handicapped, multi-handicapped, and gifted. *Prereq.:* Admission to the undergraduate special education program. Restricted to undergraduate students.

SPED-306 Play and Creative Expression for Individuals with Special Needs, 3 cr. ro la4p71Indi, ia4m. Res

SPED-322 Management Strategies and Curriculum for Teaching Individuals with Behavior Disorders, 3 cr.

Designed to train future teachers in procedures for working with behavior disordered children and youth and in making program/curriculum decisions for these individuals. Topics covered include curriculum concerns, methods, materials, classroom organization, working with parents, working as part of a team, the range of placements for the behavior disordered and special consideration for each setting. *Prereq.:* SPED-320 and SPED-321.

SPED-323 Consultation and Collaboration in Special Education, 3cr. Examination of consulting and collaborative models for working with parents, paraprofessionals, administrators, other agencies and teachers. Study of conflict and time management strategies. Exploration of co-teaching models. *Prereq.:* Completion of Level 1 of Special Education Major, SPED-372 & SPED-375.

SPED-329 Practice Teaching: Behavior Disorders, 6 cr. Supervised classroom teaching experience combined with seminar discussions. The school as a social system; classroom management; the teacher's personal qualities; culture and personality dynamics; educational technology; pupil and parent counseling. *Prereq.:* Permission of practice teaching instructor. Undergraduate credit only.

SPED-330 Characteristics of Individuals with Mental Retardation, 3 cr. Exploration of characteristics associated with mild to profound mental retardation from early childhood to adult years. Examination of etiology issues related to diagnosis/identification, and aspects of service delivery including educational, vocational, and community services. *Prereq.:* SPED-304.

SPED-331 Teaching Individuals with Mild Mental Retardation, 3 cr. Curriculum planning including: construction and implementation of individual educational plans; adapting and selecting curriculum; materials and methods of instruction; classroom management; vocational planning and evaluation procedures. *Prereq.:* SPED-330. Undergraduate credit only.

SPED-332 Reading for Students with Mild Disabilities, 3 cr. Laboratory course concerning various methods of teaching reading to children with a demonstrated developmental lag; utilization of methods and materials which will aid in communicative ability; the skills needed for individualization, adapting and writing material for specific reading problems. *Prereq.:* SPED-304.

SPED-333 Augmented Communication for Exceptional Individuals, 3 cr. Alternative communication methods for helping handicapped children and youth with impaired speech and language abilities to learn to communicate; techniques such as total communication, language board, and electrical devices will be demonstrated and practiced. *Prereq.:* SPED-304.

SPED-339 Practice Teaching: Mild Mental Retardation, 6 cr. Supervised teaching combined with seminar discussions including examination of the problems of diagnosis, theoretical approaches, suggested teaching techniques; curriculum, organization of instruction and pupil and parent counseling. *Prereq.:* Permission of practice teaching coordinator. Undergraduate credit only.

SPED-341 Teaching Individuals with Moderate Mental Retardation, 3 cr. Providing instruction and service to individuals with moderate mental retardation in school and society; data based instruction, sequencing instruction, programming, structuring the environment, strategies for training, adapting curricula and materials, and parents as partners. Undergraduate credit only. *Prereq.:* SPED-330.

SPED-360 Identification and Education of Preschool Children with Disabilities, 3 cr. This course focuses on techniques for identifying and teaching handicapped preschool children with disabilities. Investigates theoretical frameworks and strategies for teaching preschoolers with disabilities. Explores the teacher's role in coordinating services with other professionals and in communicating with parents. *Prereq.:* SPED-304.

SPED-371 Foundations of Special Education, 3 cr. Presentation of the philosophical and historical foundations of the field of special education. Discussion of existing law, legal applications, current trends, practices, professional behavior and ethical considerations are undertaken. Overview of methods of inquiry utilized by the profession is presented. *Prereq.:* Special Education Major

SPED-372 The Development and Characteristics of Children and Youth With Higher Incidence Disabilities, 3 cr. The development and characteristics of children and youth with higher incidence disabilities is examined. Exceptionalities discussed include: Mental Retardation, Learning Disabilities, Emotional and Behavior problems, ADD, and Communication disorders. An overview of the assessment and diagnostic processes for the identification and educational treatment of these disabilities is offered. *Prereq.:* Completion of Level 1 of Special Education Major

SPED-373 Teaching Learners with Special Needs I, 3 cr. Methods for teaching academic and social skills to students with disabilities are presented. Specific considerations for working with students at the secondary level are reviewed. Considerations related to transitional and vocational programming are highlighted. Instructional planning and design with specific attention to IEP development is treated. *Prereq.:* Completion of Level 1 of Special Education Major.

SPED-374 Supervised Field Experience I, 3 cr. Students will be placed in a school setting, with supervision, to observe and help teach pupils with disabilities. Emphasis will be placed on higher incidence disabilities. Both primary and secondary school placements will be available. *Prereq.:* Completion of Level 1 of Special Education Major

SPED-375 The Development and Characteristics of Children and Youth With Lower Incidence Disabilities, 3cr. The development and characteristics of children and youth with lower incidence disabilities is examined. Exceptionalities discussed include: Physical Disabilities, Traumatic Brain Injury, Severe and Multiple Disabilities, Autism, Health Impairments, and Sensory impairments. An overview of the assessment and diagnostic processes for the identification and educational treatment of these disabilities is offered. *Prereq.:* Completion of Level 1 of Special Education Major and SPED-373.

SPED-408 Practicum in Educating Adolescents with Disabilities, 3 cr. The student will be exposed to a variety of hands-on experiences with adolescents disabilities. The experience will include exposure to adolescents with a variety of disabilities and varying degrees of severity. Experiences will include placements in one or more of the following: vocational centers, special education classrooms, community agencies and alternative schools. *Prereq.:* admission to candidacy, SPED-404, SPED-403 and SPED-405.

SPED-409 Educational and Psychological Assessment and Evaluation in Special Education, 3cr. This course provides teachers, administrators and other professional educational support personnel with an in-depth understanding of the principles of test construction, basic statistical concepts, commonly used standardized tests, and other procedures for evaluating students with special needs. Interpretations of test data are an important part of this course.

SPED-410 Identification and Diagnosis of Learning Disabilities, 3 cr. Characteristics of individuals with learning disabilities. Theoretical frames of reference for diagnosis. Behavioral characteristics, test interpretation, implications for remediation, current issues, and trends in assessment. *Prereq.:* graduate standing.

SPED-411 Remediation and Planning in Learning Disabilities, 3 cr. Principles of teaching individuals with learning disabilities. Planning the individualized school program. Role of the learning disabilities teacher in working with parents, classroom teachers, and other professionals. Current issues and trends in remediation and school programming. *Prereq.:* SPED-410.

SPED-412 Principles of Diagnostic Testing, 3 cr. Techniques of testing and interpretation of tests in educational diagnosis; familiarity with commonly used assessment instruments; techniques and practice in administering individual diagnostic tests; methods of informal assessment; interpretation of clinical reports. *Prereq.:* masters degree candidacy, SPED-409, SPED-410 and SPED-411.

SPED-413 Seminar in Learning Disabilities, 3 cr. An in-depth analysis of recent research and current problems in the field of learning disabilities, theoretical frameworks, diagnostic tools, and teaching strategies to be analyzed. *Prereq.* master's degree candidacy, SPED-410 and SPED-411.

SPED-418 Practicum I: Learning Disabilities, 3 cr. Supervised teaching experience in a classroom setting with students with learning disabilities. *Prereq.:* admission to candidacy, SPED-404, SPED-403 and SPED-405.

SPED- 430 Identification and Diagnosis of Mental Retardation, 3 cr. Learning and behavioral characteristics of individuals with mental retardation and developmental disabilities; theoretical perspectives of mental retardation and implications for design of intervention programs; assessment issues; review of latest findings in the field.

Prereq: graduate standing and SPED-404 or equivalent.

SPED-431 Teaching Individuals with Mild Mental Retardation, 3 cr. Focus on best practices for teaching individuals with mild mental retardation in school, vocational, and other settings. Exploration of curriculum development, organization of instruction, and teaching methodology in relation to current research findings. *Prereq:* SPED-404 or equivalent and SPED-330 or SPED-430.

SPED-432 Curriculum and Planning for Individuals with Mental Retardation, 3 cr. Special problems in the instruction of individuals with mild mental retardation; curriculum building, academic workshops, counseling, guidance, community

SPED-431 Teaching Individuals with Moderate Mental Retardation, 3 cr. Focus on best practices for teaching individuals with moderate mental retardation in school, vocational, and other settings. Exploration of curriculum development, organization of instruction, and teaching methodology in relation to current research findings. *Prereq:* SPED-404 or equivalent and SPED-330 or consent of instructor.

SPED-433 Seminar in Mental Retardation, 3 cr. Group and individual research designed to help prospective teachers of students with mental retardation integrate current research findings on learning characteristics, teaching strategies, and service delivery for use in applied settings. *Prereq:* SPED-330, SPED-431 or SPED-441.

SPED-438 Practicum I: Mild Mental Retardation, 3 cr. Professional experience working with individuals with mild mental retardation in settings other than typical school environments, such as community living facilities, mental health centers, and vocational settings. *Prereq:*

SPED-460 Medical Aspects of Individuals with Physical and Health Impairments, 3 cr. Characteristics of individuals with physical and medical handicapping conditions that may affect school performance. Designed to assist the teacher in understanding these conditions to facilitate educational intervention. *Prereq.:* SPED- 404 or equivalent.

SPED-461 Education of Individuals with Physical Disabilities, 3 cr. Education of individuals with physical disabilities in a variety of settings; hospital and home instruction; education of individuals with physical disabilities in regular classes and special schools; administrative

Choose one of the following:

TED-ELED 319 Classroom Management or TED-ELED 320 Teaching Slow Learning & Gifted Child or TED-ECED 312 Teaching Strategies with Multicultural Groups or ELAD-EDFN 313 Problems, Issues & Practices in Education	3 cr.
TED-BLBC 329* Student Teaching in Elementary Education	9 cr.
TOTAL	39 cr.

*These are bilingual sections of elementary education methods coursework. See the ELED section for course descriptions. BLBC/ELED students must meet program admission and retention criteria as stated in the ELED section.

BILINGUAL-BICULTURAL EDUCATION MAJOR

Required courses for Bilingual Approval (18 credit hours)

TED-BLBC 338 Bilingualism and Education	3 cr.
TED-BLBC 339 Teaching Communication Skills in Cross-Language/Culture Situations	3 cr.
TED-BLBC 340 Methods of Teaching Language and Culture Diverse Students	3 cr.
TED-BLBC 341 Methods and Materials for Teaching Limited English-Proficiency Students	3 cr.
TED-BLBC 342 Assessment in the Bilingual Classroom	3 cr.
LING 340 Teaching English as A Second Language: Practices and Procedures	3 cr.

Note: See course descriptions for course prerequisites.

Elective Courses chosen in consultation with the Program Coordinator. Courses recommended are from disciplines specified by ISBE toward the completion of the 18-hour area of concentration. (18 credit hours)

	18 cr.
TOTAL	36cr.

GRADUATE PROGRAMS

**Master of Arts in Teaching:
Bilingual/Bicultural Education-Elementary**

The Master of Arts in Teaching: Bilingual/Bicultural Education is designed to reflect a multicultural/multilinguistic focus and encourages candidates who already hold a non-education undergraduate degree to pursue an elementary teaching certificate and bilingual endorsement while attaining a master's degree.

This program has three components of coursework:

- Professional core of eighteen (18) credit hours in the area of multicultural education, media technology, assessment, literacy theory and pedagogy, general curriculum development, and research.
- Concentration of eighteen (18) credit hours in bilingual/bicultural education leading to bilingual approval.
- Certification coursework consisting of additional pedagogical study, special education and field experiences, including

100 clock hours of clinical experience and student teaching internship, totaling 15 credit hours.

Students must also have completed general education requirements as specified by the Illinois State Board of Education. In addition, students seeking teacher certification are required to pass the State of Illinois Basic Skills and Subject Matter Knowledge Tests.

ADMISSION REQUIREMENTS

- Undergraduate Bachelor's Degree from an accredited university or college
- A minimum undergraduate GPA of 2.75 (4.0 scale)
- 18 credit hours of undergraduate coursework in any one of the following areas of concentration: social/behavioral sciences, natural sciences, humanities, or other related disciplines
- Six credit hours in the history and philosophy of education and educational psychology (learning and development) (ELAD-EDFN-405 and 406, or equivalent)
- Oral interview, oral and literacy assessment of proficiency in native language and the target language by program faculty.
- Graduate Record Examination score.

A maximum of nine credit hours of graduate level coursework may be transferred into the program, based upon the evaluation of the coursework being equivalent in scope and content to required program coursework, in accordance with the policies established by the Graduate College. Program courses are offered in a three year cycle.

REQUIREMENTS FOR THE DEGREE:

See pertinent sections in the Catalog for course descriptions.

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3. Process-oriented research paper, indicating mastery of formal research skills.
4. Content-oriented research paper, indicating depth in candidate's academic area of concentration.
5. Overall academic and professional assessment through a review of the candidate's portfolio and interview by program faculty.

COURSE OFFERINGS

TED-BLBC-442 Assessment Tools for Bilingual Students, 3 cr. Assessment is indispensable in any language/culture learning situation and for a wide variety of purposes, e.g. proficiency, placement, achievement, diagnosis, aptitude. All teachers in monolingual and bilingual classrooms need to understand the purposes, principles, procedures of assessment and how to construct assessment tools and interpret their data. In bilingual situations where more than one language and culture are involved, teachers should be aware of language and culture interfacing and guard against biases, misconceptions and misinterpretations. Participants in this course should be able to critique, evaluate, and construct different assessment tools ranging from testing to portfolio and performance-based. *Prereq.: TED-BLBC-438 and TED-BLBC-441.*

PROGRAM in EARLY CHILDHOOD EDUCATION

The Early Childhood Education Program offers courses of study leading to the Bachelor of Arts degree. The major in Early Childhood Education (43 credit hours) includes required courses (40 credit hours) plus 3 credit hours of electives selected from a block of specified courses.

In completing the undergraduate major in Early Childhood Education, students will become knowledgeable of the diverse philosophies and models of early childhood curricula, identify the instructional needs of children in multicultural groups and of exceptional children mainstreamed into the regular classrooms; acquire skill in designing and implementing curriculum in early childhood and primary programs in all subject matter areas; become knowledgeable of the role of informal and formal instruction in the child's acquisition and development of literacy skills; acquire skill in using diagnostic and assessment techniques for evaluation as a basis for curriculum planning; and develop competence in utilizing positive classroom management procedures.

Major in Early Childhood Education for the Bachelor of Arts Degree

Required Professional Sequence Courses:

Block I:

EDUC-EDFN-302 Philosophical and Historical Foundations
of Early Childhood Education 3 cr.
EDUC-EDFN-303 Early Childhood Development 3 cr.

Block II:

TED-ECED-301 Curriculum and Instruction
in Early Childhood 4 cr.
(TED-ECED-301 and TED-ECED-328I
must be taken concurrently)

TED-ECED-328I Clinical Experiences in Early
Childhood Education Infant-Toddler 1 cr.
(TED-ECED-301 and TED-ECED-328I
must be taken concurrently; Apply to CEST Office
during Block I)

TED-ECED-313 Language Development
and Acquisition 3 cr.

TED-ECED-316 Child, Family, and Community 3 cr.

Block III:

TED-ECED-338 Developmental Assessment
of Young Children 3 cr.

TED-ECED-352 Methods of Teaching Language
Arts, Music and Art in Early Childhood 3 cr.
(TED-ECED-352 and TED-ECED-328T
must be taken concurrently)

TED-ECED-328T Clinical Experiences in
Early Childhood Education Preschool-Kg
and Primary-Technology Emphasis (Apply to
CEST office during Block I) 1 cr.
(TED-ECED-352 and TED-ECED-328T
must be taken concurrently)

Block IV:

TED-ECED-355 Methods of Teaching Mathematics,
Science, and Social Studies in Early Childhood 3 cr.
(TED-ECED-355, TED-ECED-306 and
TED-ECED-328M must be taken concurrently)

TED-ECED-306 Methods of Teaching Reading in
Early Childhood 3 cr.
(TED-ECED-355, TED-ECED-306 and
TED-ECED-328M must be taken concurrently)

TED-ECED-328M Clinical Experiences in
Early Childhood Education Preschool-Kg
and Primary-Multicultural Emphasis 1 cr.
(TED-ECED-355, TED-ECED-306 and
TED-ECED-328M must be taken concurrently;
Apply to CEST Office during Block I
Students must be accepted into the
College of Education before they can
take Block IV)

TED-ECED-329 Student Teaching
in Early Childhood 9 cr.
(Attend student teaching orientation meeting
one year in advance, pick up application,
and apply to CEST Office by posted deadline)

Electives: (Select One) 3 cr.

TED-ECED-312 Teaching Strategies
with Multicultural Groups 3 cr.

TED-ECED-325 Literature For Young Children 3 cr.
Contact ECED Advisor for additional approved electives.

Total 43 cr.

NOTE: Students must be admitted to the College of Education prior to taking TED-ECED 328M, which is the segment of clinical experience taken prior to student teaching. Consult the NEIU Catalog for admission requirements to the College of Education. Students should contact the ECED program advisor to initiate an application file to the College of Education. Students must maintain a 2.75 grade point average in the major.

To be entitled for Early Childhood Type 04 certification a student must earn a grade of "B" or better in ECED-329 Student Teaching.

No required professional education courses may be taken more than twice to achieve an acceptable grade.

MINOR AREA OF STUDY

From the listing of approved minors below, select a minor of at least 18 credit hours of which 9 must be at the upper

mental and social growth to determine intervention needs. Specific programs to facilitate normal development will be planned. *Prereq.:* PSYC-215 or EDUC-EDFN-303 or equivalent.

TED-ECED-343 Independent Study in Early Childhood Education, 3 cr. Intensive individual study in one or more of the various fields of emphasis in early childhood education under faculty guidance. *Prereq.:* consent of instructor.

TED-ECED-352 Methods of Teaching Language Arts, Music and Art in Early Childhood, 3 cr. Methods and materials for teaching language arts (literature, listening, speaking, written composition, drama), music, and art to normal, learning disabled, and mainstreamed exceptional children in multicultural classes. Explores theories, concepts and approaches in the three areas as well as their relationships to one another. (Must be taken concurrently with TED-ECED-328T) *Prereq.:* TED-ECED-301, ART-170, MUS-104, SPCH-COMM-202, or equivalent and consent of program advisor.

TED-ECED-355 Methods of Teaching Mathematics, Science, and Social Studies in Early Childhood, 3 cr. A study of instructional methods and materials for teaching mathematics, science, and social studies to normal, learning disabled, and mainstreamed exceptional children in multicultural classrooms. Explores major concepts and approaches in the three areas as well as their relationships to one another and other content areas. Classroom management techniques conducive to the implementation of successful individual and group lessons are investigated. Emphasis is on preschool and primary grades. TED-ECED-306 and TED-ECED-328M taken concurrently. *Prereq.:* TED-ECED-301 and consent of program area advisor.

TED-ECED-401 Improvement of Instruction in Early Childhood Education, 3 cr. A practical experience for teachers and administrators to study topics pertinent to early childhood education. Such topics might include strategies for working with student teachers, planning for individual progressions, resource unit development, self instructional materials for primary learning centers, or any other problems applicable to a specific school situation. *Prereq.:* graduate standing, nine credit hours in professional courses, including curriculum and either child psychology or educational psychology.

TED-ECED-402 Application of Learning Theories to Early Childhood Education, 3 cr. A review of various theories of children's mental development with implications for classroom teaching techniques. Topics to be included in this course are questioning techniques and the design of materials that provided an environment favorable to active thinking. *Prereq.:* graduate standing, EDUC-EDFN-303, or ELAD-EDFN-401, or equivalent.

TED-ECED-403 Early Childhood Assessment, 3 cr. Focuses upon the use and development of evaluation instruments for collecting information about young children. Instruments used will focus on individuality of the child and his unique growth trends and patterns of developmental needs. The materials studied will help the teacher to identify where the child is developmentally and to use instruments and techniques to evolve ways to help the individual child grow. *Prereq.:* graduate standing, SPED-303, PSYC-215, or equivalent.

TED-ECED-409 Child Advocacy, 3 cr. To help practitioners understand issues, areas of advocacy, and intervention techniques directed toward services and institutions that affect the lives of children, birth through nine years.

- TED-ELED 301 Curriculum of the
Elementary School 3 cr.
(Prerequisite for all methods courses)
- TED-ELED 302 Methods of Teaching Language Arts -
Elementary School 3 cr.
(Prerequisite for TED-ELED 306A)
- TED-ELED 304 Methods of Teaching Social Studies -
Elementary School 3 cr.

TED-ELED-306A Methods of Teaching Reading - Elementary School with Clinical Experience, 3 cr. Examines current issues and research in the teaching of reading. Emphasis is given to exploring the instructional methods and materials for teaching reading to all students including linguistically and culturally diverse learners and students with special needs. Principles of classroom management are

TED-ELED 415 Interrelating Science And Mathematics With Clinical, 3 cr. The subject links between science and mathematics will be investigated. Emphasis will be placed on the natural and logical relationship of science and mathematics. Different instructional models will be explored, research questions considered, and current resources identified. Attention will be given to utilizing strategies for establishing firmer school ties between the two disciplines. A minimum of 50 clinical hours required. *Prereq.:* TED-ELED-414 and ELAD-EDFN-416. Consent of program advisor and coordinator of Clinical Experiences required.

TED-ELED 416 - Strategies Of Teaching Social Studies And Language Arts With Clinical, 3 cr. An integrative approach to teaching language arts and social studies will be introduced. Characteristics of the learner within their cultural heritage, sources of literary and community information, and concepts embodied in interdisciplinary theme units will be

PROGRAM in LANGUAGE ARTS

Master of Arts in Teaching: Language Arts

The Master of Arts in Teaching: Language Arts Program has been designed for returning students who wish to obtain initial teacher certification at the elementary or secondary level along with a master's degree in the area of Language Arts and English instruction.

This program has three components of coursework:

- Professional Core in the areas of multicultural education, media technology, literacy theory/pedagogy, general curriculum development, and research- 18 credit hours
- Concentration in Language Arts with courses in curriculum and instruction, reading, linguistics, English and/or speech- 18 credit hours,
- Certification coursework composed of additional pedagogical study and field experiences (including 100 hours of clinical experiences and student teaching internship) - 15 credit hours for elementary and 9 credit hours for secondary.

Students must also have completed general education requirements as specified by the Illinois State Board of Education.

Admission Requirements:

- An undergraduate Bachelor's degree from accredited university or college
- A minimum undergraduate GPA of 2.75 (4.0 scale)
- Undergraduate coursework in English (composition or literature), Speech-Drama or Linguistics: for the elementary sequence, 18 credit hours are required; for the secondary sequence, a major in English with a minimum of 32 credit hours is required.
- Six (6) credit hours in the history/ philosophy of education (ELAD-EDFN-405: Development of Educational Thought) and educational psychology (learning and development: ELAD-EDFN-406: Human Development and Learning) or equivalent.
- Graduate Records Examination score
- Pass the Illinois State Board of Education Basic Skills Examination

State teacher examinations:

M.A.T. students are required to pass State of Illinois Basic Skills and Subject Matter Knowledge tests. Study guides and applications are available in Room 2053, Classroom Building.

Middle School Endorsement is integrated into the required coursework of the elementary and secondary sequences. Students who complete the MAT Program will receive Middle School Endorsement.

Requirements for the degree:

Program students must see their advisor to obtain a copy of the course sequence and the program retention criteria.

For students admitted to Master's programs prior to the Fall 1997 semester, the majority of courses applied to the Master's degree must be 400-level; a limited number of appropriate 300-level courses are applicable.

For students admitted to Master's Programs for the Fall 1997 semester and thereafter, all graduate credits will be at the 400 level, except for a limited number of 300 level courses specifically approved for graduate degree credits in a given Master's degree program. Departments may permit students to apply up to three of these 300 level courses, to a maximum of ten credit hours, to fulfill program requirements. This policy applies to all students entering graduate degree programs beginning with Fall 1997. Consult with your program advisor or the Graduate College for details.

Elementary Sequence: 51 credit hours

1. Professional Core	18 cr.
ELAD-EDFN 416 Cultural Pluralism and the Schools	3 cr.
TED-ELED 414 Principles of Curriculum Development	3 cr.
TED-ELED 430 Trends and Issues in Assessment	3 cr.
TED-INMD 410 Media Technology for Educators	3 cr.
READ 402 Issues in Reading Instruction	3 cr.
TED-ELED 406 Research Skills for the Classroom Teacher	3 cr.
2. Concentration in Language Arts	18 cr.
TED-ELED 418 Theoretical Implications for the Elementary Classroom	3 cr.
TED-ELED 419 Current Issues in Elementary Language Arts Instruction	3 cr.
LING 401 Fundamentals of Modern Linguistics OR	
LING 414 Theories of Teaching English as a Second Language	3 cr.
TED-READ 425 Literature-based Reading Programs for the Elementary Classroom	3 cr.
OR	
TED-ELED 435 Literature for Intermediate and Middle School Students	3 cr.
TED-READ 414 Reading and Writing Processes	3 cr.
TED-ELED 417 Multicultural Literature and Drama in the Elementary Classroom	3 cr.
3. Certification Component	15 cr.
SPED 404 Survey of the Field of Special Education	3 cr.
TED-ELED 415 Interrelating Science and Math with Clinical Experience	3 cr.
(Apply to CLS 4023 six months in advance)	
TED-ELED 416 Strategies of Teaching Social Studies and Language Arts with Clinical Experience	3 cr.
(Apply to CLS 4023 six months in advance)	

TED-ELED 429 Internship in
Elementary Education. 6 cr.
(Apply to CLS 4023 one year in advance)

4. Oral Examination

A final oral exam scheduled in the final term of the completion
of all coursework

5. Two research papers

One is required in ELED 406.

Secondary Sequence: 45 credit hours

1. Professional Core 18 cr.

ELAD-EDFN 416 Cultural Pluralism
and the Schools 3 cr.
TED-SCED 401L New Directions in the Teaching
of English in the Junior-Senior High School
with Clinical Experience 3 cr.
(Apply to CLS 4023 six months in advance)
TED-ELED 430 Trends and Issues
in Assessment 3 cr.
TED-INMD 410 Media Technology for Educators .. 3 cr.
TED-READ 402 Issues in Reading Instruction 3 cr.
TED-SCED 421L Research in the Teaching
of Language Arts 3 cr.

2. Language Arts Concentration 18 cr.

TED-SCED 407A Teaching Multiethnic Literature
in Junior and Senior High Schools
with Clinical Experience 3 cr.
(Apply to CLS 4023 six months in advance)
TED-READ 415 Reading and Writing
in the Content Area 3 cr.
LING 401 Fundamentals of
Modern Linguistics 3 cr.
Electives selected from areas of English Literature,
Creative Writing, Linguistics or Speech 9 cr.

See your program advisor for recommended courses.

3. Certification Component 9 cr.

Internship in3,

Elementary Sequence: 36 credit hours

1. Professional Core 18 cr.

- ELAD-EDFN 416 Cultural Pluralism and the Schools 3 cr.
TED-ELED 414 Principles of Curriculum Development 3 cr.
TED-ELED 430 Trends and Issues in Assessment 3 cr.
TED-INMD 410 Media Technology for Educators .. 3 cr.
TED-READ 402 Issues in Reading Instruction OR
TED-READ 410 Teaching Reading in the Content Area 3 cr.
TED-ELED 406 Research Skills for the Classroom Teacher 3 cr.

2. Concentration in Language Arts 18 cr.

- TED-ELED 418 Theoretical Implications for the Elementary Classroom 3 cr.
TED-ELED 419 Current Issues in Elementary Language Arts Instruction 3 cr.
LING 401 Fundamentals of Modern Linguistics OR
LING 414 Theories of Teaching English as a Second Language 3 cr.
TED-READ 425 Literature-based Reading Programs for the Elementary Classroom 3 cr.
OR
TED-ELED 435 Literature for Intermediate/Middle School Students 3 cr.
TED-READ 414 Reading and Writing Processes 3 cr.
TED-ELED 417 Multicultural Literature and Drama in the Elementary Classroom 3 cr.

3. Oral Examination

A final oral exam scheduled in the final term of the completion of all coursework.

4. Two research papers

One is required in ELED 406.

Secondary Sequence: 36 credit hours

1. Professional Core 18 cr.

- ELAD-EDFN 416 Cultural Pluralism and the Schools 3 cr.
TED-SCED 401E New Directions in the Teaching of English at the Junior-Senior High School without Clinical Experience 3 cr.
TED-ELED 430 Trends and Issues in Assessment 3 cr.
TED-INMD 410 Media Technology for Educators .. 3 cr.
TED-READ 402 Issues in Reading Instruction 3 cr.
TED-SCED 421L Research in the Teaching of Language Arts 3 cr.

2. Language Arts Concentration 18 cr.

- TED-SCED 407B Teaching Multiethnic Literature in Junior and Senior High Schools without Clinical Experience 3 cr.

- TED-READ 415 Reading and Writing in the Content Area 3 cr.
LING 401 Fundamentals of Modern Linguistics 3 cr.

Electives selected from areas of English Literature, Creative Writing, Linguistics or Speech 9 cr.
See your advisor for recommended courses.

3. Oral Examination

A final oral exam scheduled in the final term of completion of all coursework.

4. Two research papers

One is required in SCED 421L.

Note: For descriptions of the coursework and prerequisites, please see pertinent sections of this catalog.

INSTRUCTIONAL MEDIA

INMD 410-Media Technology for Educators, 3 cr. The media technology course will encompass all types of curricular/learning materials in varied formats-CD-Rom. Laser disc technology, telecommunications, formats, satellite learning, and on-line databases. Multimedia educational software will be integrated into computer instruction in multicultural/multiethnic learning presentations. Electronic data management, classroom applications, and integrated learning systems will be utilized in educational settings. *Prereq:* Graduate standing.

MASTER OF ARTS in READING

Anita Kak Ambardar, Ph.D., Professor
Wayne Berridge, Ed.D., Professor
Louise A. Bohr, Ph.D., Associate Professor
Joyce A. Hieshima, Ph.D., Professor
Joyce H. Jennings, Ed.D., Professor
April Nauman, Ph.D., Assistant Professor

The Department of Teacher Education offers a Master of Arts Degree in Reading, leading to Type 10 Certification in Reading. The Master of Arts in Reading Program is designed to meet the urgent need for informed and trained specialists at both the elementary and secondary school levels. The specific objectives of the program are: to increase the students' knowledge of the nature and scope of the reading process; to advance professional training in the teaching of reading; to provide special training in diagnosis and remediation of reading difficulties; and to prepare students for leadership in planning, administering and supervising both developmental and remedial reading programs for the 0.0h.D., PrA pertinent sections

For students admitted to Master's Programs for the Fall 1997 semester and thereafter, all graduate credits will be at the 400 level.

Students must meet the requirements for admission to the Graduate College.

Admission to the program requires a course in psychology or tests and measurements, and one of the following courses, or its equivalent:

TED-READ-301 Teaching Reading in Junior and Senior High School	3 cr.
TED-READ-311 Fundamentals of Reading Instruction	3 cr.
TED-ECED-306 Methods of Teaching Reading in Early Childhood	3 cr.
TED-ELED-306 Methods of Teaching Reading – Elementary School	3 cr.

Requirements for the Degree:

Required Courses:

Sequence I

TED-READ-416 Primary Reading Instruction	3 cr.
TED-READ-417 Reading Instruction in Intermediate and Upper Grades	3 cr.
TED-READ-412 Measurement and Evaluation of Reading	3 cr.
TED-READ-414 Reading and Writing Processes	3 cr.
or	
TED-READ-415 Reading and Writing in the Content Area	3 cr.

Sequence II

TED-READ-401 Developmental Reading Theory	3 cr.
TED-READ-425 Literature-Based Reading Instruction	3 cr.
TED-READ-407 Diagnosis and Remediation of Reading Disabilities	3 cr.

Sequence III

TED-READ-403 Curriculum and Supervision in Reading	3 cr.
TED-READ-404 Clinical Practicum in Reading	3 cr.
TED-READ-405 Research Seminar in Reading	3 cr.

Electives

Two additional three-credit hour graduate courses must be taken to satisfy the elective requirements for the program. A list of approved electives is available in the Reading Program Office.

Total	36 cr.
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Thesis Option

Upon invitation by the program advisor at the time of acceptance to degree candidacy, a student has the option of writing a master's thesis for six hours of credit. The course, TED-READ-406 Thesis Seminar: Reading, takes the place of two electives.

Final Evaluation

Upon completion of all required courses in the program, each student must pass a written comprehensive examination.

Reading Center

The M.A. in Reading Program operates a Reading Center, which gives graduate students practicum experiences in assessing, planning, and implementing instructional programs for students with reading problems. The Center is attended by students from the community who are recommended by teachers and parents. Students receive a thorough reading diagnosis at the Center. In addition, individual and small group instruction, incorporating innovative strategies and materials, helps students improve their literacy. The Reading Center also sponsors a variety of activities and programs for the community.

COURSE OFFERINGS

TED-READ-301 Teaching Reading in Junior and Senior High School, 3 cr. Explores theory, methodology, and problems involved in teaching reading at the junior and senior high school levels. Emphasis is on developing a working definition of reading and comprehension, diagnosing and understanding individual needs of normally achieving and reading handicapped students. Assessment of reading, understanding the relationship between reading and learning in content areas and practical strategies for improving comprehension of school materials are considered. *Prereq.: junior standing.*

TED-READ-311 Fundamentals of Reading Instruction, 3 cr. An introduction to the teaching of reading; its nature, objectives, programs, materials, and organizational strategies. Development and evaluation of reading skills and interests, provision for reading growth among all learners, and improving reading in content areas are also discussed.

TED-READ-401 Developmental Reading Theory, 3 cr. Discussion and appraisal of the physiological, psychological, and psycholinguistic bases of the developmental reading process; discussion of learning theories as they relate to the teaching of reading; critical analysis of theoretical models and frameworks of the reading process and product, including discussion of models of reading. *Prereq.: Admission to M.A. Program in Reading.*

TED-READ-402 Issues in Reading Instruction, 3 cr. Discussion of selected issues in reading related to instructional methods, classroom assessment techniques, types of reading programs, and innovations and trends of reading instruction. Also included are the topics of readability, content area reading, utilization of research in reading, and alternatives for meeting the reading needs of the exceptional learner. *Prereq.: graduate standing.*

TED-READ-403 Curriculum and Supervision in Reading, 3 cr. Treats principles and procedures in developing a sound school curriculum in reading to meet the needs of normally achieving and special needs students from varied ethnic and language backgrounds, the roles and responsibilities of reading consultants, coordinators, and supervisors; in-service reading programs; and the evaluation of reading programs. Surveys the impact of historical and current influences on the reading curriculum.

Prereq.: Master's degree candidacy in Reading .

TED-READ-404 Clinical Practicum in Reading, 3 cr. Provides clinical experience in diagnosis and remediation of reading disability cases. Students diagnose and give remedial reading treatments to disabled individuals and small groups. *Prereq.:* master's degree candidacy in Reading, TED-READ-407.

TED-READ-405 Research Seminar in Reading, 3 cr. Acquaints the student with sources and trends of completed research in the psychology, pedagogy, and sociology of reading; research design and procedures; criteria of planning and appraising scientific studies in reading. Project and/or research paper required. *Prereq.:* master's degree candidacy in Reading, TED-READ-401.

TED-READ-406 Thesis Seminar—Reading, 6 cr. Guidance of students conducting research and writing a thesis to fulfill the requirements of the program, Master of Arts in Reading.

Prereq.: master's degree candidacy in Reading and invitation of program advisor.

TED-READ-407 Case Studies in Diagnosis and Remediation of Reading Disabilities, 3 cr. A case study approach to the diagnosis and remediation of reading disabilities. Individual case studies are used to emphasize both causal and/or inhibiting factors in reading disability, as well as the analysis of the reading problem. Appropriate remedial instruction is related to diagnostic findings. *Prereq.:* Master's degree candidacy in Reading, TED-READ-412, TED-READ-416, TED-READ-417.

TED-READ-408 Topical Seminar in Reading: Title Varies, 3 cr. These courses present detailed treatment of selected issues and concerns in Reading. Consult the Schedule of Classes for current offerings. Recent titles have included the Issues in Reading Comprehension, the Reading Process and Language Development, Innovations and Trends in Reading Assessment, and Literacy Development. *Prereq.:* graduate standing, six graduate hours in Reading.

TED-READ-409 Advanced Reading Practicum, 3 cr. Provides in a clinical and/or on-site setting, opportunities to explore innovative diagnostic and instructional practices. In-depth study of particular reading problems as well as overall reading program development is encouraged. *Prereq.:* graduate standing, six graduate hours in Reading.

TED-READ-410 Teaching Reading in the Content Areas, 3 cr. This gives students the opportunity to explore methods for increasing reading comprehension for students at the "reading to learn" stage, typically grades 5 through adult. A student's comprehension of materials of varied purposes and subjects is explored. Both instructional classroom activities and reasoning behind these activities are presented. The research on content-area instruction is explored and reviewed.

The course covers theory and practice in comprehension, culturally diverse students, at-risk students, vocabulary, writing, specific content areas (e.g., mathematics, science, history, literature), study strategies, and assessment as each pertains to reading in the content areas.

TED-READ-412 Measurement and Evaluation of Reading, 3 cr. Introduction to informal and formal evaluation instruments in reading; basic concepts in measurement and evaluation; techniques of test development, evaluation, and interpretation. Applies reading assessment instruments to reading programs.

Prereq.: Admission to M.A. Program in Reading.

TED-READ-413 Materials for Reading, 3 cr. Provides students with opportunities to develop and analyze significant principles involved in the selection and evaluation of commercial reading materials, including traditional and non-traditional reading programs, supplementary specific skills materials, tradebooks, and content area materials. Emphasis is placed on criteria for selection and use of materials for effective reading instruction with normal and handicapped learners.

Prereq.: Admission to M.A. Program in Reading or consent of instructor.

TED-READ-414 Reading and Writing Processes, 3 cr. Focuses on the insights and instructional implications of recent research in the relationships between reading and writing. Examines various aspects of emergent literacy and the developmental stages of reading and writing. Strategies to foster individual growth in these areas and materials for planning, organizing and managing a reading/. Stratcriter

TED-READ-425 Literature-Based Reading Programs for the Elementary Classroom, 3 cr. Provides students with increased knowledge of ways to use literature as the foundation for elementary reading programs. Students will learn to develop, implement, and assess literature-based reading programs. They will also extend their own knowledge of children's literature. *Prereq:* Admission to M.A. Program in Reading or M.A.T./M.S.I. in Language Arts.

TED-READ-430 Computers and Reading, 3 cr. Provides students with the opportunity to do in-depth analysis of the utilization of computers in classrooms with special reference to reading instruction. The main topics included are software availability, selection, evaluation and usage for reading comprehension, word recognition, assessment, vocabulary, and word processing. Computer laboratory set-up and integrating video technology are also examined. Observations of school and business computer laboratories are included.

Prereq.: graduate standing.

TED-READ-440 Reading for Middle School Professionals, 3 cr. This class is intended to give graduate students an understanding of the philosophy, structure, content areas, administrative structure and students in a middle school setting, and addresses the issues, research and instructional methods associated with increasing reading and writing proficiency for middle school students.

PROGRAM in SECONDARY EDUCATION

The professional education sequence in secondary education leads to entitlement in eight secondary certification programs in the following subject areas:

- Art
- Biology
- English
- History
- Mathematics
- Music (K-12 Certification)
- Physical Education
- Spanish

Please note that the Secondary Education Sequence alone does not constitute a major at Northeastern. Students seeking secondary teacher certification declare a major in an academic subject area. The secondary education program qualifies as "an area of study in addition to the major" and fulfills graduation requirements.

Each certification program involves three types of requirements: (a) requirements for an academic major; (b) specific general education requirements; and (c) professional secondary education requirements.

Upon completion of these requirements, students are expected to demonstrate: 1) a depth of knowledge in their chosen academic discipline; 2) a knowledge of the principles of human growth and development and of learning; 3) a knowledge of students with varying racial, cultural, and

socioeconomic backgrounds; 4) a knowledge of the wide range of abilities and special needs of students; and 5) the ability to apply their knowledge and skills as they develop effective learning experiences for students during the methods and the clinical components of the professional education sequence.

Requirements for an Academic Major

Students seeking the Illinois Standard High School Certificate must fulfill all requirements for their academic major. For specific information about major requirements, please refer to the catalog entry for the content area.

To be certified in some academic areas, students are required to make prescribed choices among given electives in the academic major and/or they are required to complete additional courses in their academic area. These prescribed choices and/or additional required courses are specified below for each academic major.

Art

The Major in Art for the Bachelor of Arts Degree meets the requirements for secondary teacher certification. To fulfill requirements for certification, students must select the emphasis in Studio Art.

Biology

The Major in Biology for the Bachelor of Science Degree meets the requirements for secondary teacher certification with the following stipulations. Students seeking certification **to** teach biology in secondary schools are required to complete

Music

successfully completing an appropriate course as listed under university graduation requirements.

All secondary education students who have completed their certification programs after May, 1992 must meet these additional requirements. In addition to completing the certification program requirements, they must pass the Illinois Certification Test Basic Skills Test and appropriate Subject Matter Test.

All early childhood, elementary, secondary, and special education students who have been admitted to the College of Education prior to September 1, 1990 but who will complete their certification programs after May, 1992 must meet additional requirements in American History, American Government, and non-Western/Third World Cultures.

Professional Education Requirements

The Illinois State Board of Education requires all students enrolled in teacher certification programs to complete 100 hours of clinical experience in a recognized elementary or secondary school prior to student teaching. The professional education requirements are as follows:

EDUC-EDFN-305 Philosophical and Historical Foundations of Public Education	3 cr.
EDUC-EDFN-306 Education and Individual Differences	3 cr.
This course includes ten clock hours of clinical experience in an appropriate school.	
EDUC-EDFN-307 Psychology of Instruction and Learning	3 cr.
This course includes 10 clock hours of clinical experience in an appropriate school.	
TED-READ-301 Teaching Reading in Junior and Senior High School	3 cr.
TED-SCED-301 Methods of Teaching on the Secondary Level	3 cr.
This course requires 20 clock hours of clinical experience in an appropriate secondary school. Apply to CEST office six months prior to course request.	
*TED-SCED-303 Methods of Teaching in the Secondary School	3 cr.
TED-SCED-304 Clinical Experiences in the Secondary School	1 cr.
TED-SCED-305 Secondary Student Teaching and Seminar	9 cr.
Total	28 cr.

*Music majors must complete 4 credit hours of SCED-303. (SCED-303I and SCED-303V)

NOTE: All secondary education students must be admitted to the College of Education before they can register for Clinical Experience (SCED-304, or MUS-393, or FL-300) and Student Teaching. To be entitled for certification a student must earn a grade of "B" or better in Student Teaching.

No required professional education courses may be taken more than twice to achieve an acceptable grade.

NOTE: All students must consult with their advisors in their academic major for advising and the Secondary Education Advisor for the Secondary Education sequence.

COURSE OFFERINGS

TED-SCED-301 Methods of Teaching on the Secondary Level, 3 cr. Selection, organization, and use of materials and methods that are common to all subject areas in the secondary school. Discussion of the unit, the lesson plan, discipline, class discussion, and other elements of methodology necessary for effective teaching. Emphasis on planning and methodology to meet individual student needs including needs of exceptional students. *Prereq.:* EDUC-EDFN-305, EDUC-EDFN-306, and 21 hours in the academic major.

TED-SCED-315 Teaching Writing in Junior and Senior High School, 3 cr. 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.

TED-SCED-361 Workshop in Secondary Education I, 1 cr. Course is designed for providing in-service opportunities for secondary teachers in the fields of English, mathematics, history, and social studies. *Prereq.:* valid teaching certificate.

TED-SCED-363 Workshop in Secondary Education III, 3 cr. Course is designed for providing in-service opportunities for secondary teachers in the field of English, mathematics, history, and social studies. *Prereq.:* valid teaching certificate.

TED-SCED-401E New Directions in Teaching English in Middle and Secondary Schools without Clinical Experience, 3 cr. Designed for the in-service teacher of middle-secondary school English; study and discussion of new perspectives for the school English program growing out of the reform efforts of the past decade. *Prereq.:* graduate standing, teaching certificate, or teachers with degrees who have at least one year of teaching experience.

TED-SCED-401H New Directions in Teaching History in the Junior and Senior High School, 3 cr. In-depth treatment of selected new and experimental methodologies of teaching history in the secondary school. Also included are materials from other social science disciplines as they relate to the teaching of history. Since new trends are constantly finding their way in the teaching of secondary history, the course content will also correspondingly change. *Prereq.:* graduate standing, teaching certificate, or teachers with degrees who have at least one year of teaching experience.

TED-SCED-304A Clinical Experiences in the Secondary School: Art, 1 cr. A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course, SCED 303A.

TED-SCED-305A Secondary Student Teaching and Seminar in Art, 9 cr. Sixteen weeks of full-day student teaching providing practical teaching experience in one or more levels of secondary school art. Supervised by secondary school personnel and a university supervisor, who conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students. To be taken during the Spring semester. *Prereq.:* TED-SCED-301, TED-SCED-303A, TED-SCED-304A, and approval of art department.

English

TED-SCED-303E M.0695 T097 Tc 8 0 0 3

Music

TED-SCED-303I Methods and Techniques of Teaching Music in the Secondary Schools: Instrumental, 2 cr.

Methods and materials utilized in teaching and organizing music classes and performing groups in the secondary schools; major emphasis upon general music classes, music rehearsal, and performance problems in vocal music. *Prereq.:* TED- ELED-311 and consent of advisor, *Concurrent course.:* MUS 393L.

TED-SCED-303V Methods and Techniques of Teaching Music in the Secondary Schools: Vocal, 2 cr.

Methods and materials utilized in teaching and organizing music classes and performing groups in the secondary schools; major emphasis upon general music classes, music rehearsal, and performance problems in instrumental music. *Prereq.:* TED- ELED-311 and consent of advisor, *Concurrent course.:* MUS 393L.

TED-SCED-305N K-12 Student Teaching and Seminar in Music, 9 cr.

Sixteen weeks of full-day student teaching providing practical teaching experience in K-12 school music. Supervised by K-12 school personnel and a university supervisor, who conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students. *Prereq.:* TED-ELED-311, TED-SCED-303I, TED-SCED-303V, MUS-393L, and department approval.

Physical Education

TED-SCED-305P Secondary Student Teaching and Seminar in Physical Education, 9 cr.

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) *Prereq.:* approval of department chairperson, senior standing, TED-SCED-301, and HPER- PEMA-344.

Science

TED-SCED-303R Materials and Methods for Teaching High School Science, 4 cr.

Interpretation of the content and structure of those areas of natural sciences generally included in secondary school curricula; recent developments in curriculum organization and teaching materials; methods of teaching in the classroom and laboratory, including team teaching and other individualized guided study programs. Emphasis on planning and methodology to meet individual student needs, including needs of exceptional students. Offered during Fall term only. *Prereq.:* one term of chemistry, one of physics, one of biology, and TED-SCED-301.

TED-SCED-304B Clinical Experiences in the Secondary School: Biology, 1 cr.

A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement in the instructional process. Requires experience with a broad range of students, including exceptional students. To be taken with the academic methods course, SCED 303R.

TED-SCED-305B Secondary Student Teaching and Seminar in Biology, 9 cr.

Sixteen weeks of full-day student teaching providing practical teaching experience in one or more levels of secondary school biology. Supervised by secondary school personnel and a university supervisor, who conducts a weekly two-hour seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students. *Prereq.:* approval of department, senior standing, TED-SCED-301, TED-SCED-303R, and TED-SCED-304B.

SPECIAL CERTIFICATION PROGRAMS

Teacher Certification Program for Post-Baccalaureate Students

This program is designed for returning students with degrees in fields other than education who wish to obtain teaching certification in the following areas:

Early Childhood Education - Type 04 Certificate, Birth- Grade 3

Elementary Education - Type 03 Certificate, Grades K-9

Secondary Education - Type 09 Certificate, Grades 6-12

Music Education, Standard Special Certificate, Grades K-12

Coursework consists of blocks of undergraduate courses and does not lead to a master's degree. (Exception—There is an option for combining certification with the M.S. in Mathematics.)

Admission Requirements:

- Bachelor's degree from an accredited college or university.
- Minimum undergraduate GPA of 2.5 (4.0 scale). Students with an advanced degree from an accredited university are excused from this requirement. Students who do not meet the minimum GPA requirements may appeal for conditional admission.
- Graduate Records Examination score.

Bilingual/Bicultural Approval:

Elementary education program students have the option of taking coursework leading to an approval in Bilingual/bicultural Education. Contact: Dr. Jocquin Villegas, BLBC Coordinator.

NOTE: Returning students interested in Elementary Education certification with Bilingual approval may instead pursue a Bilingual/bicultural Education Master of Arts in Teaching. See the Bilingual/bicultural program section of the Teacher Education Department in this catalog for admission and program requirements.

Middle School Endorsement: Students who wish to receive Middle School Endorsement should contact their program area advisor.

State teacher examinations: Program students must also pass the Illinois State Board of Education's Basic Skills Test and subject area test (e.g. Elementary Education, Biology). Information on these tests is available from the CAP Advisor in CLS-2063.

Additional Information

This section contains an overview of the certification programs. The Illinois State Board of Education (ISBE) has established general education requirements for teaching certification. Most returning students will have already completed much of this coursework in their undergraduate studies; however, some coursework may still be needed. During the application process students' transcripts will be reviewed for evidence that state requirements have been met.

Early Childhood Education Certification

Requirements:

Professional Sequence 43 cr.

Area of Concentration 18 cr.

Approved areas are:

Anthropology	History
Art (studio)	Linguistics
Asian Studies	Mathematics
Biology	Music
Chemistry	Philosophy
Dance	Physics
Earth Science	Political Science
Economics	Psychology
English	Sociology
Foreign Language	Theater (transfer only)
Geography (except environmental studies)	

General Education Requirements of the Illinois State Board of Education for Early Childhood Certification: A total of 53 credit hours of general education coursework is required. This includes six hours of written communication, three hours of oral communication, six hours in mathematics, 12 hours of biological and physical science (including one lab course), a course in American government, a course in U.S. History, a non-Western/Third World course, and a course in health/physical development. The program also requires a course in art and in music.

Returning students who seek Early Childhood 04 Certification may also consider applying to the Special Education/Early Childhood Masters' Program with the 04 Certification Option. See the Special Education section of this catalog and/or contact Dr. Elizabeth Landerholm, ext. 3055.

Elementary Education Certification

Requirements:

Professional Sequence 39 cr.

Area of Concentration 18 cr.

Approved areas are:

Anthropology	History
Art (studio)	Linguistics
Asian Studies	Linguistics/ESL
Biology	Mathematics
Chemistry	Music
Earth Science	Philosophy
Economics	Physics
English	Political Science
Foreign Language	Psychology
Geography (except environmental studies)	Sociology
	Theater (transfer only)

General Education Requirements of the Illinois State Board of Education for Elementary Education: A total of 53 credit hours of general education coursework is required. This includes six hours of written communication, three hours of oral communication, six hours of mathematics, 12 hours of biological and physical sciences (including one lab), courses in English, U.S. History, American government, a non-Western/Third World course, and coursework in health/physical development. The program also requires a course in art and in music.

NOTE: Returning students interested in Elementary Education certification with a concentration in Language Arts may instead pursue a Master of Arts in Teaching: Language Arts-Elementary. See the Language Arts program section in the Teacher Education Department in this catalog for admission and program requirements.

Music K-12 Certification

For information on the Music K-12 certification program, contact the Music Department.

Secondary Education Certification

Requirements:

Professional Sequence 28 cr.

Major area: Must meet Northeastern's major in one of the following academic areas:

Art	Mathematics
Biology	Music
English	Physical Education
History	Spanish

NOTE: Returning students interested in Secondary English certification may instead pursue a Master of Arts in Teaching: Language Arts-Secondary. See the Language Arts Program section in the Teacher Education Department in this catalog for admission and program requirements.

For Secondary Education a total of 47 credit hours of general education coursework is required. This includes six hours of written communication, three hours of oral communication, three hours of mathematics, nine hours of biological and physical science courses (including one lab), an English course, courses in U.S. history and American government, a non-Western/Third World course, and coursework in health/physical development.

Note: For descriptions of the respective professional sequences and major/minor coursework and prerequisites, please see pertinent sections of this catalog.

Appeal Process for TCP Program Admission

(Teacher Certification Program for Post-Baccalaureate Students) [formerly HB2207 Program]

Program applicants whose undergraduate transcripts indicate a cumulative grade point average below 2.5 on a 4.0 scale may appeal for conditional admission by submitting a letter of appeal and their scores from the Graduate Record Exam, which has been administered within the past five years. Students must have their GRE scores sent directly to the Alternative Certification Program Office from the testing service.

The Admissions, Retentions and Appeals Committee will review appeals and may invite applicants under consideration to an interview. Decisions regarding conditional admission will be based upon applicant's undergraduate GPA, GRE scores, rationale for admission, and student interview.

Students may not initiate an appeal and submit GRE scores (obtained through reexamination) more than twice.

Notification of conditional admission will be accompanied by the advisor's and/or A.R.A. Committee's identification of three 300/400 level courses, each of which must be completed with a grade of "B" or better. When the designated courses have been completed, it is the student's responsibility to submit to the Alternative Certification Office an up to-date grade transcript verifying that this requirement has been met. Upon verification, the student will be removed from probation and directed to apply for admission to the College of Education.

Middle School Endorsement

The Middle School Endorsement is required by the State of Illinois for all teachers of children in grades 5-8 where fifty percent or more of the teaching assignment is to a position comprised of a single subject area of instruction.

Undergraduate elementary and secondary students will be granted this endorsement if they complete all their program requirements and also complete ELAD-EDFN-313.

HPERA students should consult their advisor or the Middle School Coordinator.

Students with baccalaureate degrees and initial certification as teachers in Illinois will be eligible for the middle school endorsement by taking the following courses:

ELAD-EDFN-418A Seminar in Development & Learning
Middle School: An Overview

AND

COUN-468L Seminar in Counseling: Current Topics
in School Counseling - Middle School

Northeastern has also prepared a course sequence for middle school teachers which is intended to be taken by groups of teachers at a given school in order to effect total school change. Students with questions on the Middle School Endorsement should consult the Middle School Coordinator in the Department of Educational Leadership and Development.

FACULTY and ADMINISTRATION

ADAMCZUK, BARBARA, M.A., Saint Xavier University (Chicago), Assistant Director of Placement

ADAMS, CAROL L., Ph.D., Union Graduate School, Director of the Center for Inner City Studies

ADEODU, RACHEL A., Ph.D., University of Alberta, Assistant Professor, Teacher Education

ADDISON, KENNETH, Ph.D., University of Wisconsin (Madison), Associate Professor, Educational Leadership and Development

AFIFI, RASOUL, Ph.D., North Texas State University, Associate Professor, Management

AKBARI, HAMID, Ph.D., Ohio State University, Associate Professor, Management

AL-BAZI, SARGON JOHN, Ph.D., University of Manitoba, Professor, Chemistry

ALKAFAJI, YASS, D.B.A., C.P.A., Mississippi State University, Associate Professor, Accounting and International/Intercultural Studies

ALTHAGE, CELIA JILL, M.L.S., Western Michigan University, Professor, Library and Women's Studies

AMEY-FLIPPIN, VICTORIA, Ph.D., University of Illinois (Urbana), Coordinator, Handicap Educational Liaison Program

AMBARDAR, ANITA KAK, Ph.D., Purdue University, Professor, Reading

ANG, HELEN C., Ph.D., Southwestern Baptist Theological Seminary, Executive Director of the Office of University Budgets

ANNARELLA, LORIE A., Ed.D., University of Pittsburgh, Associate Professor, Teacher Education

ANTARAMIAN, ANNA A., M.F.A., New York University, Professor, Speech and Performing Arts

ARDIES, C. MURRAY, Ph.D., University of Texas at Austin, Professor, Exercise Science and Cardiac Rehabilitation

ARTALEJO, LUCRECIA, Ph.D., Cornell University, Associate Professor, Foreign Languages and Literatures (Spanish)

ARVANTIS, T. SONIA, M.A., The University of Chicago, Director of Development

AYMAN-NOLLEY, SABA, Ph.D., University of Chicago, Associate Professor, Psychology and International/Intercultural Studies

BAKER, BRADLEY, M.A., University of Chicago, Associate Professor, Library, University Librarian

BALES, BARBARA, M.A., University of Northern Colorado, Associate Professor, Student Services, Counselor

BALSARA, NAUZER, Ph.D., Columbia University, Associate Professor, Finance

BANNISTER, SHELLEY, J.D., Ph.D., University of Illinois, Professor, Criminal Justice and Women's Studies, Associate Dean, College of Arts and Sciences

BARNETT, TIMOTHY, Ph.D., Ohio State University, Assistant Professor, English

BARRETT, HARVEY B., Ed.D., Virginia Polytechnic Institute and State University, Associate Professor, Teacher Education

BARTELS, KAREN S., Ph.D., Massachusetts Institute of Technology, Associate Professor, Earth Science and Women's Studies

BEATY, LEE ALAN, Ph.D., University of Illinois (Chicago), Associate Professor, Counselor Education

BECKWITH, JOHN A., Ph.D., University of Michigan, Professor, Educational Leadership and Development

BELL-JORDAN, KATRINA, Ph.D., Ohio University, Assistant Professor, Speech and Performing Arts

BENJAMIN, RUSSELL, Ph.D., University of Florida, Assistant Professor, Political Science

BENSON, SUZANNE, Ph.D., University of Illinois (Urbana-Champaign), Assistant Professor, Educational Leadership and Development

BERCIK, JANET T., Ed.D., Northern Illinois University, Professor, Teacher Education, Coordinator of Clinical Experiences and Student Teaching

BERGAN, DANIEL J., Ph.D., Texas Tech University, Associate Professor, Economics

BERLIN, LAWRENCE N., Ph.D., University of Arizona, Assistant Professor, Linguistics

BERRIDGE, WAYNE, Ed.D., Indiana University, Professor, Reading

BEYDA, SANDRA, Ph.D., Purdue University, Associate Professor, Special Education

BIELECKI, TOMASZ R., Ph.D., Main College of Planning and Statistics (Warsaw), Associate Professor, Mathematics

BIRNBAUM, BARRY W., Ed.D., Nova University, Assistant Professor, Special Education

BLACKBURN, THOMAS, M.S., Northeastern Illinois University, Coordinator, Math Development

BOFMAN, THEODORA, Ph.D., University of Michigan, Professor, Linguistics

BOHR, LOUISE, Ph. D., University of Illinois (Chicago), Associate Professor, Reading

BOWCOTT, RANDOLPH, M.A., University of Wisconsin (Milwaukee), Assistant Professor, Criminal Justice

BRABEC, GEORGINE, M.A.L.S., Rosary College, Associate Professor, Library

BRACKEN, THOMAS J., M.A., San Francisco State University,
Assistant Professor, English

BRADLEY, CLYDE, Ed.D., Northern Illinois University,
Associate Professor, Educational Leadership and
Development

BREWTON, AUDIE R., Ph.D., University of Utah, Associate
Professor, Economics

BRODSKY, GARY H., Ph.D., University of Nebraska,
Associate Professor, English

BROWN, STEVEN, Ph.D., Iowa State University, Professor,
Educational Leadership and Development

BRUCE-KINNEBREW, DEBRA, M.F.A., University of Iowa,
Professor, English and Women's Studies

BRUSCA-VEGA, RITA, Ed.D., Northern Illinois University,

DIEPSTRA, GEORGE R., Ph.D., University of Texas (Health Science Center at Dallas), Associate Professor, Biology

DOLAN, PAUL J. JR., Ph.D., Dartmouth College, Professor, Physics

DOLEZAL, HUBERT, Ph.D., Cornell University, Professor, Psychology

DONNELLY, RORY, Ph.D., Northwestern University, Professor, Linguistics

DOYLE, SUSAN, Ph.D., University of Illinois at Chicago, Director of Institutional Studies and Planning

DUN, TIMOTHY, Ph.D., The University of Iowa, Assistant Professor, Speech and Performing Arts

DUNDIS, STEVE, Ph.D., University of Iowa, Assistant Professor, Educational Leadership and Development

DUSTER, MURRELL, M.Ed., Loyola University (Chicago), Assistant Professor, Teacher Education, Dean, Academic Development

EASTON, ROBERT F., M.A., Northwestern University, Assistant Professor, Geography and Environmental Studies

EDWARDS, JEFFREY, Ed.D., Northern Illinois University, Professor, Counselor Education

EGAN, ROSEMARY W., Ph.D., St. Louis University, Professor, Special Education

EISENBERG, ANDREW, Ph.D., University of Washington, Associate Professor, History

EHRlich, DIANE B., Ph.D., University of Iowa, Professor, Educational Leadership and Development

EKELEDO, IKECHI., Ph.D., University of Illinois (Chicago), Assistant Professor, Marketing

ERBER, MAUREEN W., Ph.D., University of North Carolina, Associate Professor, Psychology

FARMER, DAVID., Ph.D., Pennsylvania State University, Assistant Professor, Psychology

FERRINI, BURT, M.A., Northeastern Illinois University, Director of University Events

ROBERT F., M.A., Northwest, GeressphiA-IrC Environ0101 SPAU

FIEDLER, ELLEN, Ph.D., University of Wisconsin, Professor, Special Education

FIELDS, BETTY, M.P.E.H., University of Florida, Assistant Professor, Health, Physical Education, and Athletics

FILIPP, ROBERT, M.B.A., Northern Illinois University, Director of Purchasing

FILUS, LIDIA Z., Advanced Degree, University of Warsaw, Professor, Mathematics

FLENER, FREDERICK O., Ph.D., University of Illinois (Urbana), Professor, Teacher Education

FORHAN, KATE LANGDON, Ph.D., The Johns Hopkins University, Dean, College of Arts & Sciences

FRAIMAN, ANA, D.Sc., Techn7253WgHraerofessor, Geography an136 Tw 0 -1.725 TD (FRAIMAN, ANA, D.Sc.a

Edrthosof)EENAOZ8378, Asho2372WgHraerofessor, Geography an136 Tw 0 -1.725 TD (FRAIMAN, ANA, D.Sc.a

GWANYAMA, PHILIP WAGALA, Ph.D., University of Wisconsin, Associate Professor, Mathematics

GULLI, YVONNE, M.A., Northeastern Illinois University, Coordinator, Academic Advising and Tutoring

HALLETT, RICHARD W., Ph.D., University of South Carolina, Assistant Professor, Linguistics

HAMBURG, GARY, M.P.A., The University of Kansas (Lawrence), Director of Human Resources

HANSEN, EDMUND J., Ph.D., Indiana University (Bloomington), Director of the Center for Teaching and Learning

HAO, YI, Ph.D., State University of New York at Buffalo, Assistant Professor, Teacher Education

HAQUE, MOHAMMED, Ph.D., Illinois Institute of Technology, Associate Professor, Computer Science

HARPER, JACQUELINE, M.A., Michigan State University, Director of Women's Services and Re-Entry Programs, and Women's Studies Faculty

HAZELTINE, JAMES E., D.B.A., University of Kentucky, Associate Professor, Marketing, Acting Associate Dean, College of Business and Management

HEADLEY, BERNARD, Ph.D., Howard University, Professor, Criminal Justice

HEARON, CHRISTOPHER M., Ph.D., Louisiana State University, Assistant Professor, Health, Physical Education, Recreation, and Athletics

HELFAND, DAVID, Ed.D., Loyola University (Chicago), Professor, Student Services, Counselor

HEMMER, GERALDINE, Ph.D., Illinois Institute of Technology, Associate Professor, Mathematics

HICKCOX, LESLIE K., Ed.D., Oregon State University, Assistant Professor, Health, Physical Education, Recreation, and Athletics

HIESHIMA, JOYCE A., Ph.D., Northwestern University, Professor, Reading

HIGGINBOTHAM, RICHARD, M.A., University of Illinois (Chicago), Associate Professor, Library

HIGGINBOTHAM, RODNEY G., M.F.A., Southern Illinois University, Associate Professor, Speech and Performing Arts

HIGHT, PHILLIP, M.A.L.S., University of Chicago, Assistant Professor, Library

HILBURGER, MARY JANE, M.S.L.S., University of Illinois (Urbana), Associate Professor, Library, Associate University Librarian for Collections and Information Services

HILD, HAROLD, Ph.D., Loyola University (Chicago), Professor, Speech and Performing Arts

HILL, GWENDOLYN M., B.A., Northeastern Illinois University, Coordinator, Workforce Diversity Institute

HILL, JEFFREY S., Ph.D., University of Rochester, Associate Professor, Political Science

HO, PEGGY, M.B.A., Eastern New Mexico University, Director

KAPLAN-WEINGER, JUDITH, Ph.D., Georgetown University,
Professor, Linguistics

KARR, JO ANN, Ed.D., Northern Illinois University, Professor,
Teacher Education

KARDARAS, KATHLEEN, Psy.D., Adler School of Psychology,
Coordinator of University Honors Program

KASAI, MASAHIRO, Ph.D., University of Illinois (Urbana),
Coordinator of Assessment and Testing

KASMER, JOHN M, Ph.D., University of Michigan, Associate
Professor, Biology

KATZ, TERRY, M.A., Northeastern Illinois University, Director,
Publications

KELCHAUER, JEAN A., B.A., Northeastern Illinois University,
Assistant to the President/Board Liaison

KELLY, MICHAEL, Ed.D., College of William and Mary, Dean
of Students

KELLY, NANCY, Ph.D., Loyola University Chicago, Assistant
Professor, Teacher Education

KERR, STANLEY, Ph.D., Yale University, Associate Professor,
Philosophy

KIM, HEUNG, Ph.D., Northwestern University, Professor,
Computer Science

KIM, JULIE H., Ph.D., University of Michigan, Associate
Professor, English and Women's Studies

KIMMEL, PETER G., Ph.D., University of Chicago, Associate
Professor, Computer Science

KINKLE, CHARAS, J.D., M.S.A., Howard University, Associate
Professor, Accounting and Business Law

KIPP, MARK A., M.A., Northeastern Illinois University, Director
of University Auxiliary and Support Services

KISH, JOSEPH P., M.A., Michigan State University, Assistant
Vice President for Facilities Management

KISTNER, GLEN, M.A.L.S., Rosary College, Associate
Professor, Library

KLEIN, DORETTE, M.A., DePaul University, Assistant
Professor, Foreign Languages and Literatures (French)

KOFFMAN, ELAINE, Ph.D., Northwestern University,
Associate Professor, Educational Leadership and
Development

KOMAICO, LIBBY, B.A., Northeastern Illinois University,

Vice er Education

McGOEY, MARY ELLEN, Ph.D., University of Wisconsin
(Madison), Associate Professor, Foreign Languages and
Literatures (French)

McKERNIN, MARK, M.F.A., University of Illinois (4D-icERCVnES and

MNIGHT, KAORTRINE S.EN, Ph.D., University of Illinond

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PEDROSO, ANGELINA, LL.D., University of Havana, Associate Professor, Foreign Languages and Literatures (Spanish)

PELLEGRINI, VICTOR J., Ph.D., Northwestern University, Professor, Computer Science

PELLER, JANE E., M.A., University of Chicago, Professor, Social Work

PEREZ, SULEYMA, B.A., Northeastern Illinois University, Coordinator, Chicago ENLACE Partnership Program

PERINO, FRANK, Ph.D., Loyola University Chicago, Assistant Professor, Teacher Education

PISTORIO, CHARLES, Ph.D., Northwestern University, Associate Professor, Counselor Education

PIZZI, WILLIAM J., Ph.D., Illinois Institute of Technology, Professor, Psychology

POLYASHUK, MARINA, Candidate of Science, Institute of Control Sciences (Moscow), Assistant Professor, Mathematics

POTEE, NANETTE, Ph.D., Southern Illinois University (Carbondale), Assistant Professor, Speech and Performing Arts

POTILLO, JEAN, M.S., Northeastern Illinois University, Director, Administrative Information Systems

POWELL, HEATH, M.S., Northwest Missouri State University, Assistant Director, Recreation for Aquatics/Fitness

PREZAS, PERICLES, Ph.D., Illinois Institute of Technology, Assistant Professor, Computer Science

QUINN, WILLIAM J., Ed.D., Boston University, Associate Professor, Health, Physical Education, Recreation and Athletics

QUTUB, MUSA Y., Ph.D., Iowa State University, Professor, Geography and Environmental Studies

RAO, NARENDAR, Ph.D., University of Cincinnati, Associate Professor, Finance

RASHEED, MIKAL, Ph.D., University of Chicago, Associate Professor, Social Work

REYNOLDS, AUDREY L., Ph.D., Northwestern University, Professor, Linguistics

REYNOLDS, LYNNE D., Ph.D., Northwestern University, Professor, Special Education

REZVANIAN, RASOUL, Ph.D., Southern Illinois University (Carbondale), Professor, Finance

RICHEK, MARGARET, Ph.D., University of Chicago, Professor, Reading

RIEDINGER, MELANIE, A., Ph. D., Ohio State University, Associate Professor, Biology

RIESS, STEVEN, Ph.D., University of Chicago, Professor, History

RIVERA, MIRIAM, M.A., Northeastern Illinois University, Director of Admissions and Records

RIVERA, SANTOS, Ph.D., The Union Institute, Special Assistant to the President

RIZIK, JAMES, Ph.D., Harvard University, Assistant Professor, Philosophy

ROLLER, RUSSELL, M.F.A., Southern Illinois University, Professor, Art

ROMAN-LAGUNAS, VICKI, Ph.D., Florida State University, Associate Professor, Foreign Languages and Literatures (Spanish) and Women's Studies

ROSA, SUSAN., Ph.D., University of California (Berkeley), Associate Professor, History

ROSADO, CALEB., Ph.D., Northwestern University, Director of El Centro

ROTHSTEIN, TERRI, M.A., Northeastern Illinois University, Assistant Provost

RUECKERT, LINDA M., Ph.D., University of Chicago, Associate Professor, Psychology

RUSTAGI, RAKESH K., Ph.D., Ohio State University, Associate Professor, Mathematics

RUTSCHMAN, DAVID H., Ph.D., University of New Mexico, Professor, Mathematics

SANDERS, LAURA, Ph.D., Kent State University, Professor, Earth Science

SANDOVAL, JANET, M.A., Northeastern Illinois University, Director of Non-Traditional Degree Programs

SANTANA, ESTHER, Ph.D., University of Chicago, Assistant Professor, Foreign Languages and Literatures (Spanish)

SCHERMAN, TIMOTHY H., Ph. D., Duke University, Associate Professor, English and Women's Studies

SCHEVERS, THOMAS J., Ph.D., Loyola University (Chicago), Associate Professor, Special Education

SCHIFFMAN, ZACHARY, Ph.D., University of Chicago, Professor, History

SCHUEPFER, THERESE, Ph.D., Memphis State University, Professor, Psychology

SCHWARZBAUM, SARA E., Ed.D., Northern Illinois University, Assistant Professor, Counselor Education

SCOMA, DIANE, B.F.A., Northern Illinois University, Coordinator, Information Services and Internships, Placement Office

SCOTT, BARBARA M., Ph.D., Northwestern University, Professor, Sociology and Women's Studies

SCOTT, SHARON, M.L.S., University of Pittsburgh, Assistant Professor, Library

SENNE, RICHARD, B.A., Northeastern Illinois University, Coordinator, University Media Services

SHABICA, CHARLES, Ph.D., University of Chicago, Professor, Earth Science

- SHANKMAN, ANDREW, Ph.D., Princeton University, Assistant Professor, History
- SHU, ALEX, M.S., National-Louis University, Associate Director, Financial Aid
- SHUB, ALLEN N., Ph.D., Loyola University (Chicago), Professor, Management
- SIMMS, VALERIE, Ph.D., Georgetown University, Professor, Political Science and Women's Studies
- SIMONSON, CURT, M.S., University of Missouri (Columbia), Director of Business Services Bureau
- SINGLETON, GREGORY, H., Ph.D., University of California (Los Angeles), Professor, History
- SMITH, MARGO L., Ph.D., Indiana University, Professor, Anthropology and International/Intercultural Studies, Affirmative Action Officer/Legal Affairs Liaison
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- SOMMERS, WALTER, Ph. D., Oregon State University, Director, Student Activities
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- SPELLER, WILLIAM, M.A., University of Chicago, Assistant Professor, Student Services, Counselor
- SPRINKLE, JAMES, Ph. D., Purdue University, Associate Professor, Biology
- STALL, SUSAN, Ph.D., Iowa State University, Associate Professor, Sociology and Women's Studies
- STANLEY, CATHY, M.S.W., Virginia Commonwealth University, Assistant Professor, Social Work and Women's Studies
- STARKS, ROBERT, M.A., Loyola University (Chicago), Associate Professor, Inner City Studies Education
- STEARLEY, PATRICE, M.A.L.S., Rosary College, Associate Professor, Library
- STEHMAN, DIANE L., Ph.D., University of Illinois (Chicago), Associate Professor, Economics
- STEHMAN, ROBERT M., Ph.D., University of Delaware, Professor, Physics
- STEINBERG, SALME HARJU, Ph.D., Johns Hopkins University, Professor, History, President of the University
- STEINWEDEL, CHARLES, Ph.D., Columbia University, Assistant Professor, History
- STEPICH, DONALD A., Ph.D., Purdue University, Associate Professor, Educational Leadership and Development
- STIFLER, VENETIA, Ph.D., The Union Institute, Associate Professor, Music (Dance)
- STIRLING, TERRY, Ph.D., Loyola University (Chicago), Assistant Professor, Educational Leadership and Development
- STONE, WILLIAM, Ph.D., Northwestern University, Assistant Professor, Linguistics
- STONEBRAKER, PETER W., Ph.D., Arizona State University, Professor, Management
- STUART, EDWARD F., Ph.D., University of Oklahoma, Professor, Economics and International/Intercultural Studies
- SUTTON, WILMA, M.S., Roosevelt University, Executive Assistant to the President
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- TERRELL, MELVIN C., Ph.D., Southern Illinois University (Carbondale), Professor, Counselor Education, Vice President for Student Affairs
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- THOMAS, JOHN, Ph.D., University of Wyoming, Assistant Professor, Biology
- THOMPSON, ANDERSON, Ph.D., Union Graduate School, Associate Professor, Inner City Studies Education
- THOMPSON, MARTHA E., Ph.D., University of Iowa, Professor, Sociology and Women's Studies
- TITUS, VARKEY K., Ph.D., Washington State University, Dean, College of Business and Management
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- UMEH, ADA, M.A., Loyola University (Chicago), Coordinator of Graduate Admissions
- UNUMB, DAVID F., Ph.D., Loyola University (Chicago), Professor, Speech and Performing Arts
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- VACA, SANTIAGO M., M.F.A., University of Arizona, Assistant Professor, Art
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- VARMA-NELSON, PRATIBHA, Ph.D., University of Illinois at Chicago, Professor, Chemistry
- VAROPHAS, KUSOL, Ph.D., Johns Hopkins University, Professor, Political Science
- VILLA, DARIO J., M.S., University of Illinois (Urbana), Associate Professor, Library
- VILLATE, ANA, B.A., Northeastern Illinois University, Coordinator of Academic Program Services
- VILLEGAS, JOAQUIN, Ph.D., University of Notre Dame, Assistant Professor, Teacher Education

VOHS, CHRISTIE, M.M., DePaul University, Artistic Director,
Mostly Music at NEIU

WALSH, PATRICIA, Ed.D., Indiana University, Professor,
Special Education, Acting Associate Dean, College of
Education

WANG, SHU-SHIN, Ph.D., University of West Virginia,
Professor, Political Science

WEAVER, THOMAS R., Ph.D., Northwestern University,
Assistant Professor, Chemistry

WEBER, ELFRIEDE, M.A., Northeastern Illinois University,
Director, Child Care Center

WEINBERG, MICHAEL D., M.S., University of Illinois,
Associate Professor, Library

WEINTRAUB, JANE, M.F.A., University of Wisconsin
(Madison), Professor, Art

WHITAKER, ANN, Ph.D., University of Wisconsin (Madison),
Associate Professor, Educational Leadership and
Development

WHITE, HARRY S., Ph.D., Northwestern University, Professor,
English

Chr, Art(WALSH, PN Profes-Loutheastern Illi 8 Tw 0 -ity o

- FALOONA, RONALD, M.P.E.H., University of Florida, Assistant Professor, Health, Physical Education, Recreation, and Athletics
- FANSLOW, DON J., Ph.D., Indiana University, Professor, Biology
- FAREED, AHMED A., Ph.D., University of Chicago, Professor, Reading
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- FRIEDMAN, SERAFIMA, M.A., University of Chicago, Associate Professor, Foreign Languages and Literatures (Russian)
- GALLAGHER, VALERIE Z., M.Ed., Chicago Teachers College, Assistant Professor, Biology
- GALLASSI, BATTISTA J., Ph.D., University of Southern California, Professor, Foreign Languages and Literatures (Spanish)
- GEISSAL, MARY ANN, M.A., Northeastern Illinois University, Assistant Professor, Linguistics
- GILBERT, ROBERT L., Ph.D., Illinois Institute of Technology, Professor, Physics
- GILLIES, JEAN, Ph.D., Northwestern University, Professor, Art
- GLICKEN, IRWIN J., M.Ed., DePaul University, Assistant Professor, Student Services
- GOLDBLATT, PHYLLIS K., Ph.D., University of Chicago, Professor, Educational Leadership and Development and International/Intercultural Studies
- GREEN, NANCY, Ph.D., Northwestern University, Professor, Educational Leadership and Development and Women's Studies
- GREENE, ETHEL J., Ed.D., University of Illinois (Urbana), Professor, Teacher Education
- GUYSENIR, MAURICE G., Ph.D., Northwestern University, Professor, Teacher Education
- HAAS, RAOUL R., M.A., Northwestern University, Associate Professor of Education
- HALL, DENNIS M., Ph.D., University of Washington, Professor, Biology
- HARMON, HAROLD D., Ph.D., University of Iowa, Professor, Music
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- HASKELL, JOHN F., Ed.D., Columbia University, Professor, Linguistics
- HAWLEY, JANE S., Ph.D., Northwestern University, Professor, Counselor Education
- HESLER, RICHARD, M.A., University of Iowa, Professor, Speech and Performing Arts
- HILFMAN, TILLIE, M.A., Northeastern Illinois University, Assistant Professor, Early Childhood Education
- HOSTETLER, FRANK C., H.S.D., Indiana University, Professor, Health, Physical Education, Recreation, and Athletics
- HUDSON, RANDOLPH H., Ph.D., Stanford University, Professor, English
- HUSAIN, ASAD, Ph.D., University of Minnesota, Professor, Political Science
- INBODY, NOAH M., Ed.D., Northern Illinois University, Professor, Counselor Education
- JACOBSON, ANITA, M.Ed., National College of Education, Assistant Professor, Special Education
- JOLLY, JULIO, M.A., Roosevelt University, Assistant Professor, Foreign Languages and Literatures (Spanish)
- KIANG, YING-CHENG, Ph.D., Columbia University, Professor, Geography and Environmental Studies
- KIRK, R. BRUCE, Ph.D., Purdue University, Professor, Psychology
- KNEPLER, MYRNA C., Ph.D., Illinois Institute of Technology, Professor, Linguistics
- KRUEGER, MARCELLA, M.A., Columbia University, Associate Professor, Early Childhood Education
- KRUMP, JACQUELINE, Ph.D., Northwestern University, Professor, English
- LaBUDDE, C. DONALD, Ph.D., New York University, Professor, Computer Science
- LAMP, HERBERT F., Ph.D., University of Chicago, Professor, Biology
- LAWSON, COURTNEY B., M.A., University of Chicago, Associate Professor, English
- LAZOW, ALFRED, Ed.D., Boston University, Professor, Elementary Education
- LEASE, BENJAMIN, Ph.D., University of Chicago, Professor, English
- LEHMANN, WILMA H., Ph.D., University of Illinois (Urbana), Professor, Biology
- LERNER, JANET, Ph.D., New York University, Professor, Special Education
- LEVIN, MARIAN, M.Ed., Loyola University (Chicago), Assistant Professor, Library
- LIEBOW, ELY M., M.A., University of Chicago, Professor, English
- LINDMAN, MARGARET, Ed.D., Loyola University (Chicago), Professor, Teacher Education

LOCKWOOD, JAMES R., Ph.D., University of Illinois (Urbana),
Professor, Teacher Education

LOOS, FRANK M., Ph.D., University of London, Professor,
Psychology

LOWENTHAL, BARBARA, Ed.D., Northern Illinois University,
Professor, Special Education

LUTSCH, EDWARD F., Ph.D., Northwestern University,
Professor, Biology

MacDONALD, J. FREDERICK, Ph.D., University of California
(Los Angeles), Professor, History

MacDONALD, JAMES I., M.A., University of Toronto,
Assistant Professor, Anthropology

MAHER, JOHN P., Ph.D., Indiana University, Professor,
Linguistics

MASON, DONALD F., Ph.D., University of Wisconsin
(Madison), Professor, Chemistry

McARDLE, EUGENE W., Ph.D., University of Illinois (Urbana),
Professor, Biology

McCOY, O. EVALYN, M.A., University of Chicago, Professor,
Social Work

SMITH, PATRICIA A., Ph.D., Northwestern University, Professor, Biology

SOOD, MOHAN K., Ph.D., University of Western Ontario, Professor, Earth Science, Dean Emeritus

SPENCER, NANCY A., M.A., University of Chicago, Assistant Professor, Anthropology

STEIGMAN, MARTIN, Ph.D., University of Texas, Professor, Special Education

STEVENS, HUMPHREY, Ed.D., State University of New York (Buffalo), Professor, Elementary Education

STEVENSON, LILLIAN P., M.A., University of Chicago, Assistant Professor, Special Education

STOLTZE, HERBERT J., Ed.D., Columbia University, Professor, Biology

STYER, SANDRA, Ph.D., Michigan State University, Professor, Teacher Education and Women's Studies

SVOBODA, WAYNE N., M.S., Iowa State University, Associate Professor, Chemistry

SWARM, CHRISTINE, Ed.D., Indiana University, Professor, Teacher Education

SWEIG, MITCHEL, Ph.D., University of Chicago, Professor, Physics

TEMKIN, DAVID, M.A., University of Chicago, Professor, Psychology

TUZAR, JAROSLAV, Ph.D., Charles University (Prague), Professor, Mathematics

ULIASSI, EDWARD C., Ph.D., Syracuse University, Professor, Political Science

VERBILLION, JUNE B., Ed.D., Loyola University (Chicago), Professor, English

VITTENSON, LILLIAN K., Ph.D., Northwestern University, Professor, Special Education

VOGEL, FRANCIS, Ph.D., Northwestern University, Professor, Counselor Education

VOGEL, MITCHELL, M.A., Roosevelt University, Associate Professor, Educational Leadership and Development

WAECHTER, JOHN, P.E.D., Indiana University, Professor, Health, Physical Education, Recreation, and Athletics

WALKER, ROBERT J., Ph.D., Wayne State University, Professor, Speech and Performing Arts

WALKER, SUE SHERIDAN, Ph.D., University of Chicago, Professor, History

WALKOSZ, VIVIAN A., Ed.D., Northern Illinois University, Professor, Teacher Education

WEINER, LOUIS M., Ph.D., University of Chicago, Professor, Mathematics

WENZLAFF, RICHARD D., D.F.A., Chicago Musical College, Professor, Music

WIERCINSKI, FLOYD J., Ph.D., University of Pennsylvania, Professor, Biology

WINSTON, BARBARA, Ph.D., Northwestern University, Professor, Geography and Environmental Studies and International/Intercultural Studies

Fall Semester 2002

August	19-22	Monday - Thursday	Fall Semester Begins Late Registration
August	24	Saturday	Saturday Classes Begin
August	26	Monday	Classes Begin
September	2	Monday	Labor Day Holiday
November	28	Thursday	Thanksgiving Holiday
	29	Friday	
	30	Saturday	
December	7	Saturday	Final Exams for Saturday Classes
December	9	Monday	Last Day of Classes
December	10	Tuesday	Final Examinations
	11	Wednesday	
	12	Thursday	
December	15	Sunday	Commencement
December	16	Monday	Fall Semester Ends <i>Grades Due 12:00 p.m.</i>
December 17 - January 1			Recess

Spring Semester 2003

December	17	Tuesday	Spring Semester Begins
	18	Wednesday	Late Registration
	26	Thursday	
	27	Friday	
January	2	Thursday	
	3	Friday	
January	6	Monday	Classes Begin
January	20	Monday	Martin Luther King, Jr.'s Birthday Holiday
February	12	Wednesday	Lincoln's Birthday Holiday
March	17-22		Spring Recess
April	26	Saturday	Final Exams for Saturday Classes
April	28	Monday	Last Day of Classes
April	29	Tuesday	Final Examinations
	30	Wednesday	
May	1	Thursday	
May	6	Tuesday	Spring Semester Ends <i>Grades Due 12:00 p.m.</i>
May 7 - May 12			Recess
May	18	Sunday	Commencement

Summer Session IA 2003

Summer Session IA 2004 (6-1/2 weeks)

May	18-19	Tuesday Wednesday	Summer Session IA Begins Late Registration*
May	21	Friday	Classes Begin
May	31	Monday	Memorial Day Holiday
June	29	Tuesday	Last Day of Classes
June	30	Wednesday	Final Examinations
July	1	Thursday	
July	7	Wednesday	Summer Session IA Ends <i>Grades Due 3:00 p.m.</i>

Summer Session IB 2004 (13 weeks)

May	18-19	Tuesday Wednesday	Summer Session IB Begins Late Registration*
May	21	Friday	Classes Begin
May	31	Monday	Memorial Day Holiday
July	5	Monday	Independence Day Holiday
August	7	Saturday	Final Exams for Saturday Classes
August	9	Monday	Last Day of Classes
August	10	Tuesday	Final Examinations
	11	Wednesday	
	12	Thursday	
	16	Monday	
August	18	Wednesday	Summer Session IB Ends <i>Grades Due 3:00 p.m.</i>

Summer Session II 2004 (6-1/2 weeks)

June	30	Wednesday	Summer Session II Begins
July	1	Thursday	Late Registration*
July	2	Friday	Classes Begin
July	5	Monday	Independence Day Holiday
August	10	Tuesday	Last Day of Classes
August	11	Wednesday	Final Examinations
	12	Thursday	
August	18	Wednesday	Summer Session II Ends <i>Grades Due 3:00 p.m.</i>
August	19-22		Recess

*All Registrations via TTRS

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