

# Elmhurst College Catalog

## 2017-2018

*The 2017–2018 Elmhurst College Catalog reflects the programs, fees, policies, and regulations of the College in effect as of Fall Term 2017. Elmhurst College reserves the right to make changes that are deemed appropriate and necessary. Prospective students should contact the Office of Admission or the School for Professional Studies for information regarding such changes. Currently enrolled students should consult the Vice President for Academic Affairs and Dean of the Faculty or other appropriate offices.*



**Elmhurst  
College**

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# 2017-2018

## Academic Calendar

### Fall Term 2017

New Student Convocation	August 23
First Day of Class	August 28
Labor Day Recess	September 2-4
Fall Recess	October 9
Thanksgiving Recess	November 23-26
Last Day of Class	December 9
Reading Day	December 11
Finals	December 11-16
Final Grades Due	December 20

Classes will not meet on September 2 or September 4  
 Evening Classes will meet on October 9  
 Recess begins 5 p.m. November 22

### January Term 2018

First Day of Class	January 2
Martin Luther King Jr. Day Recess	January 15
Last Day of Class	January 26
Senior Grades Due	January 30
Non-Senior Grades Due	February 1

### Spring Term 2018

First Day of Class	January 29
Spring Recess	March 19-25
Easter Recess	March 30-April 1
Last Day of Class	May 3
Reading Day	May 12
Finals	May 14-19
Senior Grades Due	May 22
Non-Senior Grades Due	May 24
Commencement	May 26
Memorial Day	May 28

### Summer Term 2018

Eight-Week Session	June 4-July 28
First Four-Week Session	June 4-30
Second Four-Week Session	July 2-28
Independence Day Recess	July 4
Final Grades Due	August 1

*\* All dates subject to change*

# Elmhurst College: An Introduction

**A** private college in the heart of the Chicago metropolitan area, Elmhurst College is committed to helping students reach their potential—in college and in the world beyond.

Elmhurst is one of the top 10 colleges in the Midwest, according to *U.S. News & World Report*, and it also ranks among the best values in the region, according to *Forbes* and *Money* magazines. With more than 60 undergraduate majors, 15 pre-professional programs and a full array of graduate programs, Elmhurst boasts a student-to-faculty ratio of just 13 to 1. In small classes, professors get to know their students as individuals.

The College's campus is a green oasis in the heart of a safe, quiet suburb—but it's also just a half-hour train ride from downtown Chicago, giving students unlimited access to world-class cultural and professional opportunities.

On campus, students get involved in more than 100 activities, from theatre to intramurals to the Mock Trial Team. The student newspaper wins awards; the radio station has been on the air since 1947. The campus regularly hosts performances, art exhibits and an outstanding array of guest speakers.

Elmhurst's 20 varsity sports teams compete in the CCIW, one of the top conferences in NCAA Division III athletics. Bluejay teams have won conference championships in a variety of sports, and they compete in first-rate facilities.

More than 80 percent of Elmhurst undergraduates gain on-the-job experience through internships or service work, and 93% of Elmhurst graduates find full-time employment or enter graduate school within a year of graduation. Our robust career programs include more than 2,000 options for internships and other professional experiences.

## **Statement of Mission**

Elmhurst College inspires its students to form themselves intellectually and personally and to prepare for meaningful and ethical work in a multicultural, global society. Working together with passion and commitment, we foster learning, broaden knowledge, and enrich culture through pedagogical innovation, scholarship and creative expression.

### Elmhurst College Core Values

The values of Elmhurst College provide the foundation for all our academic, student and community programs and activities.

- **Intellectual Excellence.** We value intellectual freedom, curiosity and engagement; critical and creative inquiry; rigorous debate; and intellectual integrity in all endeavors. We are committed to the meaningful integration of liberal learning and professional preparation and to learning as a lifelong pursuit.
- **Community.** We are committed to cultural diversity, mutual respect among all persons, compassion for others, honest and open communication and fairness and integrity in all that we do.
- **Social Responsibility.** Mindful of humanity's interdependence and the dignity of every individual, we are committed to social justice on local, national and global levels. We will act on our social responsibilities and call others to do the same.
- **Stewardship.** We are committed stewards of the human, fiscal and physical resources entrusted to us. We are accountable to one another for the quality of our community, the strength of our finances, and the utility and beauty of our campus as a place of intellectual engagement and personal growth. We pursue innovations that respect the environment and foster sustainability in the management of our resources.
- **Faith, Meaning and Values.** We value the development of the human spirit in its many forms and the exploration of life's ultimate questions through dialogue and service. We value religious freedom and its expressions on campus. Grounded in our own commitments and traditions as well as those of the United Church of Christ, we cherish values that create lives of intellectual excellence, strong community, social responsibility and committed stewardship.

### Educational Goals

Students at Elmhurst College complete an academic program that encompasses both broad experience across a range of disciplines and the mastery of a particular body of knowledge and method.

#### Our program strives to educate students who:

- Carry through life the desire to learn, and the ability to solve problems and think clearly and independently, with tolerance and openness tempered by healthy skepticism and intellectual vigor;
- Are conversant with the heritage of Western culture, as embodied in the humanities, sciences and social sciences;

- Take delight in the richness of language through the mastery of reading, writing, listening and speaking;
- Know the joy of creativity in all intellectual activities and appreciate the unique creative opportunities afforded by the literary, visual and performing arts;
- Understand the natural world and issues related to humankind's place in it, and have experience with the methods of science and technology;
- Understand the importance of spiritual values as a basis for living a meaningful and purposeful life and are cognizant of the Judeo-Christian heritage;
- Honor their responsibilities as members of a free and democratic society and are committed to social justice, personal integrity and service to others;
- Are sensitive to the disparities of human circumstance and show respect and compassion for all individuals;
- Understand and affirm their membership in a diverse, yet interdependent, multicultural, global society;
- Endow the work they do with competent and creative effort, provide service to the community and treat all persons with consideration; and
- Are able to live good lives of healthful vitality, moral and spiritual sensitivity and intellectual integrity.

### **Accreditations**

The College is accredited by the following organizations:

- The Higher Learning Commission: Member, North Central Association\*
- The Commission on Collegiate Nursing Education (baccalaureate and master's)\*\*
- The Illinois State Department of Education

### **Affiliations**

The College subscribes to the Statement of Principles of Good Practice of the National Association for College Admission Counseling, and is a member of the following organizations:

- The American College Personnel Association
- The American Council on Education
- The American Association of Colleges for Teacher Education
- The American Association of Colleges of Nursing
- The American Association of Collegiate Registrars and Admission Officers
- The American Association of University Women
- The Associated Colleges of the Chicago Area



- The Associated Colleges of Illinois
- The Association of American College and Universities
- The Association for Continuing Higher Education
- The College Board
- The Council for Advancement and Support of Education
- The Council for Higher Education of the United Church of Christ
- The Council of Independent Colleges
- The Council on International Educational Exchange
- The Council of West Suburban Colleges
- The Federation of Independent Illinois Colleges and Universities
- The Forum on Education Abroad
- The Illinois Association for College Admission Counseling
- Institute of International Education
- NAFSA: Association of International Educators
- The National Academic Advising Association
- The National Association for College Admission Counseling
- The National Association of Independent Colleges and Universities
- The National Association of Student Personnel Administrators
- The National League for Nursing

\* *The Higher Learning Commission, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; (800) 621-7440 or (312) 263-0456*

\*\* *The Commission on Collegiate Nursing Education, One DuPont Circle, NW, Suite 530, Washington, DC 20036, (292) 887-6791*

### **Admission and Financial Aid**

Elmhurst College admits academically qualified applicants who show evidence of their ability to complete college-level work, based on their high school performance, good standing at another college or university, or both.

Elmhurst subscribes to a “need-blind” admission policy. That is, admission decisions are made independently from considerations of financial need. We encourage campus visits and admission interviews.

Elmhurst is committed to making college affordable; about 98 percent of students receive financial aid in the form of grants, scholarships, loans and work-study.

### **Non-Discrimination and Non-Harassment Policy**

It is the policy of Elmhurst College (the College) to afford equal opportunity to and not discriminate against students, employees and applicants regardless of race, color, national origin, religion, sex, gender identity, sexual orientation, age, disability, citizenship, veteran status, pregnancy, marital status or other

protected status as those terms are defined by applicable federal, state and local law.

The College acts in compliance with the requirements of Title IX of the Education Amendments of 1972 (“Title IX”). Title IX is a federal law that prohibits sex discrimination in federally funded education programs and activities. Title IX states (in part):

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial aid.”

The College’s Title IX Coordinator is responsible for implementing and monitoring Title IX compliance on behalf of Elmhurst College. Any inquiries regarding Title IX or the College’s prohibition against sex discrimination and other interpersonal misconduct should be directed to the College’s Title IX Coordinator, who will be available to meet with or talk to students regarding issues relating to Title IX and the College’s Non-Discrimination and Non-Harassment Policy. The Title IX Coordinator for the College is the vice president of student affairs.

The College does not discriminate against individuals on the basis of physical or mental disability. To ensure equal access to its programs and activities, the College is committed to providing reasonable accommodations to qualified individuals with disabilities. The College’s ADA/504 Disability Services Coordinator is located in the Learning Center, Frick Center 229, and is responsible for determining appropriate accommodations in conjunction with the student and other College representatives, as appropriate.

For the College’s complete Non-Discrimination and Non-Harassment Policy, please refer to the Title IX section of the College’s website.

# Admission, Financial Aid and Fees

**S**tudents may apply for admission to Elmhurst College to begin study in either the Fall Term or the Spring Term. Admission decisions are based on review of a student's academic record and supporting credentials, with emphasis given to the most recent or current educational experiences. All applicants are evaluated without regard to race, color, creed, national or ethnic origin, marital status, age, gender, sexual orientation or disability. Personal interviews with an admission counselor are strongly encouraged and easily arranged.

Elmhurst is a member of the Illinois and National Associations for College Admission Counseling and subscribes in its admission and financial aid programs to standards of practice and ethics endorsed by these organizations.

To receive an application for traditional undergraduate first-year or transfer admission or to schedule a campus visit, please contact:

Office of Admission  
Elmhurst College  
190 Prospect Avenue  
Elmhurst, Illinois 60126-3296  
(630) 617-3400 or (800) 697-1871  
admit@elmhurst.edu

Applications may also be submitted electronically by visiting the College's website at [www.elmhurst.edu](http://www.elmhurst.edu).

## **First-Year Admission**

Qualified applicants should show evidence of their ability to successfully complete college-level work, based on secondary-school performance. Preference is given to students who have completed 16 academic units, including a minimum of three units of English; two units each of mathematics, laboratory science

and social studies; and seven additional units in these or other college-preparatory subjects. Study of a foreign language is strongly recommended but not required for admission. First-year applicants should:

- Submit a completed application for admission;
- Request that an official secondary-school transcript be forwarded to the Office of Admission (a final transcript following the completion of all studies is required prior to beginning enrollment); and
- Submit official results from either the ACT or the SAT to the Office of Admission. Scores included on official secondary-school transcripts are acceptable. (International students should refer to additional requirements on the following page).

**Admission Without a Secondary-School Diploma:** Students who have not completed diploma requirements may submit the results of the General Education Development (GED) test in place of the secondary-school transcript.

**Senior Option Program:** Elmhurst College offers high-achieving secondary-school seniors the opportunity to enroll in one full course each term of their final year. Courses selected may fulfill remaining secondary-school graduation requirements or be applied toward a bachelor's degree at Elmhurst or elsewhere. Students interested in this program should contact the director of admission for further information about application requirements and procedures. At the discretion of the College, secondary-school juniors may also be approved to take coursework as part of the Senior Option Program. Tuition for approved students is waived up to a limit of two credits (eight semester hours).

### **First-Year Seminar**

All first-year students are required to enroll in a First-Year Seminar (FYS 100) course for the Fall Term. The course is designed to facilitate the first-year student's transition from high school to college. Built on the dual foundational components of a comprehensive understanding of the liberal arts and a specific academic topic, each section will have certain common themes, activities and assignments. In addition, each of the FYS 100 courses examines a unique and specific academic topic, and is taught by a faculty member partnered with a professional staff member. The faculty member serves as the academic advisor for the entire first year.

The First-Year Seminar has two main learning objectives. First, it prepares students for the academic routine, structure and expectations of Elmhurst College through the examination of what it means to undertake a liberal arts education coupled with an in-depth study of a specific academic topic.

Secondly, it introduces students to the student experience at Elmhurst and the many curricular and co-curricular opportunities the College has to offer. In this way, students will be able to maximize their involvement in the institution and the wider community that encompasses it.

### **Transfer Admission**

Qualified applicants must provide evidence of good standing at the last college or university they attended. Transfer applicants should:

- Submit a completed application for admission;
- Request that official transcripts from each college or university attended be forwarded to the Office of Admission;
- Request that an official secondary-school transcript be forwarded to the Office of Admission; and
- Submit results from either the ACT or the SAT if they have earned fewer than 12 semester hours of credit and have been out of secondary school for less than three years. Scores included on official secondary-school transcripts are acceptable.

Generally, transfer students begin at Elmhurst College without a loss of credit and can fulfill all academic requirements for their degrees within the usual time span. A credit evaluation of prior academic work is provided at the time of admission.

Please refer to the Regulations and Services section in this catalog for specific information about transfer credit policies, alternate sources of credit and academic residency requirements.

### **Special Requirements in Selected Majors**

Students interested in majors in communication sciences and disorders, education, music or nursing should refer to the specific department listing for additional admission requirements.

### **International Students**

International students should follow regular admission procedures for new first-year or transfer students. In addition, international first-year applicants should submit both secondary-school academic records, including all grade reports (transcripts), and leaving/national examination certificates. These records must be in both the original language and certified English translation. The original language records must be official school records, sent directly to Elmhurst College by the school, and must bear the official stamp or seal of the school. Certified copies, sent by the school and bearing the stamp or seal of the school, are acceptable.

International transfer applicants should submit transcripts from all colleges or universities attended or currently attending. These records must be in both the original language and certified English translation. The records must be official school reports, sent directly to Elmhurst College by the school, and must bear the official stamp or seal of the school. Certified copies, sent by the school and bearing the stamp or seal of the school, are acceptable. A syllabus for each course taken may also be required for transfer credit to be awarded.

International students seeking a major in communication sciences and disorders, education or nursing must provide official course-by-course evaluations of their transcript(s). Official evaluations can be obtained through World Education Services at [www.wes.org](http://www.wes.org) or Educational Credential Evaluators at [www.ece.org](http://www.ece.org).

Proficiency in English must also be demonstrated by scoring a minimum of 550 (paper)/213 (computer)/79 (Internet-based) on the Test of English as a Foreign Language (TOEFL) or 77 on the Michigan English Language Assessment Battery (MELAB) or a 6.5 on the International English Language Testing System (IELTS). Students not able to meet these required TOEFL scores should upgrade their English language proficiency at an ELS language center, where they must complete the certificate for ELS level 112. Upon admission to the College, a student must show financial access to cover the entire cost of the first year of study before a Form I-20 will be issued. While international students may qualify for scholarships based on academic merit, need-based financial aid is not available.

### **Readmission**

Students who are granted a leave of absence from the College are not required to apply for readmission if they return within 12 months. Please refer to the Regulations and Services in this catalog for detailed information. A student who withdraws from the College for one regular academic term or more must apply for readmission. A degree-seeking student who has attended other colleges since the last Elmhurst enrollment must submit official transcripts from those colleges.

A student who has been dismissed from Elmhurst for the first time is not eligible to apply for readmission for one calendar year. A decision to offer readmission will depend on the quality of both academic and non-educational experiences since the time of dismissal. An admission interview is required. A student may not be readmitted to the College after a second dismissal, including a dismissal that was successfully appealed.

**Non-Degree Study**

Students who are interested in registering for one or more courses without seeking admission to a bachelor's degree program are not required to apply for admission. Non-degree students are asked to complete on-campus registration at the Office of Registration and Records or to complete and submit the registration form by mail or fax.

**Confirmation of Enrollment**

All admitted students will receive complete information about tuition and housing deposits, student orientation, and medical history and immunization requirements. This material is included with the letter of admission or in subsequent mailings, but questions regarding any of the items can be directed to the Office of Admission.

The admission file for each enrolling student will become subject to provisions of the Family Rights and Privacy Act of 1972 (Buckley Amendment).

**Sixty-Plus Program**

Persons 60 years old or older may register for undergraduate courses on a non-degree basis for a reduced fee of \$100 per course. Registration is permitted on a space-available basis, only during the first week of class. Students should register in person at the Office of Registration and Records. A maximum of one course per term may be taken by a person in this program. Courses taken under the Sixty-Plus Program will not count toward a degree and are offered on an audit/non-credit basis.

**FINANCIAL AID**

The College administers a wide variety of institutional, state and federal financial aid programs, including scholarships, grants, loans and student employment opportunities. Elmhurst offers a number of scholarships to students who have demonstrated outstanding academic achievement or have exhibited skill in a specialized area. Most financial aid, however, is awarded to students who demonstrate financial need. Simply stated, financial need is the difference between the cost of attending Elmhurst College and what students and their families can be expected to contribute toward the student's educational expenses.

**To be eligible to receive need-based financial aid, a student must meet the following criteria:**

- Be a United States citizen or permanent resident, or have approved refugee status;

- Be enrolled on at least a half-time basis (six semester hours) for most forms of aid, but full time for Elmhurst College funds;
- Be making reasonable progress in his or her academic program; and
- Be classified as a degree-seeking student in a program leading to a degree.

**To apply for financial aid, students should:**

- Complete the Free Application for Federal Student Aid (FAFSA). This form is used to make a determination about how much your family may be expected to contribute to your educational expenses. The FAFSA is used to apply for assistance through federal grant programs and the Illinois Monetary Award Program, as well as federal student loans. The FAFSA should be filed as soon as possible after October 1. The FAFSA can be filed online at [www.fafsa.gov](http://www.fafsa.gov).

Additional documents, including income tax transcripts, may be requested to support information supplied on the FAFSA.

Students must be admitted to the College before the Office of Student Financial Services will complete processing of their applications for financial aid.

When all necessary documents have been forwarded to the Office of Student Financial Services, each student's request is reviewed and a decision regarding aid eligibility is rendered and the student is notified directly regarding their financial aid awards.

**Recommended Application Dates**

It is recommended that students submit all necessary financial aid application materials by January 1 for fall enrollment.

Students must apply for financial aid each year. Every student who wishes to be considered for financial assistance must follow the steps described above for each year of enrollment at Elmhurst College.

Elmhurst College is not responsible for programs sponsored by the state or federal government. Elmhurst College cannot guarantee substitute awards if any anticipated outside sources of assistance do not materialize.

The College prints additional literature on financial aid programs, scholarships and procedures; students are encouraged to obtain these from the Office of Student Financial Services.

**Satisfactory Academic Progress**

Federal and state regulations require that colleges establish and monitor the satisfactory academic progress of students enrolled in a program of study that leads to a degree or certificate. In a financial aid context, failure to make satisfactory academic progress in the courses taken at Elmhurst College can result



in a loss of eligibility for federal, state and institutional financial aid. Satisfactory progress is monitored in three ways: cumulative grade-point average, number of course credits completed compared to the number of course credits attempted (registered), and total academic credits.

- Students must maintain a cumulative grade-point average of 2.00.
- Students must complete (earn) 67% of the course credits for which they register, not including courses dropped within the first week of classes. Repeated withdrawals can lead to the loss of financial aid eligibility even for a student whose GPA is 2.00 or above.
- Students cannot have earned more than 150% of the academic credit necessary for graduation. This rule includes transfer credits.

Continued eligibility for financial aid is evaluated at the end of each term (Fall, Spring and Summer). If a student has not made satisfactory progress in his or her cumulative academic record at the completion of a term according to the standards noted above, financial aid will be placed on a warning for one term. Students who fail to meet satisfactory academic progress at the end of the warning term will normally be denied financial aid for the next term. Students may appeal suspension of aid decisions by writing the Financial Aid Appeals Committee within two weeks after notice of lost eligibility. Successful appeals will allow the student one additional term of aid eligibility and may include an academic plan developed to help the student successfully progress toward degree completion. If the student meets the standards of the academic plan, the probationary period may be extended for three terms.

### **Veterans Benefits**

Elmhurst College certifies enrollment for military veterans. Contact the Office of Student Financial Services for information.

## **Fees**

### **Comprehensive Fee**

The comprehensive fee for all full-time students includes tuition for 3.00 credits (12 credit hours) to 4.75 credits (19 credit hours) each in the Fall and Spring terms. For purposes of fee calculation, a full-time student is defined as a traditional undergraduate student (adult undergraduate degree-completion programs are not included) who is enrolled for a minimum of three credits (12 semester hours). Each January, Elmhurst College offers a special term. Students registering for a January Term course may be able to explore an area of academic interest or fulfill either an Integrated Curriculum requirement or a requirement in their major field of study.

Full-time traditional undergraduate students who are charged the comprehensive fee and enrolled for both Fall and Spring terms and receive credit for 3.00 to 4.75 credits may take a January Term course at no additional cost (does not include adult undergraduate degree-completion students). Traditional undergraduate students who are charged the comprehensive fee and enrolled full time for either Fall Term or Spring Term will be charged at a rate of one-half the cost of the course. Students who are not registered full time for either Fall Term or Spring Term will be charged \$4,104 for a January Term course taken during the 2017–2018 academic year.

<b>2017–2018 Academic Year Fees: TRADITIONAL UNDERGRADUATE</b>			
	<b>Fall Term</b>	<b>Spring Term</b>	<b>Total</b>
<b>Full-Time Tuition</b> <i>(3.00 to 4.75 credits)</i>	\$18,035	\$18,035	\$36,070
<b>Residence Hall Room</b>	\$ 3,061	\$ 3,061	\$ 6,122
<b>Board: Fall and Spring Terms</b>			
<b>Meal Plan #1</b>	\$ 2,663	\$ 2,663	\$ 5,326
<b>Meal Plan #2</b>	\$ 2,011	\$ 2,011	\$ 4,022
<b>Meal Plan #3</b>	\$ 1,524	\$ 1,524	\$ 3,048
<b>Board: January Term</b>			
<b>Meal Light</b>			\$ 290
<b>Meal Basic</b>			\$ 502
<b>Part-Time Tuition</b>	\$ 4,104 per course (\$1,026 per hour)		
<i>All room charges are based on double occupancy. Single occupancy is offered at \$4,415 per term.</i>			
<i>The College offers three different meal plans, depending upon the amount of food students wish to purchase. An overhead fee is included. Meal plan options may be changed at the end of Fall Term. Food purchases are charged to the meal plan on an a la carte basis. Residence hall students are required to participate in the meal plan program.</i>			
<i>Elmhurst College reserves the right to change these rates effective at the beginning of any term.</i>			

**Hourly Fees**

Hourly fees apply to all undergraduate degree-completion students and traditional undergraduate students enrolled for fewer than three course credit or more than 4.75 course credits per term or session.

Full course credit (4 semester hours)	<b>\$4,104</b>	Nursing Fee (2nd, 3rd & 4th year students, per term)	<b>\$500-\$600</b>
Degree-completion programs (per credit hour)	<b>\$595</b>	Applied Music (per course)	<b>\$50</b>
Orientation Fee: new full-time freshmen	<b>\$225</b>	Fee for payment plan late payments: Service charge of 1% per month on the unpaid balance	<b>\$90</b>
New undergraduate transfers	<b>\$75</b>	Transcript of academic record	<b>\$10</b>
Academic Technology Fee (all full- and part-time students; per term)	<b>\$150</b>	Transcript of academic record, 24-hour service; additional fee	<b>\$10</b>
Room Deposit (residents)	<b>\$300</b>	Graduation Fee	<b>\$60</b>
Parking (residents and commuters; per term)	<b>\$100</b>		
Residential Network Fee (residents; per term)	<b>\$100</b>		

**International Fees**

Study Abroad	<b>\$600</b>
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**Career Services**

Preparation and mailing of credentials:

Each set of credentials	<b>\$3</b>	Four sets of credentials	<b>\$10</b>
Each set of credentials, 24-hour service	<b>\$5</b>		

**Other Fees**

Other fees may be assessed for services offered or for items required for participation in certain programs. These vary on the basis of the student's program or activities and include such things as health service medication and fees, and nursing students' malpractice insurance and uniforms. Fees are made known to the student by the department involved in the requirement or service.

**Advance Tuition Deposit**

New undergraduate students are required to pay a one-time, non-refundable tuition deposit of \$100. This deposit will be deducted from total tuition due.

## STATEMENT OF FINANCIAL RESPONSIBILITY

By registering for courses at Elmhurst College, you hereby acknowledge that you are entering into a contractual arrangement with Elmhurst College, whereby you agree to comply with all laws, rules and regulations applicable to your registration, payment of fees, enrollment and attendance. Included in the rules and regulations that comprise the terms and conditions of this contract are those contained in this document and the Elmhurst College Catalog, eBook and Academic Calendars that are in effect during the years of your enrollment. All students are responsible for reviewing, understanding and abiding by the College's regulations, procedures, requirements and deadlines as described in official College publications.

You further understand and agree that your registration and acceptance of these terms constitute a promissory note agreement (i.e., a financial obligation in the form of an educational loan as defined by the U.S. Bankruptcy Code at 11 U.S.C. §523(a)(8)) in which Elmhurst College is providing you educational services, deferring some or all of your payment obligations for those services, and you promise to pay for all assessed tuition, fees and other associated costs by the published or assigned due date.

If you need more information on your financial responsibilities, contact the Office of Student Financial Services.

### Payment Options

Students are required to either pay their balance in full by the initial due date of the term (the 15th of the month prior to the start of the term) or enroll in one of the following payment plans. There is no cost to enroll and no monthly service fee.

**Auto-Pay Plan.** Set up five monthly automatic payments from a checking or savings account.

**Non-Auto Pay Plan.** Make five monthly payments in one of the following ways:

- By check through the mail or in person at the Office of Student Financial Services
- With an online bank transfer through TouchNet Connect
- Pay online with a credit card through TouchNet Connect (a user fee of 2.75% with a minimum fee of \$3 is charged by the third-party processor on all credit card transactions)

Payments are due on the 15th of each month. A \$90 late fee is charged for payments not received on time. Accounts not enrolled in a payment plan and not paid in full will be charged a 1% service fee on the balance each month. Payments returned for insufficient funds will be assessed a \$30 NSF fee.

Due to changes in payment card industry compliance regulations, the College can no longer accept credit card payments in the Office of Student Financial Services. Payments made by credit card must be made through TouchNet Connect.

**Outside Billing**

When a student's employer or other agency under its tuition benefit plan authorizes a billing, and will pay the tuition directly to Elmhurst College, service charges relating to the payment will be waived provided the payment is received within six weeks of the end of the term. In order to participate in this program, the student must submit an official letter of authorization or tuition voucher to the Office of Student Financial Services prior to the start of each term. The Office of Student Financial Services will bill the employer or other funding agency directly for the authorized amount. Elmhurst College reserves the right to qualify the plan or reject applications that lack the appropriate authorization.

**Tuition Reimbursement Plan**

Some employers offer direct reimbursement of tuition to their employees upon the successful completion of the term. Students eligible for tuition reimbursement from their employer may elect to participate in our Tuition Reimbursement Plan. Under this plan, payment of tuition covered by an employer will be deferred until six weeks after the end of the term. Students will be required to enroll in this program on a per-term basis.

To enroll, students will be required to pay a \$25.00 fee per term upon request for enrollment in the program, as well as provide a letter from their employer indicating that they are eligible for this benefit. The letter must be received by the Office of Student Financial Services prior to the start of each term, must outline the amount of reimbursement the student is eligible for in that specific term, and must be on the employer's letterhead.

**Payment and Records**

Transcripts of academic records and official grades will not be issued, nor will a degree be granted, to a student who has not discharged all financial obligations to the College.

**Statements of Charges**

Billing statements of charges are provided on TouchNet Connect. Students and authorized users will receive an email announcing the availability of their billing statement. Statements can be viewed or printed through TouchNet Connect.

**Reductions in Charges**

Reductions in tuition and/or room and board charges will be made when withdrawal from the College is necessitated by circumstances that, in the opinion of the College administration, are beyond the control of, or in the best interest of, the student. The effective date of withdrawal from the College is established by the Offices of Registration and Records and Student Financial Services for all full- and part-time students. See the Regulations and Services section in this catalog for information about withdrawal from the College. Payment of outstanding balances upon withdrawal is due in accordance with the College's normal payment terms.

The effective date for withdrawal from individual courses is the date the request for a withdrawal is presented to the Office of Registration and Records. Adult degree-completion students may withdraw from coursework by contacting the Office of Registration and Records in person or by fax. See the Regulations and Services section of this catalog for withdrawal procedures.

**Current withdrawal charges are calculated on the following basis:**

**Fall Term and Spring Terms**

- \$20 per course, prior to or during the first week of term;
- 15% second week of term;
- 30% third week of term;
- 50% fourth week of term;
- 70% fifth week of term;
- 100% thereafter.

**January and Summer Terms**

Varies by course. Please contact the Office of Student Financial Services for more information.

*All other fees are nonrefundable.*

*These policies may be updated upon release of new governmental guidelines.*

**Credit Balances/Refunds**

Credit balances on a student account are automatically applied to the next term unless a refund is requested. Excess funds at the start of a term are available for refund upon request after the final drop date for a term (please see the withdrawal schedule for dates).

**Adjustment of Financial Aid When Students Withdraw**

There are three distinct ways financial aid funds are adjusted when a student withdraws. The State of Illinois and federal government each mandate treatment of their awards that differ from college policy.

**Illinois Monetary Awards**

If a student withdraws during the two weeks of classes, no portion of the Illinois Monetary Award is applicable to a student's tuition and fees. After the second week of class, 100% of an Illinois Monetary Award, up to the amount of the adjusted tuition costs, is applied to the student's account.

**Federal Grants and Loans**

The amount of federal grants and/or loans that may be applied to a student's tuition and fees is determined by taking the number of days the student attended as a percentage of the number of days in the semester. For example, if the term is 100 days long and the student withdrew or stopped attending on the 24th day of classes, then  $24/100$  of that student's federal grants and loans can be applied to his or her tuition and fees.

**College Funds and Other Sources of Aid**

The amount of College funds and/or other financial aid is adjusted at the same percentage rate as the tuition and fees.

# Academic Overview

**E**lmhurst College offers programs for traditional and adult students. The College operates on a 4-1-4 calendar, consisting of a Fall Term, a one-month January Term and a Spring Term. The College also offers an eight-week Summer Term.

## **Traditional Programs**

Elmhurst offers a full range of academic programs and services to approximately 2,700 traditional students. Courses for traditional students are offered during the day, with some sections occasionally available in the evening or on Saturdays. A full-time faculty of approximately 150 is committed to teaching, scholarship and serving as advisors to students in planning coursework and exploring career choices.

Students at Elmhurst enjoy close collaboration with faculty in general introductory courses as well as in advanced courses. Our average class size is approximately 17, and the student-faculty ratio is 14:1—one of the more desirable in higher education. Academic life at the College is supported by a variety of extracurricular programs, including honor and recognition societies and music and theatre groups.

## **Graduate and Degree-Completion Programs**

Elmhurst provides educational opportunities for students at least 24 years of age and those who have completed their baccalaureate degree. These opportunities include completing a first degree, pursuing a second degree or pursuing a master's degree program.

Students may attend class during the day, in the evening, or on Saturdays in the Fall, January, Spring and Summer terms. Classes are offered on the Elmhurst College campus, as well as at select off-site locations and online.

Elmhurst offers fast-track majors for adults in applied psychology, business administration and information technology. Graduate students may pursue graduate programs in 15 academic areas. See the Adult Programs and Graduate Study sections of this catalog for more information.



Degree-completion program students and graduate students are admitted through the School for Professional Studies. For more information about admission and academic programs, please contact the School for Professional Studies.

### **January Term**

January Term offers innovative educational experiences apart from the traditional curriculum as well as required and elective courses for certain majors. January Term courses emphasize intellectual stimulation, creative study and new approaches to knowledge. Students concentrate on no more than one course credit during January Term and are encouraged to explore new areas of study, often outside their major areas of concentration.

January Term courses include travel opportunities, courses on special topics, team-taught courses and field experiences in which the student takes on a job related to his or her academic major. Field experiences may serve as enrichment to a declared field of concentration, or may be designed as a career exploration. Students interested in this program should contact the Center for Professional Excellence.

Enrollment in the January Term does not require admission to the College for undergraduate students. For graduate students, courses offered in January meet the requirements of the respective graduate programs. To enroll in graduate courses in January, students must be admitted to the graduate program or have permission from the graduate program director.

### **Summer Term**

Undergraduate courses are offered during the summer (2.25 credit maximum at the same time) in both day and evening for Elmhurst College students, students from other colleges and universities, and recent secondary-school graduates. Non-degree students seeking personal or professional growth and development are also welcome. The Summer Term meets a variety of needs. Many undergraduate students enroll to further their progress toward degree programs. Enrollment in the Summer Term does not require admission to the College for undergraduate students.

Graduate courses offered in the Summer Term meet the requirements of the respective graduate programs. To enroll in these graduate courses, students must be admitted to the graduate program or have permission from the graduate program director. There are select graduate courses that are offered in the Summer Term, which may be taken by non-degree-seeking students. Permission from the graduate program director is required.

The Summer Term is eight weeks in length, but many courses are offered in other formats.

# Earning an Elmhurst Degree

**E**lmhurst College awards the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Music and Bachelor of Liberal Studies degrees.

The College also offers 17 graduate programs at the master's degree level. Please refer to the Graduate Study section of this catalog.

Undergraduate credit at Elmhurst College is awarded in credit units. One unit of credit is equivalent to four semester hours or six quarter hours of transfer credit. All undergraduate courses described in this catalog result in one unit of credit, unless designated otherwise.

## **Bachelor of Arts**

Students seeking to earn the Bachelor of Arts must complete all Integrated Curriculum, major and minor courses for a letter grade and fulfill all elective course requirements as outlined here and in the Academic Programs section of this catalog.

## **Bachelor of Fine Arts**

Students seeking to earn the Bachelor of Fine Arts in the Department of Art must complete all Integrated Curriculum, major and minor courses for a letter grade and fulfill all elective course requirements as outlined here and in the Academic Programs section of this catalog. Additionally, they must complete two areas of concentration consisting of eight studio courses at the 300 or 400 level. Areas of concentration are determined by the Department of Art.

## **Bachelor of Science**

Students seeking to earn the Bachelor of Science must complete all Integrated Curriculum, major and minor courses for a letter grade and fulfill all elective course requirements as outlined here and in the Academic Programs section of this catalog. Additionally, students must complete two college-level mathematics courses. Note: PSY 355 may count as one of the two. Note: some departments have exceptions.

**Bachelor of Music**

Students seeking to earn the Bachelor of Music must complete all Integrated Curriculum, major and minor courses for a letter grade and fulfill all elective course requirements as outlined here and in the Academic Programs section of this Catalog. Additionally, they must complete at least 16 units of credit (64 semester hours) in music. Specific courses are determined by the Department of Music.

**Bachelor of Liberal Studies**

Students seeking to earn the Bachelor of Liberal Studies must complete all Integrated Curriculum and program requirements as outlined in the Integrated Curriculum section of this catalog. Students seeking this degree complete 8 to 12 credits (32 to 48 semester hours) for letter grades in two areas of concentration, rather than completing a traditional major.

**Integrated Curriculum**

Students must complete all aspects of the Integrated Curriculum, which is described in the Integrated Curriculum chapter of this catalog.

**Major and Minor Areas of Study**

Students must complete the requirements for a major field of study. The major may be chosen from among the various departmental majors or interdisciplinary majors. The major consists of not fewer than seven units of credit (28 semester hours) within one department or area of study, plus any required courses in other departments. **Courses taken for the major must be completed with a letter grade where that grading option exists.** Students must take and successfully complete at Elmhurst College at least half of the total units of credit required within their major field of study. Students may declare a maximum of three majors while pursuing a degree.

Exact requirements for individual majors are determined by the departments. Students should consult with their advisors to determine the application of such requirements to their programs of study. The director of secondary education should be consulted by all students planning to teach in secondary education.

Students are expected to declare their major field of study prior to completion of the sophomore year. To declare a major, change a major or declare an optional minor or additional major, students must consult with the Office of Advising to establish an accurate student record.

Although the College does not require a minor field of study, students may select a maximum of three minors while pursuing a degree. Requirements for minors are listed in the departmental descriptions of this catalog. One-half of the units of credit required for the minor must be taken at Elmhurst College. Courses taken for the minor must be completed with a letter grade.

At least one-half of the units of course credit required for a major or minor may not be counted toward any other major or minor.

**Minimum Number of Courses**

Elmhurst College requires a minimum of 32 units of credit (128 semester hours) for graduation. No more than six units of credit earned at Elmhurst College on a Pass/No Pass basis may be credited toward the minimum number of courses required for graduation. If nontraditional credit and coursework accepted in transfer on the Pass/No Pass basis exceeds this limitation, no additional coursework can be completed at Elmhurst College on a Pass/No Pass basis.

**Junior/Senior-Level Courses**

A minimum of 10 units of course credit (40 semester hours) numbered 300 and above must be completed at four-year institutions, preferably taken during the junior and senior years. Community college coursework will not count toward fulfilling this requirement.

**Residency**

The last eight units of credit (32 semester hours) of the degree program must be completed at Elmhurst College. Credit from alternate sources may be earned during residency, but will not satisfy the residency requirement. Under exceptional circumstances, students who have completed the majority of their degree requirements at Elmhurst College may request that a maximum of two units of credit (eight semester hours) be completed at another regionally accredited four-year college or university and applied toward the last eight units of credit. Such requests should be directed to the Office of Advising.

**Minimum Grade-Point Average**

Students must have a minimum cumulative and combined grade-point average of 2.00 (C) to graduate. In certain departments, a higher grade-point average is required for program entrance, as well as for graduation. The cumulative grade-point average is computed from grades received in courses taken at

Elmhurst College. The combined GPA is compiled from all courses accepted in transfer as well as those taken at Elmhurst College. All courses attempted for regular grading (A-F) are counted in calculating this overall grade-point average. Students are not allowed to repeat courses at other institutions. When a course is repeated at Elmhurst College, the earlier grade of the course is not included in the grade-point average. Refer to the Repetition of Courses section of this catalog for additional information. Marks of P, NP, AU and W are not included in the calculation of the grade-point average. Incompletes must be resolved prior to graduation.

**Second Degrees**

The College awards a second bachelor's degree to students who have previously earned a degree with a major in another field. Candidates for a second degree must complete the requirements for the new major and for residency, including a minimum of eight units of credit (32 semester hours) at Elmhurst College. Bachelor's degrees from foreign universities will be evaluated on an individual basis. Second-degree students begin their coursework with a grade-point average of 0.00.

**Returning Students**

Students returning to the College more than five calendar years after last attendance will be expected to satisfy the requirements for graduation of the catalog in effect at the time of readmission. Where possible, students returning to the College in less than five years may satisfy the requirements for graduation stated in the catalog in effect when they were first admitted.

# Elmhurst College Integrated Curriculum

**T**he Elmhurst College Integrated Curriculum is designed to inspire students to form themselves intellectually and personally and also to prepare for meaningful and ethical work. The Integrated Curriculum is designed to help students develop over the entirety of their time at Elmhurst College. It proceeds from the recognition that concentrated specialization alone is not enough to prepare students to succeed. Information and procedures soon become outdated; the job one has prepared to do proves limited, or the knowledge one has becomes obsolete. This integrated program seeks to prepare students to be lifelong learners in a changing economy and a developing global society.

The Integrated Curriculum rests on the College's eleven educational goals. It seeks to educate students in three ways: exposing them to areas of knowledge, requiring them to have practice and/or proficiency in skills, and expecting them to have several experiences to assist in value development. The program prioritizes four outcomes defined by the faculty: critical thinking, effective communication, understanding and employing the content and perspectives of varied disciplines, and valuing tolerance and social justice. In addition, the program is committed to integrative and applied learning: as such, a central theme of this curriculum is that of integrating, of connecting—between and among the disciplines, from classroom to experience, across liberal and professional studies, between general education and the major.

The Integrated Curriculum itself includes developmental requirements that run throughout the student's time at Elmhurst College. It is founded on four proficiencies that all students must address. Thereafter it includes required work in nine areas of knowledge and seven skill and value development areas. There is no set number of courses in the Integrated Curriculum.

Requirements in these areas, along with appropriate objectives and outcomes as set by the faculty, are specified in the sections below. Unless specifically approved by the faculty, independent study courses may not be used to fulfill Integrated Curriculum requirements.

### **Developmental Requirements**

Developmental requirements to be completed by all students include a first-year seminar, English 106 (the required first-year writing course), and a senior capstone experience. Further, at least the writing and the social responsibility skill and value development courses must be completed at the upper (300 or 400) level. The first-year seminar, ENG 106, and the required 300- or 400-level skill and value development courses must be taken for a letter grade; grading in the senior capstone is determined by the offering department. In addition, all Elmhurst College students are required to complete an experiential learning requirement that integrates classroom learning with related experiences outside the college classroom. These experiences, which may include internships, clinical work in the discipline, study abroad, or service learning, also contain a formal reflective component. Adult students admitted through the School for Professional Studies who are at least 24 years old in the year in which they enroll are considered to have satisfied the experiential learning requirement.

### **Proficiencies**

In order to be equipped to master the Integrated Curriculum, students must complete proficiency requirements in four areas: mathematics, foreign language, writing, and computer technology. Courses that meet these proficiencies are offered each term; however, each proficiency may also be met by a variety of placement tests, AP credit, and other means as defined by the faculty. The proficiencies are foundational to further academic success and should be completed as soon as possible after a student's entry to the College, and in any event must be addressed no later than the end of sophomore year. Transfer students should meet the four proficiencies within the first year after admission. New adult students who graduated from secondary school more than six years ago or are at least 24 years old in the year in which they enroll are exempt from meeting the foreign language proficiency. Specific proficiency requirements are available in the Office of Advising or online.

### **Areas of Knowledge**

Students complete work in the nine areas of knowledge indicated below, which represent the three broad realms of knowledge. Each area of knowledge is conceived of as *multidisciplinary* and *goal driven*, accommodating courses from

more than one department. A limited number of bidisciplinary courses are available which meet two area of knowledge requirements.

No more than two area of knowledge requirements can be satisfied within a single department. In order to meet an area of knowledge requirement, a course must be taken for a letter grade. Area descriptions and learning objectives are presented below. Specific courses meeting the various area of knowledge requirements for 2017–2018 are listed on BlueNet and are available in advising lists in the Office of Advising.

### **Interpretation and Identity**

These courses examine religious, philosophical, symbolic, and aesthetic approaches to the human experience, moral and ethical development, and the discovery and structuring of meaning.

### **Inquiry into Ethics and Justice**

These courses explore theories and instances of justice and injustice in current and historical human societies. Students will analyze different systems of values that inform how people interact as individuals as well as members of larger societal groups. Courses in this area examine ethical reasoning bearing on such principles as liberty, rights, dissent, moral status, equality, and justice.

#### *Objectives:*

- Understand several distinct systems of ethical reasoning and theories of value and justice;
- Evaluate in their contexts specific historical and contemporary theories or actions;
- Articulate and evaluate multiple perspectives on ethics and social justice.

### **Religious Studies in Context**

The aim of these courses is to help students explore and understand different religious theories, terms, symbols, images, beliefs, practices, scriptures, institutions, persons, themes and stories in their linguistic, historical, cultural, and intellectual context.

#### *Objectives:*

- Identify major theoretical approaches to the study of religions;
- Recognize specific religions in their respective contexts;
- Interpret religions as formed by their contexts and those contexts as shaped by religious traditions.



**Literature**

The literature area of knowledge focuses on the interpretation and appreciation of the imaginative, aesthetic uses of language as these are reflected in poetry, fiction, drama, and certain non-fiction texts. Courses in this area examine the various literary techniques for the creation of meaning and pleasure, and reflect on the ways in which literary works influence, and are influenced by, their historical contexts.

As a result of completing a course in the literature area, students should improve in their ability to do the following:

*Objectives:*

- Identify various literary techniques, creative uses of language, and traditions, and interpret them within their relevant contexts;
- Perceive the deeper issues addressed in aesthetic texts and articulate their continuing personal and social relevance;
- Understand how different cultures encode their values, whether shared or contested, in the various kinds of imaginative writing.

**Fine Arts**

As a unique vehicle for the expansion of imagination and emotions, this category aspires to make students aware of the impact of the arts on human endeavor and to inspire creativity in all aspects of life. A distinctive goal of this requirement is to expose students to artistic expression that is outside the limits of primarily technical, literary, or quantitative media.

*Objectives:*

- Identify components of the creative process;
- Analyze the formal elements of the medium and the artist's application in creating expression;
- Identify and interpret expressive differences in works of art;
- Gain awareness of the history and scope of the medium.

**Societies, Individuals and Cultures**

These courses examine human thought and behavior, politics, cultures, and societies utilizing the methodologies of history and social science.

**Historical Analysis**

Courses in this category examine societies, cultures, events, ideas, and individuals in their historical context. As such, they provide a broad base of knowledge and critical skills—analysis, interpretation, synthesis—which play an integrative role in liberal learning.

*Objectives:*

- Acquire a broad knowledge of the past, extending over a substantial period of time, and understood on its own terms;
- Use such knowledge to understand the past and its relevance to the present;
- Exercise appropriate interdisciplinary methods and tools for the interpretation of appropriate sources;
- Assess primary sources by means of critical analysis, and place them in historical context.

**Social and Political Analysis**

Courses in this category examine the social, political, economic and cultural institutions that shape the environments of individuals and groups. Students will study how power relationships within and among these institutions affect various subgroups in the population. Paradigms, theories and methodologies used in this analysis will be examined, utilized and evaluated.

*Objectives:*

- Describe social, political, economic and cultural institutions and processes, the relationships between them, and their impact on individuals and groups;
- Describe how differences of class, race, ethnicity and gender are related to these institutions and their outcomes;
- Identify, use, and evaluate the paradigms, theories and methodologies which describe and explain social, political, economic, and cultural institutions and their outcomes;
- Identify means through which individuals can affect change in social, political, economic or cultural institutions.

**Cognitive and Behavioral Sciences**

These courses provide a basic understanding of the nature of human thought, the behavior of the individual within society, and the methods for studying these phenomena.

*Objectives:*

- Understand conceptual, psychological, biological, behavioral, or other related methods to analyze the nature of human thought;
- Understand the major concepts and methods used by cognitive, behavioral, or social scientists to explain human behavior;
- Understand how individual thought and action influence and are influenced by the social, political, and economic forces of contemporary society.

**Natural Science**

These courses examine physical and/or living systems allowing students to understand and appreciate the interdependence of natural systems. All courses in the natural science realm include laboratory experiences in which the student will collect, organize and interpret primary data. Through courses in this realm, students gain an understanding of how scientific concepts develop, how they are joined into theoretical structures and how these structures are validated.

**Physical Science**

Students will acquire a basic understanding of fundamental physical concepts, relationships and theories through the study of matter, energy and forces of nature. Students will be able to apply this understanding to questions relevant to everyday life by being able to:

*Objectives:*

- Make measurements of physical quantities, create and interpret charts and graphs containing physical data, and draw conclusions from those data;
- Explain contemporary theories regarding the composition, structure, properties and dynamics of matter on the atomic, molecular, human, planetary or cosmic scale;
- Describe how a hypothesis explaining physical phenomena is evaluated and refined through experimentation and data analysis;
- Use knowledge of physical principles to make informed decisions about contemporary consumer, social, ethical or environmental issues.

**Life Science**

Students will acquire a basic understanding of the fundamental processes and requirements of living things, their impact on everyday life, and methods for studying living systems ethically and responsibly.

Students will:

*Objectives:*

- Know and understand the theories and requirements of living systems which may include cells, tissues, organs, organisms, populations, and/or ecosystems;
- Apply the scientific method ethically to observations made about living systems by designing experiments with proper controls, collecting data, and reporting results in an appropriate format;
- Use this knowledge to make informed decisions about contemporary consumer, social, ethical, or environmental issues.

### Skill and Value Development Requirements

The Elmhurst College Integrated Curriculum also includes requirements in the areas of skill and value development. These skill and value areas, which may be met at a variety of levels, have been identified by the faculty as essential for continued intellectual development and lifelong learning. Courses which meet these requirements are identified by means of “tagging,” indicating that the faculty has approved the particular course as meeting the objectives of that skill or value development area. Both area of knowledge and major courses may be tagged. To count for the tag requirement, a course must be completed for a letter grade except for courses that are offered only on a Pass/No Pass basis. Specific courses meeting these skill and value requirements for 2017–2018 are indicated on BlueNet and also in lists available in the Office of Advising.

Note: Transfer students should carefully review their credit evaluation upon entrance—certain transferred courses may not carry the tag associated with the course taken at Elmhurst.

### Skills

An academic skill is used to successfully learn across a variety of academic disciplines. Therefore, a “skill” must apply to, and facilitate the mastery of, more than one discipline. As such it aids in the flexibility necessary to higher level learning as well as potential professional adjustment to new responsibilities in a changing economy.

Students must complete at least one tagged course in each of the four areas of writing, oral communication, quantitative reasoning and information literacy. These tagged courses are designed to meet the following outcomes:

### Writing

Students must complete ENG 106 plus one upper division (300/400 level) writing intensive W tagged course as designated by major.

*Outcomes: Students will be able to:*

- Demonstrate an understanding of writing as a process involving critical thinking by submitting evidence of prewriting, interim drafts, and final writing with obvious revisions;
- Produce multiple writing assignments and a range of types of writing for appropriate purposes and audiences such as short, informal, ungraded works and longer, more formal documents;
- Utilize academic and disciplinary conventions correctly, including appropriate language, audience accommodations, formatting, citations, and so forth.

**Oral Communication**

Students must complete one O tagged course.

*Outcomes: Students will be able to:*

- Produce a range of types of oral communication for appropriate purposes and audiences such as short, informal, ungraded oral assignments to longer, more formal presentations;
- Demonstrate competent understanding of the complex process of verbal and nonverbal communication;
- Develop, organize, and express messages competently;
- Analyze and evaluate audiences and content appropriately;
- Demonstrate a knowledge of and commitment to communication ethics.

**Quantitative Reasoning**

Students must complete one Q tagged course (in addition to the mathematics proficiency).

*Outcomes: Students will enhance their ability to do one or more of the following:*

- Apply arithmetic, algebraic, geometric, algorithms and/or statistical methods to modeling and real world problem solving;
- Interpret mathematical models such as formulas, graphs, tables and schematics and draw conclusions from them;
- Determine the limitations of mathematical and statistical models within a particular context;
- Demonstrate mathematical reasoning skills and/or formal logic for developing convincing arguments.

**Information Literacy**

Each major will designate one appropriate I tagged information literacy course which students will be required to complete.

*Outcomes: Students will be able to:*

- Demonstrate an understanding that information may be defined, stored, and organized in different ways in different disciplines;
- Demonstrate an ability to access and use discipline based information resources appropriate to the discipline;
- Demonstrate the ability to evaluate information sources and determine the appropriate use of information;

- Demonstrate the ability to incorporate disciplinary information sources into significant research based assignments;
- Demonstrate an ability to correctly use disciplinary citation conventions.

**Values Development**

Courses tagged for value development encourage students to articulate, confront, wrestle with, and develop their own values in the designated areas. The values areas reflect the College values of *community* and *social responsibility*.

Students must complete at least one course in each of the three values development areas of intercultural global engagement, intercultural domestic engagement, and engaging social responsibility. These courses are designed to achieve the following outcomes:

**Intercultural Global Engagement**

All students need to complete one course tagged for G content.

*Outcomes: Students will be able to:*

- Demonstrate an understanding of culture as a dynamic construction of values, norms, and practices;
- Understand the effects of increasing global interdependence on nations, cultures, and institutions;
- Analyze the differences and similarities between their own cultural norms and those belonging to people of different nations and/or cultures;
- Develop skills to communicate and collaborate effectively across cultural boundaries.

**Intercultural Domestic Engagement**

All students need to complete one course tagged for D content.

*Outcomes: Students will be able to:*

- Demonstrate an understanding of culture in the United States and the relation between individual values and dominant norms;
- Analyze the way that dominant cultural norms affect social and political actions;
- Critically examine structures and organizations that contribute to the establishment of societal norms and relationships.

**Engaging Social Responsibility**

Beginning instruction in this area is embedded in the First-Year Seminar and the Inquiry into Ethics and Justice area of knowledge. In addition, all students will complete one upper division (300/400-level) course tagged for S content at a four-year institution.

*Outcomes: Students will be able to:*

- Construct a view of citizenship and its responsibilities in diverse democratic societies and the global community;
- Articulate their own values and demonstrate how these values reflect or respond to society;
- Demonstrate knowledge of varied responses to issues of social justice;
- Respond to civic, service, or social justice issues.

# Regulations and Services

**T**he academic regulations contained within this section are applicable to undergraduate students who begin their academic programs at Elmhurst in the 2017–2018 academic year.

## **Planning a Program of Study**

In planning a program of study at Elmhurst College, students should note the distinctions among degrees, full-time and part-time enrollment, and degree or non-degree status. A number of regulations and a variety of procedures change according to degree, enrollment and degree status.

## **Degrees**

Elmhurst College confers five undergraduate degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Music and Bachelor of Liberal Studies. While requirements for each degree vary, all require a minimum of 32 units of credit (128 semester hours). The academic program consists of three interrelated parts: courses that meet the Elmhurst College Integrated Curriculum; courses that fulfill requirements of the major; and elective courses that students select to satisfy intellectual curiosity or to enhance the breadth of their academic programs.

## **Programs**

The undergraduate academic programs of the College are administered in two forms: traditional programs and degree-completion programs for students 24 years of age or older. Students hold status as enrolled students in the College by admission into either program. Student program is determined at the time of admission according to program, academic interests and student preference.

Students are expected to become familiar with the regulations of their programs. Students who change from one program to another should first speak to an advisor in both the Office of Advising (for traditional programs) and the School for Professional Studies (for adult programs).



**Enrollment Status**

An undergraduate student is considered full time when enrolled for three or more units of credit (12 semester hours or more) during Fall Term or Spring Term. A student is considered half time when enrolled in 1.50 to 2.99 credits in Fall Term or Spring Term. A student is considered less than half time when registered for less than six semester hours. A student is considered non-degree when not formally admitted to an academic program at the College. Non-degree students register after degree-seeking students.

**Declaration of a Major**

Students are required to select and complete the requirements for one major, an area of concentrated study. Courses taken for the major must be completed with a letter grade for courses where that grading option exists. Students may declare a maximum of three majors while pursuing a degree.

Students are encouraged to explore fully the Integrated Curriculum courses at the College but are expected to declare a major field of study prior to the completion of the sophomore year. Declarations of or changes in major are handled through the Office of Advising.

The College permits students to work with appropriate faculty members to develop individually designed interdepartmental majors in areas where a standard major has not been developed. See Additional Academic Opportunities for more details.

**Academic Advising**

Elmhurst College regards academic advising as an important part of a faculty member's responsibility in guiding students toward reaching their potential. The academic advising program offers each student the opportunity to work closely with a faculty or academic advisor to plan a coherent educational program appropriate to the student's interests and goals that will help the student fulfill the requirements for the bachelor's degree and aid the student in making good use of the resources of the College. These advisors can also assist students in the registration process, explain academic regulations and procedures, and ensure that students apply for graduation in a timely manner.

**The final responsibility for the educational program and for meeting graduation requirements rests with the student.**

**Academic Advising: Traditional Programs**

Typically, students in traditional programs are assigned faculty advisors in their majors who meet with them regularly to explore academic interests, to discuss course selection for the upcoming terms, to help determine a major area of study and to investigate postgraduate pursuits. Students who have not

yet declared a major upon reaching sophomore standing are assigned to an academic advisor in the Office of Advising.

In order for faculty or academic advisors to advise new students more effectively, the College recommends that all new students take the appropriate placement and proficiency tests prior to initial registration.

Each new traditional freshman is assigned a first-year program faculty advisor. Advising conversations include discussion and decision making regarding the student's major or area of interest, academic planning, goal setting and making the most of campus resources. Freshmen must meet with their faculty advisor prior to registration.

#### **Academic Advising: Adult Degree-Completion Programs**

For students enrolled in a degree-completion program, academic advising is provided through a partnership with the student and the director of student support services in the School for Professional Studies.

The advising partnership is based upon the premise that each Elmhurst College student wants to receive the maximum academic benefits from his or her college education. Elmhurst College students recognize that meeting this goal may require the assistance of faculty and professional advisors. With their help, students are able to make appropriate decisions regarding educational choices.

#### **The Learning Center**

The Learning Center offers services to support the academic performance of all Elmhurst College students. Sessions are structured to promote principles of effective, self-regulated learning and academic management. Areas of tutoring include math, statistics, writing, academic reading, biology, kinesiology, study strategies, executive functioning strategies and special test-taking preparation (i.e., ACT, GRE, TAP).

Students are encouraged to come to the Learning Center at any point of their learning process to work one-on-one or in small groups with a tutor. Activities are designed to guide students toward developing and refining skills and strategies they will need to participate and succeed in college classes and their professional careers.

In addition, Access and Disability Services is housed in the Learning Center. Elmhurst College will make accommodations for students with disabilities based on the presentation of appropriate documentation. For more information about Disabilities Services, students should contact Dr. Corinne Smith, Access and Disability Services Coordinator, at [corinne.smith@elmhurst.edu](mailto:corinne.smith@elmhurst.edu) or (630) 617-6448.

**Transfer Credit**

Courses are accepted in transfer if they were earned at a regionally accredited college or university and are either comparable to courses offered at Elmhurst College or commonly regarded as study in the liberal arts. Coursework completed at grade level D or better will be awarded transfer credit. One unit of credit at Elmhurst College is equivalent to four semester hours or six quarter hours of transfer credit. Although transfer courses in which F grades were earned will not receive Elmhurst College credit, these grades are posted on the Elmhurst College transcript and calculated in the combined grade-point average. **All transcripts of prior work, including alternate sources of credit (see following page), must be submitted to the College within the first term of enrollment at Elmhurst College.**

Acceptance of transfer credit toward the major is determined by the appropriate department chair. Students must successfully complete credits in the major field at Elmhurst College equal in number to at least one-half the total units of credits required for the major.

**Courses taken at a community college will not fulfill any of the 10 credits required at the 300/400 level.**

**Transfer Grade-Point Average**

Transfer students begin with a grade-point average based on all college-level courses attempted for letter grades at previous institutions. Graduation honors are based on the combined grade-point average of all transfer and Elmhurst College courses attempted for a letter grade.

**Collegiate Instruction**

A maximum of 24 units of credit (96 semester hours) may be presented from four-year institutions toward the fulfillment of the minimum course requirement. Under certain circumstances, the College may accept courses taken at four-year colleges beyond the 24 credit limit (96 semester hours) as excess credit, raising the number of credits needed to graduate.

A maximum of 17.50 (70 semester hours) may be presented from two-year institutions toward the fulfillment of the minimum course requirement. Under certain circumstances, the College may accept courses taken at two-year colleges beyond the 17.50 credit limit (70 semester hours) as excess credit, raising the number of credits needed to graduate.

**Illinois Articulation Initiative (IAI)**

The Illinois Articulation Initiative (IAI) allows students to complete a prescribed set of general education core curriculum courses at an Illinois college or university and transfer those courses as a package to another. Elmhurst College recognizes the IAI status for transfer students when an official college transcript indicates IAI completion with either a statement like “Completed the Illinois General Education Core Curriculum” or the conferring of an associate of arts or science degree. Elmhurst College will evaluate courses in accordance with the College’s requirements and the IAI policy. The IAI core curriculum must be completed and associate degree awarded prior to enrollment at Elmhurst College.

As Elmhurst College is a strong liberal arts institution, each area from the following should be represented in students’ coursework: Inquiry into Ethics and Justice, Religious Studies in Context, Literature, Fine Arts, Historical Analysis, Social and Political Analysis, Cognitive and Behavioral Sciences, Physical Science, and Life Science. These can be filled by native students at Elmhurst College through the Elmhurst College Integrated Curriculum (ECIC); transfer students also are expected to have similar exposure to each of the areas. With completion of the IAI curriculum, students will be required to satisfy a maximum of two additional Area of Knowledge courses from unfulfilled categories at any level from ECIC to ensure proficiency of the liberal arts focus of the institution. Remaining Area of Knowledge coursework must be completed at Elmhurst College. The IAI curriculum applies only to Areas of Knowledge and does not in and of itself satisfy any other components of the Integrated Curriculum (such as tags, proficiencies and developmental experiences).

**Concurrent Enrollment and Transfer Credit**

Under exceptional circumstances, students enrolled at Elmhurst College may wish to enroll in courses at other institutions and apply credits earned toward their degrees at Elmhurst College. Appropriate forms are available in the Office of Advising. **The written permission of the dean of the faculty must be obtained prior to registration at any other institution.**

Once students are enrolled at Elmhurst College, they may present courses from accredited institutions toward the graduation requirements for Elmhurst College only if they received prior endorsement from their advisor and received permission from the dean of the faculty.

### Alternate Sources of Credit

Elmhurst College provides alternatives by which students may obtain credit for areas in which they are competent. Three general principles govern:

- A maximum of 12 units of nontraditional credit (48 semester hours) may be counted toward the graduation total;
- Credit cannot be awarded that duplicates credit awarded through regular courses or other nontraditional sources; and
- Requests for nontraditional credit are subject to approval by department chairs.

**Credit from all alternate sources must be awarded and recorded in the Office of Registration and Records no later than six months prior to the date of graduation.**

With respect to specific sources of alternate credit, students may find the following helpful:

### Advanced Placement

The Advanced Placement program of the College Board gives students an opportunity to pursue college-level study while still in high school and to receive college credit by examination. Advanced placement (AP) courses based on a standard curriculum are offered in many high schools, and AP examinations are given in 32 subject areas during May by the Educational Testing Service.

The AP examinations are prepared and scored by national committees of college and high school teachers on the following scale: 5, extremely well qualified; 4, well qualified; 3, qualified; 2, possibly qualified; and 1, no recommendation. Score reports are sent in July to the colleges each student designates at the time of the examination. Elmhurst College's AP code is 1204.

Elmhurst College grants credit for examination scores of 3 or above, toward Integrated Curriculum requirements (refer to the Elmhurst College Integrated Curriculum section of this catalog) or major, minor and/or elective credit as indicated on the following chart. Each examination may earn from 0.75 to 2.00 credits (3 to 8 semester hours), and credit is awarded upon receipt of official scores from the College Board. While Elmhurst College will accept all approved AP scores of 3 or higher for credit, any amount over the maximum of 8 course credits will increase the minimum graduation total. AP credit does not count toward the graduation requirement of 10 credits at the 300/400 level.

For further information regarding AP examinations, students should contact the Office of Advising.

<b>ADVANCED PLACEMENT EXAMINATIONS</b>			
<b>EXAM</b>	<b>Credit*</b>	<b>Credit</b>	<b>Course</b>
<b>ART</b>			
Art History	1.0	HA	ART 341
Studio Art (Any Genre)	1.0	FA	Elective Credit
<b>BIOLOGY</b>	1.0	LS	BIO 100
<b>CALCULUS</b>			
Calculus AB	1.0	Math	MTH 151
Calculus BC	2.0	Proficiency	MTH 151 & 152
<b>CAPSTONE</b>			
Research and Seminar	1.0		Elective Credit
<b>CHEMISTRY</b>	1.0	PS, Q	CHM 211
<b>CHINESE LANGUAGE</b>	1.0	For. Lang. Proficiency	Elective Credit
<b>COMPUTER SCIENCE</b>			
Computer Science A	1.0		CS 220
<b>ECONOMICS</b>			
Macroeconomics	1.0		ECO 211
Microeconomics	1.0		ECO 210
<b>ENGLISH</b>			
English Language	1.0	ENG 105 Proficiency	ENG 105
English Literature	1.0	LT	ENG 200
<b>ENVIRONMENTAL SCIENCE</b>	1.0	LS	BIO 105
<b>FRENCH LANGUAGE</b>	1.0	For. Lang. Proficiency	FRN 202
<b>GERMAN LANGUAGE</b>	1.0	For. Lang. Proficiency	GRM 202
<b>GOVERNMENT AND POLITICS</b>			
Comparative Government & Politics	0.75	SPA	POL 301
United States Government & Politics	0.75	SPA	POL 201
<b>HISTORY</b>			
European History	1.0	HA	HIS 112
United States History	1.0	HA	HIS 302
World History	1.0	HA	HIS 116
<b>HUMAN GEOGRAPHY</b>	1.0	SPA	GEO 111
<b>ITALIAN</b>	1.0	For. Lang. Proficiency	Elective Credit
<b>JAPANESE LANGUAGE</b>	1.0	For. Lang. Proficiency	Elective Credit
<b>LATIN</b>			
Latin Literature	1.0	For. Lang. Proficiency	Elective Credit

EXAM	Credit*	Credit	Course
<b>MUSIC THEORY</b>	1.0	FA	Elective Credit**
<b>PHYSICS</b>			
Physics 1	1.0	PS,Q	PHY 111
Physics 2	1.0	PS,Q	PHY 112
Physics C: Mechanics	1.0	PS,Q	PHY 121
Physics C: Electricity and Magnetism	1.0	PS,Q	PHY 122
<b>PSYCHOLOGY</b>	0.75	CBS	PSY 210
<b>SPANISH</b>			
Spanish Language	1.0	For. Lang. Proficiency	SPN 202
Spanish Literature	1.0	For. Lang. Proficiency	SPN 452
<b>STATISTICS</b>	0.75	Q	MTH 345
<p>*One credit equals four semester hours  ** Music majors may earn credit for Music Theory 1 (MUS 135) after determination by a music department advisor.</p> <p><b>CBS</b>=Cognitive and Behavioral Sciences; <b>FA</b>=Fine Arts; <b>HA</b>=Historical Analysis; <b>LS</b>=Life Science; <b>LT</b>=Literature;  <b>PS</b>=Physical Science;  <b>Q</b>= Quantitative Reasoning; <b>SPA</b>=Social and Political Analysis</p>			

### International Baccalaureate

The International Baccalaureate (IB) Diploma Program is a rigorous two-year secondary school curriculum, leading to examinations, which allows its graduates to fulfill the requirements of several national educational systems. Courses are offered at the standard level, representing 150 teaching hours, or the higher level, representing 240 teaching hours.

IB courses are graded by a variety of techniques, involving both conventional techniques (essay, short answer, multiple choice) as well as the evaluation of coursework by the teachers. Individual subject examinations are graded on a seven-point scale: 7, excellent; 6, very good; 5, good; 4, satisfactory; 3, mediocre; 2, poor; and 1, very poor. International Baccalaureate examinations are held in May, with a smaller November session, available primarily for students in the southern hemisphere.

Elmhurst College grants credit toward Integrated Curriculum requirements or elective credit for examination scores of 5 or above on higher-level examinations only. No credit is granted for standard-level examinations. Each examination may earn from 1.00 to 3.00 credits (4 to 12 semester hours) and credit is awarded upon receipt of an official grade report. A maximum of 8 credits (32 semester hours) may be counted toward the graduation total.

For further information regarding International Baccalaureate examinations, students should contact the Office of Advising.

INTERNATIONAL BACCALAUREATE EXAMINATIONS			
IB EXAM	Credit*	Credit	Course
<b>BIOLOGY</b>	1.0	Life Science	BIO 100
<b>BUSINESS &amp; MANAGEMENT</b>	1.0		BUS 250
<b>CHEMISTRY</b>	1.0	Physical Science	CHM 211
<b>CLASSICAL GREEK</b>	2.0		
<b>COMPUTER SCIENCE</b>	3.0		CS 220, CS 255, CS 310
<b>DANCE ARTS</b>	1.0	Fine Arts	THE 221
<b>DESIGN TECHNOLOGY</b>	1.0		
<b>ECONOMICS</b>	2.0		ECO 210, ECO 211
<b>ENGLISH A: LITERATURE</b>	2.0	Writing Proficiency; Literature	ENG 105, ENG 200
<b>ENGLISH A: LANGUAGE &amp; LITERATURE</b>	2.0	Writing Proficiency: Literature	ENG 105, ENG 200
<b>FILM ARTS</b>	1.0	Fine Arts	
<b>FRENCH A1, A2, B</b>	2.0	Foreign Language Proficiency	FRN 202
<b>GEOGRAPHY</b>	1.0	Social & Political Analysis	GEO 111, GEO 112
<b>GERMAN A1, A2, B</b>	2.0	Foreign Language Proficiency	GRM 202
<b>HISTORY</b> (All topics)	2.0	Historical Analysis	HIS major
<b>ITGS</b> (Info Tech Global Society)	1.0		
<b>ITALIAN A1, A2, B</b>	2.0	Foreign Language Proficiency	ITL 202
<b>LATIN</b>	2.0		
<b>MATHEMATICS</b>	2.0	Math Proficiency	MTH 151, MTH 152
<b>MUSIC ARTS</b>	1.0	Fine Arts	
<b>NORWEGIAN A: LITERATURE</b>	2.0	Foreign Language Proficiency	
<b>PHILOSOPHY</b>	1.0	Inquiry into Ethics & Justice	PHL 210
<b>PHYSICS</b>	2.0	Physical Science	PHY 121–122 if credit also received for IB Mathematics; PHY 111–112 if no credit for IB Mathematics
<b>PSYCHOLOGY</b>	1.0	Cognitive & Behavioral Sciences	PSY 210
<b>SOCIAL ANTHROPOLOGY</b>	1.0	Social & Political Analysis	SOC 212



<b>SPANISH A1, A2, B</b>	2.0	Foreign Language Proficiency	SPN 202
<b>THEATRE ARTS</b>	1.0	Fine Arts	THE 227
<b>VISUAL ARTS</b>	1.0	Fine Arts	
*One credit equals four semester hours.			

### College Level Examination Program (CLEP)

Through CLEP, students may be able to earn college credit by passing an exam in a variety of subject areas. If a student has a strong background in English literature, for example, he or she may wish to take the literature CLEP exam to earn a general education credit in that discipline. CLEP credit usually counts toward general education requirements or electives. It rarely is accepted for major credit. Offered by the College Board, CLEP is ideal for transfer students who have transferred the maximum number of credits and still need to complete some Integrated Curriculum requirements. Credit for CLEP exams applies only to lower-level credit. For more information, contact the School for Professional Studies.

Exams Accepted by Elmhurst College	Credit-Granting Score	Equivalent Course	Integrated Curriculum Credit
College Composition	50	ENG 105	Writing Proficiency
Analyzing and Interpreting Literature (Essay Required)	53 with approved essay	ENG 200	Literature
Human Growth and Development	52	PSY 315	None
Introductory Psychology	50	PSY 210	Cognitive and Behavioral Sciences
Introductory Sociology	50	SOC 211	Cognitive and Behavioral Sciences
Western Civilization I: Ancient Near East to 1648	50	HIS 111	Historical Analysis
Western Civilization II: 1648 to Present	50	HIS 112	Historical Analysis
US History I: Early Colonization to 1877	50	HIS 301	Historical Analysis
US History II: 1865 to the Present	50	HIS 302	Historical Analysis
College Mathematics	50	MTH 110	Mathematics proficiency
Algebra	50	MTH 121	Mathematics proficiency
Pre-calculus	50	MTH 132	Mathematics proficiency
Calculus	50	MTH 151	Mathematics proficiency
Biology	50	BIO 100	Life Science
Chemistry	50	CHM 211	Physical Science
Elementary French	50	FRN 102	Foreign Language Proficiency

Elementary German	50	GRM 102	Foreign Language Proficiency
Elementary Spanish	50	SPN 102	Foreign Language Proficiency
Intermediate French	59	FRN 202	Foreign Language Proficiency
Intermediate German	60	GRM 202	Foreign Language Proficiency
Intermediate Spanish	63	SPN 202	Foreign Language Proficiency
Financial Accounting	50	BUS 261	None

- All accepted examinations with a credit-granting score may be used as elective credit, if they do not fulfill integrated curriculum requirements.
- CLEP credit must be awarded and posted at least 6 months prior to graduation (except Literature test).
- Students may earn up to 8.00 course credits with CLEP exams. (Elmhurst only accepts exams listed above.)
- Students may not earn credit via CLEP for a course in which they have already received credit.
- CLEP exams cannot be used to count for a Tag in "Integrated Curriculum."
- CLEP exam is approved to complete major requirement.
- Deadline for literature exam only, one year prior to graduation; 90-minute essay required after objective test completed, administered by the Office of Adult and Graduate Admission at Elmhurst College, (630) 617-3300.
- Elmhurst College Test Code: 1204 (Elmhurst College does not offer the CLEP exams onsite).
- For more information, visit the CLEP website at: [www.collegeboard.org/clep/](http://www.collegeboard.org/clep/)

### **Credit for Prior Experiential Learning**

Some prior experiential learning may match one or two specific courses offered at Elmhurst College. Students may participate in a petition process that in many cases leads to credits for experiential learning by enrolling in SPS 100 to put together a component to submit for evaluation toward specific Elmhurst College courses. Credit for experiential learning applies only to lower-level, elective requirements and cannot duplicate any prior or required coursework. Contact the School for Professional Studies for more information.

### **Credit for Noncollegiate Instruction**

Students may be eligible for college credit for coursework completed through associations, corporations, unions, government agencies and the military services. To be considered for such credit, students present the College with documentation of coursework upon submission of the application for admission. Credit for noncollegiate instruction applies only to lower-level elective requirements and cannot duplicate any prior or required coursework. Students should check with the School for Professional Studies for further information.

### Registration for Courses

Registration is the process by which students officially enroll in the courses offered for a coming term, complete satisfactory arrangements with the Office of Student Financial Services for payment of tuition and fees, and thereby have standing in the College.

Degree-seeking students must be admitted to the College prior to the registration process, except for January Term and Summer Term. Students previously admitted but not registered in the current term must be readmitted unless they have been granted leaves of absence. Admission and readmission take place through the Office of Admission or the School for Professional Studies.

Students with an administrative hold may not register. There are three types of administrative holds:

- **Business holds** prevent current students from registering for a new term unless all financial obligations to the College are completed or arrangements are made with the Office of Student Financial Services. Students are urged to contact the Office of Student Financial Services before registration begins if they have questions regarding financial arrangements.
- **Medical holds** are placed by the Wellness Center if all medical records are not up to date.
- **Advisor holds** are placed if a student has not conferred with his or her faculty or academic advisor before registering.

Additionally, transcripts of all collegiate work completed before entering Elmhurst College must be submitted to the Office of Registration and Records before registering for a second term.

Full-time students in traditional programs must meet with their advisor and obtain their advisor's approval or written signature before registering for or changing their Fall and Spring term class schedule. Changes in registration include adding and dropping courses, withdrawing from courses, and changes in grading preference.

Degree-completion program students are required to meet with the director of adult and graduate student support services in the School for Professional Studies prior to their initial registration for classes. It is strongly recommended that continuing adult students enrolled in degree-completion programs meet with the director prior to registration each term, to ensure that their course selection will meet the requirements of the College for program completion.

**Full- and Part-Time Status**

Enrollment in a minimum of three units of credit (12 semester hours) in Fall Term and Spring Term is required to be considered a full-time student. A part-time student is enrolled in fewer than three units of credit.

**Normal Course Load**

The normal credit load for a full-time traditional program student is four units of credit (16 semester hours) for Fall Term and Spring Term and up to one unit of credit (4 semester hours) in January Term. Although registration in Summer Term is optional, the maximum load for all students is 2.25 courses at the same time.

**Overloads**

For traditional and degree-completion program students, a course load that exceeds 4.75 units of credit (19 semester hours) during Fall Term or Spring Term is considered an overload. A cumulative grade-point average of 3.0 is required to carry an overload. Students need their advisor's written permission and signature to add overload courses. *No more than six (6.00) credits are permitted during the Fall or Spring terms; no more than one credit is permitted during January Term; and no more than 2.25 credits are permitted during the Summer Term at the same time.*

Students should also consult the Office of Student Financial Services regarding overload charges.

**Withdrawing from Courses**

During the first week of the Fall and Spring terms (see the College Calendar for dates), students may add or drop courses. After the first week of classes, students are expected to complete the courses for which they are enrolled. A student who finds it necessary to drop a course after the first week of classes must withdraw officially from the course by completing an Add/Drop form and following the procedures in the Office of Registration and Records. Withdrawals also may be done online. It is recommended that students confer with their advisor before dropping courses.

For a course officially dropped on or before two-thirds of its completion, a W (withdrawal) will be entered on a student's permanent record. A request to withdraw from a course after the 10th week of classes in the Fall and Spring terms (see College Calendar for dates) will not be accepted unless this action is approved by the instructor and the registrar.

A student who does not follow these procedures will receive an F for the course(s) not completed.

**Evaluation of Academic Work**

The Elmhurst College grading system offers three options: regular grading, Pass/No Pass and Audit. Students must select regular grading for courses used to satisfy the Integrated Curriculum requirements and courses used to satisfy the major and minor requirements. Regular grades are used in determining grade-point averages, academic standing and qualifications for honors. Grades will not be changed after they have been posted to the student's academic transcript except with the permission of the registrar.

**Pass/No Pass**

A Pass grade (P) indicates a student has successfully completed the work in a course. A grade of No Pass (NP) is recorded if the work in the course is not completed at a passing level. No academic credit is awarded for No Pass courses.

Students may elect to take no more than a total of one unit of credit (4 semester hours) per term on a Pass/No Pass basis. No more than six units of Elmhurst College credit (24 semester hours) graded on a Pass/No Pass basis may be counted toward the minimum number of courses required for graduation. Integrated Curriculum, major/minor courses and mathematics courses required for the Bachelor of Science degree cannot be taken Pass/No Pass unless that is the only grading option. Students should confer with their advisor before choosing the Pass/No Pass option.

**Audit**

Students may choose to Audit courses in which they are enrolled and have met the prerequisites. Under this option the student's obligation is to attend the course. Tests and other forms of evaluation are optional. No credit is earned, but an entry of Audit is included on the permanent record. Standard fees are charged for courses taken with Audit grading. It is recommended that students confer with their advisor before choosing the Audit option.

**Changing Grading Preference**

To request a change in grading preference after the first week of the Fall and Spring terms, students must complete an Add/Drop form, including an advisor's signature, for processing by the Office of Registration and Records. Students may request a change in grading preference up to the end of the 10th week of classes in Fall Term and Spring Term. Check the Academic Calendar for dates in January and Summer terms.

## REGULAR GRADING SCALE

GRADE	GRADE POINTS	DESCRIPTION
A	4.0	Excellent: Student performance has been at the highest levels; course requirements have been met with sustained excellence
A-	3.7	
B+	3.3	
B	3.0	Good: Student performance has been above average; course requirements are being met with a sustained level of competence
B-	2.7	
C+	2.3	
C	2.0	Satisfactory: Student performance has been adequate; satisfactorily meeting all course requirements
C-	1.7	
D+	1.3	
D	1.0	Poor: Student performance has not been satisfactory; meeting the minimum course requirements for passing
F	0.0	Failure: Student performance has been consistently below the minimum level for passing course
I	0.0	Incomplete: Given to students who demonstrate that extraordinary circumstances prevent completion of the course
P/NP	0.0	Pass/No Pass
AU	0.0	Audit
W	0.0	Withdrawal: Appears on transcript for a course dropped after first week of classes, but before 2/3 of its completion

**Disputed Final Course Grades**

The normal presumption in the administration of grades at Elmhurst College is that the instructor alone is qualified to evaluate the academic work of students in his or her courses and to assign grades to that work. For this reason, questions regarding an instructor's assessment of the quality of academic work are not normally subject to review. However, when a student believes that a particular grade was assigned in a manner that was arbitrary or inappropriate in the Elmhurst College academic setting, or that crucial evidence was not taken into account, the student shall follow the procedures outlined below.

A grade dispute must be brought in writing to the instructor or the Office of Academic Affairs by the end of the fifth week following the term in which the disputed grade was given. It is the responsibility of the student to initiate the process even if this must be done initially in writing rather than in person.

*Establishing a Claim for a Disputed Grade Grievance and Organization of the Board*

- When a final course grade is disputed, the student and the instructor should meet to discuss the matter and seek an appropriate resolution. If the disputed grade is not resolved, the student may forward the matter to the chair of the department of the instructor. If the attempt to settle the issue fails at this level, it moves to the Office of Academic Affairs.
- The Office of Academic Affairs shall require that the student fill out a form indicating the student's position and the rationale for the claim. The student must also provide whatever documentation is needed to support the claim. The instructor may do the same. A member of the Office of Academic Affairs meets with both the instructor and the student and confers with the chair of the department. If the matter is still unresolved, it moves to the next level of appeal.
- The next step is the calling of a Hearing Board consisting of the academic dean, who shall chair the board; the dean of students, or persons they designate; two faculty members; and two students selected by the chair of the Academic Standings Committee in consultation with the president of the Student Government Association. The parties directly involved may have one other person present who is not an attorney. The academic dean, as chair, shall designate a secretary who shall be responsible for recording the salient issues and the actions of the board.
- The parties involved will be asked to submit written arguments to be circulated among members of the board. It is expected that the parties in disagreement appear before the Board, but the hearing will proceed despite a failure to appear. When all presentations are complete, the board, in executive session, shall reach a resolution of the problem.
- If the Hearing Board finds that a grade has been assigned in a manner that was arbitrary or inappropriate in the Elmhurst College academic setting, or that critical evidence was disregarded, the Hearing Board may direct the registrar to change the grade to one the board deems appropriate as dictated by the documented and objective evidence provided. The decision shall be presented in writing to the principals and others who need to know the results of the hearing. The chair shall maintain a file of relevant material for a period of at least two years.
- The decision of the Hearing Board shall be final.

**Incomplete**

An Incomplete (I) may be given to a student who demonstrates to the course instructor that extraordinary circumstances exist that prevent the completion of the course within the regular term. Students who wish to receive an

Incomplete must obtain the consent of the instructor before the date on which final grades are to be submitted. This approval must be submitted by the instructor on a Request for Incomplete Grade form, signed by both the student and the instructor. Appropriate forms are available through the Office of Registration and Records.

An Incomplete granted for any term becomes a failing grade (F) or a No Pass grade (NP) if the work is not completed within three weeks after the end of the term. Requests for an extension of time to resolve an Incomplete will be approved only when the instructor is satisfied that circumstances prompting the request justify waiving this three-week policy. Incomplete grades can be held for a maximum of one year only under unusual circumstances. Incompletes must be resolved prior to graduation.

### **Repetition of Courses**

Students may repeat a course in which they received a grade of C-, D+, D, F, P, or NP no more than two times. Students may not repeat any course in which they receive a grade of C or better. In all cases, individual department policies concerning repetition of courses in the major take precedence. When a course is repeated for credit, the earlier grade remains on the student's permanent record and will appear on all transcripts. Only the last enrollment and grade will be used in computing the grade-point average and awarding of credit.

All repeats must be taken at Elmhurst College, whether the course was originally attempted for credit at Elmhurst College or at another institution. The only exception to this is if the course originally taken elsewhere has no equivalent course at Elmhurst College. A repeat may not be by independent study.

### **Class Attendance and Examinations**

Official College policy is that students are expected to be present at classes and examinations. Registration is not an appropriate activity for missing classes. Faculty members shall grant permission to make up class attendance, class work and examinations if the absence is due to illness or emergency, order from the U.S. military, participation in a college-sponsored activity, or death in the family. Each faculty member has the right to establish additional regulations or appropriate conditions for absence and make-up work provided such regulations do not override established College policy.

Final examinations are given at the end of each term as part of the instruction procedure. Final examinations must be taken at the regularly scheduled times. If students are prevented from being present at announced tests by one of the previously mentioned circumstances, they may be permitted to make up the tests and should contact the course instructor to complete arrangements.



### Academic Honesty

Academic life presupposes honesty with respect to work that students present. Failure to follow such practice in assignments or examinations will subject the student to disciplinary action. For details, consult the Code of Academic Honesty in the Elmhurst College Student Handbook (E-Book), which is available from the Office of Student Affairs or on the College website.

### Academic Standing

The following regulations apply to the determination of academic standing at Elmhurst College.

#### *Classifications of Students*

Degree-seeking students are classified as follows:

**First-year (*Freshman*):** has completed fewer than eight units of credit (32 semester hours);

**Sophomore:** has completed a minimum of eight units of credit (32 semester hours);

**Junior:** has completed 16 units of credit (64 semester hours);

**Senior:** has completed 24 units of credit (96 semester hours); and

**Second degree:** a student seeking a second bachelor's degree.

Non-degree students are those who enroll for a course or courses without planning to seek a degree. Non-degree students are subject to all appropriate College regulations.

Students who wish to change their status from non-degree to degree-seeking must make formal application for admission in the Office of Admission or the School for Professional Studies. The admission decision is based upon a review of the transcripts of all previous collegiate academic work and the student's academic performance at Elmhurst College.

### Academic Good Standing

The College designates students as in good standing if they make satisfactory progress in their academic work with respect to grade-point average, number of credits and fulfillment of requirements.

To be in good standing, all undergraduate students must maintain a combined, cumulative and term grade-point average of at least 2.00.

- Term grade-point average is based on the average of grades earned in all courses taken for a single term at Elmhurst College.
- Cumulative grade-point average is based on the average of grades earned in all courses taken at Elmhurst College.
- Combined grade-point average is based on the average of grades earned in all college-level coursework, including courses taken at Elmhurst as well as courses accepted as transfer credit from other institutions.

Grade-point averages are determined by dividing the total number of grade points by the total number of courses attempted for A-F letter grades. Courses in which pass grades were earned are counted in earned totals, but are not included in the calculation of the grade-point average.

See previous pages for grade points assigned to letter grades.

Second-degree and non-degree students must have a cumulative grade-point average of 2.00 for each term of work taken at Elmhurst College.

To make satisfactory progress, degree-seeking students must regularly earn a minimum quantity of credits. Full-time students are required to complete a minimum of six course credits in each 12-month period. Part-time students are required to complete a minimum of three-fourths of the courses for which they registered in each 12-month period. Full-time students normally earn sufficient credits to earn 32 credits in four years.

Degree-seeking students normally must make satisfactory progress in fulfilling Integrated Curriculum requirements, electives and requirements for their majors.

#### **Dean's List**

Those who qualify for the Dean's List are Elmhurst College students who, during fall or spring term, have attained a current grade-point average of 3.75 or better. Students who have unresolved incompletes for the term are not eligible.

#### **Graduation Honors**

The calculation of graduation honors for all undergraduate students is based on the combined grade-point average of all Elmhurst College and transfer credit.

The standards for degrees of distinction are:

*Summa Cum Laude*: 3.900–4.000

*Magna Cum Laude*: 3.700–3.899

*Cum Laude*: 3.500–3.699

In computing this grade-point average, all work graded with an A, B, C, D and F (including plus and minus grades) is counted, with the exception of courses successfully repeated.

Since every student must meet the residency requirement of eight credits, honors designation shall be based on the completion of a minimum of 32 semester hours or eight credits at Elmhurst College.

Graduate students are not eligible for graduation honors.

**Academic Probation and Dismissal**

The Academic Standings Committee reviews the academic records of all undergraduate students at the end of the Fall and Spring terms to determine their academic standing. Students who are not in good standing are subject to procedures leading to academic probation and dismissal from the College.

Students whose Elmhurst College term, cumulative and combined grade-point average falls below 2.00 will be placed on academic probation. To return to good academic standing and avoid dismissal, students must earn a minimum term grade-point average of 2.00 for the term immediately following the one in which they were placed on academic probation for as long as their cumulative and/or combined grade-point average remains less than 2.00. If while on academic probation a student's grade-point average again falls below 2.00, the student will be subject to dismissal.

Students who do not meet the conditions of their academic probation as well as full-time students who earn grades of F, NF or NP in every course for the term are subject to dismissal from the College for poor scholarship. Students who are dismissed have the right to appeal if they have significant information that would warrant a reconsideration of the dismissal decision. Dismissed students may apply for readmission to Elmhurst College after one year has passed. Students who have been dismissed and do not successfully appeal may not register for classes at all, including as a non-degree or visiting student.

Additional information about the academic standings policy may be obtained from the Office of Advising or the academic advising website.

**Leave of Absence**

An undergraduate student who requires time off from his or her academic program for personal, military or medical reasons, but who intends to return to the College within one year, may request a leave of absence. A student may request a leave of absence by completing an Application for Leave of Absence form, which is available in the Office of Student Affairs. Students are responsible for meeting their financial obligations to the College if a mid-term leave of absence is sought.

Once a student has been granted a leave of absence, his or her files will remain active in both the Office of Registration and Records and with the student's faculty advisor during the term of the leave. A student returns at the end of a leave with the same status he or she held prior to leaving (e.g., academic standing or administrative holds).

A student on leave of absence does not qualify for special loans, grants or other arrangements (e.g., confirmation of attendance for loan deferral, health insurance or a visa) that require status as a regularly enrolled student.

On or before the expiration date of a leave of absence, a student must meet with his or her faculty advisor or a professional advisor in the Office of Advising to register for courses for the term in which he or she will return. A student on leave of absence follows regular registration procedures and is not required to reapply for admission to the College.

If the leave of absence expires and the student does not enroll in courses, he or she is considered withdrawn from the College and must apply for readmission through the Office of Admission or the School for Professional Studies. Any outstanding account balance is immediately due in full.

#### *Communication with Students on Leave of Absence*

When the request for a leave of absence has been approved, the student will receive a letter from the Office of Student Affairs that:

- Specifies the terms and conditions of the leave;
- States the advisor of record;
- Explains how to reapply for financial aid;
- Provides a list of student services and facilities available, as well as registration dates for the following term; and, if applicable,
- Outlines the process for seeking approval to take classes at another institution while on leave.

#### **Financial Obligation**

A student on an approved leave of absence is expected to make regular monthly payments to the Office of Student Financial Services if there is an outstanding balance. Prior to registering for courses, the student may sign a promissory note if his or her balance is less than \$1,000 and will be required to make an initial minimum payment of 10% of the new term's cash balance, in keeping with usual College policies.

#### **Withdrawal from the College**

Should it be necessary for a student to withdraw from the College at any time during the term, he or she must consult with the Office of Advising and follow the procedures outlined in the Elmhurst College Student Handbook (E-Book). The effective date of withdrawal from the College is established by the Office of Registration and Records. When withdrawing from the College, students are responsible for all financial obligations incurred. After the end of the 10th week, withdrawal forms will not be processed until the completion of that term. No Ws can be earned after the end of the 10th week.

A student who withdraws must reapply and be re-admitted through the Office of Admission or the School for Professional Studies.

New students who have registered for classes but who have withdrawn from all their courses prior to the sixth day of class in the Fall or Spring terms may not take a leave of absence. They should contact the Office of Admission or the School for Professional Studies to discuss deferring their admission.

#### **Withdrawal Policy for Military on Active Duty**

Any currently enrolled student going on active military duty needs to consult with the Offices of Advising and Registration and Records to determine whether to withdraw from all registered courses or to request incomplete grades and complete the courses later. If the student needs to withdraw or take a leave of absence, the Offices of Advising, Student Affairs and Registration and Records will process the appropriate paperwork.

If the student requests incomplete grades for the current term, no tuition aid adjustments will be made to the student's account and the student will be given permission to extend payment of any outstanding balance due. If the term of active duty is extended beyond a reasonable period of time, as determined by the instructor and registrar, the student's grades will be changed to W (withdrawal) and tuition charges will be adjusted so the student is not penalized financially for the withdrawal. Students presenting an original copy of their orders to the Office of Student Financial Services will be allowed to withdraw from current term courses without financial penalty.

Students who live on campus and are required to report for military service will be released from residence life and food service contract obligations. Charges for housing and food service will be prorated based on the date the student checks out of his or her room or apartment.

#### **Grade Reports**

Grades are available online within two weeks after the close of the term. Grade reports are not mailed. If a student requires an official copy of term grades for reimbursement purposes, a copy may be requested, in writing, from the Office of Registration and Records.

#### **Enrollment Verification**

Students may present requests for official certification verifying enrollment or other related information to the Office of Registration and Records.

#### **Transcripts**

Transcripts of the academic record show students' courses and grades, current standing with the College and, for graduates, the degree, major(s), minor and academic honors.

Transcripts are issued for any current or prior student except those indebted to the College who have not made arrangements for payment that are satisfactory to the Office of Student Financial Services. Transcripts are issued within three business days of the request.

The fee for each official transcript is \$10. To order a transcript, click on the link “Request a Transcript” in the alumni link located in the footer of the Elmhurst College website.

### **Graduation**

The College confers degrees in February, May, August and December and holds the Commencement ceremony in May. Students who apply for graduation in a timely manner are notified via email regarding dates, times and details of public Commencement exercises. Students are not allowed to participate in the Commencement ceremony until all requirements have been fulfilled.

The required graduation fee is billed in students’ final Fall or Spring term. Diplomas are not issued until indebtedness to the College is paid in full.

### **Application for Graduation**

Degree-seeking students must apply for graduation at least one year prior to their anticipated graduation date, so that they have two full terms to make any necessary adjustments to their schedules. Students apply for graduation by submitting an Application for Graduation to the Office of Registration and Records.

Students who have applied for graduation will not have their degrees posted until all graduation requirements have been met. All degrees will be posted as of the first graduation date (February, May, August or December) after all requirements have been met.

### **Eligibility for Extracurricular Activities**

Guidelines for eligibility are presented in the Elmhurst College Student Handbook (E-Book). Rules governing the College Conference of Illinois and Wisconsin (CCIW) are followed with respect to eligibility for intercollegiate athletics.

### **Student Code of Conduct**

A full statement of campus regulations may be found in the E-Book. Each student is expected to become familiar with the regulations. Copies are available from the Office of Student Affairs or on the College website.

**Privacy of Records**

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, is a federal law that provides for the maintenance of the confidentiality of student education records and the rights of students to examine and, when appropriate, challenge the accuracy of those records. Elmhurst College intends to comply fully with this law.

Student education records are kept in several areas on campus. Official academic records and supporting educational and biographical data are maintained in the Office of Registration and Records for currently and previously enrolled students, and in the Office of Admission for those students applying for admission to the College. Parts of these data are provided to College faculty and administrative departments, advising and student support services. Student financial records related to tuition and fee payment and the receipt of financial aid are maintained by the Office of Student Financial Services. Records of disciplinary proceedings leading to suspension are kept in the Office of Student Affairs. Health and medical records are maintained in the Student Health Service. For students who avail themselves of its services, the Career Services Office maintains records appropriate to its function.

Only Elmhurst College faculty and staff, acting in a student's educational interest or performing college-related functions, shall have access to student education records. No one outside the College shall have access to, nor will the College disclose information from, student education records without the written consent of the student, except in accordance with the law. State or federal officials primarily concerned with evaluating and auditing government-funded programs at the College, individuals or organizations connected with a student's application for financial aid, organizations performing certain research activities, accrediting agencies and persons with official judicial orders may also have access to student education records, as may those who function in connection with an emergency or other special circumstances as provided by federal legislation. Elmhurst College shall make a reasonable effort to notify the student of a judicial order or lawfully issued subpoena for student education records in advance of compliance.

Students may inspect information contained in their education records, with the exception of financial information submitted by parents or confidential recommendations related to admission. Requests for inspection should be made at the appropriate office and will normally be granted, subject to reasonable regulations related to time, place, supervision or record type. Copies of academic records are available to students at the prevailing rate and are not released if a financial obligation exists with the College.

A student may challenge the content of a record as inaccurate or misleading by filing a written statement with the appropriate College office. The responsible College representative will review the request with the student and either make appropriate changes or notify the student of his or her right to an appeal through the established College judicial process. Students may appeal the College's decisions about the contents of records or file complaints concerning noncompliance with the appropriate federal agency. For additional information about student rights under FERPA, contact the Office of Registration and Records.

Although Elmhurst College does not publish a student directory, certain information is released on a discretionary basis without prior student consent. This information includes: a student's name, major field of study, enrollment status, participation in NCAA-sanctioned College athletic activities, dates of attendance, photograph, name of hometown, degrees, honors and awards received. Such information is never knowingly provided any requestor for a commercial purpose. Requests to withhold such information should be directed, in writing, annually to the Office of Registration and Records.

### **Title IX**

Title IX of the Education Amendments of 1972 was the first comprehensive federal law to prohibit sex discrimination against students and employees of educational institutions. Title IX prohibits discrimination on the basis of gender (sex). Conduct prohibited under Title IX includes sexual harassment, sexual assault, sexual misconduct, relationship (dating) violence and stalking. The law states:

*"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106 (Title IX).*

All students, staff and faculty are protected, and Title IX benefits everyone. It is a law that requires educational institutions to create and maintain policies and procedures that do not discriminate against anyone on the basis of gender, prohibiting any form of sexual harassment, sexual assault, dating violence and stalking. Incidents that take place off campus, but that still impact a student's participation in any educational program or activity, will be handled similarly to incidents that take place on campus.

While Title IX is often thought of as a law that applies to athletics programs, Title IX is much broader than athletics, and applies to all educational programs and activities at Elmhurst College.



The Office for Civil Rights (OCR) issued a “Dear Colleague Letter (DCL)” on April 4, 2011, to all educational institutions receiving federal aid. It outlines institutions’ responsibilities when becoming aware of sexual harassment, sexual assault, sexual misconduct, dating violence and stalking. The letter states, “If a school knows or reasonably should know about student-on-student harassment that creates a hostile environment, Title IX requires the school to take immediate action to eliminate the harassment, prevent its recurrence, and address its effects.” Specific policies and procedures vary by institution. Elmhurst College’s are outlined in the E-Book (the student handbook, available online) and on the Title IX website.

Monitoring and oversight of overall implementation of Title IX compliance and the prevention of harassment and discrimination at the College, including coordination of training, education, communications and administration of grievance procedures for faculty, staff, students and other members of the College community, are managed by the College’s Title IX coordinator. Should you have questions or concerns related to Title IX, you should contact Elmhurst College’s Title IX coordinator.

# Student Life and Services

**A**t Elmhurst, you will have the opportunity to shape your college experience through the integration of curricular and co-curricular programs and experiences that will help you reach your full potential.

Your experiences at Elmhurst will inspire you to develop intellectually, spiritually and personally to prepare for meaningful and ethical work in a multicultural, global society. You will become a well-informed, engaged, principled citizen—a reflective individual who can think critically about the private and public choices you make, assess the ethical dimensions of those choices, and become an active participant in your community.

## **Student Affairs**

The dean of students serves as the senior student affairs officer (SSAO) and is responsible for working in collaboration with the faculty, academic affairs and the entire campus to lead student affairs staff in supporting a holistic student learning environment, enriching student campus life and activity, fostering student engagement for both residential and commuter students, building a strong intercultural campus community, advancing student leadership and civic engagement, and promoting student retention and success. The dean oversees and manages a 55-person, full-time staff in the areas of residential life, athletics, intercultural student affairs, student health and counseling services, commuter services, Greek life, the student center, student activities, student success/first-year experience, judicial affairs and retention. The dean of students is responsible for the administration of student life policies and procedures and serves as student advocate to the faculty, administration and other College constituencies. Additionally, the dean advises students, parents, faculty and others concerning campus life issues and the character and quality of students' out-of-class activities.

The Office of Student Affairs strives, in partnership with academic affairs, to help students integrate learning experiences and develop competence in critical thinking, written and oral communication, interpersonal relations and leadership. Achievement of these learning outcomes prepares our students

for lifelong personal and professional growth. Our goal is to prepare Elmhurst College graduates for leadership in their communities and professions, and meaningful involvement in an increasingly diverse, technologically sophisticated and complex global society.

The College strives to establish a climate that encourages students to assume responsibility for their individual and collective actions with a minimum of rules and regulations, which are outlined in the Elmhurst College Student Handbook, or E-Book. It shall be the responsibility of each student to comply with appropriate standards of conduct and decorum befitting members of an educational community. Student conduct, individual and that of student groups, is expected to be in keeping with the College mission and the missions of the respective areas or offices (e.g. athletics, student activities, residence life, international programs and off-campus programs, etc.). Because Elmhurst College is located within a community, any Elmhurst College student who has been involved in violating civil laws may also be subject to College judicial proceedings. Violations of local, state or federal laws or regulations on campus may also result in criminal charges.

The E-Book is distributed online, via email, to all students, who are responsible for familiarizing themselves with its contents. Print copies for faculty and staff are available in the Office of Student Activities.

### **Student Success and Retention**

The Office of Student Success and Retention coordinates and implements initiatives designed to empower students to persist in their educational goals. We partner with departments across the campus to help students successfully graduate from Elmhurst College. Our work supports students academically and socially, serves Elmhurst's mission and aims to improve overall retention and graduation rates. The specialized programs we offer include Direct Connections and Steps to Success.

Direct Connections is a pre-orientation and year-long peer mentoring program for first-year students of color and first-generation college students. Students who participate in this program benefit from one-on-one mentoring, academic support and social engagement as they transition to college.

Steps to Success is an intervention for students who are either conditionally admitted (academic contract) to the College or on academic probation. Students in this program benefit from individualized and structured support to help them maintain or return to good academic standing.

### **First-Year Experience and Students in Transition**

The Office of First-Year Experience and Students in Transition provides programs and activities intended to help new and continuing students transition into the College and then navigate the challenges associated with each stage of

their college experience. These programs include New Student Orientation, First-Year Success Series, Weeks of Welcome and Calling Program, Transfer Student Orientation, Midyear Orientation, Orientation Student Leaders, Transfer Leads, Advising and Registration, Sophomore Success e-newsletter and Sophomore Success workshops.

First-year students begin their college experience with an intensive orientation called New Student Orientation: Are You Ready to Reach Your Potential? In partnership with the first-year seminars, this orientation aims to achieve the dual goals of building students' academic skills and helping them grapple with questions of values and meaning. The program will assist students as they explore their personal belief systems, discover the power of serving others, begin the process of critical analysis, and develop an appreciation of intercultural differences. Through this program, students become established in the Elmhurst College community, begin developing their identity, and start building relationships with peers, faculty and staff. The aim of the first-year experience—both the orientation and the seminars—is to help students make the transition to college life, to introduce them to the core values of an Elmhurst education, and to begin equipping them with the intellectual and analytical skills they will need. In short, the aim is to educate the whole student.

Transfer Orientation is designed to assist transfer students in getting connected and gathering the resources and knowledge they need to be successful at Elmhurst College. We provide students with an opportunity to easily transition into this new environment by creating a one-day orientation program specifically designed for transfer students.

The Sophomore Success e-newsletter and Sophomore Success workshops support second-year students with useful information on upcoming deadlines, extracurricular opportunities and early professional preparation.

### **Residence Life**

Elmhurst College is committed to educating the whole person and, therefore, regards the residence life experience as an integral component of a student's education. The Office of Residence Life supports the academic mission of the College through the creation of meaningful residential communities that are aligned with our values of intellectual excellence; community; social responsibility; stewardship; and faith, meaning and values.

The residence halls and apartments are staffed by full-time administrative staff and undergraduate resident advisors who serve as peer advisers, referral resources, educational and social programmers, student advocates and administrative liaisons. Staff members work closely with students in developing and maintaining an appropriate balance of academic and social environments in the living community.

An important facet of the residential experience is the focus on empowering residents to take initiative in decision making and in self-discipline through participation in their community. Students have unlimited opportunities to become involved in the governance of the halls, planning and implementing social and/or educational programs, and serving as representatives of the community to various campus organizations.

All-gender (gender-inclusive) housing, quiet community and green living community options are available. Cable television and internet connections are provided, and the residence communities are smoke free.

### **Commuter Student Affairs**

Recognizing the importance of campus life in the total educational experience of all our students, the Frick Center actively reaches out to commuters and invites them to participate in and take advantage of the many programs and resources available campus-wide. On-campus and off-campus programs, services and events are held by a wide array of campus departments (such as Student Activities, Intercultural Student Affairs, Campus Security, Center for Professional Excellence, Niebuhr Center for Engagement and Reflection and more) and take place throughout the year, promoting an inclusive campus life environment for commuters encouraging personal, cultural and social growth outside the formal classroom setting.

### **Frick Center**

The Frick Center is the College's student union. As the community center of the College, the Frick Center serves students, staff, faculty, alumni and community members. We enhance the academic experience by offering cultural, social and recreational programming. The Frick Center serves as home to student groups, organizations, Fraternity & Sorority Life, Student Affairs and the Learning Center, and houses the campus radio station. Services provided to the community include commuter student lockers, resident student and faculty mailboxes, an Information Desk, ATM machine and more. The Frick Center also administers an emergency loan program that extends \$50, 30-day loans to full-time students. Chartwells dining services, coffee shop and grille provide the campus with great food options conveniently located on all three levels of the building. The 73,000+-square-foot facility is more than a building; it is home to those who frequent the comfortable chairs around the fireplace and all who enjoy its many offerings. The Frick Center is the place for students to learn, connect, grow and lead.

**Dining Service**

The College's dining service is operated by Chartwells and provides students, faculty, staff and visitors with meals and special catering. All residence hall students are required to participate in the Elmhurst College meal plan. Details concerning the meal plan are included in the Residence License Agreement.

An à la carte service is also available to all members of the campus community. Food may be purchased with cash or by using a Jaypass or debit or credit card. Questions about the meal card system (Jaypass) should be addressed to the Office of Student Financial Services. Dining service is located on the mall level of the Frick Center, at the "EC Grille" located in the Bluejays' Roost and at the Coffee Bar in Founders Lounge. Hours are as posted.

Questions about the meal plans or dining service should be addressed to the Dining Service Office at (630) 617-3183.

**Athletics**

The director of athletics is responsible for an extensive program that offers all eligible full-time students the opportunity to engage in athletic competition, featuring 20 intercollegiate sports for men and women. Men's programs are baseball, basketball, cross country, football, golf, lacrosse, soccer, tennis, track and field, and wrestling. Women's programs are basketball, bowling, cross country, golf, lacrosse, soccer, softball, tennis, track and field, and volleyball.

Elmhurst is a charter member of the College Conference of Illinois and Wisconsin (CCIW), which is among the most successful conferences competing at the Division III level of the National Collegiate Athletic Association (NCAA).

In recent years, Elmhurst has won CCIW championships in football, women's volleyball, men's basketball, women's cross country, men's soccer, men's tennis and wrestling. Additionally, the Bluejays have qualified for post-season play in football, men's basketball, women's volleyball and men's soccer; and have sent individuals to the NCAA Division III Championships in men's track and field (both indoors and outdoors), women's track and field (both indoors and outdoors), men's and women's cross country and wrestling.

Participation in Bluejay athletics has more than doubled since the mid-1990s to more than 450 students, with excellent scholastic achievements. Most of Elmhurst's teams boast grade-point averages of 3.0 or higher. Recent student-athletes have garnered Academic All-American honors in baseball, men's cross country, women's basketball, women's cross country, football, softball, wrestling, men's basketball, women's soccer, men's track and field, and women's volleyball.

The intramural program, coordinated by the Office of Student Activities and partially funded by the student activity fee, provides a variety of team and

individual sports for men and women and is open to all students. Team sports include flag football, wallyball, volleyball, basketball, soccer, dodgeball and softball. Individual sports include racquetball and badminton.

### **Intercultural Student Affairs**

The Office of Intercultural Student Affairs seeks to increase intercultural awareness, appreciation and respect for all students and members of the diverse Elmhurst College community through creative, active and intentional programs promoting the understanding of unique cultural and ethnic heritage and awareness of local and global human diversity issues. The office also supports students and student organizations from ethnically, culturally and racially diverse backgrounds and actively reaches out to support students in assessing and evaluating the individual's experience at Elmhurst College to support academic success and to provide a welcoming, inclusive and growth-oriented campus experience.

The office provides programs for all students that are educational, challenging, interactive and fun. Through these efforts, the goals are to champion the movement toward multicultural appreciation; to help facilitate the individual acquisition of the attitudes, skills and knowledge needed to function positively and successfully in an increasingly diverse global society; and to provide an inclusive, welcoming, supportive and life-changing campus experience.

### **Office of Student Activities**

Great opportunity exists for involvement, participation and leadership at Elmhurst College. Students participate in a wide range of activities, organizations and events, both on and off campus. The Office of Student Activities supports Elmhurst College's core values of community; social responsibility; and faith, meaning and values. To this end, the office provides leadership development and community engagement opportunities, along with a variety of resources, to the College community. Staff members work with student organizations, athletic teams and individual students to support leadership and community involvement initiatives across campus and throughout the community.

There are many opportunities for students to develop and engage at Elmhurst. Whether inside the classroom or by attending the Elmhurst LeaderShape Institute, students will delve into self-awareness, openness to others, respect, listening skills and values, to name a few. Students can also contribute to society in meaningful ways, such as serving through the Bluejays Care Service Projects or one of Elmhurst's many service-based student organizations, or by participating in educational programs surrounding local and

national elections, social issues awareness-raising programs and community exploration in the Chicagoland area.

Shared governance is the concept that underlies decision making at Elmhurst College. Faculty, staff and students have voting membership on College councils, committees and commissions. The Student Government Association, composed of 21 students elected by the student body, serves as the major policy-recommending body to the president and trustees on issues of student and campus co-curricular life.

The Elmhurst College Union Board (with its committees) is the primary student programming organization on campus. The Union Board is funded by the student activity fee, which entitles all students to participate in many activities.

Other student groups include special interest and activity groups, national social fraternities and sororities, social and service organizations, performing groups, media organizations, national recognition societies and honor societies.

For a complete and up-to-date student organization directory, visit [www.elmhurst.edu/studentlife](http://www.elmhurst.edu/studentlife).

### **The Wellness Center**

The Wellness Center is home to student health services and counseling services.

#### **Hours**

**Monday-Friday, 8:00 a.m.–4:00 p.m.**

*Please call the Wellness Center at (630) 617-3565 for Summer and January Term hours.*

#### **Appointments**

Scheduled appointments are necessary. However, if you are unable to wait for an appointment due to the nature of your illness, injury or other health care need, you should come to the Wellness Center for immediate attention. If the Wellness Center is closed, you may receive care at the Elmhurst Memorial Hospital emergency department or one of its immediate care facilities in Elmhurst, Lombard or Addison.

#### **Student health services include:**

- Evaluation and treatment of illness and injury
- Routine physical examinations
- General medical services: respiratory infections, intestinal upsets, urinary tract problems, headaches, sore throats
- Routine lab work, immunity profiles, STD testing and cholesterol screening



- Vaccinations: measles, mumps, rubella (MMR); tetanus diphtheria (Td); tetanus diphtheria pertussis (Tdap); meningitis; hepatitis A; hepatitis B series; flu; and tuberculin skin testing (TB)
- Travel health information and vaccines
- Women's Care Center: annual exam, pap smear, pregnancy testing, referral, birth control, emergency contraception (ECP), testing and treatment of infections and sexually transmitted diseases (STDs), support for abuse, violence, sexual assault and referral services
- Serenity room
- Medical consultation and referrals
- Self-care area

### **Fee Information**

Visits to the Student Health Service are free of charge. There is a nominal fee for prescription medication, medical supplies and lab work. Students may pay by check, credit card or charge to their student account. Expenditures, however, for treatment outside the Student Health Service facility are the obligation of the student or the family.

### **Immunization Policy**

All students (born after 1956) must complete the Student Health Record/Immunization Form prior to registration. Information and forms are available on the web ([elmhurst.edu/wellness](http://elmhurst.edu/wellness)) or by stopping in or calling the Wellness Center. Failure to comply with state immunization requirements will prohibit registration.

### **Confidentiality**

All medical services are strictly confidential. No one can obtain any information from students' medical records without their written permission.

### **Counseling Services**

Students sometimes experience difficulties that can complicate and undermine success in their academic and personal lives. The Counseling Services staff provides a variety of services in a confidential setting to help students understand their problems and themselves, achieve more satisfying relationships, improve their academic performance, and make more effective career and life choices.

These services include individual, couples and group counseling; psycho-educational programming; and a variety of self-help materials. There is also a psychiatric consultant on staff. There is a 30-session limit for individuals and couples, with a limit of 15 sessions per year. There are no session limits for groups. If needed, referrals to resources in the community can be facilitated.

**The College Chaplaincy**

The College Chaplaincy strives to build community and spiritual growth throughout the student body at Elmhurst. Deeply rooted in the United Church of Christ, the Chaplaincy serves students of all faiths—and of none. The Chaplaincy comprises 16 professional co-chaplains representing a wide range of religious communities.

Through worship programs, public lectures, community service and other activities, the Chaplaincy invites students to further their own religious and spiritual development while exploring other expressions of faith. The Chaplaincy also provides counseling and support in times of transition or crisis.

As part of the life of the student body, the Spiritual Life Council (SLC) is a group of students that meets weekly with the Chaplain to build a rich and vibrant religious and spiritual life on campus. The Chaplain also lives on campus, hosting many organization meetings and programs, including Spiritual Journeys and conversations on “This I believe.” Students are invited to many critical conversations on race, class, gender, sexual orientation, ability, global realities and discernment of life goals.

Closely associated with the DuPage County community and the City of Chicago, the Chaplaincy works with the Council of Religious Leaders of Chicago to support a vibrant religious community within greater Chicago. The Chaplaincy also enjoys strong partnerships with national and international religious organizations, including the Chicago-based Interfaith Youth Core (IFYC).

The Chaplaincy offers a variety of worship opportunities, from daily Muslim prayers to weekly Christian communion to Catholic masses. The College is closely connected to area congregations and houses of worship, which aids students in finding their spiritual home on campus and beyond.

# Majors and Academic Programs

**E** Imhurst College offers majors through 26 academic departments. Departmental offerings and course descriptions are presented on the following pages. Course descriptions and schedules are subject to change.

## Majors

Accounting	German
Actuarial Science	Graphic Design
Art	Health Science Technology
Art Business	History
Art Education	Information Systems
Biochemistry	Intercultural Studies
Biology	Interdisciplinary Communication Studies
Business Administration	International Business
Chemistry	Jazz Studies
Communication Sciences and Disorders	Liberal Studies ( <i>adult students only</i> )
Communication Studies	Logistics and Supply Chain Management
Computer Game and Entertainment Technology	Management
Computer Science	Marketing
Criminal Justice	Mathematics
Early Childhood Education	Multi-Language
Economics	Music
Educating Young Children	Music Business
Elementary Teacher Education	Music Education
English	Music Performance
Exercise Science	Music Theory/Composition
Finance	Musical Theatre
French	Nursing
Geographic Information Systems	Organizational Communication
Geography	Philosophy

Physical Education  
Physics  
Political Science  
Psychology  
Religion and Service  
Religious Studies  
Secondary Education  
Sociology

Spanish  
Special Education  
Sport Management  
Theatre  
Theatre Arts Education  
Theological Studies and Christian  
Ministry  
Urban Studies

**Preprofessional Programs**

Actuarial Science  
Engineering  
Law  
Library Science  
Seminary

For available health professions,  
please refer to the Center for  
Professional Excellence section  
of this catalog.

**Degree-Completion Programs for Adults**

Applied Psychology  
Business Administration (EMP)  
Information Technology

**Graduate Programs**

Master of Arts in Industrial/Organizational Psychology  
Master in Health Care Management and Administration  
Master in Project Management  
Master of Business Administration  
Master of Arts in Early Childhood Education  
Master of Education in Early Childhood Special Education  
Master of Education in Teacher Leadership  
Master of Occupational Therapy  
Master of Public Health  
Master of Science in Geographic Information Systems  
Master of Science in Communication Sciences and Disorders  
Master of Science in Computer Information Systems  
Master of Science in Data Science  
Master of Science in Health Informatics  
Master of Science in Nursing  
Master of Science in Nursing/RN-MSN  
Master of Science in Nursing/Master's Entry in Nursing Practice  
Master of Science in Special Education  
Master of Science in Supply Chain Management

**Undergraduate Certificate Programs**

Cyber Security  
Geographic Information Systems

**Graduate Certificate Programs**

Application Development (CIS)  
Data Science  
Enterprise Optimization  
Geographic Information Systems  
Human Geography for AP®  
Market Research  
Network Administration (CIS)

Post-Baccalaureate Certificate in  
Clinical Leadership (Nursing)  
Post-Master's Certificate for Nursing  
Education  
Project Management

**Graduate Teacher Endorsements**

ESL and Bilingual  
Special Education (LBS1)  
Teacher Leader

# Art

**T**he Department of Art offers six programs of visual studies leading to the bachelor's degree: the bachelor of fine arts major (B.F.A.), the studio art major, the art business major, the art education licensure major, the graphic design major and the interdisciplinary communication studies major. The programs are designed to build on the strengths of a traditional core curriculum while encouraging individual artistic direction and supporting career goals. Completion of a degree program provides the student with the academic background, technical foundation and qualifications necessary to pursue graduate study or a career in the visual arts, communication, education or a related field.

Along with the majors, the department offers a concentration in the Bachelor of Liberal Studies program, a minor in art education and a minor in art history. The minor may be elected to accompany a major or chosen to support programs in other fields that interrelate with visual art.

In addition to these programs, the department supplies a range of courses that satisfy two of the categories of the Integrated Curriculum: Fine Arts and Historical Analysis. The department also welcomes students who simply wish to explore their creative interests by taking individual art courses. Introductory studios are open to all students with or without previous art experience or special skills.

Other on-campus resources include an outstanding art collection of Imagist and Abstractionist art. Comprising more than 80 works, this collection is on permanent display in the A.C. Buehler Library. In addition, the College has a vibrant art exhibition and a visiting artist program that each year hosts six or more exhibitions by professional artists that include gallery talks and additional classroom contact.

## Faculty

Mary Lou Stewart, *Chair*; Dustan Creech, Lynn Hill, Richard Paulsen, John Pitman Weber, *professor emeritus*

## Majors in Art

All majors in art require a combination of the Core Curriculum and concentrations in studio work.

### The Core Curriculum

ART 113 Introduction to Art Software	<b>One course from the following in Non-European Art History:</b>
ART 115 Drawing Studio	
ART 120 Painting Studio	ART 353 Survey of Latin American Art
ART 125 Design Studio	ART 373 Survey of Non-European Art
ART 341 Survey History of Western Art	ART 375 American Indian and
ART 342 Survey History of Modern Art	Ancient American Art
ART 443 Issues in Contemporary Art: Theory and Practice Beyond the Modern	ART 376 Art of India
ART 490 Capstone Course	
ART 491 Capstone Exhibition	

The Core Curriculum is designed to provide students with knowledge of and ability to use the basic components of visual literacy, an understanding of the art historical heritage of Western culture and of non-European traditions, and an understanding of how these areas of the discipline interrelate and how they are integrated in practice.

## Areas of Concentration

Students may elect studio courses from the following six areas:

Drawing/Painting  
 Digital Imaging/Photography  
 Graphic Design  
 Printmaking  
 Sculpture/Ceramics

## Bachelor of Fine Arts Major

The bachelor of fine arts major offers more depth of experience in studio practice and is recommended for those who might wish to pursue graduate study.

This major consists of the Core Curriculum plus ART 235 and two areas of concentration consisting of eight studio courses at the 300 or 400 level. A minimum of four of these studio courses must be in the same studio area.

Students wishing to enter the bachelor of fine arts program must present a portfolio for review by the art faculty. It is highly recommended that candidates submit their portfolios in the Spring Term of their sophomore year. Portfolios may be presented no later than the first term of junior year to be accepted into the bachelor of fine arts program.

Transfer students above junior rank with a degree in art from another institution, who seek a B.F.A. major must take ART 443, ART 490, ART 491 and one upper-level studio course from the Elmhurst College Department of Art. Bachelor of fine arts candidates must submit a portfolio and pass a portfolio review before admittance to the program. Students with exceptional undergraduate qualifications in art may petition the chair of the Department of Art to waive or modify this requirement.

### **Major in Studio Art**

The studio art major requires the Core Curriculum and one area of concentration in studio. The concentration consists of four art courses at the 300 or 400 level in no more than two studio areas. One of the 400-level studios must be in the area of concentration.

### **Major in Art Business**

The art business concentration consists of the Core Curriculum; ART 216; two 300- or 400-level studio electives; ART 468; BUS 230, 250 and 263; and two electives chosen from BUS 331, 332, 334 and 335. The art business major is intended for students who wish to pursue careers where knowledge and proficiency in both art and business are desirable.

### **Major in Graphic Design**

The graphic design major is intended for students who wish to pursue a career in graphic design. It provides the educational framework, experiential training—as evidenced in a full portfolio—and professional preparedness necessary to compete in today's market.

The graphic design major consists of the art Core Curriculum with ART 216, ART 226, ART 316, ART 326, ART 416 and ART 426. Students wishing to pursue a B.F.A. in graphic design must achieve acceptance into the B.F.A. program and fulfill all of the above criteria, plus take ART 235 and four additional courses at the 300 or 400 level. These additional upper-level studios may be selected from the list of graphic design electives, or may be from another area of concentration within the department.



### Suggested Registration Pattern for Graphic Design Students

Students pursuing the B.F.A. in graphic design will also need to incorporate the required extra courses into the following proposed plan of study.

#### First Year

##### Fall Term

ART 113 Introduction to Art Software  
ART 115 Drawing Studio

##### Spring Term

ART 125 Design Studio  
ART 120 Painting Studio

#### Second Year

##### Fall Term

ART 216 Introduction to Graphic Design  
ART 341 Survey History of Western Art

##### Spring Term

ART 226 Typography Studio  
ART 342 Survey History of Modern Art

#### Third Year

##### Fall Term

ART 316 Graphic Design I  
One Course in Non-European Art History

##### Spring Term

ART 326 Graphic Design II  
ART 443 Issues in Contemporary Art: Theory and Practice Beyond the Modern

#### Fourth Year

##### Fall Term

ART 416 Advanced Graphic Design

##### Spring Term

ART 426 Advanced Topics in Graphic Design  
ART 490 Capstone Course  
ART 491 Capstone Exhibition Course

### Major in Art Education

Students may prepare to teach at the elementary, middle/junior high or high school level with K-12 licensure. It is essential that students interested in this field identify themselves as early as possible to Mary Lou Stewart, director of the art education program, and to the education department and confer regularly with their advisors.

The program consists of the following: the Core Curriculum: ART 113, 115, 120, 125, 230, 235, 341, 342, 373, 443, 490, 491 and a 300-level studio elective; the art methods sequence: ART 361 and 362. Students wishing to receive a B.F.A. and art licensure must complete the required courses for both programs.

**Other requirements are listed as follows:**

EDU 104 Cultural Foundations of Education in the United States

SEC 200 Introductory Seminar to Teaching as a Caring Profession (.50 credit)

SEC 223 Education of PK-12 Learners with Exceptionalities

SEC 300 Intermediate Seminar for Teaching in Diverse and Inclusive Schools (.25 credit)

SEC 310 Methods and Best Practices in Middle and Secondary Education

SEC 311 Educational Psychology

SEC 421 Theory and Practice for Developing Academic Literacies in K-12 Classrooms

SEC 450 Advanced Seminar in Teacher Collaboration and Professional Practice (.25 credit)

SEC 457 Student Teaching in Special Fields

A course in mathematics is required.

Transfer students, including those with a degree in art from another institution, who seek only Illinois teacher licensure in art education must take at least one full course from each of the following three categories from the Elmhurst College Department of Art: art history, studio and art methods. Students with exceptional undergraduate qualifications or with post-graduate education in art may petition the director of the art education program to waive or modify this requirement.

Students are required to pass the Test of Academic Proficiency (TAP) to be admitted to the secondary licensure program, the appropriate content area test prior to the student teaching semester and the APT (Assessment of Professional Teaching) test prior to program completion.

See the director of secondary education for further information.

**Suggested Registration Pattern for Art Education Students****First Year****Fall Term**

ART 115 Drawing Studio

ART 125 Design Studio

College/Licensure Requirements

**Spring Term**

ART 113 Introduction to Art Software

ART 120 Painting Studio

EDU 104 Cultural Foundations of Education in the United States  
College/Licensure Requirements

## Second Year

### Fall Term

ART 341 Survey History of Western Art  
 ART 230 Printmaking Studio  
 SEC 200 Introductory Seminar to  
 Teaching as a Caring Profession  
*(.50 credit)*  
 College/Licensure Requirements

### Spring Term

ART 342 Survey History of Modern Art  
 ART 235 Sculpture Studio  
 College/Licensure Requirements

## Third Year

### Fall Term

ART 361 Art Methods and Experiences  
 for the Elementary and Middle  
 School K-8  
 SEC 300 Intermediate Seminar for  
 Teaching in Diverse and Inclusive  
 Schools *(.25 credit)*  
 SEC 310 Methods and Best Practices  
 in Middle and Secondary Education  
 SEC 311 Educational Psychology  
 College/Licensure Requirements

### Spring Term

One course in Non-European Art  
 History  
 ART 443 Issues in Contemporary Art:  
 Theory and Practice Beyond the  
 Modern  
 SEC 223 Education of PK-12 Learners  
 with Exceptionalities  
 Upper-Level Art Studio  
 College/Licensure Requirements

## Fourth Year

### Fall Term

ART 362 Art Methods and Experiences  
 in Secondary Education  
 ART 490 Capstone Course  
 ART 491 Capstone Exhibition  
*(.50 credit)*  
 SEC 421 Theory and Practice for  
 Developing Academic Literacies in  
 K-12 Classrooms  
 SEC 450 Advanced Seminar in Teacher  
 Collaboration and Professional  
 Practice *(.25 credit)*  
 College/Licensure Requirements

### Spring Term

SEC 457 Student Teaching in Special  
 Fields

### January Term

*January Term is typically used for  
 additional studio electives, education  
 requirements or both.*

### **Major in Interdisciplinary Communication Studies**

Today's vocational needs in communication are so diverse that preparation for those needs requires involvement in several different academic disciplines. Interdisciplinary communication studies is an integrated major recommended for students who wish to prepare themselves for occupations in radio, journalism, public relations, human resources and similar fields. Students take a core of seven courses and then, with the assistance of an academic advisor in art, business, English or communication arts and sciences, select courses from the areas of concentration appropriate to their career goals. See the listing for the interdisciplinary communication studies major in the Academic Programs section of this catalog.

### **Minor in Art**

A minor in art consists of five art courses: a minimum of one art history course, one studio course at the 300 or 400 level, and not more than two transfer courses.

### **Minor in Art Education**

A minor in art education at the secondary level consists of six art courses: ART 362 plus a minimum of one art history course, two studio courses at the 300 or 400 level, and two additional art courses that could be transferred. The six-course minor can satisfy the 24-hour endorsement for the secondary level as long as all courses have a grade of C or better and the content area test is passed. Note: If transfer courses are fewer than four semester hours, additional courses may be necessary for endorsements.

### **Minor in Art History**

The minor in the history of art complements the traditional studio art minor. Completion of the minor consists of five art history courses with a minimum of 20 semester hours of coursework and cannot include more than two transfer courses.

### **Course Offerings**

Note: The department offers some courses on a multi-level or multi-section basis, meaning that two or more levels of a course or two related courses may meet at the same time and may share the same studio space. In such a case, the instructor's time is divided among the students from each of these sections. All studio courses require work on projects apart from scheduled meeting times. Upper-level students may be obliged to meet with the instructor at times different from the printed class schedule.

**ART 110 Art Appreciation**

An informed appreciation of the visual arts is developed through analysis and comparison of artworks of diverse cultures and selected historical periods. Emphasis is on expressive content, visual form and iconography, aesthetic principles and functions of art. Does not meet requirements for art major or minor. *No prerequisite.*

**ART 113 Introduction to Art Software**

An overview of digital media technology used in electronic publication design, digital illustration and digital imaging. Established and evolving approaches are examined with emphasis on the development of basic competencies with the Macintosh operating system. *No previous experience is necessary. No prerequisite.*

**ART 115 Drawing Studio**

The basic concepts of visual literacy, techniques, materials and traditional subject matter are used to develop skills in drawing and fundamental concepts of art. Emphasis will be on composition and production of drawing projects and aesthetic and formal principles that inform them. *No previous experience is necessary. No prerequisite.*

**ART 120 Painting Studio**

The basic concepts of visual literacy, techniques, materials and traditional subject matter are used to develop skills in painting and fundamental concepts of art. Emphasis will be on composition and production of painting projects and on the aesthetic and formal principles that inform them. *No previous experience is necessary. No prerequisite.*

**ART 125 Design Studio**

Introduction to the basic elements of visual literacy. The theory and formal concepts necessary to create visual expression are studied and applied in practical exercises, then discussed and evaluated in critiques. Exercises are explained and illustrated with selected masterworks of design. Expressive content goals are related to the perceptual effects of elements of visual form and their interaction. *No previous experience is necessary. No prerequisite.*

**ART 154-155 Media Practicum I**

*.25 credit or non-credit*

Practical study and application of graphic design, publication layout and page design, photo editing, illustration and art direction. Approximately five hours per week of involvement with College publications such as the newspaper,

*The Leader, or Middle Western Voice.* Recommended for students concentrating in design, multimedia, photography and communication. No previous experience is necessary to start. Courses must be taken in numerical order with the starting course level to be determined by the instructor. One course of upper-level practica may count toward the major. *Offered on a Pass/No Pass basis only.*

#### **ART 215 Figure Drawing**

An intensive studio course with a focus on figure drawing. Direct observation of the model will be informed by a study of anatomy for artists (skeleton and large muscle groups) and by study of evolving meaning and conventions of Western figure traditions, from the classical to modern period. Slide presentations, readings and museum visits will supplement studio work. A broad variety of media allows work in line, tone and color. Materials fee may apply. *Prerequisite: one drawing or painting course, or permission of the instructor. Fall Term, even-numbered years; January Term, on occasion.*

#### **ART 216 Introduction to Graphic Design**

An introduction to graphic design as a means of creative and effective problem solving through visual communication. A range of exercises and projects gives the student experience in a variety of design applications. Materials fee may apply. *Prerequisites: ART 113, ART 125. Fall Term.*

#### **ART 217 Digital Video Studio**

Introduction to the use of video as a visual medium for personal expression. Students gain a generalized understanding of the video image-making process and develop proficiency with video equipment. Emphasis is on expressive composition and sequencing of the visual elements of video through camera work and editing. Materials fee may apply. No previous experience is necessary. *Prerequisite: ART 113; pre- or corequisite: ART 125. Fall or Spring Term, intermittently.*

#### **ART 218 Digital Imaging Studio**

Concepts of visual expression, techniques and skills of digital image manipulation are used to create expressive art. Covers skills and tools for acquiring, creating, combining and enhancing photographic imagery; techniques for electronic collage; and experimental output via transfers. Materials fee may apply. *Prerequisite: ART 113. Pre- or corequisite: ART 125.*

**ART 221 Ceramics Studio**

Introduction to the basic processes and techniques of making functional and nonfunctional ceramic objects. These techniques include hand building, such as coil and slab and wheel throwing. Craftsmanship and critical thinking skills are stressed. Basic vocabulary, ceramic history, glazing and firing will be covered. Materials fee may apply. *No previous experience is necessary. No prerequisite.*

**ART 226 Typography Studio**

Introduction to typography as a foundational element of graphic design. Topics include the history of; classifications and anatomy of; and rules, guidelines and theories on the effective and expressive use of type. Materials fee may apply. *Prerequisites: ART 113, ART 125. Spring Term.*

**ART 230 Printmaking Studio**

Introduction to intaglio and relief printmaking concepts, history, masterworks, materials and processes. This course combines art theory, history and studio experience in creative composition and craft process. Students create prints using the intaglio and relief process. Additional printing methods including photo processes will be presented and explored as appropriate. Traditional and contemporary approaches are studied. No previous experience is necessary. Materials fee may apply. *No prerequisite.*

**ART 235 Sculpture Studio**

Introduction to the concepts of visual expression, techniques and materials of sculpture. Emphasis is on composition, expression and production of projects using two processes: the additive, which includes clay modeling, mold making and casting; and the subtractive process of direct carving. *No previous experience is necessary. Materials fee may apply. No prerequisite.*

**ART 244 Digital Photography Studio**

An introduction to photography as a medium of fine art in the darkroom. Topics include: a historical overview of photography and its impact on society, principles of aesthetic organization and composition, creation and interpretation of visual messages, and camera practice. An SLR digital camera with manual capability is required. Materials fee may apply. *Prerequisite: ART 113.*

**ART 250 Thematics and Selected Topics**

Exploration of a theme or topic not a part of regular course offerings, such as Renaissance perspective, the portrait, landscape and light, surrealism, collage, hypercard or emerging movements of contemporary art. Materials fee may apply. *Repeatable for credit. May have prerequisites.*

**ART 254-255 Media Practicum II**

*See ART 154-155.*

**ART 315 Intermediate Figure Drawing**

An intensive studio course with a focus on figure drawing. Direct observation of the model will be informed by a study of anatomy for artists and by study of the evolving meaning and conventions of Western figure traditions, from the classical to modern period. Slide presentations, readings and museum visits will supplement studio work. A broad variety of media allows work in line, tone and color. This course builds on ART 115 and ART 215. A high level of student commitment as well as appropriately challenging assignments distinguish the 300-level course. Materials fee may apply. *Prerequisite: ART 215 or permission of the instructor. Fall Term, even-numbered years; January Term, on occasion.*

**ART 316 Graphic Design I**

Further development of skills, methods and approaches for creating graphic design. Aesthetics and style are also developed through various projects such as posters, publication design, packaging, etc. The student is also introduced to graphic design as a profession. This course and Graphic Design II are non-sequential. Materials fee may apply. *Prerequisites: ART 216, ART 226. Fall Term.*

**ART 317 Intermediate Digital Video**

Students develop fluency with the medium of video as a tool for personal expression. More advanced techniques for video production and editing are studied. Focus is on the aesthetic issues of video as they relate to individual creative endeavors. Materials fee may apply. *Prerequisite: ART 217. Fall or Spring Term, intermittently.*



**ART 318 Intermediate Digital Imaging**

Designed to further develop ability in the use of the computer to produce interpretive art via the modification and synthesis of digitized images. Materials fee may apply. *Prerequisite: ART 218.*

**ART 320 Intermediate Drawing and Painting**

Development of consistency and clarity of visual expression in drawing and painting through the analysis and practice of the composition, style and subject matter of selected movements of modern art. *Prerequisites: ART 115 and 120. Spring Term.*

**ART 321 Intermediate Ceramics Studio**

Intermediate ceramics continues the survey of ceramics process and technique, with an emphasis on 20th-century developments of style, meaning and methods. The recognition and understanding of both the historical and modern cultural influences on ceramics will be covered, as well as the transformation of ceramics from functional craft to expressive sculpture, vessel and anti-vessel, representational and abstract ceramic sculpture. Students will research the development of specific art movements and styles to explore possible influences on their work. Projects involve casting, press molds, coil and slab construction or the use of the potter's wheel. Students will be expected to work independently apart from scheduled meeting times and also provide some supplies and tools as needed for their projects. Materials fee may apply. *Prerequisite: ART 221 or permission of the instructor.*

**ART 325 Visual Communication**

Study of the elements of visual language and the way in which these elements affect the way we perceive the world around us. Color, type, page composition, style and symbolism are studied as building blocks of expression as used in visual art and the media. *Prerequisite: ART 113.*

**ART 326 Graphic Design II**

An introduction to and exploration of the skills and techniques used for the professional production of print media. The requirements and capabilities of offset printing and various production methods are examined in order to prepare students to work professionally. These concepts and methods are explored through various graphic design projects such as logos and branding identities, advertising design, multi-page layouts, etc. This course and Graphic Design I are non-sequential. Materials fee may apply. *Prerequisites: ART 216, ART 226. Spring Term.*

**ART 330 Intermediate Printmaking**

Further exploration of traditional and contemporary printmaking processes with emphasis on 20th-century issues and approaches. Introduction of extended color printing and mixed media techniques. Materials fee may apply.

*Prerequisite: ART 230.*

**ART 335 Intermediate Sculpture**

Focus is on attaining clarity of visual expression in sculpture through the analysis and study of formal elements of selected styles of modern art. Projects involve further development of modeling-casting or carving techniques, and direct construction using welding is introduced. Materials fee may apply.

*Prerequisite: ART 235.*

**ART 341 Survey History of Western Art**

A survey history of Western art from the prehistoric era through the Renaissance. The various types and styles of art of these periods are studied, and the aesthetic criteria used in judging works produced in these traditions are investigated. *No prerequisite. Fall Term.*

**ART 342 Survey History of Modern Art**

A survey history of Western art from the 17th century through the third quarter of the 20th century. The various styles of painting, sculpture and architecture of these periods are studied, and the aesthetic criteria used in judging works produced in these traditions are investigated. *No prerequisite. Spring Term.*

**ART 344 Intermediate Digital Photography Studio**

Focus is on gaining clarity of visual expression using various photographic techniques and materials with emphasis on observation, composition, the decisive instant of exposure and photographic style. Materials fee may apply.

*Prerequisite: ART 244.*

**ART 346 Serigraphic Design Studio**

Introduction to the art of screen printing as a printmaking method and means of graphic production. This course will look at the history and contemporariness of screen printing and its place in the worlds of fine art and commercial art. Students will learn techniques and create prints using modern screen printing methods, including digital processes. Photoshop experience and graphic design or printmaking experience is a must. *Prerequisites: ART 113 and ART 216 or 230. January Term and Summer Term on occasion.*

**ART 350 Thematics and Selected Topics**

In-depth exploration of a theme or topic in art not a part of regular course offerings. Materials fee may apply. *Repeatable for credit. Prerequisite: one art course in the appropriate medium.*

**ART 353 Survey of Latin American Art**

A survey of art from Latin America covering the regions of Mexico, Central and South America. The stylistic and iconographic development of architecture, painting, sculpture and craft arts of these societies are studied as they are found in their social, political and religious contexts. The ancient and modern influences of Latin American art are examined with emphasis on movements of 20th century art and the impact of Modernism upon them. *No prerequisite. January Term, even-numbered years.*

**ART 354-355 Media Practicum III**

*See ART 154-155.*

**ART 361 Art Methods and Experiences for the Elementary and Middle School K-8**

Introduction to the teaching of art in elementary and middle school settings, focusing on childhood and early adolescent aesthetic development and on practical experiences using age-appropriate materials and methods. Emphasis on the history, philosophy and theory of art education, and the development of age-appropriate curricular models and teaching strategies for both special and regular student populations. *Pre- or corequisite: SEC 310. One art history course strongly advised. Fall Term, odd-numbered years.*

**ART 362 Art Methods and Experiences in Secondary Education**

A study of the philosophy and methods of art education in the secondary school (grades 6-12), including studio work, readings, discussions and visits to a number of secondary school classes to familiarize students with the structure and style of various art programs. *Corequisites: major in art and SEC 310. One art history course strongly advised. Fall Term, even-numbered years.*

**ART 373 Survey of Non-European Art**

A survey of the visual arts of non-European cultures and societies in areas such as Asia, Africa, the ancient Americas and elsewhere. The art of these societies is studied as it is found in its social and cultural contexts, and the aesthetic criteria used in judging works produced in these traditions are investigated. *No prerequisite. Fall Term, even-numbered years.*

**ART 375 American Indian and Ancient American Art**

A survey of the visual arts of Native North Americans from ancient times to European contact and up to the present, and from the Arctic to Mexico and Mesoamerica to Panama. Art and architecture will be studied in their cultural context. Emphasis on the first nations of Mesoamerica and the contiguous United States. Slide lectures, readings, video, museum visits, field trips and workshops. *No prerequisite. Fall Term, odd-numbered years; January Term on occasion.*

**ART 376 Art of India**

The Art of India approaches ancient through contemporary artistic practices of a unique culture. The creative drive to understand the world, perceptions of beauty, understandings of spirituality and the urge to incorporate art forms into everyday life are considered. Analyzing historical influences, beginning with Mohenjo-Daro and Bhimbetka through the Mughals and the British, provides a framework for identifying important influences. Current issues of international commerce, threatened indigenous expression, and urgent challenges of conversation and restoration are also included.

**ART 413 Advanced Digital Imaging**

Students work on individual projects, developed in consultation with the instructor, that derive from each student's aesthetic interests, goals and preferred software. Emphasis is on the development of a personal direction and the refinement of the techniques that support it. Alternate forms of output are encouraged. Materials fee may apply. *Repeatable for credit.*

*Prerequisite: ART 318.*

**ART 415 Advanced Figure Drawing**

An intensive studio. Direct observation from the model will be informed by further study of anatomy for artists and by study of the evolving meaning and conventions of Western figure traditions, from the Baroque to the Contemporary period. At the 400 level, students are expected to intensively study contemporary figure painters and work toward developing a portfolio of extended large drawings in a consistent personal style. Readings and museum visits are required, leading to a critical essay on a chosen contemporary figure painter. Materials fee may apply. *Repeatable for credit. Prerequisites: ART 215, ART 315 or permission of the instructor. Offered intermittently.*

**ART 416 Advanced Graphic Design**

Further development of students' design skills at an advanced level. Practical and experimental projects are explored for the purposes of self-promotion and creating a complete and diverse portfolio. Emphasis is placed on professional preparedness. Materials fee may apply. *Repeatable for credit.*

*Prerequisites: ART 226, ART 316. Fall Term.*

**ART 420 Advanced Drawing and Painting**

Students work on individual projects, developed in consultation with the instructor, that derive from each student's aesthetic interests and goals and preferred medium, materials and techniques. Emphasis is on the development of a personal direction and a body of work with the refinement of appropriate techniques. *Repeatable for credit. Prerequisite: ART 320. Spring Term.*

**ART 421 Advanced Ceramics Studio**

Students work on individual projects, developed in consultation with the instructor, that derive from each student's aesthetic interests and goals, preferred materials and techniques. Emphasis is on the development of a personal direction and a body of work with the refinement of appropriate techniques. *Repeatable for credit. Prerequisite: ART 321.*

**ART 426 Advanced Topics in Graphic Design**

As the final course in the graphic design sequence, this class covers issues and topics focused on giving the students understanding and experiences that will adequately prepare them to enter the profession of graphic design. This will include the design and assembly of a portfolio, design of materials for self-promotion, and preparation for the process of applying and interviewing for jobs in the field of graphic design. The course will incorporate readings, class lectures and discussions, the reworking of existing projects and the creation of new projects, and will evolve with the industry. *Spring Term.*

**ART 430 Advanced Printmaking**

Students pursue individually chosen projects using contemporary approaches to develop a body of work. Basic mastery of the print media allows the student to attain freedom of aesthetic expression. Materials fee may apply. *Repeatable for credit. Prerequisite: ART 330.*

**ART 435 Advanced Sculpture**

Students work on individual projects, developed in consultation with the instructor, that derive from each student's aesthetic interests and goals and preferred materials, processes and techniques. Emphasis is on the development of a personal direction and a body of work with refinement of appropriate techniques. *Repeatable for credit. Prerequisite: ART 335.*

**ART 443 Issues in Contemporary Art: Theory and Practice beyond the Modern**

Students will examine issues, themes and practices of the contemporary art period through selected reading in art criticism and art theory. Videos, class discussion and exhibit visits will be utilized. Themes of the course may include: strategies of scale and display; mixed media; installation; public art and context; influences of mass media; photo, text and projection media; the post-Colonial art world; race, gender and cultural identity; and sequence, duration and interactivity. Students will respond through essays, visual presentations and creative works. *Prerequisites: ART 342 and art major; junior/senior status or by permission. Spring Term, even-numbered years.*

**ART 444 Advanced Digital Photography Studio**

Continues in-depth exploration of personal expression in photography. Students concentrate on a specific topic, style or technique to develop a body of work and an individual direction. Materials fee may apply. *Repeatable for credit. Prerequisite: ART 344.*

**ART 446 Advanced Serigraphic Design Studio**

Time is spent exploring more advanced techniques and methods of screen printing and developing a strong proficiency with the medium. Students work closely with the instructor to develop a series of individualized projects that allows them to use screen printing to create a body of work that addresses their own aesthetic, style and content. *Prerequisite: ART 346. January Term and Summer Term on occasion.*

**ART 468 Internship**

Majors may obtain career experience through art-related involvement with businesses, art galleries, museums, public relations, publishing or media outlets. Application should be made to the faculty coordinator in the term preceding the anticipated internship. *Offered on a Pass/No Pass basis. Not repeatable for credit. Prerequisites: ART 341 or 342, junior standing and a major within the Department of Art.*

**ART 490 Capstone Course/BFA Capstone Course**

This course seeks to provide students with a model of the creative process, an understanding of how the major program is inter-related and is integrated in practice in their personal artwork. Students identify a personal style through the development of a cohesive body of work. Specific course requirements will vary depending on the studio area, but in general, emphasis is on an individualized studio project developed in consultation with the instructor, a written paper and an artist's statement.

The capstone course is a *repeatable-for-credit* studio course specially renamed with the capstone course number and designation. Many upper-level studio courses are *repeatable* and are so indicated in the course offerings listed previously. ART 490 meets on the same schedule as the *repeatable* course. *It is the student's responsibility to select a repeatable course as a capstone and to identify themselves to the instructor at the beginning of the term.* Students register for the capstone course with an independent study course form using the capstone course number and the *repeatable* course title, e.g.: ART 490 Advanced Painting. ART 490 and 491 are usually taken in the same term. *Prerequisite: 400-level studio in area of concentration. Art education and art business majors are exempt from this requirement.*

Note that field experiences, credit earned for experiential learning portfolio components, and ART 350, 492 or 468 may not serve as a capstone course.

**ART 491 Capstone Exhibition/BFA Capstone Exhibition**

*.50 credit*

The capstone exhibition is required for all majors. The capstone exhibition displays the body of work created in the capstone course. Students prepare the exhibit, announcements, publicity and artist's statements. The exhibitions are held at the end of the Fall and Spring terms. Methods of documentation and presentation are taught in workshop format. Professional issues and writing for the visual arts will be discussed. In addition, students are required to participate in a final faculty review. ART 490 and 491 are taken in the same term. *Pre- or co-requisite: ART 490.*

*Please note that artwork produced for credit remains the property of Elmburst College until released by an appropriate faculty person. Neither the instructor nor the College is responsible for loss of, or damage to, any project.*

**ART 492/392/292 Independent Study or Studio**

*.25 to 1.00 credit*

For advanced art majors who wish to study a special historical or theoretical topic, or wish to do creative studio work in areas not found in the department's regular course offerings. *Repeatable for credit. Prerequisites: junior standing and consultation with the instructor prior to registration. Admission to ART 292 is by permission of the department chair only.*

**ART 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of art culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*



# Bidisciplinary Courses

**T**he Elmhurst College Integrated Curriculum encourages the development of bidisciplinary courses that exemplify the curricular goals of interdisciplinarity and integration.

In these courses, students are introduced to a topic or issue from the perspectives of two different disciplines. Bidisciplinary courses are team taught by two faculty members and are explicitly designed to fulfill two areas of knowledge in the Integrated Curriculum.

Bidisciplinary courses may also be taken for elective credit and, in some cases, as designated by the department, for major or minor credit.

## **BID 100 BIO/CHM Water and Energy: Resources for a Sustainable Future**

Biological and chemical relationships between living and non-living components of the natural world and the significance to humans as members of natural ecosystems are studied through the themes of water and energy. Alterations of environmental systems due to water use and energy production have profound global consequences including: global climate change, air and water pollution, acid rain, unsafe drinking water and water shortages. This course will explore these environmental changes and explore options available for creating a sustainable future. Relevant political, legal and ethical issues will also be addressed. Includes laboratory.

## **BID 106 BIO/CHM Forensic Science**

An introductory course that will discuss the chemical and biological basis of forensic science. Course will include instruction on assays routinely performed by forensic scientists, theories behind these assays and discussion of the quality of forensic evidence. Includes laboratory.

## **BID 109 BIO/PHY Astrobiology: Life in the Universe**

Key concepts in biology and physics are used to understand life in its possible forms within the context of the Universe. Major topics include the study of how life began and evolved on Earth, the conditions necessary for life, where those conditions may be found in the Universe and how to locate them. Includes laboratory.

**BID 205 ENG/POL Understanding Politics through Literature**

This course will examine different political and economic systems, social and cultural institutions, their impact on citizens and the role citizens play in policy decisions through civic engagement. Understanding literature as both a reflection and shaper of culture, this course will employ literary texts as a critical lens to examine the above topics as well as the intricacies of the political process and the impact of political discourse on local, national and world affairs. Simultaneously, students will explore the complexities of the literary texts themselves to understand the power of narrative within the human experience.

**BID 300 PHL/PSY Neuroethics**

This course is a bidisciplinary survey of central philosophical and psychological concerns in the new field of neuroethics. Personal, ethical, legal and social implications of contemporary neuroscience are explored. Two categories of ethical work are addressed in this course. The “neuroscience of ethics” addresses the neuroscientific understanding of brain processes that may underlie moral judgments and behavior. The “ethics of neuroscience” addresses the potential impacts of advances in neuroscience on social, moral and philosophical ideas and institutions as well as the ethical principles that should guide brain research, treatment of brain disorders and cognitive enhancement. Special emphasis will be placed on the ways in which neuroscience might impact our sense of self and personal responsibility and our understanding of the structure of moral judgments. Students will learn the basics of neuroanatomy and neuroscientific methodologies as well as philosophical and psychological discourse concerned with issues of free will, autonomy, responsibility, privacy and identity.

**BID 301 MUS/PSY Psychology of Music**

This bidisciplinary course examines central issues at the intersection of music and psychology. Students will explore both psychological and musical explanations of acoustics, perception, cognition, and memory; acquisition of musical expertise; communication of emotion and meaning; and music and the brain. Examples from music history and world music will be studied from sociocultural, developmental, and evolutionary standpoints. Students will complete a major interdisciplinary project. Ability to read music is strongly recommended.

**BID 308 POL/URB European Union and Cities: Regional Integration and Urbanization in the European Union**

The European Union has a major impact on international business and politics, the workings of the European governments that it comprises, and the lives

of millions of Europeans. Through immersion in the life, culture and politics of European cities, students will gain an in-depth understanding of the development of the institutions, policies and policy-making process of the European Union and their impact on cities. The course examines European cities with a concentration on the history, politics, governing and urbanization of the European Union. Contemporary issues of European cities and the policy initiatives that attempt to deal with them will be highlighted. Special attention will be paid to the processes of globalization and the impact these processes are having on European cities and EU public policy initiatives.

**BID 312 ENG/MUS The Theater and Music Scene in Chicago**

Development of understanding of the techniques and elements of theater and music and their application to live performances in the Chicago area. Includes analysis of print dramatic literary texts and performance and engagement with musical compositions. Lectures, writing assignments, in-class exercises and concert and play attendance provide a basis for the appreciation of theater and music as forms of artistic expression.

**BID 322 EDU/PHL Philosophy of Human Abilities**

An examination of human ability and the social, cultural, philosophical and political influences on interactions with those having differing abilities. What is normal? What is a disability? What is it like to have a disability? How does our conception of human nature influence how we see and treat those with disabilities? How are disabilities rights movements attempting to alter our perception of disabilities? Why are looks so important to us and how do they influence our judgments? How do we perceive the bodies and faces of others? This course will address these questions and others by bringing philosophical inquiry and analysis to issues surrounding those with disabilities.

**BID 330 PHL/POL Federal Politics and Media Ethics**

This course is offered in conjunction with The Washington Center. Students will examine issues and implications of the next administration, more specifically, factors that shape the relationship between the President and his/her administration, the executive branch and Congress and that set priorities and influence policymaking. Students will investigate the ethical relationship between the media and federal politics, the question of the ethical responsibilities of a free press, the changing role of the individual voter in a media-saturated culture and the challenges (foreign and domestic) facing newly elected federal officials. Students will visit several sites around Washington, D.C., including embassies, think tanks, media organizations, the Newseum and Capitol Hill. These field trips, as

well as lectures and discussions led by politicians, journalists and professors from around the country, allow for an in-depth look at the relationship among ethics, politics and the media. *Permission of the instructors required.*

### **BID 335 PSY/POL Psychology and Political Philosophy of Gender**

A universal feature of human civilizations has been to distinguish between persons in terms of gender. This course will examine these gender distinctions through two different lenses: psychology and political philosophy. Psychology approaches the study of gender as it is manifested in our thoughts and in our behavior. Political philosophy critically examines and challenges the principles at work behind gender differences, principles such as biology, socialization or male power structures. Both psychology and political philosophy study the implications of these gender differences for how we live, how we think, how we moralize, and how we do politics. Ultimately, two controversial questions will ground the curriculum of this course: What is gender? And, what is the future of gender? Responding to these questions requires an interdisciplinary approach which explores both the reality of gender in society and human psychological processes and which openly theorizes about other possibilities.

### **BID 355 POL/REL Native Americans: Public Policy, Religion, and Justice**

The course will focus on diverse Native American traditions, U.S. law/policy affecting First Amendment “freedom of religion” rights for Native Americans, and related perspectives on justice and ethics. The purpose of the course is to introduce students to a shared worldview of traditional Native Americans, specific, distinctive religious practices of several tribes/nations, especially in relation to the concept of sacred land, and how the U.S. government has responded to their freedom to practice. The course examines court cases to determine the scope of freedom and justice for Native Americans.

### **BID 357 ENG/POL Feminist Poetry**

Feminist poetry challenges, via its content and literary forms, hegemonic power and oppression. In its content, feminist poetry interrogates our gendered social and political order from the perspective of those on the margins. The subject matter expresses the value of women’s experiences, re-inscribes their political, social and personal identities, and represents a collective voice of contestation and opposition against patriarchal oppression. In its form, feminist poetry affirms the ability of women poets to create within the boundaries of classical forms and also as initiators of new and innovative poetic forms. This course will examine the content and form of a variety of feminist poems from the perspective of language and literary technique, as well as feminist

theories. The course will be structured to prompt the exploration of concepts central to feminism and politics. These will include such concepts as: woman, patriarchy, sex, maternity, lesbianism, private and public, equality, and power. Particular poems will be used to introduce and further the discussion of each concept. Class activities will center on an exploration of the concept at hand as well as an analysis of the poem or poems.

**BID 385 BUS/COM Exploring Conscious Capitalism through Documentary Film Analysis**

This bidisciplinary course examines social, political, environmental, and economic issues represented in documentary film. With a focus on social justice, this course will introduce students to various thoughts on corporate social responsibility and conscious capitalism from theorists and practitioners working within the business/management and organizational communication disciplines. Specifically, a variety of ethical decision-making models regarding organizations, individual morals, and societal values will be explored. Students will also learn various theories and methods of media analysis. These models and theories will form the basis for viewing, analyzing, and discussing both the quality of films and the issues presented by films' directors. In addition to becoming thoughtful citizens, leaders, or managers, students enrolled in this course will become critical consumers of visual media.

# Biology

**T**he Department of Biology is dedicated to preparing its students for meaningful careers in a rapidly changing, challenging field. The faculty recognizes that each student brings to the major a distinctive combination of aptitudes and interests, and they are committed to guiding each student in developing to his or her highest potential.

Students are encouraged to express natural scientific curiosity and to develop confidence and self-esteem through acquiring an ability to think about and do science. The faculty strive to encourage lifelong learning by example of continued scholarship and enthusiasm for teaching and learning about biology.

Students are offered an opportunity to learn the concepts and methods of biological science through varied classroom, laboratory and field study activities, both in the U.S. and abroad. Our departmental curriculum is firmly rooted in the philosophy of active engagement and early access to independent research experiences as recommended by the American Association for the Advancement of Science and the National Science Foundation's *Vision and Change* goals for biology undergraduate education. Courses are designed to provide an understanding of the core concepts and fundamental processes and requirements of living things leading toward an appreciation of the global interdependence of natural systems. In addition to providing strong courses in traditional areas of biology, faculty are dedicated to introducing students to recent developments in fields such as molecular biology and biotechnology. Students are encouraged to explore ethical issues that arise from new technological advances.

Departmental facilities include recently updated modern laboratories, a computer room with Internet access, and a greenhouse. An additional resource for human anatomy is the department's cadaver laboratory. Outstanding collections of animals and plants are available in nearby zoos, museums, conservatories and arboretums. The campus is a recognized arboretum with more than 800 plant species.

Many biology majors plan to enter graduate, medical and dental schools. Others pursue human health careers or are employed directly upon graduation by secondary schools, business and industry, and government.

The College hosts chapters of Beta Beta Beta, the national biology honor society, and Alpha Epsilon Delta, a national honor society for premedical students.

**Faculty**

Tamara L. Marsh, *Chair*; Paul E. Arriola, Kyle F. Bennett, Merrilee F. Guenther, Amy Hebert, Patrick M. Mineo, Eve M. Mellgren, Stacey L. Raimondi

**Mission**

The Department of Biology is dedicated to developing broadly trained biologists who are prepared to ask informed questions about nature and obtain meaningful answers. Through mentoring our students in the skills of inquiry, and by modeling the behavior of scholarship, we cultivate the investigator and prepare the scholar for his or her personal path toward a career as biology educator, research scientist or health care professional.

**Goals for the Department**

Upon graduation our students will be able to:

- Recall and explain basic information derived by the biological sciences and allied fields and demonstrate the skills required for immediate employment or the graduate or professional school of their choosing;
- Discuss the major concepts from all areas of biology and demonstrate the ability to relate information from the many disciplines that make up the biological sciences, as well as be able to explain the importance of major technological and theoretical advances in the field from a historical perspective;
- Demonstrate the ability to clearly communicate biological data and hypotheses/theories to explain them formally both orally and in writing, and to evaluate whether an action of their own or others at any stage of the research process impinges on professional expectations of intellectual integrity;
- Apply the scientific method in an attempt to solve biological problems and use the results to construct logical arguments, and to logically criticize both their own scientific work and that of others; and
- Design controlled scientific experiments and make use of scientific methodology and a variety of instrumentation in order to perform all parts of the scientific research process: design, data collection, analysis and communication.

### Student Learning Outcomes

Upon completion of the core program, students will be able to:

- Identify representative examples of all major taxonomic and organizational levels and explain why they are placed into their respective groups in the hierarchy of living things;
- Apply scientific methodology to address questions about natural systems and analyze data to determine the validity of the conclusions they make;
- Summarize the results of their investigations in written and oral reports as well as critically evaluate the written works of others; and
- Explain the interconnected character of the sciences and discuss the significance of the role of biology in a greater global context.

### Major in Biology

The major in biology requires a course of study that includes classes in biological science, physical science and mathematics. All students must earn a minimum grade of C- and maintain a minimum GPA of 2.00 across all courses that are required for the major in order to successfully complete the degree. Biology students are allowed to repeat any major-level course taken at Elmhurst College in which they received a grade of C-, D, F, P, NP or W no more than one time for each course. The requirements for successful completion of the major are as follows:

Biology majors must complete four required core biology courses. Students in the major must also complete five elective courses at the 300/400 level. At least one elective must be chosen from each of the following categories: Cellular/Molecular-Level, Organismal-Level and Population/Ecosystem-Level. The remaining two electives are chosen at the discretion of the student after meeting with an academic advisor. Note: Students may count BIO 352/452 Special Topics in Biology as no more than one of the 300/400-level biology electives required for completion of the degree. Students may be eligible to count two terms of Human Anatomy and Physiology (BIO 207 and BIO 208) taken at Elmhurst College as a single upper-level elective (see department chair for requirements). Students may also be eligible to count two terms of Independent Research (BIO 492 or BIO 495) as a single upper-level elective (see department chair for requirements).

#### Core Biology Courses (*required*)

BIO 200 General Biology I  
BIO 201 General Biology II

BIO 315 Genetics  
BIO 498 Capstone Seminar  
(note prerequisite)



**Cellular/Molecular-Level**

BIO 341 Immunology

BIO 342 Molecular and Cellular  
Biology of Cancer

BIO 413 Molecular Genetics

BIO 441 Behavioral Genetics

BIO 443 Advanced Cell Physiology

**Organismal-Level**

BIO 321 General Microbiology

BIO 330 Comparative Chordate  
Anatomy

BIO 331 Developmental Biology

BIO 332 Plant Anatomy and  
Morphology

BIO 334 Invertebrate Zoology

BIO 430 Advanced Human Anatomy

BIO 441 Plant Physiology

BIO 442 Animal Physiology

**Population/Ecosystem-Level**

BIO 350 General Ecology

BIO 351 Conservation Biology

BIO 353 Animal Behavior

BIO 355 Evolution of the Vertebrates

BIO 356 Evolution and Population  
Genetics

BIO 451 Microbial Ecology

BIO 453 Systematics and Phylogenetics

BIO 454 Aquatic Biology

In addition to the courses required within the Department of Biology, a candidate must complete coursework in chemistry, physics and mathematics/statistics (see below). Students are strongly encouraged to complete their mathematics and statistics requirements by the end of their second year.

**Candidates for the Bachelor of Arts Degree** *(required)*

CHM 211 Chemical Principles I

CHM 212 Chemical Principles II

CHM 311 Organic Chemistry I

CHM 312 Organic Chemistry II

*One term of statistics chosen from MTH 345 Elementary Statistics, MTH 346 Statistics for Scientists or PSY 355 Statistics for Scientific Research*

*One term of math chosen from MTH 132 Elementary Functions, MTH 151 Calculus I or MTH 152 Calculus II*

**Candidates for the Bachelor of Science Degree** *(required)*

CHM 211 Chemical Principles I

CHM 212 Chemical Principles II

CHM 311 Organic Chemistry I

CHM 312 Organic Chemistry II

*One term of math chosen from MTH 151 Calculus I, or MTH 152 Calculus II*

*One term of statistics chosen from MTH 345 Elementary Statistics, MTH 346 Statistics for Scientists, or PSY 355 Statistics for Scientific Research*

*Two terms of physics: either PHY 111 Elementary Physics I and PHY 112 Elementary Physics II, or PHY 121 General Physics I and PHY 122 General Physics II*

*Students planning on a career in the health sciences are strongly recommended to earn the B.S. degree and take additional coursework in biochemistry and psychology.*

*Students planning to pursue graduate work in biology are strongly encouraged to earn the B.S. degree and take additional coursework in biochemistry and computer science.*

### **Biology Non-Major Courses**

BID 100 Water and Energy: Resources for a Sustainable Future

BID 106 Forensic Science

BID 109 Astrobiology: Life in the Universe

BIO 100 Principles of Biology

BIO 104 Human Biology

BIO 105 Environmental Biology

BIO 107 Human Anatomy and Physiology I

BIO 108 Human Anatomy and

Physiology II

BIO 207 Human Anatomy and Physiology IA

BIO 208 Human Anatomy and Physiology IIA

BIO 221 Microbiology for Health Professionals

BIO 300 Human Genetics and Society

BIO 301 Plagues of Nations

BIO 449 Pathophysiology

### **Biology Major Courses**

BIO 200 General Biology I

BIO 201 General Biology II

BIO 315 Genetics

BIO 321 General Microbiology

BIO 330 Comparative Chordate Anatomy

BIO 331 Developmental Biology

BIO 332 Plant Anatomy and Morphology

BIO 334 Invertebrate Zoology

BIO 341 Immunology

BIO 342 Molecular and Cellular

Biology of Cancer

BIO 350 General Ecology

BIO 351 Conservation Biology

BIO 353 Animal Behavior

BIO 355 Evolution of Vertebrates

BIO 356 Evolution and Population Genetics

BIO 411 Behavioral Genetics

BIO 413 Molecular Genetics

BIO 430 Advanced Human Anatomy

BIO 441 Plant Physiology

BIO 442 Animal Physiology

BIO 443 Advanced Cell Physiology	BIO 492 Independent Research (2.00 or 4.00 semester hour)
BIO 451 Microbial Ecology	BIO 495 Honors Independent Research
BIO 453 Systematics and Phylogenetics	BIO 498 Capstone Seminar
BIO 454 Aquatic Biology	BIO 252, 352 or 452 Special Topics in Biology [Content will change from semester to semester] ( <i>1.00 to 4.00 semester hour</i> )
BIO 468 Internship	
BIO 475 Research Proposal Writing	

### Suggested Sequence of Courses for the Major

**Freshman year:** BIO 200 and  
BIO 201, CHM 211 and 212

**Junior year:** Two biology electives,  
one year of physics (for B.S.)

**Sophomore year:** BIO 315 and one  
biology elective, CHM 311 and 312,  
mathematics, statistics

**Senior year:** Two biology electives,  
BIO 498

### Minor in Biology

The minor in biology consists of five courses with a grade of C- or better in each course. BIO 200 and 201 are required, plus three electives at the 300/400 level. At least three of the five courses must be taken at Elmhurst College.

BIO 100, 104, 105, 107, 108, 221, 300, 301 and 449 may not be applied toward the minor. One year of chemistry (CHM 101 and CHM 103, or CHM 211 and CHM 212) is also recommended.

### Recommended Courses

The following are recommended course sequences for specific post-graduate goals including graduate and professional school. These courses are taken after completion of the required biology core sequence of BIO 200, 201 and 315. The recommended sequence varies depending on the specific area of post-graduate study that you intend to pursue. Courses should be chosen in consultation with a biology faculty advisor.

### Graduate Preparation

Students intending to pursue graduate school at the M.S. or Ph.D. level should create a course plan that provides for breadth of content and lab skills. It is recommended that the course plan include a class that emphasizes molecular techniques, a class in physiology and a class in large-scale biology. In addition, students should complete at least one semester of independent research or research with a faculty mentor. The course plan should also include MTH 151 Calculus, PHY 111/112

Introductory Physics and CHM 315/316 Biochemistry and PSY 210 Introduction to Physiological Science.

### Preprofessional Sciences (Medicine, Dentistry and Veterinary Medicine)

The coursework recommendations for this track are more explicit due to the standardized nature of the admissions process for professional schools. Specific courses may be required for individual programs. Students are encouraged to meet with counselors at the Center for the Health Professions for the most current information regarding specific requirements for professional school admission. Students must also satisfy all requirements for a major in biology.

BIO 321 General Microbiology	CHM 315 Introduction to Biochemistry
BIO 330 Comparative Chordate Anatomy	PHY 111 Introductory Physics I and PHY 112 Introductory Physics II or
BIO 331 Developmental Biology	PHY 121 General Physics I and
BIO 430 Advanced Human Biology	PHY 122 General Physics II
BIO 442 Animal Physiology	

### Major in Health Science Technology

Health science technology is a specialized major for students planning to apply to the collaborative programs at affiliated partners like Northwestern Memorial Hospital leading to technology certification in one specialized area of applied health science. Successful completion of this major will allow a student to apply to an affiliation program for certification in Diagnostic Medical Sonography, Radiation Therapy and Nuclear Medicine Technology. The coursework requirements for this major were established in collaboration with off-campus hospitals and institutions that have agreements with Elmhurst College.

### Core HST Courses (required)

BIO 200 General Biology I	CHM 211 General Chemistry I
BIO 201 General Biology II	CHM 212 General Chemistry II
BIO 207 Human Anatomy and Physiology IA	CHM 311 Organic Chemistry I
BIO 208 Human Anatomy and Physiology IIA	CHM 312 Organic Chemistry II
BIO 300 Human Genetics and Society, or BIO 315 General Genetics	PHY 111 Elementary Physics I
HST 400 Scientific Terminology	PHY 112 Elementary Physics II
HST 498 Senior Capstone	MTH 132 Elementary Functions
	MTH 345 Elementary Statistics
	CS 111 <i>Introduction to Software Applications, or CS 220 Computer Science I</i>

### Degree/Certification Programs

The coursework requirements for these programs have been established in collaboration with off-campus hospitals and institutions that have agreements with the College. The recommended coursework is provided as a guide to help students prepare for clinical coursework in the fourth year. The courses listed below are for students pursuing the B.S. degree in biology as a pathway to the program. Students who wish to apply to these affiliation programs with a B.S. in Health Science Technology would complete the required coursework listed above. Note that there are an additional two required courses for the Medical Laboratory Sciences that students with the HST major must complete.

*For further details, see the Center for Professional Excellence section of this catalog.*

#### Nuclear Medicine Technology

BIO 430 Advanced Human Anatomy  
 BIO 442 Animal Physiology  
 CHM 211-212 Chemical Principles I–II  
 CHM 311 Organic Chemistry I  
 PHY 111-112 Introductory Physics I–II  
 or PHY 121-122 General Physics I–II  
 MTH 345 Elementary Statistics or  
 MTH 346 Statistics for Scientists or  
 PSY 355 Statistics for Scientific  
 Research

*Recommended courses: BIO 413  
 Molecular Genetics, BIO 443 Advanced  
 Cell Physiology*

#### Diagnostic Medical Sonography

BIO 430 Advanced Human Anatomy  
 BIO 442 Animal Physiology  
 CHM 211-212 Chemical Principles I-II  
 CHM 311 Organic Chemistry I  
 PHY 111 Introductory Physics I or  
 PHY 121 General Physics I  
 MTH 345 Elementary Statistics or  
 MTH 346 Statistics for Scientists  
 or PSY 355 Statistics for Scientific  
 Research

#### Radiation Therapy

BIO 430 Advanced Human Anatomy  
 BIO 442 Animal Physiology  
 CHM 211-212 Chemical Principles I-II  
 CHM 311-312 Organic Chemistry I-II  
 PHY 111-112 Introductory Physics I-II  
 or PHY 121-122 General Physics I-II  
 MTH 345 Elementary Statistics or  
 MTH 346 Statistics for Scientists or  
 PSY 355 Statistics for Scientific

#### Research

*Recommended courses: BIO 413  
 Molecular Genetics, BIO 443 Advanced  
 Cell Physiology*

#### Medical Laboratory Sciences (Medical Technology)

BIO 321 General Microbiology  
 BIO 341 Immunology  
 CHM 211-212 Chemical Principles I-II  
 CHM 311-312 Organic Chemistry I-II  
 MTH 345 Elementary Statistics or  
 MTH 346 Statistics for  
 Scientists or PSY 355 Statistics for  
 Scientific Research

Recommended courses: BIO 413 Molecular Genetics, BIO 442 Animal Physiology, BIO 443 Advanced Cell Physiology, PHY 111-112 Introductory Physics I-II or PHY 121-122 General Physics I-II

For further details, see the Center for Professional Excellence section of this catalog.

### Licensure for Secondary Teaching

In addition to the mathematics and chemistry requirements, biology majors who wish to qualify for licensure in secondary education must take BIO 200, BIO 201, BIO 315 and one additional course in both botany and zoology chosen from among the five biology electives, and complete at least one course chosen from the following:

PHY 111 Introductory Physics I or PHY 121 General Physics I

### Students must also complete:

EDU 104 Cultural Foundations of Education in the United States

PSY 210 Introduction to Psychological Science (*Prerequisite for SEC 311*)

SEC 200 Introductory Seminar to Teaching as a Caring Profession (.50 credit)

SEC 300 Intermediate Seminar for Teaching in Diverse and Inclusive Schools (.25 credit)

SEC 223 Education of PK-12 Learners with Exceptionalities

SEC 311 Educational Psychology

SEC 319 Methods and Best Practices in Middle and Secondary Education

SEC 421 Theory and Practice for Developing Academic

Literacies in K-12 Classrooms

SEC 450 Advanced Seminar in Teacher Collaboration and Professional Practice (.25 credit)

SEC 455 Student Teaching in Secondary and Middle Schools

SEC 463 Natural Science: Special Methods (*Fall Term only*)

*Students who want to gain approval to also teach at the middle school level must take EDU 360 The Middle School: History, Philosophy, Organizational Structures and Best Practices.*

*See the department chair regarding any additional requirements.*

In order to be considered for admission to the biology secondary licensure teaching track with biological coursework completed 10 years or more before matriculation at Elmhurst College, a student must have a cumulative and a biology grade-point average of 2.75 or above. Additionally, any deficiencies in biological coursework that are specified by the chair of biology, such as the number of course hours in botany, must also be completed before licensure.

Students are required to pass the Test of Academic Proficiency (TAP) to be admitted to the secondary licensure program, the state content area test in science (with a biology designation) prior to student teaching, and the Teacher Performance Assessment (edTPA) prior to program completion.

Students should keep in close contact with both biology and education departments in order to complete the requirements for the major and teacher licensure.

### **ACCA Cooperative College Courses**

ACCA offers special topic courses in botany at the Morton Arboretum in Lisle, Illinois, and in marine biology at the Shedd Aquarium in Chicago. Elmhurst College students may take one ACCA course to fulfill an upper-level biology elective; however, these courses will not fulfill a category requirement. Detailed information on the program is available from the chair of the biology department.

### **Course Offerings**

*One unit of credit equals four semester hours.*

NOTE: Courses marked with \* are only taught during January Terms on a revolving schedule.

### **BIO 100 Principles of Biology**

Life, its origin, chemistry, energy transformations, reproduction, genetics, evolution and ecology. Design and execution of experiments using the scientific method. Not applicable for biology major or minor. Includes laboratory.

### **BIO 102 Water and Energy: Resources for a Sustainable Future**

*See BID 100.* Not applicable for the biology major or minor.

### **BIO 104 Human Biology**

Anatomy, physiology, development, genetics, evolution and ecology of humans, including current topics. Not applicable for biology major or minor. Includes laboratory.

### **BIO 105 Environmental Biology**

Biological relationships between living and nonliving components of the natural world, and the significance to humans as members of natural ecosystems. Biological and environmental consequences of technological, political, legal and ethical issues will be discussed. Not applicable for a biology major or minor. Includes laboratory.

**BIO 106 Forensic Science**

See *BID 106*. Not applicable for the biology major or minor.

**BIO 107 Human Anatomy and Physiology I**

Structure and function of the human body, and of underlying biological principles. Designed for students in nursing, physical education and health sciences. Not applicable for biology major or minor. Includes laboratory with human cadaver.

**BIO 108 Human Anatomy and Physiology II**

Continuation of BIO 107. BIO 107 is not a prerequisite for this course. Not applicable for biology major or minor. Includes laboratory with human cadaver.

**BIO 200 General Biology I**

Introduction to biological concepts, including origins of life, biochemical principles, energetics, cellular organization, mechanisms of heredity and evolution. Students will explore unifying concepts in biological science while developing key investigative skills necessary for scientific exploration and hypothesis testing. Includes laboratory.

**BIO 201 General Biology II**

Introduction to biological concepts, including classification and levels of organization, organismal biology including surveys of plant biology and zoology, ecology and conservation biology. Students will explore unifying concepts in biological science while developing key investigative skills necessary for scientific exploration and hypothesis testing. Includes laboratory.

**BIO 202 Introduction to Biological Research**

*.25 credit*

Introduces the methods and elements of biological research to students who transfer BIO 200 credit from another institution. Instructs students in the process of writing a scientific paper including instruction into the library resources available to biology majors as well as how to access them to produce a scientific research paper. *Prerequisite: BIO 200 transfer credit.*

**BIO 207 Human Anatomy and Physiology IA**

See *BIO 107*.

**BIO 208 Human Anatomy and Physiology IIA**

See *BIO 108*.



**BIO 221 Microbiology for Health Professionals**

Bacteria, viruses, fungi, algae, protozoa and multicellular parasites in relation to health and disease, plus immunological concepts and environmental microbiology. Not applicable to biology major or minor. Includes laboratory. *Prerequisites: BIO 107, BIO 108, CHM 101 or CHM 211, CHM 103.*

**BIO 300 Human Genetics and Society**

Principles of human genetics. Topics include basic cell function, patterns and mechanisms of inheritance, the causes of genetic abnormality, issues related to new genetic technology, and the principles of population genetics and human evolution. Not applicable to the biology major or minor. Includes laboratory.

**BIO 315 Genetics**

Introduction to the basic principles of genetics and modern molecular techniques used to study organisms at the cellular, organismal and population level. Topics include Mendelian and non-Mendelian inheritance, gene mapping in eukaryotes and prokaryotes, DNA structure and function, gene regulation, genetic variation from recombination and mutation, genomics and population genetics. *Prerequisites: BIO 200, BIO 201.*

**BIO 321 General Microbiology**

Morphology, physiology, taxonomy, genetics and culture of prokaryotes. Emphasizes microbial metabolism plus pathogenic, food, industrial and environmental microbiology. Includes laboratory. *Prerequisite: BIO 200.*

**BIO 330 Comparative Chordate Anatomy**

Integrated comparative examination of the evolution of organ systems of animals in the Phylum Chordata. Detailed dissection of shark, mud puppy, cat and other chordates. Includes laboratory. *Prerequisites: BIO 200, BIO 201.*

**BIO 331 Developmental Biology**

Physiology, genetics and morphology of development from gamete production to organ formation in animals. Developmental anatomy of the sea urchin, frog and chick. Includes laboratory. *Prerequisites: BIO 200, BIO 201, BIO 315.*

**BIO 332 Plant Anatomy and Morphology**

Anatomy and functions of cells and tissues that make up the vascular plant body. Physiology, ecology and evolution of major plant divisions will be considered. Includes laboratory. *Prerequisites: BIO 200, BIO 201.*

**BIO 334 Invertebrate Zoology**

Study of the evolutionary relationships and functional morphology of single-celled eukaryotes and non-vertebrate animals. Aspects of physiology, anatomy, development and ecology will be considered. Laboratory includes dissection and observation of representative forms. Includes laboratory.

*Prerequisites: BIO 200, BIO 201.*

**BIO 341 Immunology**

Study of the structure and function of the human immune system. Detailed discussion of the innate and adaptive immune systems as well as the cells and molecules that make up the immune system, specifically B & T cells, and problems that occur when the immune system malfunctions. Includes laboratory. *Prerequisites: BIO 200, BIO 201, BIO 315.*

**BIO 342 Molecular and Cellular Biology of Cancer\***

Study of the molecular and cellular basis of cancer. This course focuses on cancer cell structure and function, including cancer genes, cell signaling, tumorigenesis, tumor progression, treatment and related topics. Includes laboratory. *Prerequisites: BIO 200, BIO 201, BIO 315.*

**BIO 350 General Ecology**

Exploration of the interactions and relationships of animals and plants to the living (biotic) and nonliving (abiotic) components of their environment. Emphasis on ecosystem, community and population ecology, and their relationship to evolutionary biology. Includes laboratory. *Prerequisites: BIO 200, BIO 201.*

**BIO 351 Conservation Biology**

Conservation biology is the scientific study of the phenomena that affect the maintenance, loss and restoration of biological diversity while including aspects of ecology, environmental science, ethics, economics and politics. Emphasizes the impacts of human activity on various ecosystems with strategies for preserving and restoring global ecosystems. Laboratory included.

*Prerequisites: BIO 200, BIO 201, BIO 315.*

**BIO 352 Special Topics in Biology**

*.25 to 1.00 credit*

*See BIO 452.*

**BIO 353 Animal Behavior**

Animal behavior is the study of the biological basis of the activity patterns and mechanisms in animals in the context of evolutionary biology. The study

of animal behavior includes the examination of animal locomotion, communication, social behaviors and behavioral ecology. Laboratories include analyses of behavior patterns and mechanisms in the laboratory and field. Includes laboratory. *Prerequisites: BIO 200, BIO 201.*

### **BIO 355 Evolution of Vertebrates**

Evolution and diversification of the vertebrates examined through multiple perspectives including paleontology and modern zoology. Exploration of the cycle of speciation and extinction and major trends in vertebrate evolution, such as the transition of life onto land. Field trips and species identification. Includes laboratory. *Prerequisites: BIO 200, BIO 201.*

### **BIO 356 Evolution and Population Genetics**

The theory of evolution by natural selection with an emphasis on the genetics of populations, including adaptation, speciation and systematics. Includes laboratory. *Prerequisites: BIO 200, BIO 201, BIO 315.*

### **BIO 400 Scientific Terminology**

This course provides a systematic introduction to scientific terminology, the international language of the sciences. Students will acquire a working knowledge of Greek, Latin and modern roots, prefixes, suffixes and combining forms. Students will learn the principles of word analysis, construction and pronunciation, and will apply these concepts to reading scientific literature and writing scientific assignments. The course is designed for students interested in pursuing careers in biology, chemistry, physics, medicine or allied health sciences.

### **BIO 411 Behavioral Genetics**

A study of the genetic basis of complex behaviors. This course focuses on the genes and molecular mechanisms that influence normal and abnormal complex behaviors in animal models and examines complex behaviors of relevance to human health and disease. Advanced topics, new ideas and unsolved problems in behavioral genetics will be discussed by reading original research articles. Includes laboratory. *Prerequisites: BIO 200, BIO 201, BIO 315.*

### **BIO 413 Molecular Genetics**

Study of the structure and function of biological macromolecules, especially DNA and RNA, and manipulation of these macromolecules through modern molecular genetic techniques. Students will acquire hands-on experience in molecular genetic techniques by manipulating DNA extracted and/or amplified from prokaryotic and eukaryotic organisms. Includes laboratory. *Prerequisites: BIO 200, BIO 201, BIO 315.*

**BIO 430 Advanced Human Anatomy**

A detailed study of the microscopic and gross structure of the human body. Includes the study of cell and tissue structure, and a detailed study of gross body structure. Laboratories include a study of human cadavers, microscope slides and model human structures. Includes laboratory. *Prerequisites: BIO 200, BIO 201, BIO 315.*

**BIO 441 Plant Physiology**

Vascular plants from seed to death. Includes water relations, photosynthesis, respiration, growth, photoperiodic responses, nutrition and flowering. Includes laboratory. *Prerequisites: BIO 200, BIO 201, BIO 315.*

**BIO 442 Animal Physiology**

Addresses the principles that underlie function in humans and other animals. The course includes basic biological, chemical and physical processes in animal tissues, detailed consideration of organ systems, and an integrative approach to understanding how animals meet the demands placed upon them. Includes laboratory. *Prerequisites: BIO 200, BIO 201, BIO 315.*

**BIO 443 Advanced Cell Physiology**

Study of the structure, organization and function of cells individually and in their environment. Includes studies of membrane function, transport, communication, motility and related topics. Includes laboratory. *Prerequisites: BIO 200, BIO 201, BIO 315.*

**BIO 449 Pathophysiology**

Physiological basis and mechanisms of disease in humans using systems theory. Not applicable to biology major or minor. *Prerequisites: BIO 107 and 108, or BIO 442; and CHM 101 or CHM 211 and CHM 103 or equivalent.*

**BIO 451 Microbial Ecology**

Applied and environmental microbiology examining the role of microorganisms in biogeochemical cycling in nature, mechanisms of nutrient turnover, and evaluation of remediation possibilities. Emphasis on the inter-relatedness of ecology and microbiology and the essentiality of microorganisms in shaping global ecosystems. Field trips and sample collection. Includes laboratory. *Prerequisites: CHM 211, CHM 212, CHM 311, BIO 200, BIO 201, BIO 321 strongly recommended.*

**BIO 452 Special Topics in Biology**

*.50 to 1.00 credit*

Variable experiences in biology including international courses and study under outside organizations, e.g. ACCA, Field Museum of Natural History, Shedd Aquarium, Morton Arboretum, Chicago Academy of Sciences or individually designed programs. Grading optional. Includes laboratory or fieldwork.

*Prerequisite: biology major or departmental consent.*

**BIO 453 Systematics and Phylogenetics\***

Systematics is the study of the origins of biological diversity by reconstructing the relationships and patterns of evolutionary events that lead to the current distribution and diversity of life. This course will introduce the philosophical underpinnings and practical methods for phylogenetic inference. Both morphological and molecular based techniques will be addressed through the application of several phylogenetic tree-building programs using data sets of differing types. *Prerequisites: BIO 200, BIO 201, BIO 315.*

**BIO 454 Aquatic Ecosystems**

An exploration of life in water comparing and contrasting marine and freshwater systems. This course will focus on the integration of scientific disciplines (chemical, physical, biological) and across levels of biological organization, from genes to organisms to ecosystems. Emphasis on the organismal adaptations, ecological interactions and community structures that have evolved in response to living in the aquatic realm. *Prerequisites: BIO 220, BIO 201, BIO 315.*

**BIO 468 Biology Internship**

*.25 to .50 credit*

Provides selected biology students with an opportunity to obtain career experience through involvement with biology-related businesses, health care organizations, government agencies or institutions. Approved internships may meet the biology capstone requirement upon completion. Applications should be made early in the term preceding registration and are reviewed on the basis of grade-point average, faculty recommendations, professional progress and demonstrated interest. *Offered on a Pass/No Pass basis. Not repeatable for credit. Does not fulfill a requirement for an upper-level elective biology course for the major. Prerequisites: biology major, BIO 200, BIO 201, junior or senior standing, and GPA of 2.5 or higher.*

**BIO 475 Research Proposal Writing***.25 credit*

Preparation and formalization of a research proposal under the guidance of a faculty member. Students will conduct extensive literature review on the proposed subject. *Prerequisite: consent of faculty member.*

**BIO 492 Independent Research***.50 credit*

Student-originated, faculty-guided investigations for majors or minors in biology. This research will build upon previous coursework taken within the major or minor, and a final research paper is required. Course fulfills the prerequisite for BIO 498 Capstone Seminar. *Repeatable for credit. Prerequisites: junior or senior standing and consent of the faculty member.*

**BIO 493 Research Experiential Learning***.25 credit*

Provides an opportunity for students wishing to earn their experiential learning credit through an independent research project involving off-campus constituencies. *Must be taken concurrently with BIO 492 or BIO 495.*

**BIO 495 Honors Independent Research***.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of biology, culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. This course fulfills the prerequisite for BIO 498 Capstone Seminar. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

**BIO 498/HST 498 Capstone Seminar***.50 credit*

A course required of all majors in the Department of Biology. In addition to journal article discussions, students will summarize and share their research experiences in a professional presentation suitable for scientific meetings or conferences. The presentation will provide evidence of what the student has learned as a biology major in terms of knowledge, skills and insights. To be taken in the first or second term of the senior year. *Prerequisites: senior standing and successful completion of all three biology category courses (C, O and P) or one term of BIO 492/495, or be in 3rd year of the HST major.*

# Business

**T**he Department of Business is dedicated to preparing its students for successful careers in a global economy characterized by complex issues, ambiguity and change. A key belief underlying the department's programs is that success in business generally depends on specialized skills; awareness and understanding beyond a field of specialization; and such personal attributes as leadership skills, adaptability, healthy self-esteem, competency in problem solving and the ability to communicate effectively.

The department affords the opportunity for each student to develop these skills, perspectives and personal attributes, recognizing that students come to the program with different needs and expectations. The department draws on the liberal arts heritage and resources of Elmhurst College to fulfill its mission. The department maintains close ties with the business community to ensure that its programs are viable and relevant in a dynamic business environment.

The Department of Business also offers several programs for graduate students, including degree programs in business administration, project management and supply chain management. Please refer to the Graduate Study section of this catalog.

## Faculty

Gary S. Wilson, *Chair*; Juan Carlos Barerra, Lawrence B. Carroll, M. Kelly Cunningham, Harold Dahlstrand, Bruce Fischer, Brian Hoffmann, Kathleen Rust, Soni Simpson, Sherry Smoak, Roby Thomas, Joan Vilim, Siaw-Peng Wan, John White, Shaheen Wolff

**Learning Goals**

The goals of the Department of Business are for students to develop:

**Basic Skills and Theoretical Foundations**

- Basic knowledge and skills in business and business-related areas that are widely transferable and that serve as a foundation for lifelong professional development;
- Ability to interpret numerical data and solve problems using quantitative methods;
- Ability to view business operations conceptually;
- Computer literacy with a focus on applications;
- Commitment to the development of cultural and intercultural competence to enhance the knowledge, attitude, skills and protocols an individual will need to work effectively in a global and diverse business environment.

**Social Skills**

- Preparation for and appreciation of the need for and the value of continuing study and learning;
- An appreciation or understanding of the ethical and societal implications of decision making;
- Ability to behave with professional and ethical standards.

**Problem-Solving Skills**

- Ability to apply theories, methods and frameworks to the analysis of issues and problems;
- Ability to integrate theories, methods and frameworks of business and economics disciplines to analyze issues and problems;
- Ability to conduct cogent problem-solving analysis;
- Ability to think critically.

**Communication Skills**

- Ability to communicate effectively in writing and speaking;
- Ability to prepare and present a well-organized and systematically researched project or paper;
- Effective interpersonal skills;
- Ability to analyze, paraphrase and draw inferences from written material.

**Requirements for a Major in Business Administration****The Core Curriculum:**

The Core Curriculum by itself leads to a major in business administration.

BUS 230 Principles of Marketing  
BUS 250 Management Theory and  
Practice

BUS 261 Financial Accounting  
BUS 262 Management Accounting



BUS 271 Introduction to Global Business  
 BUS 340 Business Finance  
 BUS 456 Strategic Management in the Global Environment  
 ECO 210 Introduction to Microeconomics

ECO 211 Introduction to Macroeconomics  
 MTH 126 Analysis for Social Sciences or MTH 151 Calculus I  
 MTH 345 Elementary Statistics

*A minimum grade of C or better in the business core as well as in a special field major is required for graduation.*

### **Requirements for a Minor in Business Administration**

BUS 230 Principles of Marketing  
 BUS 250 Management Theory and Practice  
 BUS 263 Accounting and Financial Management for Non-Business Majors

ECO 210 Introduction to Microeconomics  
 ECO 211 Introduction to Macroeconomics

*A minimum grade of C or better is required in all courses taken for a minor in business administration.*

### **Requirements for Special Field Majors**

Students who wish to develop their interest in a specific field may choose a specialized major in one of the functional areas of business described below. The Core Curriculum is required for all students seeking a specialized business major with variations as specified. Students declaring a second major within the Department of Business can count less than one-half of the units of business specialty credit for the second business major.

### **Requirements for a Major in Accounting**

The four-year undergraduate accounting program requires the business Core Curriculum and seven additional courses. The undergraduate program requires 32 credits, or 128 semester hours. Students are required to complete 150 semester hours of college credit to be eligible to sit for the Certified Public Accounting (CPA) examination. To meet the 150-hour requirement, a student can finish the four-year undergraduate program and then take additional undergraduate courses from the recommended list to accumulate 150 semester hours. Students choosing to take 150 semester hours at the undergraduate

level should work closely with their advisor to select the most appropriate set of courses that meets their needs.

As of July 1, 2013, CPA candidates must complete these additional requirements: two semester hours of research and analysis in accounting, two semester hours of business communications and three semester hours of business ethics. Students can complete these requirements by completing designated courses at the undergraduate level at Elmhurst College.

A student specializing in accounting must take the following courses with a minimum grade of C in addition to the core curriculum.

#### **Required**

The Core Curriculum	BUS 366 Accounting Information Systems
BUS 361 Intermediate Accounting I	BUS 462 Income Taxation I
BUS 362 Intermediate Accounting II	BUS 466 Auditing
BUS 360 Cost Accounting	
BUS 365 Business Law	

#### **Recommended Additional Courses**

BUS 350 Cultural Diversity in Organizations	COM 319 Business and Professional Communication
BUS 441 Corporate Finance	ECO 414 Microeconomics
BUS 470 Seminar in Special Topics	ECO 416 Macroeconomics
BUS 492 Independent Study	PHL 310 Ethics and Business
COM 315 Intercultural Communication	

#### **Requirements for a Major in Finance**

A student specializing in finance must complete the business Core Curriculum, BUS 340 Business Finance and five additional courses in the following manner.

#### **Required**

BUS 441 Corporate Finance	BUS 444 Financial Institutions
BUS 442 Investment Theory and Portfolio Management	

#### **Electives: Two Courses Required**

BUS 310 Business Analysis Using Microsoft Excel	BUS 440 Personal Investment Management
BUS 361 Intermediate Accounting I	BUS 468 Internship (in Finance)
BUS 362 Intermediate Accounting II	BUS 470 Seminar in Special Topics
BUS 376 International Finance	BUS 492 Independent Study

ECO 314 International Economics  
 ECO 410 Money and Banking

### Recommended Electives

Students majoring in finance should consider the following electives:

COM 213 Public Speaking                      COM 319 Business and Professional  
 Communication

Students planning to pursue a career as a financial analyst (or in the area of corporate finance) should consider taking the following electives:

BUS 361 Intermediate Accounting I      BUS 362 Intermediate Accounting II

### Requirements for a Major in International Business

The international business major is an interdisciplinary degree administered by the Department of Business that combines courses in business, economics, foreign language and other areas to assure students adequate preparation for positions with global corporations, banks, government and other international organizations. Students selecting this major should work closely with their advisors. Students must take the following courses in addition to the Core.

#### Required

BUS 375 International Marketing                      ECO 314 International Economics  
 BUS 376 International Finance                      or ECO 316 Comparative Economic  
 Systems

#### Electives: Two Courses Required

BUS 310 Business Analysis Using Microsoft Excel	BUS 490 International Business Travel/Study or International Travel/ Study courses as designated from any major
ECO 314 International Economics (if not taken as a requirement)	BUS 492 Independent Study
ECO 316 Comparative Economic Systems (if not taken as a require- ment)	BUS 350 Cultural Diversity in Organizations
BUS 468 Internship in International Business	COM 315 Intercultural Communication
BUS 470 Seminar in Special Topics	PHL 310 Ethics and Business

#### Foreign Language Requirement

Knowledge of foreign languages and cultures is an important aspect of the international business major. International business majors are required to demonstrate a competency in a foreign language equivalent to a 300-level

course in a foreign language. Fulfillment of this requirement is subject to the approval of the chair of the Department of Business.

### **International Studies**

Variable credit will be awarded for foreign-based study as part of the international business major. Students are strongly encouraged to pursue some form of foreign-based study as part of the international learning experience. It is highly recommended that a student consult with the chair of the Department of Business prior to making arrangements to discuss the various study-abroad options.

### **Requirements for a Department of Business Major with an Accompanying International Business Minor**

Courses in addition to the business administration Core and Department of Business subject major requirements for a minor in international business would include the following:

ECO 314 International Economics or ECO 316 Comparative Economic Systems	BUS 375 International Marketing BUS 376 International Finance
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*Note: Majors in non-business department areas, such as political science or geography, who wish to have a concentration in international business, will need to take specific Department of Business required prerequisites equivalent to a minor in business administration.*

### **Requirements for a Major in Logistics and Supply Chain Management**

A student majoring in logistics and supply chain management must complete five courses in the following manner in addition to the Core Curriculum.

#### **Required**

BUS 301 Introduction to Logistics and Supply Chain Management	BUS 303 Supply Chain Management II: Manufacturing, Distribution and Downstream Supply Chain Manage- ment
BUS 302 Supply Chain Management I: Purchasing, Inventory Planning and Upstream Supply Chain Management	BUS 402 Global Business Process Management

**Electives: One Course Required**

BUS 310 Business Analysis Using

Microsoft Excel

BUS 331 Sales

BUS 350 Cultural Diversity in  
OrganizationsBUS 355 Negotiations: Theory and  
Practice

BUS 365 Business Law

BUS 468 Internship

BUS 470 Seminar in Special Topics

BUS 492 Independent Study

ECO 314 International Economics

GEO 207 Introduction to Spatial  
Thinking**Minor in Geographic Information Systems (GIS) and Geosciences**

As the marketplace continues its global trend, logistics and transportation management majors will find a minor in geographic information systems and geosciences a useful complement to their basic business core and logistics curriculum. Minors are required to complete GEO 207, GEO 308 and GEO 309, IS 100 and IS 200.

**Minor in Intercultural Studies with a Focus in a Business Area**

See the Department of Business intercultural studies advisors.

**Requirements for a Major in Management**

A student majoring in management must complete the business Core and five additional courses in one of the following four areas of specialization:

- Entrepreneurship
- Human Resource Management
- Operations Management
- General Management

**Entrepreneurship***Required*

BUS 352 Entrepreneurship

BUS 453 Organization Behavior

*And three of the following courses:*BUS 310 Business Analysis Using  
Microsoft Excel

BUS 331 Sales

BUS 336 Market Research

BUS 350 Cultural Diversity in  
OrganizationsBUS 355 Negotiations: Theory and  
Practice

BUS 365 Business Law

BUS 405 Proseminar on the  
Management of Innovation

BUS 454 Leadership

BUS 468 Internship

BUS 470 Seminar in Special Topics

BUS 492 Independent Study

**Human Resource Management**

*Required*

BUS 354 Human Resource Management

BUS 453 Organization Behavior

*And three of the following courses:*

BUS 310 Business Analysis Using Microsoft Excel

BUS 405 Proseminar on the Management of Innovation

BUS 350 Cultural Diversity in Organizations

BUS 454 Leadership

BUS 355 Negotiations: Theory and Practice

BUS 457 Compensation Management

BUS 365 Business Law

BUS 468 Internship

BUS 470 Seminar in Special Topics

BUS 492 Independent Study

**Operations Management**

*Required*

BUS 356 Operations Management

BUS 301 Introduction to Logistics and Supply Chain Management

*And three of the following courses:*

BUS 310 Business Analysis Using Microsoft Excel

BUS 365 Business Law

BUS 350 Cultural Diversity in Organizations

BUS 405 Proseminar on the Management of Innovation

BUS 354 Human Resource Management

BUS 453 Organization Behavior

BUS 355 Negotiations: Theory and Practice

BUS 454 Leadership

BUS 468 Internship

BUS 360 Cost Accounting

BUS 470 Seminar in Special Topics

BUS 492 Independent Study

**General Management**

*Required*

BUS 354 Human Resource Management

BUS 453 Organization Behavior

*And three of the following courses:*

BUS 301 Introduction to Logistics and Supply Chain Management

BUS 350 Cultural Diversity in Organizations

BUS 310 Business Analysis Using Microsoft Excel

BUS 352 Entrepreneurship

BUS 355 Negotiations: Theory and Practice

BUS 365 Business Law  
 BUS 405 Proseminar on the  
 Management of Innovation  
 BUS 454 Leadership  
 BUS 457 Compensation Management

BUS 468 Internship  
 BUS 470 Seminar in Special Topics  
 BUS 491 Small Business Study  
 BUS 492 Independent Study

### Requirements for a Major in Marketing

A student majoring in marketing must complete the business Core plus five additional courses in either of the two areas of specialization: marketing management or marketing research.

#### Marketing Management

A student specializing in marketing management must complete BUS 430 Marketing Management and four of the following courses:

BUS 301 Introduction to Supply  
 Chain Management  
 BUS 331 Sales  
 BUS 332 Retail Management  
 BUS 334 Advertising  
 BUS 335 Consumer Behavior  
 BUS 336 Marketing Research  
 BUS 352 Entrepreneurship

BUS 375 International Business  
 BUS 405 Proseminar on the  
 Management of Innovation  
 BUS 468 Internship  
 BUS 470 Seminar in Special Topics  
 BUS 492 Independent Study

#### Marketing Research

A student specializing in marketing research must complete BUS 430 Marketing Management and the four following required courses:

BUS 335 Consumer Behavior  
 BUS 336 Marketing Research  
 BUS 468 Internship: Marketing  
 Research (senior year or consent of  
 the chair, Department of Business)

BUS 492 Independent Study: Final  
 Market Research Project (senior year  
 or consent of the chair, Department  
 of Business)

### Course Offerings

#### BUS 230 Principles of Marketing

A study of the functional aspects of marketing, the operations of our marketing systems and methods by which marketing decisions are made. Emphasis on strategy development through the application of sound marketing principles.

**BUS 250 Management Theory and Practice**

This course combines a survey of the foundations of management theory and practice with a strong experiential component and an emphasis on skills development. Students will work on both written and oral expression and creative thinking as well as team skills and team development issues. The class is highly interactive. Subjects include planning, motivation, leadership, communication, decision making and problem solving, ethics, groups and teams, organizational change and politics.

**BUS 261 Financial Accounting**

Principles of accounting theory and practice involving the study of the accounting cycle, and preparation and analysis of financial statements.

*Prerequisite: competency by placement test at the MTH 111 level.*

**BUS 262 Management Accounting**

A study of the use of accounting as a basis for intelligent business decisions in planning and control. The mechanics and details of accumulating data are de-emphasized and the application stressed. *Prerequisites: MTH 126 or higher, BUS 261 or consent of instructor.*

**BUS 263 Accounting and Financial Management for Non-Business Majors**

A study of the basic concepts of accounting and financial management and their applications to business processes, business analysis and business decisions. This course is not open to majors in business. It is open to students who plan to minor in business administration.

**BUS 271 Introduction to Global Business**

This course is designed to provide a basic understanding of the various facets of international business. Starting with basic trade theories, it covers the mechanics of the foreign exchange market, international finance and accounting, marketing, cultural differences, and management strategy under the international environment, organizational structure and practices of the multinational company and international institutional arrangements. The course is taught using state-of-the-art techniques with discussions on current economic and business problems.

**BUS 301 Introduction to Logistics and Supply Chain Management**

This course provides an introduction to the planning and execution of all activities involved in the upstream and downstream aspects of a firm's supply chain. Upstream activities include, but are not limited to, sourcing and procurement, capacity planning, production operations, and related logistics activities. Downstream activities include, but are not limited to, distribution,



transportation, product delivery and customer service, and demand forecasting. The emphasis is on collaboration and coordination with all players in a firm's supply chain. Special emphasis is placed on the functional areas of logistics such as customer service, transportation, inventory control, warehousing and packaging. *Fall Term, evening; Spring Term, day.*

### **BUS 302 Supply Chain Management I: Purchasing, Inventory Planning and Upstream Supply Chain Management**

This course provides a survey of the principal processes in upstream operations of an organization and their interfaces to each other and to other processes. In the area of purchasing, the course covers the fundamentals of sourcing, procurement and inbound logistics, including warehousing and transportation and supplier management. Key elements of this course include inventory management, production planning, scheduling of operations, material handling, quality assurance, safety and related topics. *Prerequisite: BUS 301. Fall Term, evening.*

### **BUS 303 Supply Chain Management II: Manufacturing, Distribution and Downstream Supply Chain Management**

This course provides planning and analysis of the principal processes in the downstream operations of an organization and their interfaces to each other and to other business processes. This course focuses on sales and operations planning processes, including demand forecasting methods and how these drive production planning and procurement, manufacturing operational decisions including outsourcing, warehousing and distribution of products including logistics and transportation, product delivery and customer service and reverse logistics. *Prerequisite: BUS 301. Spring Term, evening.*

### **BUS 310 Analysis Using Microsoft Excel**

In today's business environment, it has become increasingly important for individuals to develop the ability to use Microsoft Excel to perform complex analysis for decision-making purposes. This course is designed to help students develop a number of Excel-based skills to perform a variety of business-related analyses. This is a hands-on, problem-based course in which students will learn a variety of Excel tools by working on a number of case studies. *Fall Term.*

### **BUS 331 Sales**

Basic concepts, processes and techniques of selling including customer analysis, effective communications, handling objections and developing customer satisfaction. Preparation of actual sales presentations by each student. Emphasis is on business-to-business selling. *Prerequisite: BUS 230. Fall Term; alternating day and evening.*

**BUS 332 Retailing Management**

A study of types of retail institutions, organizations, store location, buying and merchandising techniques, advertising and sales promotion, and inventory control. *Prerequisite: BUS 230. Fall Term, day; Spring Term, evening.*

**BUS 334 Advertising**

Social, economic and legal aspects of advertising. Emphasis on advertising as a communications tool with practical applications of theory to specific problems. Strategy and tactics of management decision making regarding advertising, with a focus on the mass selling techniques relative to campaign development, including evaluation of effectiveness. *Prerequisite: BUS 230. Spring Term, day; Fall Term, evening.*

**BUS 335 Consumer Behavior**

The analysis and interpretation of consumer buying behavior, stressing the contributions of psychology and economic and sociocultural influences. Students will examine contemporary models of consumer behavior, emphasizing the relationship of behavioral science theory to marketing management decision making. *Prerequisite: BUS 230. Fall Term, evening; Spring Term, day.*

**BUS 336 Marketing Research**

A study of research methods and the collection and use of internal and external information for analysis and decision making in marketing problems. *Prerequisites: BUS 230 and MTH 345. Fall Term, day; Spring Term, evening.*

**BUS 340 Business Finance**

Principles underlying the financial management of a business enterprise. Among the topics discussed are financial analysis and planning, working capital management and basic capital budgeting. *Prerequisites: BUS 261, ECO 0 in spreadsheet software required; consent of instructor.*

**BUS 350 Cultural Diversity in Organizations**

This course examines the nature and role of culture and diversity in the workplace, ways to manage diversity in the workplace, the implications of diversity for business operations and understanding of differences in light of globalization of the world's economy. *Prerequisite: sophomore standing or consent of the instructor.*

**BUS 352 Entrepreneurship**

This class offers students a broad overview of entrepreneurship from a historical and current perspective. Students will learn about important tools and develop skills necessary to create and grow a new business. Students will create a new venture business plan, consider ways to finance the new venture and establish a plan for growth. Upon completion of the course students will have gained general knowledge of new business development. *No prerequisite. Open to all students.*

### **BUS 353 Managerial Development for Women**

*.50 credit*

A study of management issues and theories and the special problems and approaches that are required of women in a typical organizational setting. Emphasis on skill building, particularly in the areas of leadership and effective communication. *Prerequisite: BUS 250.*

### **BUS 354 Human Resource Management**

Examines human resource policies including staffing, training, job analysis and evaluation, compensation, employee development, union relations and government requirements. *Prerequisite: BUS 250. Fall Term.*

### **BUS 355 Negotiations: Theory and Practice**

This course examines the structure, process and nature of negotiations through experiential methods to (1) develop an understanding of negotiation models, strategies, conflict resolution, communications styles, situational analysis and elements of power and influence; and (2) develop negotiation skills. *Prerequisite: junior or senior standing or consent of instructor. Spring Term, January Term.*

### **BUS 356 Operations Management**

Operations management covers the broad range of activities performed in the production of a good or service. It covers scheduling, forecasting, inventory control, purchasing, quality control, work measurement, methods improvement, layout, material handling, safety, facilities planning, operations strategy and project management. The course examines the management of the functional area in the organization that either produces a product or provides a service. Since most employees of an organization are in the operations area, the course includes discussion of ways to develop and coach employees to achieve their best results. *Prerequisite: BUS 250 or consent of instructor. Spring Term, evening.*

### **BUS 360 Cost Accounting**

This course addresses the financial, non-financial and ethical dimensions of managerial decision making. Topics include cost behavior, cost-volume-profit analysis, cost systems, budgeting and control, and activity-based costing. Emphasis is on the interpretation and use of accounting information rather than its creation and accumulation. *Prerequisites: BUS 261, 262, MTH 126 or higher. Fall Term, evening; Spring Term, day.*

**BUS 361 Intermediate Accounting I**

Theory and analysis of valuation applied to assets and current and noncurrent liabilities of the balance sheet and to the related revenue and expenses for income determination. *Prerequisites: BUS 261 and 262.*

**BUS 362 Intermediate Accounting II**

Theory and analysis of valuation applied to corporate equity accounts and to the related revenue and expenses for income determination. Study of income tax allocation, leases and cash flow statement. *Prerequisite: BUS 361. Fall Term, evening; Spring Term, day.*

**BUS 365 Business Law**

Legal problems confronting people in their relationships with the business world. Subjects include contracts, agency, employment, negotiable instruments, real and personal property, bailments and sales.

**BUS 366 Accounting Information Systems**

The use of information technology will be studied as an enabler of organization activities and objectives, rather than as the major focus of study. Topics covered include the role and purpose of accounting information systems in an organization; the evolution of accounting information system architecture; business processes, organization risk and controls; and specific business processes including the sales/collection process, the acquisition/payment process, the payroll process and the financing process. *Prerequisites: BUS 261 and 262. Fall Term, evening; Spring Term, evening.*

**BUS 371 Personal Financial Management I**

*.25 credit*

This seminar offers information on how to budget, plan and repay financial aid and how to manage your credit. *Open to all students. Fall Term.*

**BUS 372 Personal Financial Management II**

*.25 credit*

This seminar offers information on tax preparation, benefits, life insurance and investments. *Open to all students. Spring Term.*

### **BUS 375 International Marketing**

This course focuses on aspects of marketing in the world of international business. Different market and distribution systems in various countries are explored as well as the social and economic factors in international markets. Students will analyze the organization of trade channels in various cultures, typical government policies toward international trade in countries at different stages of development, and international marketing research and advertising. *Prerequisites: BUS 230, 250, 271. Fall Term, evening.*

### **BUS 376 International Finance**

With the rapid globalization of the world economy, management decisions are greatly influenced by variables such as exchange rate policies, trade policies, international accounting standards, etc. The goal of this course is to help students understand how the managers of a firm function in this increasingly uncertain environment. This course will focus on four main areas of international finance and accounting: 1) exchange rate risk management, 2) international finance decisions, 3) international accounting standards and 4) accounting for international transactions. *Prerequisites: ECO 210, 211. Prerequisite or co-requisite: BUS 340. Spring Term.*

### **BUS 402 Global Business Process Management**

This course provides approaches to modifying, restructuring or re-engineering existing business processes and developing new processes to improve business performance. Key topics include: process mapping, process measurement, creating and managing global process redesign teams, evaluating and managing business process outsourcing, project management and reporting to executive management for decision-making. Hands-on experience with software and other tools will be an integral part of the course. *Prerequisites: BUS 250 and BUS 271. Spring Term, evening.*

### **BUS 405 Proseminar on the Management of Innovation**

This course addresses the question of how successful business managers promote innovation in their organizations. The course will cover the innovation process from ideation through implementation. A class project is used to develop creative and implementation skills such as brainstorming, managing change, project management and experimentation. A main emphasis in the

course is placed on the development of the management skills necessary to help employees in any functional area become innovative. *Even years.*

#### **BUS 430 Marketing Management**

A capstone course stressing the application of decision-making approaches in marketing management. Cases are used in studying problems encountered in planning, executing and controlling marketing strategy. Topics include analysis of buyer behavior, advertising and sales promotion, pricing, channel selection and product policies. *Prerequisites: major in marketing and senior standing. Fall Term, evening; Spring Term, day.*

#### **BUS 440 Personal Investment Management**

This course is designed to help students gain a better understanding of the basic theories, instruments, environments and practical techniques associated with personal investment. Upon completion of this course, students will be better prepared to make sound personal investment decisions. *Prerequisite: junior or senior standing. Fall Term, alternate years.*

#### **BUS 441 Corporate Finance**

This course is designed to examine the ways financial managers make their decisions at the corporate level. The course will focus on studying the decision-making process regarding cost of capital, capital budgeting, cash flow analysis, capital structure and other financial decisions. *Prerequisite: BUS 340. Fall Term.*

#### **BUS 442 Investment Theory and Portfolio Management**

This course is designed to study a number of theories that form the foundation of sound investment decisions. The course will focus on the portfolio theory, various asset pricing models (such as CAPM and APT) and the efficient market hypothesis. In addition, the course will look at several issues related to portfolio management, such as bond portfolio management strategies, equity portfolio management strategies and the evaluation of portfolio performance. *Prerequisite or co-requisite: BUS 340; recommended BUS 440. Spring Term.*

#### **BUS 444 Financial Institutions**

A study of management of financial institutions, their regulations, investment practices and risk levels. Primary focus is on depository financial institutions. *Prerequisite: BUS 340. Fall Term.*

**BUS 453 Organization Behavior**

Course explores human behavior in organizations, using a “micro”-level focus to investigate issues affecting individual behavior, interpersonal relations, groups and organizations. Students work in a variety of small groups and participate in experiential learning. *Prerequisite: BUS 250. Spring Term.*

**BUS 454 Leadership**

An examination of various leadership, managerial and administrative concepts and philosophies. The course places emphasis on the development of attitudes and values appropriate to professional management. The course uses an action learning approach to integrate the various theories and concepts presented. *Prerequisite: BUS 250 or consent of the instructor. Spring Term.*

**BUS 456 Strategic Management in the Global Environment**

This capstone course focuses on the management of organizations in today’s global environment. Emphasis is placed on the understanding of business strategy and how it is formulated, implemented and analyzed. Group decision making, case analysis and simulation are integral to the learning process. The class culminates with group presentations on the strategy developed and executed as part of the strategy game. *Prerequisite: all business core courses.*

**BUS 457 Compensation Management**

This course covers compensation policies and practices and their relation to organizational effectiveness and employee satisfaction. Students examine job analysis, job evaluation, benefits evaluation and total compensation packages, and review relevant legislation. *Prerequisites: BUS 250 and 354.*

**BUS 458 Management and Society**

This course studies the interrelationship between the business community and society, including corporate social responsibility, stakeholder relationships, business ethics and environmental sustainability. Students address real-life business issues through analysis of case studies in corporate social policy and class debates.

**BUS 462 Income Taxation I**

A study of the legal and accounting aspects of the federal tax on incomes. Emphasis is on specific problems through actual preparation of individual, partnership and corporate returns using current tax forms. *Prerequisite: BUS 362 or consent of instructor. Fall Term.*

**BUS 466 Auditing**

Auditing theory and procedures for use both in private and public accounting. Emphasis on internal control, generally accepted auditing standards, ethics of professional accounting, practical working techniques and reports.

*Prerequisites: BUS 362. Fall Term, evening; Spring Term, evening.*

**BUS 468 Internship**

*.50, 1.00 or 1.5 credit*

Provides selected business students with controlled, on-the-job experience with businesses, government agencies or institutions. May be taken during the regular term with part-time employment of 7 to 13 hours weekly for .50 credit, 14 to 17 hours weekly for 1.00 credit, 18 to 20 hours weekly for 1.50 credit, or during Summer Term with 36 to 40 hours per week. Applications should be made early in the term preceding registration and are reviewed on the basis of academic grade-point average, faculty recommendations, professional progress and demonstrated interest. Junior or senior standing with a cumulative grade-point average of 2.5. *Pass/No Pass grading. May be repeated for credit. Prerequisite: approval of the Department of Business Internship Coordinator. Each term.*

**BUS 469 Department of Business Mentoring**

*.25 credit*

Provides career exposure for junior and senior business majors. Students meet in small groups with a professional in a business field of interest and complete tasks to learn more about a potential career and the qualities leading to success. Tasks include resume preparation, job shadowing, networking and interviewing. *May be repeated for credit. Students must apply before the mid-September deadline. Course begins in the Fall Term, and P/NP credit is earned in the Spring Term.*

**BUS 470 Seminar in Special Topics**

An opportunity for faculty and students to study topics of current and unique importance that are not contained in the general curriculum. Topics vary on the basis of interest expressed by students and faculty and include workshops on personal finance. Depending on the topic, consent of instructor may be required, and grading options will vary. Consult appropriate term course schedules for prerequisites and grading options. *Open to all college majors. May be repeated for credit.*



**BUS 492 Independent Study**

For senior students who wish to pursue additional study of topics developed in other business courses. The precise format is determined by the nature of the topic, student ability and the instructor with the approval of the director. A limited number of students are accepted on the basis of academic grade-point average, faculty recommendation, professional progress and demonstrated interest. Repeatable under special circumstances to a maximum credit of two courses. *Prerequisites: major within the Department of Business, senior standing and consent of the chair. Upon request.*

**BUS 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of business, culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

# Chemistry and Biochemistry

**T**he majors in chemistry and biochemistry are designed to prepare students with varying career goals. Students graduating with a major in chemistry or biochemistry are prepared to enter graduate school, begin or continue work in an industrial or government research laboratory, teach science at the secondary-school level, or begin further education in a health-related field such as medicine, pharmacy, dentistry or veterinary science. The Department of Chemistry and Biochemistry also offers courses that support other majors, such as biology and nursing, and courses that meet the Integrated Curriculum requirements.

Students may choose from several major options, each beginning with a set of foundational courses, then allowing for different advanced courses to address different career goals. The chemistry major has the broadest scope, because it allows you the greatest possible choice of advanced course electives. Beginning with the fundamentals and progressing to advanced studies of both theoretical and applied chemistry, you'll be able to tailor a curriculum that suits your personal goals. The major in chemistry with American Chemical Society (ACS) approval specifies advanced courses that are considered to be good preparation for graduate school. The major in biochemistry is an interdisciplinary major and is excellent at preparing students for entry into the biochemical field or entry into health-related professional fields such as medicine, pharmacy, dentistry or veterinary medicine. Students interested in secondary-school teaching are served by the major in chemistry with secondary licensure. Students may also choose a minor in chemistry to support another major.

Chemistry majors receive hands-on training with modern instrumentation. Undergraduate research is integrated into the major, along with professional skills such as oral communication, information fluency and technical proficiency.

Chemistry faculty work closely with students to advise them on the appropriate major to consider, the sequence of courses in which to enroll, aspects of career planning, and obtaining meaningful employment.

A major in chemistry or biochemistry is also an excellent beginning for further study and careers in fields that utilize chemistry. Examples include environmental studies, law, business (chemical, pharmaceutical and petroleum-related companies), technical writing and editing, and scientific information retrieval.

### Faculty

Michelle S. Applebee, *Chair*; Ami D. Johanson, Kimberly A. Lawler-Sagarin, Eugene N. Losey, Colleen Munro-Leighton

### Requirements for All Majors and Minors

All programs (majors and minors) offered by the department require grades of C- or better for CHM 211, CHM 212, CHM 220, CHM 221, CHM 311 and CHM 312 to count toward the major or minor if taken at Elmhurst College. A cumulative GPA of 2.0 for CHM classes must also be met.

Chemistry courses with a minimum grade of C and taken within the past 10 years may be transferred into the department.

### Core Curriculum for the Majors in Chemistry

The Core Curriculum is a set of courses required for both majors in chemistry and includes: CHM 211, 212, 221, 311, 312, 412, 413 and our capstone sequence: 494, 497, 498 and 499. Students with strong backgrounds in chemistry and mathematics may substitute CHM 220 for CHM 211 plus CHM 212. Mathematics through MTH 152 and PHY 121, 122 are pre- or co-requisites for CHM 412.

### Core Curriculum

CHM 211, 212 (or equivalent) Chemical Principles I and II or CHM 220 Advanced Chemical Principles	CHM 412 Physical Chemistry: Quantum Mechanics and Spectroscopy
CHM 221 Analytical Chemistry	CHM 413 Physical Chemistry: Thermodynamics, Kinetics and Statistical Mechanics
CHM 311, 312 Organic Chemistry I and II	

CHM 494 Independent Research  
(.50 credit)

CHM 496, 499 Chemistry Research  
Seminar I and II (.25 credit each)

CHM 497, 498 Chemistry Literature  
Seminar I and II (.25 credit each)

MTH 151, 152 Calculus I and II

PHY 121, 122 General Physics I and II

### Recommended Courses

Depending on your career goals,  
faculty will assist you in selecting  
classes to enhance your education.

Common suggestions include: Math  
classes beyond MTH 152, CS 220  
and BIO 200.

### Major in Chemistry

#### Requirements

Core Curriculum

CHM 422-426 Chemical Instrumentation  
(0.25 course credit each)

Three additional course credits of  
CHM courses at the 300/400 level

### Major in Chemistry with ACS Approval

The department is approved by the American Chemical Society Committee on Professional Training. For a student to receive approval, the following courses must be taken:

#### Requirements

Core Curriculum

CHM 315 Introduction to  
Biochemistry

CHM 422-426 Chemical Instrumentation  
(0.25 course credits each)

CHM 432 Advanced Inorganic  
Chemistry

**A total of two courses credits from the following:**

CHM 313, CHM 316, CHM 414 or  
CHM 460

Any advanced physics course with  
MTH 152 Calculus II prerequisite

Any advanced math course with  
MTH 152 Calculus II prerequisite

### Major in Biochemistry

This interdisciplinary course of study serves those students intending to pursue careers in biochemistry, pharmacy, human and veterinary medicine, food and agricultural chemistry, and medical technology, as well as numerous other professional health-related areas.

#### Requirements

CHM 211, 212 (or equivalent) Chemical  
Principles I and II or CHM 220  
Advanced Chemical Principles

CHM 221 Analytical Chemistry  
CHM 311, 312 Organic Chemistry I  
and II

*requirements continued on next page*

CHM 315 Introduction to Biochemistry	Seminar I and II (.25 credit each)
CHM 316 Intermediate Biochemistry	CHM 497, 498 Chemistry Literature
CHM 412 Physical Chemistry: Quantum Mechanics and Spectroscopy	Seminar I and II (.25 credit each)
CHM 413 Physical Chemistry: Thermodynamics, Kinetics and Statistical Mechanics	MTH 151, 152 Calculus I and II
CHM 423 Chemical Instrumentation: X-Ray/UV-Vis/AA (.25 credit)	PHY 121, 122 General Physics I and II
CHM 425 Chemical Instrumentation LC/HPLC (.25 credit)	BIO 200 General Biology I
CHM 494 Independent Research (.50 credit)	BIO 201 General Biology II
CHM 496, 499 Chemistry Research	Plus either:
	BIO 107 Anatomy and Physiology I and
	BIO 108 Anatomy and Physiology II
	or BIO 315 Genetics

### Recommended

Depending on your career goals, faculty will assist you in selecting classes to enhance your education. Common suggestions include: prerequisite courses for professional programs, math classes beyond MTH 152 Calculus II, CS 220 Computer Science, BIO 413 Molecular Genetics.

### Licensure for Secondary Teaching

A student may qualify for licensure as a secondary-school chemistry teacher. The student should maintain close contact with both the chemistry and biochemistry and education departments to assure completion of major requirements and requirements for teacher licensure by the State of Illinois.

### Chemistry Requirements

Major in chemistry (*see previous listing*); plus BIO 200 or 201.

### Education Requirements

EDU 104 Cultural Foundations of Education in the United States	SEC 223 Education of PK-12 Learners with Exceptionalities
EDU 360 The Middle School: History, Philosophy, Organizational Structure and Best Practices ( <i>Recommended</i> )	SEC 300 Portfolio Synthesis Seminar I (.25 credit)
PSY 210 Introduction to Psychological Science	SEC 311 Educational Psychology
SEC 200 Introduction to Teacher Education (.25 credit)	SEC 321 Content Area Reading in Secondary and Middle Schools (.50 credit)
	SEC 370 Portfolio Synthesis Seminar II (.25 credit)

SEC 410 Principles and Procedures in Middle and Secondary Education  
 SEC 455 Student Teaching in Secondary and Middle School  
 SEC 463 Natural Science: Special Methods (*Fall Term only*)

Students are required to pass the Test of Academic Proficiency (TAP) to be admitted to the secondary licensure program, the state content area test in science (with a chemistry designation) prior to student teaching and the Teacher Performance Assessment (edTPA) prior to program completion. See the department chair for any additional requirements.

### Major in Chemistry/Minor in Business Administration

This is an excellent combination for students interested in technical sales, marketing or management, all careers with excellent opportunities. See listings in the Department of Business section of this catalog for requirements for the minor in business administration.

### Minor in Chemistry

A minor in chemistry requires CHM 211, CHM 212 (or CHM 220), CHM 311 and CHM 312, plus two additional chemistry course credits, which must include one course with a laboratory component. Consult with departmental faculty for course selection to ensure the laboratory requirements are met.

#### Requirements

CHM 211, 212 Chemical Principles I and II, or CHM 220 Advanced Chemical Principles  
 CHM 311, 312 Organic Chemistry I and II

**Two additional course credits of chemistry electives from the following:**

CHM 221 Analytical Chemistry; any 300/400-level chemistry courses.  
 One of these additional courses must have a lab.

### Course Offerings

*One unit of credit equals four semester hours.*

#### CHM 100 Chemistry in the Natural World

The chemistry of real-world examples is studied through illustrations and demonstrations taken from ordinary substances, objects and processes of the natural world. Topics include: atomic and molecular structures, water, acids and bases, organic and biochemistry, drugs, energy and pollution. *Includes laboratory. No prerequisite. Open to any non-science major. Does not satisfy the requirements for a chemistry or biochemistry major.*

**CHM 101 General Chemistry**

This course is primarily designed for pre-nursing students but is open to students in non-science disciplines as well. The principles of general chemistry are covered, including: atomic structure, bonding, chemical change, stoichiometry, gas laws, energy relationships, equilibrium, acids and bases, rates of reactions and nuclear processes. Emphasis is placed on the application of the course material to health and environmental issues. *Includes laboratory. High school chemistry recommended. Fall Term.*

**CHM 103 Elementary Organic and Biochemistry**

This course focuses on the study of organic functional groups, characterization of related compounds and reactions. Biochemistry includes bioenergetics, carbohydrates, amino acids, proteins, enzymes, lipids, nucleic acids and related biochemical metabolisms. *Prerequisite: CHM 101. Spring Term.*

**CHM 104 Food Fundamentals**

This course explores food composition and digestion, topics that lie at the cross sections of both chemistry and biology. The exploration of food will begin from a chemical perspective. Students will learn about the chemical makeup and interactions of fats, oils, sugars and proteins. The class will then explore how the human body digests each of these molecules and obtains the nutrients needed for survival. Students' understanding of the role of food in our lives will be enriched through discussions of contemporary debates involving food. Some of the topics may include the impact of high-fructose syrup, the lack of food in local and global communities, food regulation, and the role of food in education. *Includes laboratory. No prerequisite.*

**CHM 105 The Chemistry of Color: From Fireworks to Gemstones**

This class explores the natural world through the theme of color. The chemistry behind the color of everyday objects such as neon lights, fireworks, natural and synthetic dyes and gemstones will be used to introduce fundamental chemical concepts. Concepts include atomic structure; chemical bonding; chemical reactions; solution chemistry; structure of molecules and solids; organic functional groups; and properties of gases, liquids and solids. The relationship of chemistry to other fields such as physics, life sciences, earth science, art and modern technology will be discussed throughout the course. Primarily for non-science majors. This course is offered online with required in-class laboratory meetings. *Includes laboratory. No prerequisite.*

**CHM 106 Forensic Science**

*See BID 106.*

**CHM 107 Physical Science Concepts for K-8 Teachers**

This course is designed to strengthen a student's understanding of physical science concepts and the nature of scientific inquiry. Students collaborate with faculty and classmates on scientific inquiries to answer driving questions. The perspective and knowledge gained from these inquiries will aid students as they examine their own physical science misconceptions and construct new understandings. Cross-listed with PHY 107. *Includes laboratory.*

*Prerequisite: ECE/EED/SEC/SPE 200 or concurrent enrollment. Spring Term.*

**CHM 110 Chemistry and Issues in the Environment**

This course examines chemistry concepts through the study of environmental issues. Issues include air pollution, ozone depletion, energy, nuclear power, climate change and water quality. Solutions to environmental problems depend on progress in science and technology, as well as political decisions and prevailing ethical value systems. *Includes laboratory. No prerequisite.*

**CHM 112 Water and Energy: Resources for a Sustainable Future**

*See BID 100.*

**CHM 113 Energy, Climate Change and Sustainability**

This is a theme-based science course focusing on energy resources and how our use of these resources influences our natural environment. Physical science topics will be introduced in parallel with consideration of fossil fuels, nuclear power, electricity generation, fuels for transportation, renewable and alternative energy strategies, environmental consequences of energy use and climate variability. Sustainability concepts will be discussed in the context of consideration of the world's future energy needs. *Includes laboratory. No prerequisite.*

**CHM 123 General, Organic and Biochemistry for Nursing Professionals**

This course will cover the basic principles of chemistry needed to understand the chemistry of biological systems. The course is intended for those who wish to enter the nursing profession. The class will include laboratory and recitation sessions. Broadly, the class will focus on general and organic chemistry principles that will allow students to understand the biochemistry of biological molecules at the molecular level. The laboratory will focus on helping students understand the scientific method using topics discussed in the lecture. *Includes laboratory. Prerequisite: MTH 121. Spring Term.*



**CHM 211 Chemical Principles I**

Topics covered include the following: stoichiometry, atomic structure, chemical bonding, aqueous solution chemistry, gases, liquids and solid state and solution properties. Designed for students pursuing science-oriented career paths (e.g., chemistry, biology, premedical, pre-physical therapy). *Prerequisites: high school chemistry; concurrent registration for a laboratory session is required. Fall Term, Summer Term.*

**CHM 212 Chemical Principles II**

Topics include the following: thermodynamics, kinetics, equilibrium applied to acid base theory and solubility, electrochemistry, nuclear chemistry, descriptive chemistry of selected elements and coordination chemistry. Designed for students pursuing science-oriented career paths. *Prerequisites: CHM 101, or CHM 211 or equivalent; concurrent registration for a laboratory session is required. Spring Term, Summer Term.*

**CHM 220 Advanced Chemical Principles**

This one-term course is a combination of CHM 211 and 212 specifically designed for students with strong backgrounds in chemistry and mathematics. Topics include stoichiometry, thermodynamics, atomic and molecular structure, kinetics and equilibrium. Students will participate in module or project-driven laboratory exercises. *Prerequisites: AP chemistry score of 2.0 or higher, or member of the Honors Program or consent of instructor. Fall Term.*

**CHM 221 Analytical Chemistry**

Wet chemical and classical instrumental methods (electrochemical and spectrophotometric), sampling and separation techniques and data evaluation methods are presented. *Includes laboratory. Prerequisites: CHM 212 or CHM 220 and MTH 132 or higher. Spring Term.*

**CHM 311 Organic Chemistry I**

Emphasizes the fundamental principles necessary for understanding synthetic applications. The basic functional groups are discussed with respect to bonding, properties, preparations and reactions. Reaction mechanisms are studied and applied to specific cases. Stereochemistry is studied. *Prerequisites: CHM 212 or equivalent; concurrent registration for a laboratory session is required. Fall Term, Summer Term.*

**CHM 312 Organic Chemistry II**

A continuation of functional group study with emphasis on synthetic applications. Methods of structure proof (IR, UV, NMR, mass spectroscopy) are applied. *Prerequisites: CHM 311; concurrent registration for a laboratory session is required. Lab has an emphasis on synthetic and physical organic experiments. Spring Term, Summer Term.*

**CHM 313 Polymer Chemistry**

This course focuses on principles of polymerization in relation to synthesis, chemical structure and properties. Methods of synthesis and processing are related to physical and chemical characteristics and polymer composition. Course topics include the chemistry of important commercial synthetic and natural polymers. *Prerequisite: CHM 312.*

**CHM 314 Introduction to Biochemistry**

*.75 credit*

This course focuses on the study of biochemical systems including carbohydrates, lipids, proteins, enzymes, nucleic acids, vitamins, hormones, corresponding metabolic pathways, and energetic and kinetic analysis of representative biochemical systems. *Lecture only, no laboratory. Prerequisites: CHM 312 and consent of the instructor. Fall Term.*

**CHM 315 Introduction to Biochemistry**

This course focuses on the study of biochemical systems including carbohydrates, lipids, proteins, enzymes, nucleic acids, vitamins, hormones, corresponding metabolic pathways, and energetic and kinetic analysis of representative biochemical systems. *Includes laboratory. Prerequisite: CHM 312. Fall Term.*

**CHM 316 Intermediate Biochemistry**

Topics include intermediary (anabolic) metabolism of proteins, lipids, nucleic acids, plant metabolism (e.g. photosynthesis), study of nucleic acids and protein synthesis and membrane transport. *Prerequisite: CHM 315. Spring Term.*

**CHM 341 Qualitative Organic Analysis**

A study of the chemical and instrumental methods of structural identification of organic compounds. The laboratory incorporates modern spectroscopic techniques of IR, NMR, mass spectroscopy, UV; chromatographic separation techniques of TLC, GC, HPLC and column chromatography; and classical methods of analysis. *Includes laboratory. Prerequisite: CHM 312.*

**CHM 394 Introduction to Chemical Research**

*.25 or .50 credit*

Participation in guided collaborative research with a faculty member for credit. Specific literature research and laboratory experiments will be carried out, culminating in a final paper and/or appropriate public dissemination of the research methods and findings. May be repeated for credit. *Prerequisites: CHM 211 and 212 or CHM 220; consent of the supervising instructor.*

**CHM 412 Physical Chemistry: Quantum Mechanics and Spectroscopy**

An introduction to atomic and molecular quantum mechanics, molecular symmetry and chemical applications of group theory, applications to atomic and molecular spectroscopy, molecular orbital theory and computational chemistry. Laboratory principles and procedures are integrated with and satisfied by CHM 413, CHM 422-426. *Prerequisites: CHM 212, MTH 152, PHY 121 (PHY 121 may be taken concurrently). Fall Term.*

**CHM 413 Physical Chemistry: Thermodynamics, Kinetics and Statistical Mechanics**

A systematic study of thermodynamics with applications to gases, liquids and solids, real and ideal mixtures, solution and phase equilibria and chemical reactions. An introduction to statistical mechanics and its application to spectroscopy and kinetics. A study of advanced kinetics including mechanisms and surface phenomena. *Includes laboratory. Prerequisites: CHM 212, CHM 412, MTH 152, PHY 122 (PHY 122 may be taken concurrently). Spring Term.*

**CHM 414 Topics in Advanced Organic Chemistry**

This class pays special attention to topics of current interest to the organic chemist, including kinetic studies, molecular orbital calculations, linear free energy relations, structure-reactivity relationships, orbital symmetry relations, addition, elimination, substitution, rearrangement and photochemical reactions. The emphasis of this course is on reaction mechanisms for the synthetic reactions studied. *Prerequisites: CHM 312 and 412 or consent of instructor.*

**CHEMICAL INSTRUMENTATION**

*The following five courses, CHM 422 through 426, each receive .25 credit. Be sure to consult with the chemistry department to verify the scheduled offerings for the chemical instrumentation courses. All courses include laboratory studies.*

**CHM 422 Chemical Instrumentation: Introduction/Electroanalytical Chemistry***.25 credit*

The course covers general features common to all instruments, including signal processing, chemometrics and the software that is used in subsequent chemical instrumentation courses. The course also surveys electroanalytical chemistry including potentiometry/sensors, coulometry and voltammetry.

*Prerequisite: CHM 221.*

**CHM 423 Chemical Instrumentation: X-Ray/UV-Vis/AA***.25 credit*

Instrumentation utilizing the X-ray through the visible portion of the electromagnetic spectrum including UV-Vis absorption, atomic absorption and emission, X-ray diffraction and fluorescence will be studied and used in experiments.

*Prerequisites: CHM 221, CHM 412 (CHM 412 may be taken concurrently.)*

**CHM 424 Chemical Instrumentation: IR/NMR***.25 credit*

This course includes a study of IR and NMR instrumentation, with emphasis on Fourier Transform instrumentation. Discussion covers concepts including basic theory and instrumentation. Laboratory experiments are based on use of IR and NMR for structure determination, quantitative analyses, and kinetic studies. *Prerequisites: CHM 221, CHM 312.*

**CHM 425 Chemical Instrumentation: LC/HPLC***.25 credit*

This class focuses on theory and instrumentation used for high performance liquid chromatography (HPLC), super critical fluid chromatography and capillary electrophoresis. The laboratory focuses on quantitative analyses and method development. *Prerequisites: CHM 221, CHM 312.*

**CHM 426 Chemical Instrumentation: GC-MS***.25 credit*

This class focuses on theory, instrumentation and detection methods of gas chromatography. Emphasis is placed on molecular mass spectrometry instrumentation and interpretation of spectra in both lecture and laboratory.

*Prerequisites: CHM 221, CHM 312.*

**CHM 432 Advanced Inorganic Chemistry**

Theories of atomic structure, bonding, periodicity and geometric structure are used to describe the properties and reactivities of inorganic compounds with emphasis on several main groups: acids and bases, oxidizing and reducing agents, solid state and transition metal coordination compounds. Includes laboratory with emphasis on synthesis and analysis of inorganic compounds.

*Prerequisite: CHM 412 or consent of instructor. Fall Term, alternate years. (CHM 412 may be taken concurrently.)*

**CHM 460 Advanced Topics in Chemistry**

*.50 or 1.00 credit*

Topics vary each term to reflect current student and faculty interests and timely topics in the chemical literature. Examples include advanced organic chemistry, environmental chemistry, industrial organic chemistry, computational chemistry, advanced physical chemistry, organometallic chemistry and organic synthesis. Laboratory may be included. *May be repeated for credit.*

*Prerequisite: consent of instructor.*

**CHM 468 Chemistry Internship**

Provides selected chemistry and biochemistry students with an opportunity to obtain career experience through involvement with chemistry/biochemistry-related businesses, environmental or health care organizations, government agencies or institutions. May be taken during the regular term with part-time employment of seven to 13 hours weekly for .50 credit, or 14 to 17 hours weekly for 1.00 credit. Summer Term and January Term experiences may also be possible (hours per week will be adjusted accordingly). Applications should be made early in the term preceding registration and will be reviewed on the basis of academic and professional progress, faculty recommendation and demonstrated interest. Repeatable for credit. Pass/No Pass grading. Approved project-based internships may be substituted for CHM 494 in the capstone sequence with prior approval of the department if CHM 496 and CHM 499 are completed in conjunction with the internship project. Such internships will receive A-F grading. *Prerequisite: departmental approval.*

**CHM 492/292 Independent Study**

*.25, .50 or 1.00 credit*

This course enables chemistry majors capable of independent work to pursue specialized or advanced topics by doing independent reading, assigned work or structured laboratory experiments. *May be repeated for credit. Permission of the supervising instructor is required prior to registration.*

**CHM 494 Independent Research**

*.50 or 1.00 credit*

This course enables chemistry majors to plan and execute a research project for credit. This course is required of every student majoring in chemistry and is designed to prepare the student for the level of independent work required in industry, science teaching or post-baccalaureate study. Specific literature research and laboratory experiments must be carried out, culminating in a final paper and an appropriate public dissemination of the research methods and findings. Students generally complete CHM 496 the term prior to enrolling in CHM 494. May be repeated for credit. *Prerequisite: CHM 496. Permission of the supervising instructor is required prior to registration.*

**CHM 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of chemistry, culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. Fulfills the CHM 494 core requirement with permission. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

**CHM 496 Chemistry Research Seminar I**

*.25 credit*

This is a seminar course designed to prepare students for independent research. Students will be introduced to chemical research methods through class activities, occasional speakers and instruction designed to introduce chemical information sources such as commercial databases and Internet resources. Students will explore the chemical literature in their proposed research area, conduct a literature review on the proposed topic and prepare a research plan to be carried out under the direction of a faculty member. Required of all chemistry majors. Students generally complete CHM 496 the term prior to enrolling in CHM 494. May not be taken concurrently with CHM 497, CHM 498 or CHM 499. *Prerequisite: CHM 312.*

**CHM 497 Chemistry Literature Seminar I**

*.25 credit*

This is a seminar course designed to advance students' understanding of the chemical profession, the chemical literature and current research areas in chemistry. This course will assist students in understanding the body of

information that constitutes the chemical literature and is structured to help students develop the skills required to effectively and efficiently utilize and communicate that literature as professional chemists. Students will use printed tools, commercial databases and Internet resources, conduct literature reviews, and participate in discussions and talks focused on contemporary research topics. Required of all chemistry majors. *May not be taken concurrently with CHM 496, CHM 498 or CHM 499. Prerequisite: CHM 312.*

#### **CHM 498 Chemistry Literature Seminar II**

*.25 credit*

This is a seminar course designed to continue to advance students' understanding of the chemical profession, the chemical literature and current research areas in chemistry, building on the foundation developed in Chemistry Literature Seminar I. In particular, this course emphasizes the development of oral communication skills in chemistry through class activities, multiple presentations and occasional speakers emphasizing contemporary chemical research. Coursework culminates in a final technical presentation highlighting a current area of research from the recent literature. Required of all chemistry majors. *May not be taken concurrently with CHM 496, CHM 497 or CHM 499. Prerequisites: CHM 312, CHM 496, CHM 497.*

#### **CHM 499 Chemistry Research Seminar II**

*.25 credit*

This is a seminar course that serves as a capstone to the chemistry major's undergraduate research experience. This course emphasizes the development of oral communication skills in chemistry through class activities, multiple presentations, discussion of current research projects and occasional speakers. This course culminates in the student presenting a final technical presentation highlighting the results of the student's own undergraduate research project and dissemination of the research results to the larger community. Required of all chemistry majors. Students generally enroll in CHM 499 the term after completing CHM 494 (or concurrently). *May not be taken concurrently with CHM 496, CHM 497 or CHM 498. Prerequisites: CHM 312, CHM 496, CHM 494 or CHM 495 (CHM 497, CHM 498 recommended).*

# Communication Arts and Sciences

**T**he Department of Communication Arts and Sciences is dedicated to preparing its students for the successful understanding and use of human communication. Human communication involves the sharing of information and feelings through listening and exchanging verbal and nonverbal messages in interpersonal, group, mass communication, performance and intercultural contexts. In the tradition of the liberal arts, the department, in conjunction with many other resources at Elmhurst College, cultivates intellectual depth and diversity, provides a foundation for lifelong learning and equips students for careers that are dependent upon communication skills and theories.

The department offers five majors: communication studies, musical theatre, organizational communication, theatre and theatre arts education. The department also participates in an interdisciplinary communication studies major. Most of the department's courses are open to both majors and non-majors.

## **The Goals of the Department**

- Graduates will have a foundation of knowledge about the process of human communication, provided by the core courses for each of the five majors within the department;
- Graduates are expected to demonstrate awareness of principles of inquiry, both qualitative and quantitative, and familiarity with current and classical issues, historical development, theories and key works and related concentrations and specialty fields within each of the respective disciplines;



- Students will recognize the impact the discipline has on individuals and society, including the political, societal, economic and ethical issues related to the discipline, and the impact culture has on communication as well as the impact communication has on culture;
- Graduates are expected to demonstrate problem-solving and critical-thinking skills; appreciate the connections among this discipline, other disciplines, and the world of work; and be prepared for immediate employment or graduate school.

### Faculty

Alan W. Weiger, *Chair*; Richard Arnold Jr., Sarah Strom Kays, Amy Lyn McDonald, Courtney W. Miller, Janice Pohl, Rachel M. Reznik, Deatra Sullivan-Morgan

### Major in Communication Studies

The major in communication studies is specially tailored for students who are interested in exploring the relationship between theory and practice in and across a variety of communication-related contexts. This major is also recommended for students who plan to pursue graduate degrees in communication studies.

A major in communication studies requires the following courses:

#### Required Core Courses

COM 114 Interpersonal Communication	COM 319 Business and Professional Communication
COM 213 Public Speaking	COM 490 Senior Seminar: Topics in Communication or COM 498 Internship Capstone
COM 315 Intercultural Communication	
COM 316 Communication Theory	

With the assistance of their academic advisor, students will select appropriate courses from the following groups of course offerings:

#### One course from:

COM 211 Survey of Mass Communication	COM 218 Nonverbal Communication and Effective Listening
COM 217 Principles of Interviewing	COM 220 Introduction to Organizational Communication

**Five courses from:**COM 311 Interpersonal  
Communication in the WorkplaceCOM 312 Small Group  
Communication

COM 317 Persuasive Communication

COM 318 Gender and  
CommunicationCOM 320 Organizational  
Communication

COM 322 Conflict Management

COM 323 Family Communication

COM 325 Oral Interpretation

COM 326 Health Communication

COM 331 Language, Identity and the  
RainbowCOM 353 Special Topics in  
Communication Studies

COM 413 Advanced Public Speaking

COM 419 Business and Professional  
Communication in Online ContextsCOM 420 Ethics and Critical Issues  
in CommunicationCOM 468 Internship or COM 492  
Independent Study**Major in Organizational Communication**

The goal of the major in organizational communication is to help students develop proficiency in all aspects of human communication, by understanding the structure, patterns and effects of human communication in a variety of career contexts. It is designed to train students to interact effectively with individuals from diverse backgrounds in dyadic, small-group and public settings; apply communication principles to complex decision making; and analyze and solve communication-related problems effectively.

A major in organizational communication requires the following courses:

**Required Core Courses**COM 114 Interpersonal  
Communication

COM 213 Public Speaking

COM 220 Introduction to  
Organizational CommunicationCOM 315 Intercultural  
Communication

COM 316 Communication Theory

COM 319 Business and Professional  
CommunicationCOM 320 Organizational  
CommunicationCOM 490 Senior Seminar: Topics  
in Communication or COM 498  
Internship Capstone

With the assistance of their academic advisor, students will select appropriate courses from the following groups of course offerings:

**Three courses from:**COM 311 Interpersonal  
Communication in the WorkplaceCOM 312 Small Group  
Communication

COM 317 Persuasive Communication	COM 413 Advanced Public Speaking
COM 318 Gender and Communication	COM 419 Business and Professional Communication in Online Contexts
COM 321 Case Studies in Organizational Communication	COM 420 Ethics and Critical Issues in Communication
COM 322 Conflict Management	COM 450 Leadership and Communication
COM 331 Language, Identity and the Rainbow	COM 468 Internship
COM 353 Special Topics in Communication Studies	

### Minors in Communication Studies and Theatre

Any four courses from a major area constitute a minor in that area, with the following exceptions. The minor requirements for organizational communication and dance are indicated below. COM 492 cannot be counted toward a minor. The minor in theatre requires two terms of either Theatre Practicum or Musical Theatre Practicum, for credit or non-credit, in addition to the four courses from the major area. The department chair must approve any exceptions.

#### Minor in Organizational Communication

A minor in organizational communication requires the following courses:

COM 220 Introduction to Organizational Communication	COM 319 Business and Professional Communication
COM 316 Communication Theory	COM 320 Organizational Communication

#### Minor in Dance

The minor in dance will provide students with strong dance technique, rich historical information, valuable choreography and teaching tools and flexibility to further design their own emphases in the area of dance study. Approval by the dance faculty is required.

A minor in dance requires the successful completion of 5.0–5.5 credits in the dance curriculum including:

THE 221 Dance Appreciation  
THE 421 Choreography of Dance

**Five .50 technique classes, with at least two at the 400 level from the following:**

THE 302 Ballet  
THE 303 Jazz Dance  
THE 304 Tap Dance  
THE 305 Social Dance and Period Styles  
THE 306 Modern Dance

THE 402 Advanced Ballet  
 THE 403 Advanced Jazz  
 THE 404 Advanced Tap  
 THE 405 Advanced Social Dance  
 and Period Styles  
 THE 405 Advanced Modern Dance

**One of the following:**

AMT 101-402 Applied Theatre:  
 Musical Theatre or THE 352 Special  
 Topics (in dance) or  
 THE 208 Middle Eastern Dance

**Minor in Dance Education**

The minor in dance education is designed to prepare students for positions in secondary and middle schools as dance teachers and choreographers. The curriculum of the minor provides a strong foundation in a variety of core technique courses. Additionally, the program offers a historical perspective of dance and the methodology behind dance creation and its pedagogy. These skills are then applied to live dance productions. Students seeking licensure should maintain a relationship with both the Department of Education and the Department of Communication Arts and Sciences. In compliance with Illinois requirements for a secondary endorsement, the minor in dance education fulfills 24 semester hours in the dance endorsement area, at least 12 of which are at the 300/400 level. Students are required to complete minor courses with grades of C or higher, while maintaining a 2.75 minor GPA, in accordance with Illinois licensure requirements.

Students pursuing the minor in dance education must take all of the following core courses:

THE 221 Dance Appreciation	THE 410 Teaching of Dance
THE 352 Special Topics in Theatre: Dance Ensemble (.50 credit)	THE 421 Choreography of Dance

Five of the following technique courses, at least two of which are at the 400 level:

THE 302 Ballet (.50 credit)	THE 402 Advanced Ballet (.50 credit)
THE 303 Jazz Dance (.50 credit)	THE 403 Advanced Jazz (.50 credit)
THE 304 Tap Dance (.50 credit)	THE 404 Advanced Tap (.50 credit)
THE 305 Social Dance and Period Styles (.50 credit)	THE 406 Advanced Modern Dance Technique (.50 credit)
THE 306 Modern Dance Techniques (.50 credit)	

### Minor in Theater

Note the following limitations: only two courses in any area of applied theatre; only two sections of THE 176–476 Improvisation Ensemble and only one course in dance technique.

### Minor in Theatre Arts Education

This minor is designed to prepare teacher education candidates for licensure endorsement in theatre as a supplement to their primary area of teacher preparation and licensure. The minor prepares students by offering a diverse range of theatre performance technique, history, literature and investigations into staging and pedagogy. The flexibility within the minor also permits students to focus their preparation on specific areas of theatre study suitable for a variety of positions within curricular and extracurricular programs in middle or secondary schools.

Students pursuing the minor in theatre arts education must take all of the following courses:

THE 226 Acting Technique I	THE 228 Stagecraft
THE 227 Development of the Theatre	

Two courses in theatre history and/or literature:

THE 314 History of Musical Theatre	THE 470 Avant-Garde Theatre
THE 329 World Theatre and Drama in Cultural Context	THE 471 Holocaust Theatre
THE 331 History of Western Theatre I	ENG 336 Contemporary Literature
THE 332 History of Western Theatre II	ENG 345 Shakespeare
THE 350 Play Analysis	Theatre literature elective

One course (1.00 credit) in performance technique or design/tech:

THE 301 Voice and Movement for the Stage	THE 426 Acting Techniques III
COM/THE 325 Oral Interpretation	THE 428 Design for the Stage
THE 326 Acting Technique II	<i>Dance technique courses or improvisation ensemble taken for credit may be combined to satisfy this requirement.</i>
THE 338 Costume Construction	
THE 340 Creative Drama	

One course in theatre staging or pedagogy:

THE 340 Creative Drama	THE 424 Directing
THE 421 Choreography of Dance	THE 440 Teaching Theatre Arts

Two terms (credit or non-credit) practicum:

THE 175/275/375/475 Theatre Practicum (.25 credit or non-credit) or

THE 176/276/376/476 Musical Theatre Practicum (.25 credit or non-credit)

### **Majors in Theatre, Musical Theatre and Theatre Arts Education**

At Elmhurst Theatre, we will guide you in developing your creativity, your curiosity and your intellect. We will push you to discover your sensibilities and vision, and then we will help you to invent the conditions for bringing those sensibilities and visions to life. Every student will be required to participate in all aspects of theatre production and scholarship.

#### **Major in Theatre**

The major in theatre provides the student with skills and background necessary for entry-level positions in the profession, or for intensive study on the graduate level, leading to the M.F.A. or the Ph.D.

Courses in Applied Theatre (AT) are specially designed to prepare students for life after college.

Theatre students at Elmhurst College choose from six different areas of concentration: acting; directing; theatre design and technology; stage management; theatre arts administration; and general theatre. The major in theatre requires eight core courses and five and one-half courses in an area of concentration, including applied theatre.

Auditions and/or portfolio reviews are required prior to or during the first term of enrollment and/or declaration of the theatre major. Students should consult with theatre faculty before beginning the program.

A major in theatre requires the following courses:

#### **Core Courses: must be taken by every student majoring in theatre:**

THE 226 Acting Technique I

THE 227 Development of the Theatre

THE 228 Stagecraft

THE 329 World Theatre and Drama  
in Cultural Contexts

THE 350 Play Analysis

THE 498 Theatre Capstone (*in  
conjunction with area of concentration*)

#### **Two of the following:**

THE 314 History of Musical Theatre

THE 331 History of Western Theatre I

THE 332 History of Western Theatre II

#### **One of the following:**

ENG 336 Contemporary Literature:  
Drama

ENG 345 Shakespeare

THE 470 Avant-Garde Theatre

THE 471 Holocaust Theatre

Theatre literature elective

## Theatre Practicum

As part of the theatre core, theatre majors are required to actively participate in the main stage production season at Elmhurst College. If not cast, the student must participate in some other capacity.

Enrollment in a minimum of six terms total of THE 175/275/375/475 Theatre Practicum for credit or non-credit and/or THE 176/276/376/476 Musical Theatre Practicum for credit or non-credit is required regardless of date of entry into the program.

All students majoring in theatre are highly encouraged to complete professional internships and to participate actively in appropriate professional organizations.

## Areas of Concentration

Students must complete at least one area of concentration in addition to the core. Students can complete more than one area of concentration. An internship credit may be substituted for one or part of the credits within the concentration. Whether for credit or not, students are highly encouraged to pursue summer internships, auditions and tech opportunities.

## Acting

THE 301 Voice and Movement  
for the Stage  
THE 326 Acting Technique II  
THE 424 Directing

ATA/ATM Applied Theatre in  
Acting/Applied Theatre in Musical  
Theatre (.50 credit)

## Two of the following courses:

COM/THE 325 Oral Interpretation  
THE 340 Creative Drama  
THE 352 Special Topics in Theatre  
(*performance focus*)  
THE 426 Acting Techniques III  
One of the following courses:  
AMV or AMT Applied Voice–singing  
lessons (.50 credit)  
CSD 203 Phonetics I (.50 credit)  
Any course in dance chosen from  
THE 302-406 (.50 credit)

THE 173-473 Improvisation  
Ensemble (*two terms at .25 credit*)  
*Students completing the concentration in  
acting must audition each term on cam-  
pus and participate in end-of-the-term  
program assessment showcases when  
enrolled in performance courses and  
ATA/ATM.*

**Directing**

- ATD Applied Theatre in Directing  
(.50 credit)
- THE 173–473 Improv Ensemble (*two terms at .25 credit*)
- THE 238 Intermediate Design for the Stage
- THE 424 Directing
- Any course in dance chosen from THE 302–406 (.50 credit)

**One of the following courses:**

- THE 301 Voice and Movement for the Stage
- THE 326 Acting Technique II

**Theatre Design and Technology**

- ATT/ATX Applied Theatre in Design/Applied Theatre in Costume (*two terms at .50 credit*)
- THE 238 Introduction to Design
- THE 328 Intermediate Design for the Stage
- THE 338 Costume Construction
- THE 428 Design for the Stage
- KIN 204 Emergency Procedures (.50 credit)

**Stage Management**

- ATS Applied Theatre in Stage Management (.50 credit)
- ATT Applied Theatre in Lighting (.50 credit)
- KIN 204 Emergency Procedures (.50 credit)
- THE 238 Introduction to Design
- THE 424 Directing
- Theatre elective

**Two of the following courses:**

- THE 340 Creative Drama
- THE 352 Special Topics in Theatre (*performance focus*)
- THE 421 Choreography of Dance (*note prerequisites*)
- THE 426 Acting Technique III
- COM 210 Introduction to Video Production

*Students completing the concentration in directing should serve as stage manager or assistant stage manager for at least two productions. Students are requested to enroll in THE 424 in their junior year prior to proposing capstone directing projects.*

**One of the following courses:**

- ART 115 Drawing Studio
- ART 120 Painting Studio
- ART 125 Design Studio
- THE 352 Special Topics in Theatre (*design focus*)

*Students completing the concentration in theatre design and technology must produce actual designs for the production season in at least two of the following design areas: scenery, lighting, costume and sound.*

**Two of the following courses:**

- COM 218 Nonverbal Communication and Effective Listening
- COM 312 Small Group Communication
- COM 315 Intercultural Communication
- COM 322 Conflict Management
- COM 450 Leadership and Communication



*Students completing the concentration in stage management must stage manage at least two productions and design in at least one area.*

### **Theatre Arts Administration**

#### **Five of the following courses:**

ATB/ATS Applied Theatre in Theatre Business Administration/Applied Theatre in Stage Management (.50 credit)  
 BUS 230 Principles of Marketing  
 BUS 250 Management Theory and Practice  
 BUS 261 Financial Accounting  
 BUS 263 Accounting and Financial Management for Non-Business Majors  
 BUS 340 Business Finance (note prerequisite)  
 COM 312 Small Group Communication  
 COM 319 Business and Professional Communication  
 COM 450 Leadership and Communication

#### **One of the following courses:**

THE 238 Introduction to Design  
 ART 113 Introduction to Art Software  
 ART 216 Introduction to Graphic Design (note prerequisites)  
 ART 325 Visual Communication (note prerequisite)

*Students completing the concentration in theatre arts administration should pursue an internship with a theatre, an arts institution and/or an institution in the nonprofit sector. Students are strongly recommended to complete a complementary minor in communication, business, intercultural studies or other discipline.*

### **General Theatre**

#### **One course chosen from the following:**

AMV or AMT Applied Voice—singing lessons (.50 credit)  
 THE 302-406 (.50 credit)

#### **Any six credits in theatre beyond the core.**

*Note the following limitations: Only two courses in any area of applied theatre; only two sections of THE 176-476 Improvisation Ensemble.*

### **Major in Musical Theatre**

The bachelor of arts degree with a major in musical theatre is a degree offered by the Elmhurst College Theatre in cooperation with the Department of Music. Designed to prepare students for a professional performance career in musical theatre, this major is grounded in theatre arts, music theory and dance. Students will gain experience in acting, voice and movement for the stage, applied voice, music and dance and will be able to put their training into practice through participation in the theatre program and in vocal ensembles. Private instruction in Applied Theatre (ATM) and Applied Voice (AMV and

AMT) are specially designed to prepare the student for life after college. The dance minor is a suitable complement to the major in musical theatre.

Auditions and/or portfolio reviews are required prior to or during the first term of enrollment and/or declaration of the theatre major. Students should consult with theatre faculty before beginning the program.

**A major in musical theatre requires the following courses:**

**Theatre Course Requirements**

THE 226 Acting Technique I  
 THE 227 Development of the Theatre  
 THE 228 Stagecraft  
 THE 314 History of Musical Theatre  
 THE 350 Play Analysis  
 THE 498 Theatre Capstone

**One advanced performance course:**

THE 326 Acting Technique II  
 THE 424 Directing  
 THE 426 Acting Technique III

**One of the following courses:**

ENG 336 Contemporary Literature: Drama  
 ENG 345 Shakespeare  
 THE 329 World Theatre and Drama in Cultural Contexts  
 THE 331 History of Western Theatre I  
 THE 332 History of Western Theatre II  
 Theatre literature elective

**Dance and Movement Course Requirements**

THE 301 Voice and Movement  
 Four of the following courses in dance technique:  
 THE 302-306, THE 402-40

**Theatre Practicum**

Enrollment in a minimum of six terms total of THE 175/275/375/475 Theatre Practicum for credit or non-credit and/or THE 176/276/376/476 Musical Theatre Practicum for credit or non-credit.

**Music Course Requirements**

MUS 135 Theory I  
 MUS 136 Theory II

**One of the following courses:**

MUS 212 Music in Western Culture  
 MUS 343 History and Literature of Music I  
 MUS 344 History and Literature of Music I

**Music Keyboard Requirements**

MUS 221 Functional Class Piano I (.50 credit)  
 MUS 222 Functional Class Piano II (.50 credit)  
 or Pass piano proficiency. See the Department of Music for procedures.

**Music Voice and Performance Requirements**

AMK 201 Sight Singing/Aural Skills (.50 credit)	Major Choral Ensemble: Four terms with or without credit (.25 credit)
AMV Three terms for credit of applied voice (.50 credit each)	MUS 226/326 Light Opera Workshop (January Term)
AMT Three terms for credit, musical theatre repertoire (.50 credit each)	MUS 267/367/467 Opera Workshop (.50 credit)

Students should plan to audition for vocal ensembles in the fall, to audition for theatre productions each term on campus, and to participate in end-of-term program assessment showcases when enrolled in performance courses and ATA/ATM. Students taking AMT and AMV for credit participate in music juries at the end of those terms. A final recital or joint recital is not a requirement, but may be considered in consultation with your vocal instructor.

Students are highly encouraged to pursue summer internships, auditions and tech opportunities. Students are encouraged to consider a complementary minor or major, such as a minor in dance. A minor in theatre may be completed only if four credits toward the minor are a discrete list separate from the courses used to complete the major in musical theatre.

**Major in Theatre Arts Education**

The major in theatre arts education has as its primary purpose the preparation of students for positions in secondary and middle schools as teachers of drama and theatre arts. The major prepares students to become effective teachers by balancing theory and practical application and by giving students valuable insights in the operation of curricular and extracurricular programs in theatre. Students who plan to seek licensure should maintain a relationship with both the Department of Education and the Department of Communication Arts and Sciences.

**Students majoring in theatre arts education must take the core courses for the theatre major and the following six courses:**

COM/THE 325 Oral Interpretation	<b>One of the following:</b>
THE 301 Voice and Movement for the Stage	THE 238 Introduction to Design
THE 340 Creative Drama	THE 328 Intermediate Design for the Stage
THE 424 Directing	THE 338 Costume Construction
THE 440 Teaching Theatre Arts	THE 428 Design for the Stage
ATA, ATD, ATT ( <i>private instruction in Acting, Directing, or Design and Technology; two terms at .50 credit</i> )	

### Secondary Education Licensure

Admission to the Teacher Education Program must be completed per Department of Education requirements, and students must complete additional coursework as required by the education department. SEC 455 Student Teaching satisfies the theatre capstone requirement. Licensure requirements for the Illinois State Board of Education (ISBE) include, but are not limited to, content area tests, student teaching and professional portfolio. Note that the ISBE and state laws may mandate changes in licensure requirements. See the Department of Education for the most current information. Students seeking secondary licensure in theatre are encouraged to consider obtaining an endorsement in another discipline such as English/Language Arts. Students seeking certification in other areas may obtain an endorsement in theatre. Contact the Department of Education and the theatre program for further details.

### Interdisciplinary Communication Studies

The interdisciplinary communication studies major is an integrated major recommended for students who wish to prepare for careers in journalism, advertising, human resources and similar fields. All students take core courses and then, with the assistance of an academic advisor, select appropriate courses from an area of concentration. For more information see the listing for the interdisciplinary communication studies major page 297 of this catalog.

### Cocurricular and Extracurricular Programs

The Department of Communication Arts and Sciences offers a variety of cocurricular programs to supplement and enhance students' experience at Elmhurst. For instance, departmental practica give student practical experience and insights into careers in radio or theatre. Students also gain experience by participating in student organizations, including Lambda Pi Eta Communications Honor Society, Theta Alpha Phi National Theatre Honorary and the 320-watt campus radio station, WRSE-FM.

### Elmhurst College Theatre

The Mill Theatre (so named for its original use as a lumber millwork shop) offers a full season of productions each year, including an assortment of musicals, plays and student directing projects. The 2014–2015 season included five full-length productions and three dance concerts. Recent successes have been the Broadway musicals *The Threepenny Opera*, *Dames at Sea* and *She Loves Me*; the contemporary dramas *The Laramie Project*, *Pride's Crossing* and *Noises Off*; and the classics *The Importance of Being Earnest*, *A Midsummer Night's Dream* and *The Glass Menagerie*. The Theatre frequently stages original scripts and productions directed and designed by students. The Mill Theatre complex includes

a full scene shop, costume shop, state-of-the-art light board, sound board and equipment, full inventory of lighting equipment, costume storage and ample furniture and properties storage.

An important feature of the theatre program is that it offers various cocurricular opportunities for students, both majors and non-majors, in the areas of design, construction, performance and management. Elmhurst College is also an active member of Theta Alpha Phi, the national dramatics recognition society. Elmhurst College actors, designers and technicians compete annually in the Kennedy Center American College Theatre Festival.

### Course Offerings

*One unit of credit equals four semester hours.*

#### COM 113 Communication in Contexts

An introduction to the foundations of theory and practice in oral communication. Topics include: (a) interpersonal context; self-concept, listening, conflict management, verbal and nonverbal communication, gender roles, relationship development and maintenance; (b) public context; effective oral presentation skills, audience analysis, communication anxiety and organizational patterns; (c) small group context; effective decision making, leadership, empowerment, cultural diversity, group dynamics, team management and participation. Appropriate for English education students and others intending to take the State of Illinois English Language Arts Licensure Exam. This course is not intended for communication majors. *Spring Term.*

#### COM 114 Interpersonal Communication

A course designed to enhance interpersonal communication skills as well as survey-related theoretical foundations. The focus of the course is on verbal and nonverbal forms of human interaction. Issues such as listening, self-disclosure, conflict management and relational development and disengagement are explored in theory and practice.

#### COM 174 Radio Practicum

*.25 credit*

General introduction to all aspects of broadcasting. Basic training and introduction to production equipment and the day-to-day workings of WRSE, the campus radio station. Five hours per week of participation is required for all radio practicum courses. Other requirements may be specified by the station manager. *Courses must be taken in sequence. Pass/No Pass grading.*

**COM 211 Survey of Mass Communication**

A survey of the history and development of mass media in America. The origin, nature and interrelationships of media are examined. *Spring Term.*

**COM 213 Public Speaking**

An introductory course in oral presentation that combines theory with practical application.

**COM 217 Principles of Interviewing**

This course is designed to enhance students' understanding of communication principles within the context of various types of professional interviews (e.g., employment, performance appraisal, exit, disciplinary, etc.). Course will focus strongly on in-class performances of simulated interviews, role-plays and presentations.

**COM 218 Nonverbal Communication and Effective Listening**

Effective communication in all contexts requires careful attention to nonverbal communication and listening. Scholars have long recognized that these two essential components of successful communication are necessarily entwined. This hybrid course is designed to help students identify and appreciate how they can improve their communication skills by watching and listening to what they and others are saying. This will be achieved by identifying, assessing and learning how to practice effective management of nonverbal communication and listening skills as they pertain to the workplace and social settings.

**COM 220 Introduction to Organizational Communication**

Introduction to basic concepts, theories and practices relevant to the understanding of communication in organizational contexts. Provides a communicatively based definition of formal organization and explores historical and contemporary theories pertaining to individual organizational relationships. *Fall Term.*

**COM 274 Radio Practicum**

*.25 credit*

Advanced opportunities in the radio industry, including music air shifts, promotions, news, sports and other administrative duties at WRSE. Participation may be in the form of an independent on-air music show, or administrative responsibilities assigned by the station manager in a specific area of interest, such as news, promotion or music. Five hours per week of participation is required for all radio practicum courses. *Pass/No Pass grading. Repeatable for credit.*

**COM 311 Interpersonal Communication in the Workplace**

This course explores communication within the context of professional interpersonal relationships. Topics include interpersonal communication concepts, monitoring the internal and external environmental factors of a professional interpersonal relationship determining the relational context, identifying the appropriate communication channel for interpersonal exchanges at work and reducing unintended messages. Students will prepare a formal team presentation and a written analysis of their communication experiences in a professional interpersonal relationship. *Fall Term.*

**COM 312 Small Group Communication**

A course designed to explore the nature of group processes, with an emphasis on effective task-group discussion, decision making, problem solving and conflict resolution. Development of personal leadership skills and observational-analytic skills through structured group communication activities. *Prerequisite: COM 114. Fall Term.*

**COM 315 Intercultural Communication**

Both cross-cultural and intercultural aspects of communication, verbal and non-verbal, are examined in domestic and international cultures. Cultural differences in values and beliefs are also examined. Important dimensions of communication are treated in specific contexts such as medical, business and social. In addition, students will be asked to analyze their own intercultural variables and communication behaviors. Overall, this course will build cultural awareness and knowledge of how to transcend cultural and ethnic differences to build community through communication.

**COM 316 Communication Theory**

A course that surveys the major theories in the field of communication, analyzing theories of nonverbal, intrapersonal, verbal, mass, intercultural and relational communication. Emphasis on the relationship among theory, research and communication science. *Prerequisites: COM 114 and one other course at the 200 level or above.*

**COM 317 Persuasive Communication**

Examination of the rhetorical and social scientific theories of persuasive communication. Students will gain practical experience by examining the ethical, logical and motivational means of influencing others in a variety of persuasive situations. Coursework will include analysis, criticism and application of persuasive discourse across a diverse range of contexts.

**COM 318 Gender and Communication**

A course designed to examine gender as it is created and recreated through the process of communication. This course focuses on gender and gender stereotypes in four primary contexts of media, education, organizations and intimate relationships, such as friendships and family relationships. Students will gain a better understanding of the process of communication and how it affects the social construction of gender. *Spring Term.*

**COM 319 Business and Professional Communication**

A course designed to improve writing, speaking and listening skills essential to effective communication in a variety of business and professional settings. This course takes a practice-oriented approach to crafting, delivering and evaluating various types of informative, demonstrative and persuasive documents and presentations. *Prerequisite: COM 213. Fall Term, Summer Term.*

**COM 320 Organizational Communication**

This course focuses on the application of communication theories as applied to organizational structures and design. Topics include open-systems theory, productivity, power, culture, socialization, identity, technology, ethics and globalization within a wide range of organizations and contexts. *Prerequisite: COM 220 recommended. Spring Term.*

**COM 321 Case Studies in Organizational Communication**

A course designed to analyze problems and issues in organizational communication through case histories, exercises and projects. The course takes a case-study approach, focusing on typical communication difficulties in organizational contexts. *Prerequisite: COM 320.*

**COM 322 Conflict Management**

A course designed to enhance conflict communication skills focusing on understanding the theories of conflict, the nature and function of conflict, and how communication contributes to conflict management and resolution. *Prerequisite: COM 114.*

**COM 323 Family Communication**

Communication is central to the functioning of the family and extended family systems. This course explores topics that are relevant to understanding communication phenomena in the setting of the family. Topics include: families as systems, patterns, meanings, rituals, stories, roles and types, family life cycles, stressors and conflict, power and decision making, family forms and contexts. *January Term.*



**COM 324 Applied Conflict Management and Negotiation**

This course is designed to develop students' conflict management and negotiation skills in professional contexts. Students will explore the inevitability of conflict and how to respond to it while maintaining a working relationship. Students will also develop an understanding of when negotiation is considered appropriate and/or necessary. The course explores effective communication techniques to employ in conflict and the phases of conflict and in negotiation. Students will learn a variety of techniques and how to apply the appropriate skills based on relational and environmental contexts.

**COM 325 Oral Interpretation**

A lecture and laboratory course dealing with the analysis, appreciation and communication of literature to an audience. *Spring Term.*

**COM 326 Health Communication**

This course focuses on the interactive relationship between communication and issues of health and medicine. The roles of patients and caregivers and social and intercultural issues in health care are explored. *Alternating Fall Terms.*

**COM 331 Language, Identity and the Rainbow**

This course examines the evolution of the LGBTQ movement through a critical analysis of the foundations of this community—the community's rhetoric and resulting rhetorical coping strategies. Students will explore issues of sexuality, identity, power and marginalized populations in social movements, literature and popular culture. Students will increase awareness of their "others," resulting in higher levels of communication competence. *Alternating Fall Terms.*

**COM 353 Special Topics in Communication Studies**

An opportunity for intensive exploration of a particular topic chosen by the instructor. *Repeatable for credit.*

**COM 374 Radio Practicum**

*.25 credit*

This course offers management experience in the radio industry and involvement in the day-to-day running of a radio station. Students have the opportunity to host on-air music shows while developing a more comprehensive understanding of station management issues. Five hours per week of participation is required for all radio practicum courses. *Pass/No Pass grading. Repeatable for credit.*

**COM 411 Issues and Problems in Mass Communication**

An examination of the impact of mass communication media on society. Research findings are discussed in terms of their political, social and ethical implications, as well as their relationship to contemporary theories.

*Prerequisite: COM 211.*

**COM 413 Advanced Public Speaking**

Students will refine and enhance their rhetorical skill set and ability to act as a public advocate. They will participate in researching significant societal issues and the subsequent construction of arguments surrounding these topics.

Students will also refine and enhance their delivery style during classroom, campus and community presentations. *Prerequisite: COM 213.*

**COM 419 Business and Professional Communication in Online Contexts**

Advanced exploration of business and professional communication, including the curation, interpretation and analysis of documents and information. Covers the generation and management of online communication within social media and other online platforms.

**COM 420 Ethics and Critical Issues in Communication**

This course is designed to help students develop a conceptual framework for evaluating communication ethics and examining controversial issues and case studies in a variety of communication contexts, with a particular focus on media communication settings. Students will explore fundamental issues and standards of ethics in interpersonal, group, public and mass communication contexts. *Alternating Fall Terms.*

**COM 450 Leadership and Communication**

This course is an overview of the relationship between communication principles and the phenomenon of leadership. Analysis of various leadership approaches and their communicative content are undertaken. Students will be asked to engage in qualitative research exploring the nature of leadership as a product of human communication. *Prerequisite: COM 114.*

**COM 468 Internship**

*.50, 1.00 or 1.50 credit*

Designed to provide junior and senior communication studies, interdisciplinary communication studies and organizational communication majors with supervised, on-the-job experience with participating businesses, government agencies, institutions and radio/television stations. May be taken during the regular term with part-time employment of seven to 13 hours weekly for

.50 credit, 14 to 17 hours weekly for 1.00 credit, 18 to 20 hours weekly for 1.50 credit, or during Summer Term with 36 to 40 hours per week. Applications should be made early in the term preceding registration and are reviewed on the basis of academic grade-point average, faculty recommendations, professional progress and demonstrated interest. Repeatable for credit. Consent of instructor required during previous term unless exception is granted by internship coordinator. *Offered for Pass/No Pass grading.*

#### **COM 474 Radio Practicum**

*.25 credit*

Advanced programming in radio, including research and production of public affairs programming for broadcast. Continued participation in station management and music shows. Five hours per week of participation is required for all radio practicum courses. *Repeatable for credit. Pass/No Pass grading.*

#### **COM 490 Senior Seminar: Topics in Communication**

This senior seminar is a capstone option for communication majors. This course will allow students an opportunity to pursue advanced study of a topic in communication beyond the regular course offerings. Topics will vary each year and could include race and gender in the media, cultural identity in the media, the dark side of communication and the role of communication within the liberal arts. Students will write a literature review paper on a course topic as the capstone of their work in the major. This course should be taken in the spring term closest to a student's graduation, assuming that student is not choosing to do an internship in communication as his or her capstone in the major. *Spring Term.*

#### **COM 492/292 Independent Study in Communication**

*.25, .50 or 1.00 credit*

Majors may engage in directed study of a chosen subject. Studies may include creative projects, directed readings or research. *Consent of instructor required.*

#### **COM 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of communications, culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

**COM 498 Internship: Capstone***1.00 or 1.50 credit*

Designed to provide senior communication studies, interdisciplinary communication studies and organizational communication majors with supervised, on-the-job experience with participating businesses, government agencies, institutions and radio/television stations. May be taken during the regular term with part-time employment of 14 to 17 hours weekly for 1.00 credit or 18 to 20 hours weekly for 1.50 credit. Additional assignments required as part of a capstone experience in communication. Applications should be made early in the term preceding registration and are reviewed on the basis of academic grade-point average, faculty recommendations, professional progress and demonstrated interest. *Prerequisite: consent of instructor required during previous term unless exception is granted by international coordinator.*

**THE 173, 273, 373, 473 Improvisation Ensemble***.25 credit or non-credit*

This course incorporates training, rehearsal and performance in acting improvisation techniques, including on-the-spot improvisation, sketch comedy, uses of improv in pedagogy, and solo and ensemble improvisation as a creative technique. The ensemble will perform and offer seminars and workshops on campus as well as at area high schools, junior colleges and civic events.

*Repeatable for credit. Must be taken for credit to count toward the major.*

*Pass/No Pass grading.*

**THE 175, 275, 375, 475 Theatre Practicum***.25 credit or non-credit*

Practical study in all phases of theatre, including performance, technical production and management. Students are required to average five hours of participation per week and to attend seminars arranged by theatre faculty and led by theatre professionals. *Repeatable for credit. May be taken for non-credit.*

*Pass/No Pass grading.*

**THE 176, 276, 376, 476 Musical Theatre Practicum***.25 credit or non-credit*

Practical study in musical theatre. Participation in a mainstage musical produced by Elmhurst College required. Students are required to average five hours of participation per week over the space of the term. Students must attend seminars led by musical theatre professionals. *Pass/No Pass grading.*

*Repeatable for credit. May be taken for non-credit.*

**THE 208 Middle Eastern Dance Through History to Today**

A multi-faceted exploration of the development of Middle/Near Eastern Dance (RAKS SHARQI) throughout history to its current status. The political, sociological, ethnomusicology, theological, historical (and more) environments that have shaped, developed, hindered, grown and evolved this dance form are studied. The origin of the misnomer “belly dance” will be addressed. Special focus will be on the impact of religion and politics on this performance art. The course will be taught in both classroom and studio settings. *No prerequisite. January Term.*

**THE 221 Dance Appreciation**

Designed for all individuals; no prior dance experience is necessary. A survey of dance as an art form in the United States, ranging from the early 1900s to the present. Students will learn about the history and evolution of dance in its various forms through lecture and required reading, viewing and discussing videos relating to lectures and outside reading, and viewing live dance-related performances on campus and throughout the greater Chicago area. Students will also participate in movement exercises in class initiated by the instructor that physicalize what has been recently read and viewed. *Alternate years, Spring Term.*

**THE 225 Acting**

This course is an exploration of the theory and practice of stage acting, from basic technique to ensemble performance. Open to all students, regardless of experience. *Recommended for non-majors.*

**THE 226 Acting Technique I**

The beginning course in the actor training sequence. The student will gain a strong foundation in acting technique through character development, strong acting choices, acting exercises and voice and movement technique. *Prerequisite:* theatre, musical theatre, or theatre arts education majors; theatre minors; and/or consent of instructor. *Fall Term.*

**THE 227 Development of the Theatre**

An introduction to the art of the theatre from its historical roots to contemporary practice. Topics include theatre as an art form, the structure and types of drama, theatre architecture, the role of the audience and contemporary production practice. *It is recommended that theatre majors take this course early in their program.*

**THE 228 Stagecraft**

A theoretical and practical study of the traditional and contemporary techniques involved in play production. *Fall Term.*

**THE 238 Introduction to Design**

This course introduces the basic elements of design. Students will discover how line, shape, color, value and texture work together in all theatrical design areas to create good storytelling. *Spring Term.*

**THE 301 Voice and Movement for the Stage**

A practical laboratory course for the exploration of physiological and phonetic foundations in voice and movement for the stage. This fundamental course encourages students to explore and develop their personal physical and vocal awareness and control. *Spring Term.*

**THE 302 Ballet**

*.50 credit*

Designed for all levels of dancers; no prior dance experience is necessary. This course focuses on providing a strong foundation of core, classical ballet technique. Each class will consist of a thorough barre warm-up, center technique exercises, across-the-floor patterns and cumulative combinations choreographed by the instructor. A stronger sense of body awareness, balance, flexibility and core-centering strength will be developed. May be taken for non-credit. Must be taken for credit to count toward the major. *Repeatable for credit.*

**THE 303 Jazz Dance**

*.50 credit*

Designed for all levels of dancers; no prior dance experience is necessary. Students will learn and perfect the fundamentals of jazz movement vocabulary, learning the style and technique of this genre. Each class will consist of a thorough warm-up, center technique, across-the-floor patterns and cumulative combinations choreographed by the instructor. The aim of this course is to create knowledge of and enthusiasm for jazz dance as a popular art form. A stronger sense of body awareness, balance, flexibility and rhythmic sensibility will also be developed. May be taken for non-credit. Must be taken for credit to count toward the major. *Repeatable for credit.*

**THE 304 Tap Dance**

*.50 credit*

Designed for all levels of dancers; no prior dance experience is necessary. A strong foundation in core tap vocabulary is established, focusing on a tapping

style based in musical theatre. Each class will consist of a warm-up, center technique, across-the-floor patterns and cumulative combinations choreographed by the instructor. Students will also have the opportunity to learn about significant contributors to the field and to watch footage of various tap artists and discuss their insights. A stronger sense of rhythm and musicality will be developed. May be taken for non-credit. Must be taken for credit to count toward the major. *Repeatable for credit.*

### **THE 305 Social Dance and Period Styles**

*.50 credit*

Designed for all individuals; no prior dance experience is required. Students will learn the style and technique of various period-specific dance forms: waltz, foxtrot, polka, tango, cha-cha, Charleston, swing and jitterbug. Specific attention will be given to learning proper partnering techniques, thereby developing participants' special awareness. Students will also be exposed to the masters of these dance genres by watching related video footage. May be taken for non-credit. Must be taken for credit to count toward the major. *Repeatable for credit.*

### **THE 306 Modern Dance Technique**

This course is designed for all levels of dancers; no prior dance experience is required. Each class will consist of a thorough warm-up, center technique exercises, across-the-floor patterns, and cumulative combinations choreographed by the instructor. Students will be encouraged to express themselves physically, in both literal and abstract ways, and thereby expand their movement vocabularies. A stronger sense of rhythm, musicality, flexibility and core strength will be developed as students are introduced to basic styles and technique principles of various modern choreographers. May be taken for credit or non-credit. Must be taken for credit to count toward minor or major. *Repeatable for credit. Prerequisite: THE 306 or consent of the instructor.*

### **THE 310 Dance Ensemble**

*.50 credit*

Dance Ensemble is designed for serious dancers. Prior dance experience is required. Simulating a dance company experience, the course focuses on student choreography of group works and the building of new dance repertoire through a collaborative process. The course will culminate in a performance that is a scheduled event in the theatre season. Can be taken for credit or non-credit. *Repeatable for credit.*

**THE 314 History of Musical Theatre**

A survey of the development of American musical theatre from its origins in the 19th century through its current place in 21st-century culture. *Spring Term.*

**THE 326 Acting Technique II**

An intermediate course in which the student will refine the ability to make strong acting choices, through basic character development, acting exercises and scene study. *Prerequisite: THE 226 or consent of instructor. Fall Term.*

**THE 328 Intermediate Design for the Stage**

In this course, students will learn how to research and analyze scripts within the context of design and utilize the basic elements of design in a collaborative environment to create designs in lighting, scenery and costumes.

**THE 329 World Theatre and Drama in Cultural Contexts**

An investigation of specific world cultures and civilizations through the study of performance traditions, dramatic literature, cultural studies and historical texts. At the end of the course, the student will be able to critically discuss issues involving culture, civilization, politics, religion, faith, art forms and dramatic literature. The course investigates specific performance traditions and dramatic literature of cultures and co-cultures chosen from Asia, Africa, Australia, Europe, South America and North America. *Prerequisite: sophomore standing or consent of the instructor. Spring Term.*

**THE 331 History of Western Theatre I**

A historical survey of theatre and drama as a reflection of Western society from classical Greece through the English Restoration, 1660–1700. *Fall Term.*

**THE 332 History of Western Theatre II**

A historical survey of theatre and drama as a reflection of Western society from the English Restoration through the 20th century. *Spring Term.*

**THE 338 Costume Construction**

This course is an introduction and overview of the techniques of costume construction. It is designed to provide practical skills in the basics of sewing and in the fundamentals of costume construction. Projects, activities and topics will include the costuming process, the investigation of fabrics, an introduction to the development of patterns, clothing terminology, garment construction, and methods of altering the look of both fabric and garments. *Fall Term.*



**THE 340 Creative Drama**

A participatory study of creative dramatics, an improvisational, process-oriented form of theatre. Experiences include individual and group work, movement and pantomime, improvisation and creative playmaking. Theoretical and exploratory study includes the development of strategies for utilizing creative dramatics in various settings across the K-12 spectrum. *January Term, alternate years.*

**THE 350 Play Analysis**

This course investigates play analysis—the academic and creative processes of exploring scripts as foundations for creating performance. Analysis will explore dramatic action, dramatic structure, character development, environments, which shape the action of a play, and the challenges of context and convention. This writing-intensive course will include a wide range of writing perspectives, including dramaturgy, performance critique and an exploration of theory. *Fall Term.*

**THE 352 Special Topics in Theatre**

An opportunity for intensive exploration of a particular topic chosen by the instructor. *Repeatable for credit. Prerequisite: consent of instructor.*

**THE 372 Theatrical Theory: Theatre and Social Justice**

Theatre and social justice is designed to introduce students to the history and study of theatre. Students will explore the global nature of theatre and the use of theatre as a tool for social change and rehabilitation. The course will expand students' knowledge of the theatre beyond a form of entertainment to an understanding of its place as a vital forum for political, cultural and social issues.

**THE 402 Advanced Ballet**

*.50 credit*

A more accelerated, advanced version of THE 302. *Repeatable for credit. Prerequisite: THE 302 or consent of instructor.*

**THE 403 Advanced Jazz**

*.50 credit*

A more accelerated, advanced version of THE 303. *Repeatable for credit. Prerequisite: THE 303 or consent of instructor.*

**THE 404 Advanced Tap**

*.50 credit*

A more accelerated, advanced version of THE 304. *Repeatable for credit.*

*Prerequisite: THE 304 or consent of instructor.*

**THE 405 Advanced Social Dance and Period Styles**

*.50 credit*

A more accelerated, advanced version of THE 305. *Repeatable for credit.*

*Prerequisite: THE 305 or consent of instructor.*

**THE 406 Advanced Modern Dance Technique**

This course is designed for experienced modern dancers; extensive modern dance experience is required. Each class will consist of a thorough warm-up, center technique exercises, across-the-floor patterns, and cumulative combinations choreographed by the instructor. Students will be expected to express themselves physically, in both literal and abstract ways, and thereby expand their movement vocabularies. A stronger sense of rhythm, musicality, flexibility and core strength will be developed as students apply more advanced technique principles and styles of noteworthy modern choreographers. May be taken for credit or non-credit. Must be taken for credit to count toward minor and major. *Repeatable for credit. Prerequisite: THE 306 or consent of the instructor.*

**THE 410 Teaching of Dance**

This course is designed for dance artists and choreographers aiming to teach dance in school systems, private studios and/or professional venues. Through textbook analysis, lecture/discussions and various class activities, students will become able to present dance and movement vocabulary with strong focus and clarity. Students will also be challenged to teach with artistic potency, making the experience of learning dance vocabulary enriching and fulfilling creatively. *Prerequisite: at least one 400-level dance course, or consent of instructor. Fall Term.*

**THE 421 Choreography of Dance**

This course is designed for serious dance students with strong interest and background in dance. Various artistic methods for approaching choreography, the composition of dance, are covered. Different approaches to the creative process behind dance composition are explored, and each student will be challenged to invent his/her own approach to the creation of dance movement. Students will also be exposed to various methods of presenting and teaching dance material to others. *Prerequisite: at least one 400-level dance course, or consent of instructor. Alternate years, Spring Term.*

**THE 424 Directing**

This course is designed to examine the art and process of play direction in a seminar as well as a laboratory setting. *Prerequisite: THE 226 or equivalent or consent of instructor. Spring Term.*

**THE 426 Acting Technique III**

Advanced scene study and monologue preparation. Emphasis is placed on preparing for auditions and professional acting. *Prerequisite: THE 326 or consent of instructor. Fall Term.*

**THE 428 Design for the Stage**

An advanced course in theatre design, including advanced theatre technology techniques. This course prepares the student for the requirements of stage design, including lighting, set, costume and sound. The student will understand the design process from initial production meetings through to the realized production. *Prerequisite: THE 228 or consent of instructor. Spring Term.*

**THE 440 Teaching Theatre Arts**

A study of general pedagogical principles that apply to the teaching of communication and theatre in secondary schools. Must be taken prior to student teaching. *Prerequisite: SEC 410. Open to seniors or with consent of instructor.*

**THE 468 Internship**

*.50, 1.00 or 1.5 credit*

Designed to provide junior and senior theatre majors with supervised, on-the-job experience with participating professional theatres or media stations. May be taken during the regular term with part-time employment of seven to 13 hours weekly for .50 credit, 14 to 17 hours weekly for 1.00 credit, 18 to 20 hours weekly for 1.50 credit, or during Summer Term with 36 to 40 hours per week. Applications should be made early in the term preceding registration and are reviewed on the basis of academic grade-point average, faculty recommendations, professional progress and demonstrated interest. *Offered for Pass/No Pass grading. Prerequisite: consent of instructor required during previous term unless exception is granted by the internship coordinator.*

**THE 470 Avant-Garde Theatre**

This seminar will allow students to become familiar with the new and creative dramatic and performance styles of the 20th century. From Ibsen to the Theatre of the Absurd and Dadaism to the Living Theatre, the 20th century was an era of innovation and experimentation. Through the reading of dramatic literature and the history of various styles and movements, students will gain an understanding of contemporary theatre. *January Term.*

**THE 471 Holocaust Theatre**

Study of theatre, performance, film and dramatic literature related to the Holocaust, including an examination of historical and contextual views of society and social responsibility. Students will explore the roles of nations and individuals within the situations of the Holocaust before, during and after World War II. With its tradition and mission of examining human nature and narrative, the theatre brings a compelling approach to the analysis of the events and context of the Holocaust through this study of performance and performance texts.

**THE 492/292 Independent Study in Theatre**

*.25, .50 or 1.00 credit*

Studies may include creative projects as well as directed reading and research in theatre. *Open to juniors and seniors with consent of instructor.*

**THE 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of theatre arts, culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

**THE 498 Theatre Capstone**

This course serves as a culmination of scholarship and creative application of theatre studies and practice. Designed for seniors, the course addresses pre-professional preparation and addresses the needs of students preparing for graduate study. Students in this course may integrate theatre with other disciplinary studies. In this seminar course, students will develop final projects in consultation with faculty advisors. Projects will include research, writing and creative components. Projects may include informal or formal presentations on or off campus.

## Applied Theatre

Applied, private instruction in theatre. The choice and use of materials are left to the discretion of the instructors in each area. Term final examinations are presented before a jury of theatre faculty. Students are required to present excerpts from the materials studied.

Students entering with previous theatre training are placed at the proper level as determined by audition and interview. Non-credit lessons will be graded P/NP and have no jury requirement.

Students registering for applied theatre courses are required to take a half-hour lesson per week or its equivalent for a 0.5 credit course. Non-credit listings may be repeated. Course must be taken for credit to count toward any major in the theatre program. Enrollment for all applied theatre listings is contingent on the consent of the instructor.

### Acting

ATA 011 Non-credit Acting  
ATA 101-402 (.50 credit)

### Costuming

ATX 011 Non-credit Costuming  
ATX 101-402 (.50 credit)

### Directing

ATD 011 Non-credit Directing  
ATD 101-402 (.50 credit)

### Musical Theatre

ATM 011 Non-credit Musical Theatre  
ATM 101-402 (.50 credit)

### Playwriting

ATW 011 Non-credit Playwriting  
ATW 101-402 Credit Playwriting

### Stage Management

ATS 011 Non-credit Stage  
Management  
ATS 101-402 (.50 credit)

### Theatre Business/Administration

ATB 011 Non-credit Theatre  
Business/Administration  
ATB 101-402 (.50 credit)

### Theatre Design and Technology

ATT 011 Non-credit Design  
and Technology  
ATT 101-402 (.50 credit)

# Communication Sciences and Disorders

**T**he Department of Communication Sciences and Disorders is dedicated to preparing its students for the successful understanding of human communication and its disorders and differences.

The discipline of communication sciences and disorders (CSD) comprises the two related fields known as speech-language pathology (SLP) and audiology (A). Speech-language pathologists evaluate and treat the full range of human communication disorders and differences. The disorders include speech sound deficiencies, language delays and disorders, stuttering, voice disorders, cognitive-communication disorders, feeding and swallowing disorders, and the language deficits associated with autism spectrum disorders. Normal differences include normal dialectal differences and the oral communication abilities of English-language learners.

Speech-language pathologists may evaluate and treat individuals of all ages, from infants to the elderly. They may work as a team with teachers, audiologists, psychologists, occupational therapists and physical therapists, or they may work in private practice. Most speech-language pathologists work in public school systems, hospitals, rehabilitation centers, skilled nursing facilities, health departments, government agencies, adult day care centers, home health care agencies, centers for those with developmental disabilities or research laboratories.

Individuals who enter this career typically have a sincere interest in helping people, an above average intellectual aptitude, and warm interpersonal skills. Scientific aptitude, patience, emotional stability, tolerance and persistence are necessary, as well as resourcefulness and imagination. Other essential traits include a commitment to working cooperatively with others and the ability to communicate effectively orally, nonverbally and in writing.

The recommended courses during high school are biology, physics, social sciences, English and mathematics, as well as public speaking, language and

psychology. Undergraduates should have a strong liberal arts background with coursework in phonetics, anatomy, psychology, human development, biology, physiology, physical science, social/behavioral sciences, statistics, language development and language science. A master's degree is required for speech-language pathologists. Most states also require that speech-language pathologists be licensed.

Audiology is a discipline that focuses on the measurement of hearing and hearing impairment, the study of the nervous system and how auditory information is processed, and the testing and analysis of auditory disorders. Audiologists are the primary health-care professionals who evaluate, diagnose, treat and manage hearing loss, auditory processing disorders and balance disorders in adults and children. They prescribe and fit hearing aids, assist in cochlear implant programs, perform ear- or hearing-related surgical monitoring, design and implement hearing conservation programs and newborn hearing screening programs, provide hearing rehabilitation training—such as auditory training, speech reading and listening skills improvement—and provide other assistive listening devices to enhance the hearing capabilities of individuals with hearing loss or other disorders of the auditory system.

The recommended courses during high school for audiologists are the same as those for speech-language pathologists. On the undergraduate level, the undergraduate curriculum requirements are the same as for speech-language pathologists. A doctoral degree (usually the AuD) is required for audiologists, and most states also license audiologists.

They work in a variety of settings, such as hospitals, clinics, private practices, ENT offices, universities, K-12 schools and government, military and VA hospitals.

### **Undergraduate Program Mission**

The mission of the undergraduate program in Communication Sciences and Disorders is to provide students with the scientific and cultural foundations of the development of typical human communication and communication differences and disorders across the lifespan. Students will exhibit the knowledge and skills necessary to be prepared for graduate study and meaningful and ethical work in areas related to speech-language pathology, audiology, speech and hearing sciences, human services, and education, using a framework driven by evidence-based practice. Students will actively engage in the pursuit of intellectual excellence and self-formation, demonstrating the commitment, integrity and compassion necessary to be socially responsible in a culturally and linguistically diverse global society.

**The Goals of the Department**

- Students will demonstrate the fundamental knowledge of normal speech and language development necessary to begin to identify various communication disorders and use that information to effectively observe and treat individuals with a variety of communication difficulties, across all age levels, in a caring and compassionate manner;
- Students will demonstrate the fundamental scientific competence to work responsibly with individuals with communication disorders and their families, as well as other professionals, in a collaborative manner;
- Students will demonstrate cultural knowledge, awareness and sensitivity through integrated curricular and co-curricular experiences related to diversity and cultural competence;
- Students will develop strong critical thinking and professional communication skills, and will practice professional ethics and have strong introductory skills for evidence-based practice.

**Faculty and Staff**

Gerard H. Poll, *Chair*; Cheri Carrico, *Undergraduate Program Director*; Brenda Gorman, *Graduate Program Director*; Ruiying Ding, Susan Dulay, Laura Froeschke, Victoria Jay, Jennifer Kremkow, Janis Petru

**Major in Communication Sciences and Disorders**

The major in communication sciences and disorders provides students with a background in the processes of normal communication and prepares them to both recognize and treat communication disorders and differences. Students have the opportunity to gain both observation hours and clinical practicum hours in the on-campus clinic. This major provides coursework necessary for admission to graduate programs in speech-language pathology and audiology. Students also pursue work and further education in closely related fields.

To prepare for work in the schools, the Department advises students to pass the Test of Academic Proficiency (TAP) or meet the ACT or SAT requirements designated by the Illinois State Board of Education. In addition, a master's degree is required for certification by the American Speech-Language-Hearing Association (ASHA) and for state licensure in Illinois. Additional courses are required for students who wish to be licensed to work in the public school system.

All students are encouraged to join NSSLHA (the National Student Speech-Language-Hearing Association).



**A major in communication sciences and disorders requires the following courses:**

CSD 203 Phonetics I (.50 credit)	CSD 343 Neurological Bases of Communications
CSD 204 Phonetics II (.50 credit)	CSD 344 Speech Science
CSD 234 Anatomy and Physiology of Speech and Hearing	CDS 345 Professional Writing in Speech-Language Pathology
CSD 245 Introduction to Communication Sciences and Disorders: Educational Settings (.50 credit)	CSD 355 Aural Rehabilitation
CSD 246 Introduction to Communication Sciences and Disorders: Medical Settings (.50 credit)	CSD 443 Language Problems in Children
CSD 319 Applied Linguistics for Speech-Language-Hearing Sciences	CSD 454 Clinical Methods and Diagnostic Procedures in Speech-Language Pathology
CSD 337 Language Development across the Lifespan	<i>Three semesters of practica in speech-language pathology (CSD 378, 476 or 477) (477 may be repeated for credit)</i>
CSD 339 Introduction to Audiology: Principles and Methods	
CSD 340 Fluency Disorders (.50 credit)	<i>One CSD elective from CSD 100, 101, 102, 242, 356, 380, 381, 382</i>
CSD 341 Speech Sound Disorders	

CSD majors are required to complete a course in the general, human or animal biological sciences; a course in the physical sciences (chemistry or physics); a course in statistics; and a course in the social or behavioral sciences (such as psychology or sociology).

Licensure from the Illinois State Board of Education requires a master's degree in speech-language pathology, EDU 223 Education of PK-12 Learners with Exceptionalities and coursework in reading methods among other requirements.

For admission to the communication sciences and disorders major, students must have a cumulative GPA of 3.00 or above at the end of their sophomore year and must have earned a B or above in ENG 105 and ENG 106 or their equivalents. To remain in the major and enroll in 300/400-level courses, a 3.20 GPA must be maintained, along with a GPA of 3.20 in the major classes. In order to participate in clinical practicum, CSD 378, a student must take the Test of Academic Proficiency (TAP) or meet the ACT or SAT requirements. Enrollment in a clinical practicum is contingent upon appropriate verbal and non-verbal communication skills and writing skills or enrollment in a recommended therapy program and an A or B in the related theory courses.

### Minor in Communication Sciences and Disorders

Any four full courses from the department constitute a minor in that area, with the following exceptions: CSD 492 cannot be counted toward a minor. The department chair must approve any exceptions.

### The Elmhurst College Speech-Language-Hearing Clinic

Student clinicians observe and become involved in treatment for children and adults in the Speech-Language-Hearing Clinic on campus in Circle Hall. Additional non-classroom activities in which students may participate are diagnostic evaluations, speech and hearing screenings, conferences with parents, writing of reports, clinical research and service learning activities. The student-to-faculty ratio allows close supervision and enables qualified students to contribute to therapy with clients in their senior year.

### Course Offerings

*One unit of credit equals four semester hours.*

#### CSD 100 Introduction to Sign Language

*.50 credit*

A beginning course in sign language, emphasizing sign vocabulary, American Sign Language (ASL) syntax, manual alphabet and situational assessment. Designed for those who need to communicate with nonverbal children and adults.

#### CSD 101 Sign Language I

*.50 credit*

An intermediate course in sign language providing additional sign vocabulary and ASL syntax. *Prerequisite: CSD 100 or consent of instructor.*

#### CSD 102 Sign Language II

This course focuses on continued development of conversational fluency in American Sign Language, including further training in receptive and expressive skills, fingerspelling, vocabulary development and grammatical structures. Cultural aspects associated with deaf education; historical treatment of deaf people; and sociological, political and cultural issues important to the deaf community are addressed. *Prerequisite: CSD 101 or consent of instructor.*

#### CSD 203 Phonetics I

*.50 credit*

The study of the International Phonetic Alphabet, with practice in phonetic transcription and motoric description of variations in speech. *Prerequisite: second-term sophomore standing.*

**CSD 204 Phonetics II***.50 credit*

Communicative awareness and effectiveness are developed through analysis of videotaped oral presentations and laboratory experience. For communication sciences and disorders majors, this course offers additional practice in transcription using the International Phonetic Alphabet. *Prerequisites: CSD 203, 3.00 GPA.*

**CSD 234 Anatomy and Physiology of Speech and Hearing**

The study of the anatomical and physiological processes related to normal speech and language production. The respiratory, phonatory, articulatory, hearing and nervous systems are studied in depth. *Prerequisites: second-term sophomore standing, 3.00 GPA.*

**CSD 242 Toward Understanding Autism**

A course on the identification and treatment of individuals with autism. A brief historical overview will be included. Characteristics and learning styles of individuals with autism will be examined.

**CSD 245 Introduction to Communication Sciences and Disorders: Educational Settings***.50 credit*

A broad introduction to human communication sciences and disorders as they are experienced in educational settings. Students are required to observe typical and atypical communication and accumulate observation hours. Fundamental writing skills related to the profession are addressed. *Prerequisites: CSD major or special education major.*

**CSD 246 Introduction to Communication Sciences and Disorders: Medical Settings***.50 credit*

A broad introduction to human communication sciences and organically based communication disorders as they are experienced in medical settings. *Spring Term; January Term in odd years.*

**CSD 319 Applied Linguistics for Speech-Language-Hearing Sciences**

An introduction to applied linguistics as a foundation for speech, language and hearing sciences. The course emphasizes concepts of how language is structured, how meaning is conveyed, and how language varies across occasions and groups. It addresses the scientific method and language analysis in applications for research and clinical practice in the assessment and treatment of language disorders.

**CSD 337 Language Development across the Lifespan**

The nature and typical development of language are studied in conjunction with concurrent development in cognitive, social and motoric systems.

Theories of language are also addressed. *Prerequisites: communication sciences and disorders major, junior status and 3.20 GPA. Second-term sophomores will be considered on a case-by-case basis.*

**CSD 338 Normal Speech and Language Development in the Young Child**

Study of the acquisition of speech and language in children. Designed for students majoring in education or other appropriate areas. This course is not applicable toward the major in communication sciences and disorders. *Fall Term, odd years.*

**CSD 339 Introduction to Audiology: Principles and Methods**

The study of the anatomy and physiology of the auditory system and its disorders. Includes instruction and practice in the use of audiometric equipment.

*Prerequisites: CSD 234, junior standing and a 3.20 GPA.*

**CSD 340 Fluency Disorders**

*.50 credit*

A study of fluency, dysfluency, theories of etiology and current therapeutic approaches in the treatment of stuttering and other fluency disorders.

*Prerequisites: 3.20 GPA and junior standing.*

**CSD 341 Speech Sound Disorders**

A study of phonological development combined with a study of phonological and articulatory disorders. Strategies for assessment and remediation are addressed. *Prerequisites: CSD 204 and 3.20 GPA.*

**CSD 343 Neurological Bases of Communication**

Designed for students pursuing a degree in communication sciences and disorders or interested in the field of allied health. Students will understand the anatomy and physiology of the human brain; neural processes of speech, language and cognition; and the neurological basis for swallowing. Also, students will develop an appreciation for brain-behavior relationships and how they are impacted following an injury to the brain. *Prerequisites: CSD 234, complete required biological science course and 3.20 GPA.*

**CSD 344 Speech Science**

The study of the nature of sound waves, sound transmission, resonance and filtering. Introduction to speech perception. A review of principles and methods

of measuring acoustical phenomena and an introduction to the acoustic theory of speech production. *Prerequisites: CSD 204, completed required physical science course, and 3.20 GPA.*

#### **CSD 345 Professional Writing in Speech-Language Pathology**

Designed to increase students' professional writing skills, specifically in the areas of professional correspondence, clinical report writing and academic writing, and to enhance skills of information literacy. *Prerequisites: ENG 106, CSD 245, CSD 246, CSD 378 and a 3.20 GPA.*

#### **CSD 355 Aural Rehabilitation**

The study of basic methods involved in the treatment of the hearing impaired, including auditory training, speech reading, amplification, communication development and case management. *Prerequisites: CSD 339 and 3.20 GPA. January Term, Fall Term.*

#### **CSD 356 Children at Risk from Birth to Five**

This course provides an introduction to factors associated with early intervention in speech-language pathology and audiology. Topics include fetal development; prenatal, neonatal and postnatal risk factors; syndromes associated with communication deficits; assessment of infant and toddler nonverbal communication; infant/caregiver interaction and attachment; remediation; and the primary role of the speech-language pathologist on the early intervention team. *Prerequisite: junior status or sophomore with consent of instructor.*

#### **CSD 378 Beginning Clinical Practicum**

*.50 credit*

Students are required to accumulate clinical observation hours, as well as attend seminars on treatment techniques and current topics in speech-language pathology. Professional writing skills related to clinical practice are addressed. *Prerequisites: CSD 245, communication sciences and disorders major, consent of the clinic director, 3.00 GPA, and current or prior enrollment in CSD 337 and CSD 341.*

#### **CSD 380 Augmentative and Alternative Communication**

The seminar in Augmentative and Alternative Communication (AAC) is designed to introduce students to the area of AAC and the principles and practices related to assessment and intervention for individuals who present with complex communication needs. *January Term.*

**CSD 381 The China Experience**

The immersion experience in China provides students with an opportunity to observe and participate in not only conventional but also alternative evaluation and treatment sessions in physical therapy, occupational therapy and speech therapy; it offers students a multicultural experience in rehabilitative medicine. *Travel course, offered January Term in even-numbered years.*

**CSD 382 Global Perspectives in Communication and Disability: Costa Rica Experience**

This course is designed to provide students with a unique opportunity to foster their global experience, knowledge and skills to provide appropriate services to diverse clients. The combination of Spanish classes, cultural excursions, home stays with local families, and clinical services learning activities will foster students' appreciation of culture and linguistic diversity and their ability to provide culturally relevant services. *Travel course, Summer Term.*

**CSD 437 Language Problems in Children**

This course presents an overview of the etiology, symptomatology, diagnosis and remediation of language disorders in infants and children. *Prerequisites: CSD 337 and CSD 378, 3.20 GPA.*

**CSD 454 Clinical Methods and Diagnostic Procedures in Speech-Language Pathology; Senior Capstone**

Introduction to HIPAA, clinical evaluation, client management and professional conduct as outlined in the ASHA Code of Ethics. Students study methods of observing, recording and assessing speech and language behaviors, interpreting diagnostic information, developing treatment objectives, and modifying behaviors. The course also introduces fundamentals of speech and language therapy, instructional programming, and behavior management in speech-language pathology. *Prerequisites: CSD 204, 234, 337, 341, 378, and current or prior enrollment in CSD 477, 3.20 GPA.*

**CSD 468 Internship in Speech-Language Pathology**

Students will arrange to observe speech-language therapy at an off-campus clinical site and participate in speech-language therapy sessions with clients. No clock hours may be counted from this experience.

**CSD 476 Language Stimulation and Enrichment Experiences**

Students plan speech-language stimulation and enrichment activities that are age and developmentally appropriate; write a weekly lesson plan documenting the speech-language objectives being stimulated; and implement the activities with at-risk populations at off-campus sites. *Prerequisites: CSD 337, CSD 378. Elective may fulfill one term of clinical practicum requirement.*

**CSD 477 Experiential Learning and Assisting in Clinical Practicum**

*.50 credit*

Students assist other student clinicians in CSD 500 or 501 in the on-campus clinic. As assistants, students participate in supervised clinical practice, including treatment, data collection, preparation of materials and writing of progress notes and lesson plans. Students may also participate in clinical research. Attendance at seminars on treatment techniques and current topics in speech-language pathology is required. *Prerequisites: communication sciences and disorders major, consent of the clinic director, 3.20 GPA.*

**CSD 492/292 Independent Study in Speech-Language Pathology**

*.25, .50 or 1.00 credit*

Studies may include readings and clinical study or research. *Consent of instructor required.*

**CSD 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of speech-language pathology, culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

# Computer Science and Information Systems

**T**he Department of Computer Science and Information Systems (CSIS) offers undergraduate degrees in three areas of study: computer science, computer gaming and entertainment technology, and information systems.

CSIS also offers a master of science in computer information systems and a master of science in data science. Please refer to the Graduate Study section of this catalog for more details.

In addition to the CSIS graduate programs, several computer-related programs are available to adults who are interested in professional development or making a career change. Accelerated, certificate and bachelor's degree-completion programs include application development (graduate certificate version), cyber security, data science (graduate certificate version), information technology and network administration (graduate certificate). Please refer to the Degree-Completion Programs section of this catalog for more details for all of these programs.

In all areas of study, students learn foundational computer concepts and apply that knowledge within software development environments and on computer platforms widely used in the software industry and the information technology sector in general. Using this foundational knowledge, students have the opportunity to develop their problem-solving skills and become lifelong learners in the ever-changing computer field.

In all the CSIS curricula, students go beyond learning several programming languages and related development tools. CSIS majors learn to apply their knowledge in several subareas within their respective major. All majors have capstone courses in which students work on term-long, team-based projects, often for "real-world" clients. In addition to applying their knowledge and problem-solving skills in courses, students are encouraged to complete internships. Internship opportunities have included transaction-oriented website development, scientific research, game development, mobile-device software development, market research systems, geographic information



systems, financial systems, network communications and many others. One of the many attractions to a career in computing is that it is very interdisciplinary, giving students the opportunity to broaden and apply their knowledge and develop communication skills.

The computer science (CS) curriculum core has more theoretical foundational concepts than the computer gaming and entertainment technology and the information systems curricula. CS students develop their abilities to work at various levels of abstraction and study mathematical models needed to design, develop, implement and test software systems. The core areas of CS allow students to choose to work in many application areas, such as mobile-device software development, web-based development, high-performance computing, and cloud-based and distributed database systems used for processing “big data.”

The information systems (IS) curriculum emphasizes applications related to business. Therefore, in addition to computer courses, IS students are required to choose from a set of business courses. Most software applications in IS tend toward accounting, finance, inventory-control and marketing systems; however, the range of applications continues to grow and the IS curriculum is designed to adapt to applications that may or may not be business related. For example, some IS students focus their study on geographic information systems. Some focus on intelligent decision systems and data mining applications within all the above-mentioned fields.

Students in computer gaming and entertainment technology (CGE) learn concepts underlying game design, graphics processing, animation, digital cinema, web-based and mobile-based games, and techniques for data representation of multimedia. CGE majors acquire knowledge and abilities that will not only prepare them for many areas of the gaming industry, but also to pursue many aspects of website development or simulation applications used in business and scientific disciplines.

A grade of C- or better is required in all major courses for graduation in computer game and entertainment technology, computer science and information systems. A grade of C- or better is required for all courses that count toward a minor.

### Faculty

John Jeffrey, *Chair*; James Dauer, Ali Ghane, Gary Smith

### Major in Computer Science

All computer science majors must take the 11 core courses in computer science and MTH 151, 152 and 301. It is also highly recommended that a student majoring in computer science take CS 303, CS 418, CS 440 and IS 423.

**The 11 core courses are:**

- |  |   |
|--|---|
| CS 220 Computer Science I                                | CS 360 Computer Network Systems             |
| CS 255 Computer Science II                               | CS 419 Java Programming and Web Development |
| CS 310 Computer Organization and Programming in Assembly | CS 420 Operating Systems                    |
| CS 315 Web Design and Programming                        | CS 435 Concepts of Programming Languages    |
| CS 318 Object-Oriented Design and Programming Using C++  | CS 475 Software Engineering                 |
| CS 320 Data Structures and Algorithmic Analysis          |   |

**Sample Four-Year Curriculum**

The following sample curriculum can be used as a guide in the selection of courses.

**FIRST YEAR**

**Fall Term**

- CS 220
- MTH 151
- Two Integrated Curriculum requirements

**Spring Term**

- CS 255
- MTH 152
- Two Integrated Curriculum requirements

**SECOND YEAR**

**Fall Term**

- CS 310
- CS 318
- MTH 301
- Integrated Curriculum requirement

**Spring Term**

- CS 315
- CS 360
- IS 224 or CS 205 (.5 course)
- Integrated Curriculum requirement

**THIRD YEAR**

**Fall Term**

- CS 419
- CS elective
- Integrated Curriculum requirements

**Spring Term**

- CS 320
- CS 440
- Integrated Curriculum requirements

**FOURTH YEAR**

**Fall Term**

- CS 420
- Integrated Curriculum requirements

**Spring Term**

- CS 435
- CS 475 (*Capstone*)

1. We recommend that students take computer language and special topics courses to develop important skills in these areas.

2. *We recommend that students take additional CS electives to further strengthen their backgrounds in CS and/or take the CS 480 Internship to obtain practical experience in CS by working part time in industry.*

### Minor in Computer Science

Students seeking a minor in computer science must take CS 220 Computer Science I, CS 255 Computer Science II, MTH 301 Discrete Mathematics, and three 300/400-level computer science courses selected with the approval of the chair of the Department of Computer Science and Information Systems.

### Major in Information Systems

A student majoring in information systems must take CS 220 Computer Science I, plus the computer science, information systems, math and business courses listed below. Students are encouraged to consider a minor in business administration.

#### Computer Science Courses

CS 205 Linux (.5 course credit)  
 CS 315 Web Design and Programming  
 CS 360 Computer Network Systems  
 CS 440 Web-Based Applications

#### Information Systems Courses

IS 224 Visual BASIC Programming Language  
 IS 380 Decision Support Systems  
 IS 423 Database Management Systems  
 IS 424 Introduction to Systems Analysis and Design  
 IS 425 Management Information Systems

#### Math Courses

MTH 151 Calculus I or MTH 162 Analysis for the Business and Social Sciences  
 and  
 MTH 345 Elementary Statistics

#### Business Courses

BUS 263 Accounting and Financial Management for Non-Business Majors (*required*)  
 In addition, one of the following business courses is also required:  
 BUS 230, BUS 250.

#### Recommended Electives for the Information Systems Major include:

CS 318 Object Oriented Design and Programming Using C++  
 MTH 152 Calculus II  
 MTH 311 Introduction to Mathematical and Computer-Based Modeling

*We recommend that students take CS 255 to gain a thorough background in a programming language.*

**Sample Four-Year Curriculum**

The following sample curriculum can be used as a guide in the selection of courses.

**FIRST YEAR****Fall Term**

CS 220

MTH 151 or 162

Two Integrated Curriculum  
requirement**Spring Term**

IS 224

BUS 263

MTH 345

One Integrated Curriculum  
requirement**SECOND YEAR****Fall Term**

BUS 250

Integrated Curriculum requirements

**Spring Term**

CS 205 (.5 course)

CS 315

Integrated Curriculum requirements

**THIRD YEAR****Fall Term**

2nd business course

Integrated Curriculum requirements  
or elective**Spring Term**

IS 423

CS 360

CS 440

Integrated Curriculum requirements  
or elective**FOURTH YEAR****Fall Term**

IS 380

Two electives

**Spring Term**

IS 424

IS 425

**Minor in Information Systems**

Students seeking a minor in information systems must take CS 220, IS 380, IS 423, IS 425 and one additional 300/400-level CSIS course.

**Major in Computer Game and Entertainment Technology**

Students majoring in computer game and entertainment technology are required to take the following sets of courses.

CS 220 Computer Science I

CS 255 Computer Science II

CS 303 Computer Game Design

CS 418 Artificial Intelligence

CS 460 Computer Graphics

CGE 350 Advanced Computer  
GraphicsCGE 355 Computer Animation and  
Simulation

CGE 357 Interactive Digital Media

CGE 401 Three-Dimensional  
Computer Game Design  
CGE 405 Digital Cinema  
CGE 425 Web-Based Entertainment  
Systems

CGE 477 Computer Game and  
Entertainment Project Development  
MTH 151 Calculus I or CGE 213  
Elements of Computer Computation  
or CGE 313 Numerical Methods

### Sample Four-Year Curriculum

The following sample curriculum can be used as a guide in the selection of courses.

#### FIRST YEAR

##### Fall Term

CS 220  
Two Integrated Curriculum  
requirements  
Mathematics course

##### Spring Term

CS 255  
CS 460  
CGE 213 or CGE 313 or MTH 151  
One Integrated Curriculum requirement

#### SECOND YEAR

##### Fall Term

CS 303  
Two Integrated Curriculum  
requirements

##### Spring Term

CGE 350  
Integrated Curriculum requirements

#### THIRD YEAR

##### Fall Term

CS 401  
CGE 355  
Integrated Curriculum requirements

##### Spring Term

CGE 355 or 357  
CGE 418  
Integrated Curriculum requirements

#### FOURTH YEAR

##### Fall Term

CGE 405  
Integrated Curriculum requirements  
or electives

##### Spring Term

CGE 425  
CGE 477  
Integrated Curriculum requirements  
or electives

### Minor in Computer Game and Entertainment Technology

Students seeking a minor in computer game and entertainment technology are required to take CS 220, CS 255 and four additional CGE courses.

### Minor in Cyber Security

The minor in cyber security requires six courses: CS 220, CS 405, CS 409, CS 410, CS 412, and one Criminal Justice course at the 300/400 level. Note: CJ 300-level courses require CJ 200 or SOC 211 as prerequisites, and some CJ 400-level courses require additional prerequisites. CS 405, CS 409, CS 410 and CS 412 are only offered as online courses.

### Course Offerings

*One unit of credit equals four semester hours.*

#### CGE 213 Elements of Computer Computation

This course introduces the student to techniques for solving a variety of mathematical problems that arise in the development of computer games, animation, simulation, computer graphics and related areas. Topics covered in the course include 2-D and 3-D Cartesian and Polar coordinate systems, vectors and scalars, implementation of trigonometric functions in rendering 2-D and 3-D images, representing the motion of an object subject to external forces, implementing collision detection, constructing 2-D and 3-D rotational, scaling and translational matrix-based transformations and camera positioning in the virtual world. Also covered are techniques for implementing world-space to viewport and screen space transformations, rendering curves using linear, cubic and B splines, and rendering curved surfaces using Bezier and spline techniques. Lastly, additional topics include random number generators and application of random numbers in a variety of CGE topics, techniques for rendering objects in Euclidean and fractal geometry, ray tracing techniques using vectors and planes and others. *Prerequisite: MTH 132.*

#### CGE 313 Numerical Methods

This course provides a general understanding of using the computer as a tool to solve the types of mathematical problems that arise in the development of computer game and entertainment projects. The student writes computer programs that solve problems in a series of evaluations of various mathematical functions, differential and integral calculus, probability and statistics, 2-D and 3-D vector systems, matrix application in computer graphics, animation, simulation and other related topics. Techniques that apply Monte Carlo concepts are also discussed, and the student learns how to apply these to solving a number of important CGE problems. *Prerequisites: MTH 151, CS 220.*

#### CGE 350 Advanced Computer Graphics

Emphasis is placed on 3-D graphics and various “toolkits” used to create this type of graphics such as Direct-X. Rendering of solid objects, life forms,

fractal scenes and objects, terrains, 3-D modeling, lighting and shadowing, texturing and other topics are discussed. *Prerequisite: CS 220.*

### **CGE 355 Computer Animation and Simulation**

This course introduces the student to principles applied to animate computer-generated objects on a computer screen. Both 2-D and 3-D animation techniques are discussed, together with topics including the physics of animated systems, systems of particles, inverse kinematics, framing, interpolation and hierarchies. Also considered is the application of animation to the simulation and modeling of physical systems. *Prerequisite: CS 220.*

### **CGE 357 Interactive Digital Media**

This course considers the use and application of electronic media forms such as video, music and sound in an interactive digital system that is graphically based. By merging these forms together, the student creates a “virtual” world that mimics real-world experiences. The course also covers basic concepts of human/computer interaction. *Prerequisite: CS 220.*

### **CGE 401 Three-Dimensional Computer Game Design**

In this course, students apply concepts learned in previous classes, such as animation and simulation techniques, three-dimensional graphics, and the incorporation of media components such as video, music and sound in a highly interactive game. Students also learn to develop story lines, scripting techniques, aspects of game theory, and how to infuse their games with simulated cognition and artificial intelligence. *Prerequisite: CS 303.*

### **CGE 405 Digital Cinema**

This course applies the topics of computer animation, computer modeling and simulation, artificial intelligence, and computer graphics to the design of computer-generated film. Using appropriate software packages such as those from Macromedia, the student learns how to develop a script and then apply it to create scenes that go into the design of a computer-generated film.

### **CGE 425 Web-Based Entertainment Systems**

Using the principles of game design, graphics, animation and simulation, and other skills learned in previous courses, the student applies these in the design of web-based entertainment systems. This includes developing multiplayer games played over the Internet, multimedia performances that “play” on a client’s computer, interactive web-based systems and other related topics. *Prerequisites: CGE 350, CGE 355.*

**CGE 477 Computer Game and Entertainment Project Development**

This is the capstone course for the student majoring in computer game and entertainment technology. The student in this course applies all of the concepts and skills learned in previous CGE courses to produce a significant project. This activity will preferably be performed at a company as part of a project development for that company. *Prerequisite: CGE major with senior standing or consent of the instructor.*

**CGE 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of computer game and entertainment technology, culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

**CS 111 Introduction to Software Applications and Digital Technology**

This course covers basic concepts in computer science and digital technology. These include, but are not limited to, computer systems, communication devices, digital media in audio and video, and various forms of “hand-held” devices. The use of spreadsheets, databases, word processing, presentation software and electronic communication is also covered.

**CS 205 Linux**

*.50 credit*

Core topics include Linux shell commands, shell scripts and related file systems. Several related topics such as file permission, process handling, sysadmin tools and the access of Linux resources via application programs. *Prerequisite: CS 220 or one course covering a high-level programming language.*

**CS 220 Computer Science I**

This course introduces students to algorithms, object-oriented programming and related computer science topics. Primitive and user-defined data types, fundamental control structures, and the use of an integrated development environment of a programming language are studied through programming assignments. Debugging and testing techniques are introduced. An introduction to several computer science concepts, including an introduction to machine representations of data, computer system and processor architectures and related operation, file systems and operating systems. This course is for CS,



CGE and IS majors, but is recommended for students in any major who seek to enhance their skill set with knowledge of a programming language.

### **CS 255 Computer Science II**

Introduction to object-oriented programming and data structures. Emphasis on string processing, recursive procedures, sorting and searching and debugging techniques. Introduction to data structures, including stacks, queues, trees, linked lists, strings, and algorithmic design and analysis. *Prerequisite: CS 220.*

### **CS 303 Computer Game Design**

Discusses game programming, use of audio and animation techniques, 2-D and 3-D graphics techniques, and design and game architecture. Rule playing and interaction in games are also covered. *Prerequisite: CS 220.*

### **CS 310 Computer Organization and Programming in Assembly**

An in-depth study of computer hardware, from the logic gate level up through registers, and CPU devices. Students examine primary and secondary memory and input/output, interrupts and multiprocessor systems. The course also covers programming hardware using an assembler language is also studied, and assembler features such as interrupts, internal and external subroutines, conditional assembly, real-time programming and the macro language. *Prerequisite: CS 220.*

### **CS 315 Web Design and Programming**

Covers design of websites using HTML, CSS, XML and script programming, such as JavaScript and PHP. *Prerequisite: CS 220.*

### **CS 318 Object-Oriented Design and Programming Using C++**

Object-oriented concepts are studied, including object as class instantiation, class design techniques and taxonomies, design patterns, single- and multi-inheritance, abstract classes, interfaces, contract programming and exceptions. C++ syntax, semantics and object-oriented design implementations are studied. C++ concepts and implementation of object-oriented design concepts include constructors, destructors, copy constructors, and assignment operators, operator/function overloading, scoping rules, static vs. dynamic bindings, templates, functors and exception handling. Libraries, such as STL, are studied and utilized within projects. Integrated development environment tools for debugging, documenting, testing and configuring software systems are introduced. C++ implementation techniques for implementing concepts such as event-driven, GUI, and multi-threads; library and related frameworks for these concepts are also introduced. *Prerequisite: CS 255.*

**CS 320 Data Structures and Algorithmic Analysis**

Algorithm design and asymptotic analysis of algorithms using sequential and parallel computational models are central to this course. Object-oriented programming language implementation of algorithms and related data structures are studied; data types and class representations studied include strings, stacks, queues, priority queues, lists, sets, multi-sets, maps, multi-maps, hash-tables and graphs. Algorithm design techniques include greedy, divide-and-conquer, backtracking, dynamic programming and approximation. Mathematical models and techniques representing the best, worst and average case analysis of covered algorithms. Computational P, NP and NP-complete problem classes are introduced. *Prerequisites: CS 255, CS 318 and MTH 301 or concurrent enrollment.*

**CS 360 Computer Network Systems**

This course introduces the theory of computer network and various types of networks, including local area, wide area and global networks. Theory topics include network architecture, data transmission techniques, network topologies, network media and network security. Students learn programming projects that utilize various widely used system platforms and communication protocol apply concepts. *Prerequisite: CS 220.*

**CS 418 Artificial Intelligence**

An introduction to fundamentals of artificial intelligence, including problem-solving techniques, search strategies and heuristics, planning, machine learning and knowledge representation. First order logic, normal forms, unification and resolution principles are introduced with applications to problem solving, theorem proving, logic and database theory. *Prerequisite: CS 255.*

**CS 419 Java Programming and Web Development**

Java syntax and semantics and implementation pragmatics for expressing object-oriented design patterns. Java implementation strategies for web-based applications using event-driven programming, concurrent threads, file I/O and database applications are studied. Documentation and debugging tools are introduced through various Integrated Development environments. *Prerequisite: CS 318 or CS 320 or consent of the instructor.*

**CS 420 Operating Systems**

Concepts include tasks and process representations, process coordination and synchronization, concurrent constructs in programming languages, process and job scheduling, performance and monitoring mathematical tools, virtual and physical memory management schemes, file management organization, device

management, issues in real-time and distributed operating systems, security issues, and communications and networks. *Prerequisites: CS 310 and CS 360. It is highly recommended, although not required, that the student also take CS 205 before taking CS 420.*

#### **CS 435 Concepts of Programming Languages**

A comparative study of programming languages from perspectives of the designer, implementer and user is central to this course. Regular grammars, regular expressions, finite state automata, context free grammars, and push-down automata are studied in the context of building programming language translators. Imperative, object-oriented, functional and logic language classes are studied. Concepts covered include data and control abstractions, strong and weak typing, static and dynamic scoping, parameter passing and concurrency. Formal specifications and implementation strategies of the concepts are studied. *Prerequisites: CS 310 and MTH 301.*

#### **CS 440 Web-Based Applications**

This course covers ways to create dynamic web applications using both server side and client side programming. In this course students will learn web application basics, ASP.NET application fundamentals, validation, basic forms authentication for web-based security, databinding from a datasource, creating and consuming web services, session state configuration and application data caching. In addition, students will also learn how to embed maps into their web pages using the Google Maps API and the ArcGIS API. *Prerequisites: CS 220 or ISG 100.*

#### **CS 448 Computability, Formal Languages and Automata**

A presentation of formal models of computation via turing machines, random access machines and partial recursive functions. Other topics are Godel's numbering, Church's thesis, unsolvability, context free grammars and computational complexity. *Prerequisite: MTH 301. Upon request.*

#### **CS 460 Computer Graphics**

Features of graphics programs are considered, including two- and three-dimensional coordinate systems, transformations, perspectives, hidden-line algorithms and polygon filling (graphics), and boundary recognition, template matching, surface and edge enhancement (image processing). *Prerequisites: CS 220 and MTH 132.*

**CS 468 Internship**

*.50 or 1.00 credit*

Students earn credit for computer-related activities performed at participating company or corporation sites. Normally, only full-time day students are eligible for this course. *Prerequisite: consent of the department chair.*

**CS 475 Software Engineering**

An introduction to the concepts of design, development and maintenance of large-scale software systems. Chief programmer teams, the software life cycle and underlying related topics are covered, including requirement analysis, implementation techniques, validation, verification, maintenance, documentation, user interfaces, reliability, software development tools and programming environments. Various cost-estimation models are also introduced. *Prerequisite: CS major with senior standing or consent of the instructor.*

**CS 492/292 Independent Study**

*.50 or 1.00 credit*

**CS 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of computer science, culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

**IS 224 Visual BASIC Programming Language**

This course introduces Visual BASIC programming language. The student will write programs in Visual BASIC that demonstrate the features of the BASIC language including control structures, input/output operations and use of library functions such as those that are used to implement graphical user interfaces and to access databases. This course is recommended not only for IS and CS majors, but also for students majoring in business, the natural sciences, mathematics and other disciplines in which programming a personal computer is required. *Prerequisite: CS 220.*

**IS 325 Programming Languages**

(.50 credit)

This online course is designed to provide students with an in-depth understanding of one programming language that is in demand in the marketplace. Languages chosen vary by semester and include both legacy programming languages that are still in high demand and evolving programming languages that are beginning to see industry demand. This course may be repeated for credit with instructor or academic advisor approval. *Prerequisites: Two programming language courses, which may or may not cover different languages. (Any two equivalent courses from the following set: CS 220, CS 255, IS 224, CS 440, IT 232 or IT 422.)*

**IS 380 Decision Support Systems**

Decision making and problem solving utilizing the various quantitative models commonly used to improve and enhance business intelligence within an organization. Such models to include inventory theory, exponential smoothing, artificial neural networks, waiting line models and stochastic processes. Practical applications of artificial intelligence and a discussion of data mining techniques are included. *Prerequisites: MTH 162, MTH 345.*

**IS 423 Database Management Systems**

Topics include defining data requirements and modeling those requirements using Entity Relationship Diagrams, creating physical databases using Microsoft SQL Server, and SQL coding for simple queries, complex queries, stored procedures and triggers. Additional topics include data quality, data warehouses, data security and distributed databases. *Prerequisite: CS 220.*

**IS 424 Introduction to Systems Analysis and Design**

A study of the phases of analysis, design and implementation of information systems. Topics include fact-gathering techniques, design of output, input, files, presentation techniques, system processing, project management, system testing and documentation. A structured approach to system design and development is emphasized. *Prerequisite: a course covering a high-level programming language.*

**IS 425 Management Information Systems**

Fundamentals of information systems in organizations, with a focus on the impact of information systems on organizational behavior, communications and managerial style. The use, misuse and management of computer-based systems and their integration with organizational goals are emphasized. Information systems in the functional areas of marketing, production and finance are studied. The case study method is used. *Prerequisite: CS 220 or IT 228.*

**IS 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of information systems, culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

# Criminal Justice

**T**he criminal justice major provides a social-scientific approach to the criminal justice system within the context of a liberal arts curriculum. The major combines courses in criminal justice with related courses in sociology, as well as recommended electives in political science, philosophy, psychology, communications and computer science. Students learn about the nature and causes of crime, as well as the structures and processes by which society responds to criminal behavior, including law enforcement, the courts, corrections and criminal law.

Traditional-age students may pursue a major or minor in criminal justice. The major prepares students for entry-level positions in the criminal justice system, including law enforcement, corrections, probation and parole, as well as for advanced study in graduate and professional schools in criminal justice, criminology and criminal law. The criminal justice minor is for students whose career goals require an understanding of criminal behavior and the criminal justice system. Students may combine the criminal justice minor with majors such as political science, psychology, sociology, special education, religious studies and urban studies.

## Faculty

Richard G. Greenleaf

## Goals of the Criminal Justice Major

- Students who graduate with a major in criminal justice will be able to:
- Understand and describe the criminal justice system, including the major systems of social control, their policies and practices and the role of public policy in criminal justice;
- Describe and analyze agencies of justice and the procedures used to identify and treat criminal offenders;

- Critically analyze the theories that seek to explain the nature, patterns and causes of criminal behavior and delinquency;
- Understand the basic precepts of substantive and procedural criminal law, including the concept of due process and its application through the criminal justice process;
- Identify the principles of effective law enforcement and security administration;
- Use quantitative and qualitative research methods, including statistics, to evaluate and conduct research on crime and criminal justice institutions;
- Apply ethical and legal principles to criminal justice practice;
- Understand the impact of social and cultural diversity on criminal behavior and the administration of justice;
- Acquire new knowledge through the review and synthesis of current research;
- Apply related skills, techniques, principles and intercultural competencies related to criminal justice in their careers; and
- Pursue advanced education or training in criminal justice, criminology or criminal law.

### Major in Criminal Justice

The criminal justice major consists of the following 12 required courses and recommended electives:

#### Required Core Courses

CJ 200 Introduction to the Criminal Justice System	CJ/SOC 323 Methods of Social Research
CJ 210 Policing and Society	CJ/SOC 408 Criminology
CJ 215 Corrections: Theory and Practice	CJ 409 Criminal Law
CJ/SOC 319 Juvenile Delinquency and the Justice System	CJ 410 Criminal Procedure

#### Required Cognate Courses

MTH 345 Elementary Statistics or MTH 346 Statistics for Scientists or PSY 355 Statistics for Scientific	Research SOC 301 Social Problem or SOC 304 Race and Ethnic Relations
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#### Criminal Justice Electives (*two required*)

CJ 330 Criminal Investigation	CJ 490 Independent Field Work
CJ/SOC 340 Gender and Crime	CJ 491 Independent Research
CJ 480 Selected Topics in Criminal Justice	CJ 492 Independent Study



**Recommended Electives**

COM 213 Public Speaking	PHL 315 Philosophy of Law
CS 111 Introduction to Software Applications and Digital Technology	POL 202 American State and Local Government
ICS 270 Introduction to Intercultural Studies (.50 credit)	POL 360 Public Policy and Administration
ICS 271 Intermediate Intercultural Studies (.50 credit)	POL 412 Constitutional Law
PHL 306 Moral Philosophy	PSY 210 Introduction to Psychological Science

Students seeking a bachelor of science, rather than a bachelor of arts degree, must take any two mathematics courses offered by the Department of Mathematics except MTH 325, 326, 440 and 441. Students pursuing both a major in criminal justice and a major in sociology may apply only four sociology courses toward both majors.

At least six of the required courses must be taken at Elmhurst College. Courses in criminal justice may be accepted from other colleges.

**Minor in Criminal Justice**

The minor in criminal justice requires five courses in criminal justice, including the following:

CJ 200 Introduction to the Criminal Justice System	CJ 319 Juvenile Delinquency and the Justice System
CJ 210 Policing and Society	CJ/SOC 408 Criminology
CJ 215 Corrections: Theory and Practice	

At least three of the required courses must be taken at Elmhurst College. Courses in criminal justice may be accepted from other colleges.

**Course Offerings****CJ 200 Introduction to the Criminal Justice System**

An overview of the development, organization and function of the adult and juvenile criminal justice systems in the United States. Issues of prevention, control, prosecution and treatment of crime and violators will be discussed. The social and cultural factors that influence the creation of laws, the commission of crime and the operation of law enforcement, courts and corrections will be emphasized. Professional, legal and ethical concerns will be explored using case examples.

**CJ 210 Policing and Society**

An examination of the role of the police in modern society. Topics include interactions with minorities, racial profiling, police corruption and the use of force. Emphasis on accountability and remedies for strained relationships between the police and the public.

**CJ 215 Corrections: Theory and Practice**

An examination of the historical foundations and ideological and pragmatic justifications for punishment and imprisonment; sentencing trends and alternatives to incarceration; organization and management of correctional institutions; inmate life and prison; treatment and custody; discharge and parole. Course culminates with a tour of an Illinois correctional facility.

**CJ/SOC 319 Juvenile Delinquency and the Justice System**

An analysis and in-depth study of how multiple institutions within the social environment of contemporary U.S. society influence juvenile offenders. Special attention is given to issues and dilemmas in arresting, processing, charging, interrogating, prosecuting, sentencing/punishing and incarcerating juvenile offenders.

*Prerequisite: CJ 200 or SOC 211 or equivalent.*

**CJ/SOC 323 Methods of Social Research**

An introduction to the logic and procedures for conducting social research. An examination of the foundations of social research, research design, methods of observation, data analysis and ethical issues in research. *Prerequisite: PSY 355 or MTH 345 or MTH 346.*

**CJ 330 Criminal Investigation**

An examination of the evolution of criminal investigation as well as current investigative techniques and protocol. Students will explore the various stages of crime (the scene) via physical evidence, canvassing for witnesses, arrest and preparation for prosecution. *Prerequisite: CJ 200.*

**CJ/SOC 340 Gender and Crime**

Gender and Crime focuses on explanations of the criminality of women, men and transgender people in the U.S. and the prison cultures associated with different genders. The course examines how dominant cultural norms and values reflect differential power relations between individuals in U.S. society and how these power inequalities act as root causes of crime. It explores how crime is used by individuals to appeal to, reject or change societal norms and relationships as well as how social control of such individuals is used to shore up support for existing societal norms and relationships. *Prerequisite: CJ 200 or SOC 211 or equivalent.*

**CJ/SOC 408 Criminology**

An examination of early and modern theories of criminality from the 18th century to the present. Emphasis on sociological explanations, including social disorganization, subcultural theories, strain and self-control. Associations among theory, research and policy will be highlighted. *Prerequisites: CJ 200 or SOC 211 or equivalent and junior or senior standing.*

**CJ 409 Criminal Law**

An examination of the development and operation of United States criminal law, including legal terminology, crime definitions and criminal defenses. Criminal responsibility and the capacity to commit a crime will be covered. Specific areas of interest include jurisdiction, double jeopardy, entrapment, insanity and *mens rea*. *Prerequisites: two courses in criminal justice or consent of instructor.*

**CJ 410 Criminal Procedure**

A focus on the protections afforded by the Fourth, Fifth, Sixth and 14th Amendments to the Constitution. Specific topics include the exclusionary rule, Miranda warnings, warrantless searches and probable cause. Students will be required to read U.S. Supreme Court decisions pertaining to law enforcement activities and individual rights. *Prerequisites: two courses in criminal justice or consent of the instructor.*

**CJ 480 Selected Topics in Criminal Justice**

Topics vary depending on student and faculty interest. Some of these include police racial profiling, capital punishment, the courts, domestic violence, probation and parole and serial murderers. *May be repeated for credit.* *Prerequisites: two courses in criminal justice or consent of instructor.*

**CJ 490 Independent Field Work**

*.50, .75 or 1.00 credit*

Independent, guided field work in criminal justice. Field work involves work in an agency, organization or community setting using criminal justice theory to analyze and solve problems. A minimum of 140 hours on site is required during the term for 1.00 credit. *Prerequisites: two courses in criminal justice, minimum of 2.8 Elmburst College GPA and consent of director of the criminal justice program. Upon request.*

**CJ 491 Independent Research**

*.50, .75 or 1.00 credit*

A course in independent, guided research. Practical experience is acquired in the stages of designing and conducting a research project in criminal justice. Repeatable for credit. *Prerequisites: Cj/SOC 323 and consent of instructor. Upon request.*

**CJ 492/292 Independent Study**

*.50, .75 or 1.00 credit*

An independent and concentrated reading course focusing on a specific problem area, field of specialization or thought of a major thinker in criminal justice. Repeatable for credit. *Prerequisites: two courses in criminal justice and consent of instructor. Upon request.*

**CJ 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of criminal justice, culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

# Economics

**T**he Department of Economics engages in the study of economics in the liberal arts tradition of Elmhurst College. Consistent with the College's mission, vision for the future and core values, the department's academic program is intended to foster learning, intellectual self-formation, intellectual engagement and intellectual curiosity within the context of the College's commitment to learning as a lifelong pursuit. Furthermore, the department seeks to prepare students for successful career entry or for future study toward an advanced degree.

The fundamental goals of courses in economics are to develop an understanding of the operation of the economy and the ability to analyze economic problems. To accomplish these objectives, courses in economics describe the major economic institutions and the theory that explains their operations. Major attention is given to the problems of efficiency in the allocation of resources, full employment, price stability and economic growth.

## **Major in Economics**

**A minimum of nine courses is required, including:**

- BUS 261 Financial Accounting
- ECO 210 Introduction to Microeconomics
- ECO 211 Introduction to Macroeconomics
- ECO 414 Microeconomics
- ECO 416 Macroeconomics

## **Two additional upper-level courses in economics**

- MTH 126 Analysis for Business and Social Sciences or MTH 151 Calculus
- MTH 345 Elementary Statistics

The department recommends that majors in economics who plan to attend graduate school acquire competence in calculus. A grade of C- or better is required in all courses taken for a major in economics and a GPA of 2.0 in the major.

### **Minor in Economics**

**A minimum of five courses is required, including:**

ECO 210 Introduction to Microeconomics

ECO 211 Introduction to Macroeconomics

Three upper-level courses in economics

A grade of C- or better is required in all courses taken for a minor in economics and a GPA of 2.00 in the minor.

### **Course Offerings**

*One unit of credit equals four semester hours.*

#### **ECO 100 Introduction to Economics**

This course is a guide to economic literacy and the global economy in the 21st century. Students will be introduced to economic concepts and how these concepts can contribute to a better understanding of the world around us. Topics covered include how markets work, economic decision making, price determination, market structures and their impact on business behavior, business cycles, money creation and the banking system, economic stabilization policies and international trade. This course does not count towards the economics major. *No prerequisite. Every other year.*

#### **ECO 210 Introduction to Microeconomics**

An introduction to how individuals, firms and markets interact in determining the allocation of resources with applications of the economic theory of human behavior. *No prerequisite. Open to all students.*

#### **ECO 211 Introduction to Macroeconomics**

An introduction to national income theory, the process of the creation and control of the money supply, fiscal and monetary policy and international economics. *No prerequisite. Open to all students.*

#### **ECO 312 Economics of Labor**

A study of the market for labor services. Topics include wage determination, occupational and wage differentials, investments in human capital labor unions and collective bargaining as well as other market issues. *Prerequisites: ECO 210, 211 and MTH 126 or 151 or equivalent.*

**ECO 314 International Economics**

Gains from an international economy, barriers to international trade, international monetary systems and analysis of economic problems such as economic development, balance of payment deficits and regional economic integration.

*Prerequisites: ECO 210, 211 and MTH 126 or 151 or equivalent.*

**ECO 316 Comparative Economic Systems**

A study of various contemporary economic systems. Models of a capitalist market economy, centrally planned socialism and market socialism are analyzed. Cases of economic systems such as those of Japan, U.S., China and Europe are studied. The special problems and policies associated with the transition from a planned economy to a market economy are examined.

*Prerequisites: ECO 210 and 211.*

**ECO 410 Money and Banking**

The role of commercial banks and the Federal Reserve system in the creation and control of the money supply; analysis of the relationship between the money supply, level of economic activity, price level and interest rates; and the role of monetary policy in economic stabilization. *Prerequisites: ECO 210, 211 and MTH 126 or 151 or equivalent.*

**ECO 414 Microeconomics**

A study of the role of the pricing of products and productive services in the operation of the economy. Consideration is given to the issues of efficiency, monopoly, inequality, consumer welfare and an application of economic analysis to a variety of policy issues. *Prerequisites: ECO 210, 211 and MTH 126 or 151 or equivalent. Fall Term.*

**ECO 416 Macroeconomics**

Theories of national income determination and its fluctuations, economic stabilization policies and economic growth. *Prerequisites: ECO 210, 211 and MTH 126 or 151 or equivalent. Spring Term.*

**ECO 419 Seminar in Special Topics**

A seminar designed to give faculty and advanced students in economics an opportunity to study current theoretical developments, issues and policies in economics. Specific topics vary with the interests of faculty and students. *Repeatable for credit.*

**ECO 492/292 Independent Study**

Reading and research open to juniors and seniors majoring in economics and other majors who have a background adequate for research on problems with important economic content. *Prerequisite: approval of the department chair.*

**ECO 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of economics, culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*



# Education

**T**he Department of Education offers a variety of specialized programs leading to State of Illinois teacher licensure. All are accredited by the State of Illinois. Accreditation assures that the Department of Education has met rigorous professional standards and that its graduates have been immersed in programs based upon best practices.

The Department of Education at Elmhurst College is committed to the preparation of knowledgeable and caring teachers for a global society. Through collaboration and diverse practice-centered experiences, we strive to prepare educators to be dedicated, ethical leaders in their learning communities.

## Department Goals

### Graduates will be able to:

- Integrate content knowledge across disciplines and construct pedagogical content knowledge to provide culturally relevant instruction that prepares all students for the literacies needed in a changing and interdependent world;
- Apply differentiation, evidence-based practices and assessments and innovative technologies to meet the characteristics and needs of all students;
- Provide safe, caring classroom environments that demonstrate and encourage creative, engaged learning to become lifelong learners, critical thinkers and responsible citizens;
- Collaborate with students, families, colleagues and community members to create learning communities that value diversity; and
- Act as reflective and ethical professionals who are committed to schools and the profession.

The teacher preparation programs listed below have been approved by the Illinois State Board of Education (ISBE). Successful completion of a specific licensure program and passing scores on a state-required academic proficiency test, applicable content area tests, and professional teaching assessments are program requirements. State of Illinois licensure requirements are separate from the College's requirements for majors. Licensure is dependent on the requirements in place at the time a Professional Educator License is issued

(not on admission to the College or to a teacher preparation program). The ISBE requires institutions to close programs if there are no active teacher candidates in the program within a three-year period. Prospective students are strongly advised to consult the Department of Education regarding the status of all programs listed below.

### Teacher Preparation Programs

Early Childhood (Birth-2nd grade)	Physical Education (K-12)
Elementary (1-6)	Science (9-12): designations in biology, chemistry or physics
Art (K-12)	Social Science (9-12): designations in history, political science
English (9-12)	Special Education (LBSI-Learning Behavior Specialist I)
Foreign Language (K-12): French, Spanish	Theatre (9-12)
Mathematics (9-12)	
Music (K-12)	

At the graduate level, the Department of Education offers a Master of Arts in Teaching (MAT) in Early Childhood Education, a Master of Education in Teacher Leadership, a Master of Science in Special Education and a Master of Education in Early Childhood Special Education. Please refer to the Graduate Study section of this catalog. Graduate-level courses for practicing teachers that do not lead to a master's degree are also offered.

### Faculty

Lisa Burke, *Chair*; Ayanna Brown, *Associate Chair*; Diana Brannon, Debbie Cosgrove, Linda Dauksas, LuEllen Doty, Debra Meyer, Theresa Robinson, Beverly Troiano, Therese Wehman, Jeanne White, Jaime Zurheide

### Professional Education Faculty

Daniel Jares, *Teacher Licensure Officer*; Judith Kaminski, *Director of Satellite Network Program*; William Slodki, *Director of Teacher Education Admissions*

### Requirements for Admission to Teacher Licensure Programs

Admission to the College does not guarantee admission to a teacher licensure program. Admission to a specific teacher licensure program requires:

- Passing scores on all sections of the Test of Academic Proficiency (TAP); or composite ACT + Writing score of at least 22 with a minimum 19 in Combined English/Writing if taken before September 1, 2015, or 16 on the Writing section if taken after September 1, 2015, or 6 on the Writing if taken after September 10, 2016; or composite (math, reading, writing & language) SAT score of at least 1030 with a minimum 450 on the essay before March 5, 2016; or a composite SAT with Essay score of 1110

- (Evidence-based Reading and Writing + Mathematics = 1110 or higher) and a minimum score of 26 on Writing and Language Test after March 5, 2016
- Sophomore status (32 earned semester hours);
  - Attainment of C (2.00) or better in a minimum of six semester hours of English composition;
  - A cumulative grade-point average of 2.750 or above from all institutions of higher education;
  - A major grade-point average of 3.000 for art, foreign language, history and physical education;
  - A major grade-point average of 2.750 for biology, early childhood education, elementary education, English, music education, political science, special education and theatre arts;
  - A major grade-point average of 2.500 for chemistry, mathematics and physics;
  - A completed application with recommendations, a personal statement and copies of current transcripts; and
  - Evidence of an Illinois State Police criminal background check.

Students who wish to change teacher education programs after they have been admitted must file a request with the director of teacher education admission. Admission is program specific, and admission to one program does not guarantee admission to another.

### **Grading Requirements**

All courses completed to meet licensure or major requirements must be completed for a grade of C (2.0) or higher. All education courses must be completed within 10 years of admission to a program. All courses completed in the Department of Education on a Pass/No Pass basis require a C (2.0) or higher. Some courses may have higher requirements to earn a pass.

### **Requirements for Admission to the Clinical Term (Student Teaching)**

Candidates apply to student teach in the academic year prior to the year in which they intend to student teach. Candidates cannot be admitted to student teaching until they have passed the appropriate State content area test and completed program-specific requirements.

The appropriate content area test must be passed prior to student teaching. This requirement must be met by August 15 for Fall Term student teachers and by January 15 for Spring Term student teachers. Candidates who have not passed the appropriate content area test(s) may not student teach, but may be eligible to graduate on schedule, receiving a degree in education (or in their content area for secondary or K-12 majors) without recommendation for licensure.

**Sophomore Standing**

All education courses at the 200 level or higher require sophomore standing at the time the course begins.

**Field Experiences**

All Department of Education courses include field requirements. The Department of Education's Satellite Network is designed to assist candidates in obtaining their field experience placements in partner school districts.

**Licensure-Only Students**

Non-degree or second-degree candidates pursuing teacher licensure must satisfy any requirements specified by the academic department that will sponsor them in their teacher education programs. In addition, they are required to complete a minimum of three full terms (excluding January Term and Summer Term) prior to student teaching.

**Transfer Student Limitations on Transfer Credit**

Transfer students must meet GPA requirements and complete at least half of their education courses at Elmhurst College, excluding program seminar courses 200, 300 and 450 and student teaching. Education courses accepted in transfer must have been completed within the last 10 years at the time of admission to a program with a grade of C (2.0) or higher. In addition, transfer students must complete three full terms (Fall and Spring) at Elmhurst College prior to student teaching.

**Educating Young Children Major (EYC)**

First cohort fall 2017

**Minor Requirement for Early Childhood Education**

The early childhood education program prepares students to teach children from birth to grade 2. All candidates will earn the Early Childhood (Type 04) license with a Letter of Approval for Early Childhood Special Education and English as a Second Language (ESL) endorsement. Courses being applied toward licensure must earn grades of C (2.0) or higher.

**FIRST YEAR****Fall Term**

ENG 105 Composition  
Integrated Curriculum Requirements

**Spring Term**

EDU 104 Cultural Foundations of  
Education in the United States  
ENG 106 Composition  
Integrated Curriculum Requirements

**SECOND YEAR****Fall Term**

EDU 223 Education of PK-12 Learners with Exceptionalities

MTH 325 Mathematical Concepts for Elementary Teachers I  
Integrated Curriculum Requirements

**Spring Term**

MTH 326 Mathematical Concepts for Elementary Teachers II (.50 credit)

TEL 204 Cross Cultural Studies for Teaching English Language Learners  
Integrated Curriculum Requirements

**THIRD YEAR****Fall Term (Block 1)**

EYC 300 Introduction to Curriculum, Planning and Instruction for Birth-5 (.75 credit)

EYC 301 Practicum I Birth-3 Natural Environments (.25 credit)

EYC 321 Early Intervention Methods (.5 credit)

EYC 323 Typical/Atypical Infant Toddler Assessment (.5 credit)

EYC 326 Typical/Atypical Development of the Young Child (.75 credit)

EYC 327 Typical/Atypical Language Development and Emergent Literacy (.75 credit)

EYC 328 Family & Community Relationships (.75 credit)

**January Term**

TEL 212 Theoretical Foundations (.75 credit)

**Spring Term (Block 2)**

EYC 350 Curriculum, Instruction & Assistive Technology (.75 credit)

EYC 352 Practicum II in Early Childhood Education (.25 credit)

EYC 416 STEAM Curriculum for 3-5 Year Olds (.75 credit)

EYC 412 Assessing Young Children (.75 credit)

EYC 414 Early Childhood Special Education Methods (.75 credit)

Elective: EYC 318 Early Intervention Internship & Seminar (.50 credit)

TEL 317 Methods & Materials for Teaching English Language Learners (.75 credit)

TEL 319 Linguistics in Second Language Learning (.75 credit)

**Fourth Year****Fall Term (Block 3)**

EYC 314 Elementary Methods & Materials for Literacy Learners in Diverse Primary Classrooms (.75 credit)

EYC 341 Primary Classroom Methods in Elementary Mathematics, Science and Social Science

EYC 450 Practicum III-Collaboration and Professional Practice

EYC 419 Evidence-Based Elementary Classroom Assessment and Learning Environments (.75 credit)

TEL 439 Assessment of English Language Learners (.75 credit)

TEL 448 Action Research and Application of Bilingual Methods I (.50 credit)

**Spring Term (Block 4)**

ECE 454 A and B Student Teaching in Early Childhood Education Special Education (*two 1.50 credits*)

EYC 498 Early Childhood Capstone Seminar (.25 credit)

TEL 449 Action Research and Application of Bilingual Methods II (.25 credit)

Elementary Teacher Education Major (ELM)

**Elementary Teacher Education Major****Minor Requirement for Elementary Education**

Candidates pursuing licensure in elementary education must complete a minor as part of their official transcript in addition to their education major. The minor must be in one of the four specialization areas: Teaching English Learners, Educating Students with Exceptionalities, Reading Education or Mathematics Education. Courses being applied toward the minor must earn grades of C (2.0) or higher.

**Prerequisite Coursework for Admission to Elementary Teacher Education (ELM)**

The following provides a checklist for prerequisite coursework. Transfer students should contact the Department of Education or the Office of Admission at Elmhurst College for information regarding equivalent courses at their prior institutions.

- All courses require grades of C (2.00) or higher to fulfill licensure, major and minor requirements. Note that C-minus grades do not fulfill requirements.
- AP credit may be accepted for any prerequisite course according to Elmhurst College guidelines. AP credit must appear on the college transcript to be accepted.

- Students must complete at least half of their ELM courses at Elmhurst College and must complete three full terms (Fall and Spring) at Elmhurst prior to student teaching.

**Foundations**

EDU 104 Cultural Foundations of Education in the United States

**Educational Psychology**

EDU/PSY 311 Educational Psychology  
(Prerequisites: ENG 106 or EDU 104)

**Special Education**

EDU 223 Education of PK-12 Learners with Exceptionalities

**College Algebra**

MTH 121 College Algebra or higher

**Statistics** (one of the following)

MTH 327 Essential Statistics  
(.50 credit; Spring Term) (will not count for the math minor)

PSY 355 Statistics for Psychological Research (will not count for the math minor)

MTH 345 Elementary Statistics

MTH 346 Statistics for Scientists

**Science with Laboratory** (choose two); two courses chosen from two of three areas; total of 4.50 credits (six semester hours)

**Physical Science**

AST 212 Introduction to Astronomy

CHM Chemistry in the Natural World

CHM 101 General Chemistry

CHM 107 Physical Science Concepts for K-8 Teachers\*

CHM 110 Chemistry and Issues in the Environment

CHM 211 Chemical Principles I

PHY 101 Physical Science

PHY 107 Physical Science Concepts for K-8 Teachers\*

**Life Science**

BID 103 Ocean Studies

BIO 100 Principles of Biology

BIO 104 Human Biology

BIO 105 Environmental Biology

BIO 300 Human Genetics

**Earth and Space Science**

BID 103 Ocean Studies

GEO 102 Earth Systems Science

GEO 105 Introduction to Atmospheric Science

**Social Science** (choose two); two courses chosen from two of four areas; total of 4.50 credits (six semester hours)

**Economics**

ECO 100 Introduction to Economics\*

ECO 210 Introduction to Micro economics

ECO 211 Introduction to Macro economics

\*Recommended for elementary teacher candidates

**Geography**

- GEO 111 Regional Study of the Modern Industrial World  
 GEO 112 Regional Study of the Developing World  
 GEO 218 Geography of Religion

**History**

- HIS 111 Survey of Western Civilization I  
 HIS 112 Survey of Western Civilization II  
 HIS 116 Survey of Non-Western Civilizations  
 HIS 301 American History before 1865  
 HIS 302 The United States from 1865 to the Present  
 HIS 304 The United States in the Twentieth Century

**Elementary Teacher Education Courses****THIRD YEAR:****PRIMARY BLOCK I**

- ELM 300 Elementary Curriculum, Planning and Instruction for the Primary Grades (.75 credit)  
 ELM 301 Elementary Education Practicum in Primary Classrooms (.25 credit)  
 ELM 314 Elementary Methods and Materials for Literacy Learners in Diverse Primary Classrooms (.75 credit)  
 ELM 341 Primary Classroom Methods in Elementary Mathematics, Science and Social Science

**Civics and Government**

- POL 150 Introduction to Politics\*  
 POL 201 American Federal Government  
 POL 202 American State and Local Government  
 POL 302 Politics of Developing Nations  
 URB 291 Suburbia: People, Problems and Policies

*\*Recommended for elementary teacher candidates*

**INTERMEDIATE BLOCK II**

- ELM 350 Elementary Curriculum, Planning and Instruction for the Intermediate Grades (.75 credit)  
 ELM 352 Elementary Education Practicum in Intermediate Classrooms (.25 credit)  
 ELM 372 Methods and Materials for Literacy Learners in Diverse Intermediate and Middle-Level Classrooms (.75 credit)  
 ELM 382 Intermediate Classroom Methods in Elementary Mathematics, Science and Social Science



**FOURTH YEAR:****PRECLINICAL BLOCK III**

ELM 419 Evidence-based Elementary Classroom Assessment and Learning Environments (.75 credit)

ELM 450 Elementary School Practicum and Professional Practice Seminar

SPE 440 Diagnosis and Remediation of Reading Difficulties (.75 credit)

SPE 442 Remediation of Difficulties in Understanding and Applying Mathematics (.50 credit)

**CLINICAL BLOCK IV**

ELM 451 Student Teaching in Elementary Education (3.00 credits)

ELM 471 Elementary Education Reflective Practice Seminar (.50 credit)

ELM 498 Elementary Education Capstone Seminar (.50 credit)

**Secondary Teacher Licensure Requirements**

*See departments for suggested scheduling of specific requirements.*

**FIRST YEAR**

EDU 104 Cultural Foundations of Education in the United States

Integrated Curriculum or Major Requirements

**SECOND YEAR**

SEC 200 Introductory Seminar to Teaching as a Caring Profession (.50 credit)

SEC 223 Education of PK-12 Learners with Exceptionalities or KIN 312 Physical Education for Special Populations

SEC 311 Educational Psychology  
Integrated Curriculum or Major Requirements

**THIRD YEAR**

SEC 300 Intermediate Seminar for Teaching in Diverse and Inclusive Schools (.25 credit)

SEC 310 Methods and Best Practices in Middle and Secondary Education

Integrated Curriculum or Major Requirements

**FOURTH YEAR**

SEC 421 Theory and Practice for Developing Academic Literacies in K-12 Classrooms	SEC 455/457 Student Teaching in Secondary and Middle Schools (2.00 or 3.00 credits)
SEC 450 Advanced Seminar in Teacher Collaboration and Professional Practice (.25 credit)	Integrated Curriculum or Major Requirements
SEC XX/ Special Methods of Teaching in Academic Subject Fields	

**Broadfield Requirements for Secondary Science Licensure**

Students seeking licensure in biology, chemistry or physics will be licensed in broadfield science with one of those subjects as their designation. This licensure allows one to teach biology, chemistry, earth/space science, environmental science and physics at the regular level and in one's designation area at the honors/AP levels. In order to prepare for such licensure, any one of the three programs requires work in biology, chemistry, math and physics. For requirements of each specific program, see the teacher licensure officer in the Department of Education or the director of secondary education.

**Broadfield Requirements for Secondary Social Science Licensure**

All candidates seeking secondary licensure in broadfield social science with a designation in history or political science must take the following courses (or transfer equivalents) in addition to requirements in the major and core courses in education:

ECO 211 Introduction to Macroeconomics	POL 150 Introduction to Politics
GEO 105 Introduction to Atmospheric Science	POL 201 American Federal Government
GEO 112 Regional Study of the Developing World	SEC 425 Teaching Social Studies in Middle and Secondary Schools (.50 credit)
HIS 116 Survey of Non-Western Civilizations	SOC 211 Society and the Individual—Introductory Sociology
HIS 301 American History before 1865 or HIS 302 The United States from 1865 to the Present	

## Major in Secondary Education

This major requires 34 semester hours of coursework, including at least 1.5 units (6 semester hours) of student teaching at the secondary level. EDU 104 is a pre- or co-requisite for introductory courses. SEC 200 or its equivalent is required to enroll in 200-level education courses. SEC 300 or its equivalent is required to enroll in 300- and 400-level education courses. SEC 450 or its equivalent and formal admission to student teaching are required to enroll in student teaching. Students are required to complete all courses with grades of C (2.00) or higher and to pass student teaching, while maintaining a 2.750 secondary education major GPA and a 2.750 overall cumulative GPA.

### All of the following courses are required:

EDU 104 Cultural Foundation of Education in the United States

SEC 223 Education of PK-12 Learners with Exceptionalities  
(*pre/co-requisite: SEC 200*)

or KIN 312 Physical Education for Special Populations

SEC 421 Theory and Practice for Building Academic Literacies in K-12  
(*pre/co-requisite: SEC 300, SEC 310*)

SEC 311 Educational Psychology  
(*prerequisites: ENG 106; EDU 104 or PSY 210*)

SEC 310 Methods and Best Practices in Middle and Secondary Education  
(*pre/co-requisite: SEC 300*)

SEC 455/457 Student Teaching in Secondary and Middle Schools (3.00 credits); requires formal admission to student teaching

### At least one of the following:

ART 362 Art Methods and Experiences in Secondary Education

ENG 440 Teaching of English

HIS 440 Teaching History in Secondary Schools

KIN 440 Instructional Techniques in Secondary Physical Education

MTH 440 Teaching Secondary School Mathematics

MUS 366 Teaching of K-12 Classroom Music

POL 440 Special Methods: Teaching Political Science

SEC 425 Teaching Social Science in Middle and Secondary Schools

SEC 463 Natural Science: Special Methods

THE 440 Teaching Theatre Arts

WL 440 Teaching Foreign Language in the Secondary School

### Course(s) chosen from the following to meet the 34-semester-hour requirement:

TEL 204 Cross Cultural Studies for Teaching English Language Learners  
(*Prerequisite: EDU 104*)

EDU 324 Educational Experience in Jamaica

EDU 331 Race and Equity in Education ( <i>Prerequisite: EDU 104; Fall</i> )	ENG 315 Adolescent Literature (.50 credit; <i>spring</i> )
EDU 373 Using Picture Books & Informational Text to Teach Reading Skills & Strategies ( <i>J-Term</i> )	SPE 334 Characteristics of Learners I ( <i>Fall</i> )
EDU 380 Comparative Studies ( <i>travel course J-Term, Spring, Summer</i> )	SPE 434 Academic Curriculum/Assessment/Instruction Strategies ( <i>Fall</i> )

### Special Education (Learning Behavior Specialist I) Major

#### FIRST YEAR

##### Fall Term

ENG 105 Composition  
Integrated Curriculum Requirements

##### Spring Term (*Initial Courses*)

EDU 104 Cultural Foundations of Education in the United States  
ENG 106 Composition  
Integrated Curriculum Requirements

#### SECOND YEAR

##### Fall Term

SPE 223 Education of PK-12 Learners with Exceptionalities  
MTH 325 Math Concepts for Elementary Teachers  
TEL 212 Theoretical Foundations of Teaching English Language Learners  
Integrated Curriculum Requirements

##### Spring Term

CSD 245 Survey of Communication Sciences and Disorders: Educational Settings  
SPE 311 Educational Psychology (*prerequisites: ENG 106, EDU 104*)  
Integrated Curriculum Requirements

##### January Term

TEL 212 Theoretical Foundations of Teaching English Language Learners [if not taken in fall]

#### THIRD YEAR

##### Fall Term (*Block I*)

SPE 300 Introduction to Curriculum, Planning and Instruction (.75 credit)  
SPE 301 Special Education Practicum I (.25 credit)  
SPE 316 K-12 Literacy Instructional Strategies and Interventions (.75 credit)

SPE 434 Curriculum, Assessment, Instructional Strategies for Learners with High Incidence Disabilities (.75 credit)  
SPE 338 Characteristics of Learners with Exceptionalities (.75 credit)  
Integrated Curriculum Requirements

**Spring Term (Block II)**

SPE 350 Curriculum, Instruction and Assistive Technology (.75 credit)

SPE 352 Special Education Practicum II (.25 credit)

SPE 438 Curriculum, Assessment, Instructional Strategies for Learners with Low Incidence Disabilities (.75 credit)

SPE 439 Characteristics and Specific Needs of Students with Physical, Health and Sensory Impairments (.50 credit)

TEL 317 Methods and Materials for Teaching English Language Learners (.75 credit)

**FOURTH YEAR****Fall Term (Block III)**

SPE 440 Diagnosis and Remediation of Reading Difficulties (.75 credit)

SPE 435 The Learning Environment/ Positive Behavior Support (.75 credit)

SPE 442 Remediation of Difficulties in Understanding and Applying Mathematics (.50 credit)

SPE 450 Special Education Practicum: Collaboration and Professional Practice (1.0 credit)

TEL 439 Assessment of English Language Learners (.75 credit)

**J-Term**

SPE 320 Establishing Professional Relationships: Communication and Collaboration (.75 credit)

**Spring Term (Block IV)**

SPE 458A & B Student Teaching in Special Education (1.5 credits each)

**MINORS IN EDUCATION****Minor in Educating Students with Exceptionalities**

*For students admitted to a teacher education program*

The minor in educating students with exceptionalities prepares general educators (K-12) to provide special education services to students with exceptionalities who are in their general education classrooms.

Students who have completed this minor are eligible to earn the Learning Behavior Specialist I Endorsement, which is increasingly attractive to school districts as more general education districts, schools and classrooms adopt inclusive special education service delivery options. The endorsement aligns with the grade levels of initial licensure.

Completion of the minor requires the following coursework in special education, including:

SPE 320 Establishing Professional Relationships: Communication and Collaboration	SPE 438 Functional Curriculum/ Assessment/Instructional Strategies
SPE 338 Characteristics of Learners II	SPE 440 Diagnosis and Remediation of Reading Difficulties
SPE 434 Academic Curriculum/ Assessment/Instructional Strategies	SPE 442 Remediation of Difficulties in Understanding and Applying Mathematics

The minor in educating students with exceptionalities is only available to students who are formally admitted to a teacher education program. Students are required to complete all courses with a grade of C (2.00) or higher and a 2.75 minor GPA.

The courses required for the minor satisfy the requirements for the Illinois State Board of Education (ISBE) Learning Behavior Specialist 1 endorsement. Teacher candidates need to pass the LBS1 (155) state content exam to earn this endorsement.

### **Minor in Elementary School Mathematics Education**

*For early childhood, elementary or special education program students*

The minor in elementary school mathematics education requires a minimum of 4.5 course credits in mathematics, including the following:

MTH 132 Elementary Functions or MTH 151 Calculus I or MTH 152 Calculus II	MTH 326 Mathematical Concepts for Elementary Teachers I or MTH 331 Foundations in Geometry
MTH 325 Mathematical Concepts for Elementary Teachers I	MTH 345 Elementary Statistics or MTH 346 Statistics for Scientists

At least half of the credits must be taken at Elmhurst College. Additional mathematics courses may be needed to meet the requirement of 4.50 course credits in mathematics.

The minor in elementary school mathematics education is available only to early childhood, elementary or special education program students. This minor does not lead to a state endorsement in mathematics education. Interested students should identify themselves to both the Department of Education and the Department of Mathematics and confer periodically with advisors in both departments. All courses must be completed with a C (2.00) or higher.

## Minor in Language Arts Education

*For students admitted to a teacher education program*

Completion of this minor requires a minimum of 24 semester hours of coursework. No more than two courses (8 semester hours) from a major or another minor may be used to satisfy the minor requirements. No more than two courses will be accepted in transfer. Only students who are formally admitted to a teacher education program may earn this minor. Students are required to complete all courses with grades of C or higher.

### One communications course

(1.00 credit)

COM 114 Interpersonal Communication  
 COM 213 Public Speaking  
 COM 218 Nonverbal Communication and Effective Listening  
 COM 315 Intercultural Communication  
 COM 317 Persuasive Communication  
 COM 319 Business and Professional Communication  
 THE 225 Acting  
 THE 340 Creative Drama

### One course in middle-level/adolescent literature

(.50 credit)

ENG 315 Adolescent Literature  
 EDU 373 Picture Books and Adolescent Literature in the 4-8 Classroom

### One course in writing pedagogy at the middle level

(1.00 credit)

EDU 430 Writing Pedagogy for the Middle Level

### One course in reading pedagogy (1.00 credit)

SPE 316 Literacy III: K-12 Instructional Strategies and Interventions

### One content-area reading course (at least .50 credit)

SEC 421 Theory and Practice for Building Academic Literacies in K-12 Classrooms

### At least two of the following electives to meet the 24-semester-hour requirement:

Any ENG literature course at the 200 level or higher  
 WL 209 World Literature in English  
 WL 320 Non-Western Culture via Literature and Film

## Minor in Reading Education

*For students admitted to a teacher education program*

Completion of this minor requires a minimum of 24 semester hours of coursework in reading education. No more than two courses will be accepted in transfer. Only students who are formally admitted to a teacher education program may earn this minor. Students are required to maintain a combined GPA of 2.75. The courses required for the reading teacher minor must satisfy the 24-hour course requirements for the Illinois State Board of Education

(ISBE) Reading Teacher Endorsement on early childhood, elementary, special K-12 education or secondary teaching license. In addition, teacher candidates will need to pass the ISBE Teacher Content Test in Reading (#177).

### Elementary Teacher Education Majors (25 semester hours)

*Foundations of reading and developmental and remedial materials and resources; 3 semester hours*

ELM 314 Elementary Methods and Materials for Literacy Learners in Diverse Primary Classrooms (.75 credit/3 semester hours)\*

*Assessment and diagnosis of reading problems, and developmental and remedial materials and resources; 4 semester hours*

SPE 440 Diagnosis and Remediation of Reading Difficulties \*

*Developmental and remedial reading instruction and support/reading practicum; 3 semester hours*

EDU 445 Literacy Practicum

*Developmental and remedial materials and resources; 3 semester hours*

ELM 372 Methods and Materials for Literacy Learners in Diverse Intermediate & Middle-Level Classrooms (.75 credit/3 semester hours)\*

*Literature appropriate to students across all grade ranges; 8 semester hours*

ENG 314 Children's Literature Fall Term

#### Plus one course from the following:

EDU 373 Using Picture Books and Informational/Non-Fiction Text to Teach Reading Skills and Strategies in K-12 Classrooms (January Term)

EDU/SPN 304 Teaching Hispanic Children's Literature Across All Grade Levels (Spring Term)

*Content area reading; 4 semester hours*

EDU 441 Advanced Content Area Reading in K-8 Classrooms (January Term)

*\*Indicates a course in the major*

### Secondary Education Majors (25 semester hours)

*Foundations of reading; 4 semester hours*

SPE 316 Literacy III: K-12 Instructional Strategies and Interventions (Fall Term)

*Assessment and diagnosis of reading problems and developmental and remedial materials and resources; 4 semester hours*

SPE 440 Diagnosis and Remediation of Reading Difficulties

*Developmental and remedial reading instruction and support/reading practicum; 4 semester hours*

EDU 445 Literacy Practicum

*Literature appropriate to students across all grade ranges; 8.5 semester hours*

ENG 315 Adolescent Literature (.50 credit/2 sem. hrs.)\* (Spring Term)



**Plus two courses from the following:**

EDU 373 Using Picture Books and Informational/Non-Fiction Text to Teach Reading Skills and Strategies in K-12 Classrooms (*January Term*)

ENG 372 Multicultural/Post-Colonial Literature \*

EDU/SPN 304 Teaching Hispanic Children's Literature Across All Grade Levels (*Spring Term*)

*Content area reading; 4 semester hours*

SEC 421 Building Academic Literacies for K-12 Classrooms \*

**Special Education Majors (25 semester hours)**

*Foundations of reading; 4 semester hours*

SPE 316 Literacy III: K-12 Instructional Strategies and Interventions\* (*Fall Term*) *Assessment and diagnosis of reading problems and developmental and remedial materials and resources; 4 semester hours*

SPE 440 Diagnosis and Remediation of Reading Difficulties\* *Developmental and remedial reading instruction and support and reading practicum; 3 semester hours*

EDU 445 Literacy Practicum *Literature appropriate to students across all grade ranges; 6 semester hours*

ENG 314 Children's Literature (*Fall Term*) *Content area reading; 4 semester hours*

ENG 315 Adolescent Literature (*2 sem. hrs.*) (*Spring Term*)

EDU 441 Advanced Content Area Reading in K-8 Classrooms (*January Term*)

**Plus one course from the following**

EDU 373 Using Picture Books and Informational/Non-Fiction Text to Teach Reading Skills and Strategies in K-12 Classrooms (*January Term*)

EDU/SPN 304 Teaching Hispanic Children's Literature Across All Grade Levels (*Spring Term*)

*\*Indicates a course in the major*

**Minor in Science Education**

*For students admitted to a teacher education program*

The minor in science education provides a broad background in the physical and natural sciences for teacher candidates. The specified courses in this minor encompass the K-8 science curriculum content. In addition, students complete a methods course that requires them to draw common themes from across the sciences and to apply them in a classroom context. The minor in science education requires a minimum of five courses. One course from each of the science subject areas plus a methods course is required. All courses must be completed with a grade of C (2.0) or higher and a 2.75 minor GPA. This minor is available only to students admitted to a teacher education program. At least three courses must be completed at Elmhurst College.

**One course in each of the following categories is required:**

**Biology**

BIO 100 Principles of Biology

BIO 104 Human Biology

BIO 105 Environmental Biology

BID 100 (BIO/CHM) Water and Energy: Resources for a Sustainable Future\*

BID 103 (BIO/GEO) Ocean Studies\* or BID 106 (BIO/CHM) Forensic Science\*

**Chemistry**

CHM 100 Chemistry in the Natural World

CHM 105 Chemistry of Color

CHM 110 Chemistry and Issues in the Environment

CHM 113 Energy, Climate Change and Sustainability

CHM/PHY 107, Physical Science Concepts for K-8 Teachers (*Spring Term only*)\*

BID 100 (BIO/CHM) Water and Energy\* or BID 106 (BIO/CHM) Forensic Science\*

**Geography and Geosciences**

GEO 102 Earth System Science

GEO 105 Introduction to Atmospheric Science or BID 103 (BIO/GEO) Ocean Studies\*

**Physics**

PHY 101 Physical Science (*Spring Term only*)

PHY 212 Introduction to Astronomy or CHM/PHY 107 Physical Science Concepts for K-8 Teachers (*Spring Term only*)\*

**Science Teaching Methods**

SEC 463 Natural Science: Special Methods (6-12) (*Fall Term only*)

*\*A bidisciplinary (BID) or cross-listed course can only fulfill the requirements for one category. For example, you can only use BID 106 (BIO/CHM Forensic Science) for either the required biology course or the required chemistry course (not for both).*

**Minor in Social Studies Education**

*For students admitted to a teacher education program*

The purpose of this minor is to provide elementary and secondary education students with a broad-based background in social studies. The coursework will draw primarily from the content areas of history, geography, political science, sociology and economics and is aligned with the Illinois State Learning Standards and the National Council for the Social Studies Thematic Standards. In addition, students will be required to experience one education course dealing with the actual teaching of the social studies at either the elementary or secondary level.

This minor will require a total of five social studies content courses (aside from the required methods course), which have been grouped according to the following themes: Civic Competence, Cultural Heritage, Geographic Literacy, Global Competence, and either Economic Literacy or Social Justice.

*Notes: At least half of the courses must be taken at Elmhurst College. Credits must total at least 18 semester hours including category VII. Courses must receive a grade of C (2.0) or higher and a cumulative minor GPA of at least 2.75.*

### **I. Civic Competence**

POL 201 American Federal Government

### **II. Cultural Heritage**

HIS 301 American History Before 1865\*\*

HIS 302 The United States from 1865 to the Present\*\* or HIS 304 The United States in the Twentieth Century\*\*

### **III. Geographic Literacy**

GEO 111 Regional Study of the Modern Industrial World

GEO 112 Regional Study of the Developing World

### **IV. Global Competence (NCSS Standard IX Global Connections)**

GEO 112 Regional Study of the Developing World

GEO 311 Regional Study of Europe

GEO 317 Regional Study of Latin America

HIS 116 Survey of Non-western Civilization

HIS 170 Latin-American History: Civilization and Culture

HIS 204 History of the Middle East

HIS 306 The Indigenous People of Latin America

HIS 364 History of the Far East

POL 302 Politics of Developing Nations

POL 303 Politics of the Middle East

POL 306 Politics of International Relations

REL 240 World Religions: General Introduction

SOC 212 Cultural Anthropology

### **Select at least one course from either Category V or Category VI:**

#### **V. Economic Literacy**

ECO 210 Introduction to Microeconomics or ECO 211 Introduction to Macroeconomics

#### **VI. Social Justice**

EDU 331 Race and Equity in Education

HIS 301 American History Before 1865\*\*

HIS 302 The United States from 1865 to the Present\*\*

HIS 304 The United States in the Twentieth Century\*\*

HIS 305 Imperialism and Colonialism

HON 304 Facing History and Ourselves

ICS 270 Introduction to Intercultural Studies (.50 credit)

ICS 395 Civil Rights Movements: U.S. and South Africa

REL 242 Issues in Islam: Gender, Politics and Human Rights

REL 332 Theology, Ethics and Health Care

REL 371/EDU 380 South Africa: Service and Interdisciplinary Study

SOC 304 Majority-Minority Relations

SOC 305 Sex and Gender in Society

SOC 310 Social Inequality

WL 215 Genocide and the Holocaust

*\*\*HIS 301, HIS 302 and HIS 304 cannot be used for Category VI if already used for Category II.*

#### **VII. Education**

ELM 341 Primary Classroom Methods in Elementary Mathematics, Science and Social Science and

ELM 382 Intermediate Classroom  
Methods in Elementary Mathematics,  
Science and Social Sciences or SEC  
425 Teaching Social Studies in the  
Middle and Secondary Schools  
(.50 credit) \*\*\*

### **Minor in Teaching English Learners**

*For students admitted to a teacher education program*

The minor in teaching English learners is designed for students earning an Illinois professional educator license and serving PK-12 linguistically diverse student populations who are learning English. The minor encompasses the 4.50 credits (18 semester hours) of foundational and methodological coursework for Illinois licensure endorsements in English as a Second Language (ESL) and Bilingual Education. The minor requires 100 hours of documented fieldwork in linguistically diverse classrooms, which are distributed across the six courses. The upper-level coursework in the minor may only be completed by students admitted to a teacher education program. In addition to completing the minor coursework, there is a state examination requirement for earning a bilingual endorsement.

The program is organized as six three-semester-hour (.75 credit) courses. These courses meet for three hours a week in a 15-week term, or 42 hours during Fall Term (as approved). The capstone course is offered in two parts: a .50 credit (2 semester hours) Fall Term course and a .25 credit (1 semester hour) capstone project completed during student teaching in an ESL or Bilingual classroom. Coursework for this minor must begin in a fall term unless TEL 204 and TEL 212 are completed.

*\*\*\*Requires admittance to a program in the Department of Education or instructor permission*

### **Approvals and Endorsements on Teaching Licenses**

Most endorsements on teaching licensure are approved by the College licensure officer and must be requested by the teacher candidate prior to the initial teaching license being entitled. Regulations for approvals and endorsements are set by the Illinois State Board of Education (ISBE). Therefore, requirements for these designations on educators' licenses may change or involve specific requirements (e.g., designated courses or tests). The Department of Education informs all teacher candidates of changes in approvals and endorsements as it is notified through the College licensure officer. Teacher candidates also should consult the Department of Education's policy on endorsements on a teaching license.

## Department of Education Course Offerings

*One unit of credit equals four semester hours.*

*Prerequisite for all courses 200 level or higher: admission to program.*

### **EDU 104 Cultural Foundations of Education in the United States**

An introduction to cultural and systemic aspects of education in the United States, where we examine ideological, theoretical and conceptual aspects of schooling through legal structures, fiction and nonfiction American literature, as well as philosophical writings. This course places emphasis on understanding education as a part of American society that includes cultural, historical, social, political, legal, racial and socioeconomic structures. Students will interrogate the culture of American education since its inception and ultimately locate their own educational agenda as teachers of American society.

### **EDU 121 Practicum in Mentoring, Peer Coaching and Tutoring**

*.25, .50 or 1.00 credit*

Students will participate in peer coaching, mentoring or tutoring field experiences supervised by a faculty member in the Department of Education and learn the skills needed to effectively support the learning and development of students from diverse backgrounds and age levels. A minimum of 30 hours is required for a full course. *Pass/No Pass grading. Permission of the supervising professor will be required. May be repeated.*

### **EDU 223 Education of PK-12 Learners with Exceptionalities**

An introduction to the characteristics of children with cognitive, social, emotional and physical disabilities and educational principles applicable to them. Includes educational principles, methods and materials that may be useful in meeting the varying needs of learners with disabilities. This course is for students who are not yet enrolled in an education program or for students who plan to major in communication sciences and disorders.

### **EDU 304 Teaching Hispanic Children's Literature Across All Grade Levels**

The course combines two different disciplines—education, and Spanish language and literature. The course is team taught and its main objective is twofold. First, it aims to introduce students to the principal movements and representative authors in the field of children's literature in the Hispanic world. While students study these texts, taking into consideration the socio-historical context, the literary style used, the themes present and other grammatical and lexical considerations, they will study the theories of teaching reading to English Language Learners, including the sociocultural context of language learning. Students will learn teaching strategies for Spanish-speaking students and learn to adapt learning methods

to proceed to create appropriate lesson plans that will enable them to teach those texts to Spanish-speaking (English Language Learners) or bilingual (English- and Spanish-speaking) students. This course is included in the reading minor requirements for students who plan to work in schools. *Prerequisite: SPN 301 or SPN 307 or consent of the instructor.*

### **EDU 311 Educational Psychology**

An introduction to the psychological principles and theories of human development, learning and motivation in K-12 educational settings. Includes the study of educational research, child and adolescent development, developmentally appropriate and instructional best practices, individual differences, learning environment and assessment. *Prerequisites: ENG 106, EDU 104, and sophomore standing.*

### **EDU 331 Race and Equity in Education**

This course will examine the breadth and depth of scholarship on race and equity in education. Of particular interest to students in this course is how race as a social construction finds itself impacting the educational experiences of all students. Topics addressed in this class are racial categories, identity construction, silence, whiteness and the complexities of passive racism in teacher education. Students will be exposed to qualitative research methods designed to explore race in school settings and will be introduced to professional presentation opportunities. *Prerequisite: EDU 104 or permission of instructor. Fall Term.*

### **EDU 373 Using Picture Books and Informational/Non-Fiction Text to Teach Reading Skills and Strategies in K-12 Classrooms**

This course offers teacher licensure candidates a unique opportunity to study effective ways to use picture books and informational/non-fiction text to teach literacy skills and strategies to K-12 students and is required for the Reading Teacher Endorsement. *Prerequisite: ELM 300 or SPE 250; January Term.*

### **EDU 380 Comparative Studies–Travel**

This comparative studies and travel course varies with different travel destinations as they are offered; check the current course schedule for destinations. The travel destination will be reflected in the title of the course. *May be repeated for credit when travel destination changes.*

### **EDU 421 Practicum in the Field of Education**

*.25, .50 or 1.00 credit*

Guided professional or clinical experience in various aspects of professional education such as research, collaboration with PK-12 school personnel,

technology instruction and assessment, peer field supervision, tutoring, supervised teaching, etc. A minimum of 45 hours is required for a full course. Additional standards may be specified. *Pass/No Pass grading. Prerequisites: ECE/EED/SEC/SPE 300 and consent of instructor. May be repeated.*

#### **EDU 441 Advanced Content Area Reading in the K-8 Classrooms**

An advanced study of the developmental reading process, including examination of theories and practical applications for the K-8 teacher with a focus on methods and procedures used to develop skills, attitudes, knowledge and understanding of content area reading. *Prerequisite: ECE 318 or EED 314 or ELM 372 or SPE 316. For non-secondary education majors; January Term.*

#### **EDU 445 Literacy Practicum**

An advanced application of the diagnosis and remediation of various reading and writing difficulties in a supervised literacy tutoring program (off-campus site). *Co-requisite: SPE 440 or permission of the instructor. Pass/No Pass grading.*

#### **EDU 468 Internship in Education**

*.25, .50 or 1.00 credit*

An advanced professional or clinical experience in the field of education supervised by an Elmhurst College faculty member and a certified or licensed professional in a PK-12 school, school district or educational services setting. A full-course internship requires the equivalent of five weeks of full-time experience or approximately 200 hours. *Permission of department chair and supervising professor.*

#### **EDU 490 Special Investigations in Education**

*.50 or 1.00 credit*

Designed to fit specific interests of advanced students. Students work by appointment either in individual or group studies under the supervision of one or more instructors. *Upon request.*

#### **EDU 492/292 Independent Study in Education**

Individually designed course under the supervision of a faculty member in the Department of Education.

#### **EDU 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of education, culminating in an appropriate public dissemination of research methods and findings.

This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

#### **EDU 496 Special Topics in Education**

Topics reflect current interest and need as indicated in contemporary professional education literature. *Repeatable for credit.*

#### **EDU 521 Theory and Practice for Building Academic Literacies in K-12 Classrooms**

*.75 credit*

An advanced study of theories of literacies, the developmental reading process and practical applications for reading across content areas. Includes reading methods and procedures used to develop skills, attitudes, knowledge and understanding of content area reading material, and modification processes developed to maximize literate practices of all students. The course will blend in-class meetings and applied learning alongside hybrid online instructional models, webinars and assessments. This course is for graduate students in communication sciences and disorders seeking a non-teaching Professional Educator License. *Summer Term.*

#### **ELM 300 Elementary Curriculum, Planning and Instruction for the Primary Grades**

*.75 credit*

An introduction to the Department of Education's mission, goals, core values, professional conduct expectations and requirements for teacher licensure in Illinois. Teaching candidates learn how to apply elementary curriculum planning based on content area standards, diverse student characteristics, developmental expectations and curriculum goals. Teaching candidates observe and examine content area curriculum that includes the fine arts. Candidates are introduced to classroom technology integration and create professional electronic portfolios to monitor and evaluate their growth as future educators. Candidates are expected to apply course knowledge and skills in an introductory practicum experience that focuses on primary classrooms. *Prerequisites: EDU 104, EDU 223, EDU/PSY 311; admission to the elementary teacher education program.*

#### **ELM 301 Elementary Education Practicum in Primary Classrooms**

*.25 credit*

An introductory practicum requiring directed and supervised pre-clinical experiences in curriculum planning and instruction of science, mathematics, literacy, social science, and observation of fine arts in collaboration with first, second and third grade school partners. The majority of the pre-clinical



experiences will be in diverse instructional settings prearranged and supervised by program faculty. *Pass/No Pass grading. Prerequisites: EDU 104, EDU 223, EDU/PSY 311; admission to the elementary teacher education program.*

#### **ELM 314 Elementary Methods and Materials for Literacy Learners in Diverse Primary Classrooms**

*.75 credit*

A study of the language and literacy curriculum, materials, texts and technology for the primary grades (K–3) focusing on foundational knowledge, research-based instructional methods, monitoring student learning through assessment, content area reading, and constructing a supportive language and literacy environment. Teacher candidates apply research-based instructional methods successful for supporting all learners' literacy across the content areas. Assignments provide opportunities to administer, evaluate and communicate a wide range of developmentally appropriate literacy assessments to monitor student learning and plan instruction designed to meet the needs of diverse learners. *Prerequisites: EDU 104, EDU 223, EDU/PSY 311; admission to the elementary teacher education program.*

#### **ELM 341 Primary Classroom Methods in Elementary Mathematics, Science and Social Science**

An integrative classroom methods course focused on developmentally appropriate planning and content area instruction for grades K-3 mathematics, science and social science curriculums. Teacher candidates will learn how to plan meaningful content area lessons that are based on best practices and current standards. They will also learn how to critically reflect upon instruction to improve lessons and plan next steps. The course meets for six hours a week, three of which are devoted to education lab experiences. *Prerequisites: EDU 104, EDU 223, EDU/PSY 311; admission to the elementary teacher education program.*

#### **ELM 350 Elementary Curriculum, Planning and Instruction for the Intermediate Grades**

*.75 credit*

A study of a variety of teaching methods, materials and technologies utilized in the elementary school's intermediate (4–6) classrooms. Course content includes: human development; interpreting and communicating assessment data; methods for teaching diverse learners; characteristics of student diversity including physical, social and emotional, cognitive, and linguistic differences; behavior management; learning environment; and co-planning. Opportunities to work extensively in an intermediate classroom learning about collaboration with teachers, families and other school personnel, as well as analyzing instruction, will be provided. Teacher candidates observe and examine content area curriculum including physical education and health. *Prerequisites: ELM 300, ELM 301, ELM 314 and ELM 341.*

**ELM 352 Elementary Education Practicum in Intermediate Classrooms***.25 credit*

A practicum that requires directed and supervised pre-clinical experiences in curriculum planning and instruction of science, mathematics, literacy, social science and observation of health and physical education in collaboration with fourth through sixth grade elementary school partners. The majority of the pre-clinical experiences will be in diverse instructional settings prearranged and supervised by program faculty. *Pass/No Pass grading. Prerequisites: ELM 300, ELM 301, ELM 314 and ELM 341.*

**ELM 372 Methods and Materials for Literacy Learners in Diverse Intermediate and Middle-Level Classrooms***.75 credit*

A study of literacy methods and materials used in the intermediate and middle-level grades (grades 4–8). Developmentally appropriate reading and writing instruction, support, materials, and resources for classroom language arts and reading teachers are examined and applied. Additional focus areas include integration of reading in the content areas and interpretation of diagnostic assessments and implementation of remediation strategies. ELM 372 must be completed concurrently with ELM 350, ELM 352 and ELM 382. *Prerequisites: ELM 300, ELM 301, ELM 314 and ELM 341.*

**ELM 382 Intermediate Classroom Methods in Elementary Mathematics, Science and Social Science**

An integrative classroom methods course focused on developmentally appropriate planning and content area instruction for grades 4–6 mathematics, science and social science curricula. Teacher candidates will learn to provide meaningful content area learning opportunities for students and justify their instruction on the basis of current research. The course meets for six hours a week, three of which are devoted to education lab experiences. *Prerequisites: ELM 300, ELM 301, ELM 314 and ELM 341.*

**ELM 419 Evidence-Based Elementary Classroom Assessment and Learning Environments***.75 credit*

An advanced study of classroom environment and assessment requiring the use of data to create effective and responsive elementary classroom environments. Coursework involves continuous data collection and analysis with critical self-evaluation to support instructional decisions regarding planning, student learning and classroom relationships. Course outcomes focus on creating a successful learning culture of collaboration, inclusion and achievement for all learners. *Prerequisites: ELM 350, ELM 352, ELM 372 and ELM 382.*

**ELM 450 Elementary School Practicum and Professional Practice Seminar**

An advanced study of collaborative and professional practice in schools. The practicum requires extensive participation in elementary schools and focuses on effective instructional practices, optimal learning environments, professional collaboration, school policies and procedures (e.g., mandated reporting), family/cultural/linguistic assets, and reflective practice in first through sixth grade classrooms. Two full days of supervised preclinical experience are required on a weekly basis at the prospective student-teaching sites. A minimum of 150 field participation hours in the prospective student teaching classroom is required for this course. *Prerequisites: ELM 350, ELM 352, ELM 372 and ELM 382.*

**ELM 451 Student Teaching in Elementary Education**

*3.00 credits*

A supervised clinical experience designed to provide student teachers with the opportunity to develop, refine and demonstrate those competencies that are essential for effective teaching in elementary classrooms. Student teaching is the culmination of the elementary teacher education preparation program and provides supervised field experiences for a full college semester. Student teachers are evaluated continuously across the knowledge and performance indicators as outlined in state and national standards. This professional semester is designed to provide the student teacher with the opportunity to assume increasing responsibility in planning, instructional delivery and assessment while managing a classroom under the guidance of a cooperating teacher and the college supervisor. *Pass/No Pass grading. Prerequisites: ELM 419, ELM 450, SPE 440, SPE 442; admission to elementary teacher education student teaching.*

**ELM 471 Elementary Education Reflective Practice Seminar**

*.50 credit*

An advanced clinical seminar that provides student teachers with professional information relevant to teaching in the public schools at the elementary level. Student teachers have opportunities to explore and learn about professional issues such as licensure requirements, endorsements, applying for positions, bargaining agreements, administrative and novice teacher perspectives, educational technology, and the teacher evaluation process. Student teachers will participate in several types of professional learning community protocols to describe and reflect on their teaching practice. Student teachers read research from professional teaching journals to support group questioning and problem solving around relevant teaching topics. *Prerequisites: ELM 419, ELM 450, SPE 440, SPE 442; admission to elementary teacher education student teaching.*

**ELM 498 Elementary Education Capstone Seminar**

*.50 credit*

An advanced clinical seminar that provides guided support in the preparation of final licensure and capstone assessments. Seminars focus on documenting teaching growth and performance using data collection and analyses with critical self-evaluation of the student teaching experience. The elementary teacher education program's formal capstone project is presented as the culminating seminar project. *Prerequisites: ELM 419, ELM 450, SPE 440, SPE 442; admission to elementary teacher education student teaching.*

**EYC 300 Introduction to Curriculum, Planning and Instruction**

*.75 credit*

An introduction to curriculum, the underlying principles of instructional planning, and designing learning opportunities based on the knowledge of young students. Matching materials to students' needs and their developmental levels through the evaluation, selection and adaptation of curricular materials and technologies will be introduced. EYC 300 must be taken concurrently with EYC 301, EYC 321, EYC 323, EYC 326, EYC 327 and EYC 328. *Prerequisites: EDU 104, EDU 223, TEL 204 and admission to EYC Early Childhood program.*

**EYC 301 Practicum I—Birth-Three Natural Environments**

*.25 credit*

Directed and supervised pre-clinical experiences in curriculum study, planning and instruction across all areas of early learning. The majority of the pre-clinical experiences will be in diverse settings, pre-arranged and supervised by faculty. EYC 301 must be taken concurrently with EYC 300, EYC 321, EYC 323, EYC 326, EYC 327 and EYC 328. *Prerequisites: EDU 104, EDU 223, TEL 204 and admission to EYC Early Childhood program. Pass/No Pass grading.*

**EYC 314 Elementary Methods and Materials for Literacy Learners in Diverse Primary Classrooms**

*.75 credit*

A study of the language and literacy curriculum, materials, texts, and technology for the primary grades (K-3) focusing on foundational knowledge, research-based instructional methods, monitoring student learning through assessment, content area reading, and constructing a supportive language and literacy environment. Teacher candidates apply research-based instructional methods successful for supporting all learners' literacy across the content areas. Assignments provide opportunities to administer, evaluate and communicate a wide range of developmentally appropriate literacy assessments to monitor student learning and plan

instruction designed to meet the needs of diverse learners. EYC 314 must be taken concurrently with EYC 341, EYC 419 and EYC 450. *Prerequisites: EYC 350, EYC 352, EYC 412, EYC 414 and EYC 416.*

### **EYC 318 Early Intervention Internship (elective)**

*.50 credit*

This practicum provides students with a 250-clock-hour clinical internship in Early Intervention, working hands on with infants and toddlers with disabilities and their families in natural environments. Students will be given the opportunity to develop, refine and demonstrate those competencies that are essential for effective intervention planning and implementations in the field of Early Intervention B-3 as developmental therapists. Students will receive clinical supervision from faculty at the College across their semester of internship work. Students will also be evaluated by their mentor developmental therapists on their work in the field on the basis of the behaviors described on the Early Intervention Internship Evaluation document in addition to satisfactory completion of all assignments. EYC 318 may be taken concurrently with EYC 350, EYC 352, EYC 412, EYC 414 and EYC 416. *Prerequisites: EYC 300, EYC 301, EYC 321, EYC 323, EYC 326, EYC 327 and EYC 328. Pass/No Pass grading.*

### **EYC 321 Early Intervention Methods**

*.50 credit*

Using an interdisciplinary case study approach, this course examines the philosophy, goals and clinical approaches utilized in working with infants/toddlers who are “at risk” and disabled and their families. Special focus is placed on the design and implementation of family-centered services, the development of collaborative team processes among professionals, and on the implementation of the Individual Family Service Plan (IFSP). EYC 321 must be taken concurrently with EYC 300, EYC 301, EYC 323, EYC 326, EYC 327 and EYC 328. *Prerequisites: EDU 104, EDU 223, TEL 204 and admission to EYC Early Childhood program.*

### **EYC 323 Infant – Toddler Assessment Birth-3 Typical and Atypical Development**

*.50 credit*

A developmental approach to observation and assessment of typical and atypical infants and toddlers is highlighted. Students focus on underlying developmental processes in cognitive, language, motor and social/emotional development. Students learn to assess children’s strengths as well as needs. Selected screening and informal and formal assessment tools are examined.

The involvement of families in assessment and collaborative goal setting is stressed. This course includes a field experience clinical component. EYC 323 must be taken concurrently with EYC 300, EYC 301, EYC 321, EYC 326, EYC 327 and EYC 328. *Prerequisites: EDU 104, EDU 223, TEL 204 and admission to EYC Early Childhood program.*

### **EYC 326 Typical and Atypical Development of the Young Child, Birth–5**

*.75 credit*

Major developmental theories and models of cognitive, psychosocial, emotional and play development of young children birth to age five are presented. Personality is traced from birth to age five. The interrelated nature of development, culture and the characteristics of and influences of disabilities and risk factors on development are also studied. The impact of disability on the family system and implications for educational programming are also studied. EYC 326 must be taken concurrently with EYC 300, EYC 301, EYC 321, EYC 323, EYC 327 and EYC 328. *Prerequisites: EDU 104, EDU 223, TEL 204 and admission to EYC Early Childhood program.*

### **EYC 327 Typical and Atypical Language Development and Emergent Literacy**

*.75 credit*

Study of the typical and atypical language development in young children, including specific language/communication delays. Course includes examination of the relationship between language/communication delays and other areas of development, specifically emergent literacy, exploring the use of alternative communication systems to foster communication. EYC 327 must be taken concurrently with EYC 300, EYC 301, EYC 321, EYC 323, EYC 326 and EYC 328. *Prerequisites: EDU 104, EDU 223, TEL 204 and admission to EYC Early Childhood program.*

### **EYC 328 Family and Community Relationships**

*.75 credit*

Strategies in developing positive and supportive relationships with families of young children with special needs, including the legal and philosophical basis for family participation; family-centered services; and strategies for working with socially, culturally and linguistically diverse families. Strategies and models for promoting effective consultation and collaboration with other professionals and agencies within the community. EYC 328 must be taken concurrently with EYC 300, EYC 301, EYC 321, EYC 323, EYC 326 and EYC 327. *Prerequisites: EDU 104, EDU 223, TEL 204 and admission to EYC Early Childhood program.*

**EYC 341 Primary Classroom Methods in Elementary Mathematics, Science and Social Science**

An integrative methods course focused on developmentally appropriate planning and content area instruction and inquiry for primary grades; math, earth and space and physical science; historical, economic and political social science curriculums. Candidates will learn how to plan meaningful content area lessons that are based on best practices and current standards. They will also learn how to critically reflect upon instruction to improve lessons and plan next steps. The course meets for six hours a week, three of which are devoted to education lab experiences. *EYC 341 must be taken concurrently with EYC 314, EYC 419 and EYC 450.*

**EYC 350 Curriculum, Instruction and Assistive Technology**

*.75 credit*

An advanced study of curriculum in Early Childhood Special Education environments. Course content includes methods and materials for teaching at the PK–2nd grade levels, the use of assistive technology and augmentative communication system components and the decisions involved in selecting these components for individual students. *EYC 350 must be taken concurrently with EYC 352, EYC 412, EYC 414 and EYC 416. Prerequisites: EYC 300, EYC 301, EYC 321, EYC 323, EYC 326, EYC 327 and EYC 328.*

**EYC 352 Practicum II in Early Childhood Special Education**

*.25 credit*

A practicum that requires directed and supervised pre-clinical experiences in curriculum planning and instruction of science, math, literacy and social science, physical development and fine arts in Early Childhood Special Education/PreK environments, serving young children with Individualized Educational Plans, within an elementary school. The majority of the pre-clinical experiences will be in diverse settings, pre-arranged and supervised by program faculty. *EYC 352 must be taken concurrently with EYC 350, EYC 412, EYC 414 and EYC 416. Prerequisites: EYC 300, EYC 301, EYC 321, EYC 323, EYC 326, EYC 327 and EYC 328. Pass/No Pass grading.*

**EYC 412 Assessing Young Children**

*.75 credit*

Strategies, procedures and formal and informal instruments for assessing young children's social, emotional, cognitive, communication and motor skills; family concerns, priorities and resources; and school, home and community learning environments; and methods for conducting formative and summative individual and program evaluation. *EYC 412 must be taken concurrently with EYC 350,*

EYC 352, EYC 414 and EYC 416. *Prerequisites: EYC 300, EYC 301, EYC 321, EYC 323, EYC 326, EYC 327 and EYC 328.*

#### **EYC 414 Early Childhood Special Education Methods**

*.75 credit*

Developmentally and individually appropriate methods for fostering the social, emotional, cognitive, communication, adaptive, and motor development and learning of young children with special needs in various settings such as the home, the school and the community. EYC 414 must be taken concurrently with EYC 350, EYC 352, EYC 412, and EYC 416. *Prerequisites: EYC 300, EYC 301, EYC 321, EYC 323, EYC 326, EYC 327 and EYC 328.*

#### **EYC 416 STEAM Curriculum for 3- to 5-year olds**

*.75 credit*

An integrative classroom methods course focused on developmentally appropriate planning and content area instruction for children 3 to 5 years of age with concepts and modes of inquiry related to math, life and environmental science, social science (geographical), fine arts, physical development and health curriculum. Candidates will learn how to plan meaningful content area lessons that are based on best practices and current standards. They will also learn how to critically reflect upon instruction to improve lessons and plan next steps. EYC 416 must be taken concurrently with EYC 350, EYC 352, EYC 412 and EYC 414. *Prerequisites: EYC 300, EYC 301, EYC 321, EYC 323, EYC 326, EYC 327 and EYC 328.*

#### **EYC 419 Evidence-Based Elementary Classroom Assessment and Learning Environments**

*.75 credit*

An advanced study of classroom environment and assessment requiring the use of data to create effective and responsive elementary classroom environments. Coursework involves continuous data collection and analysis with critical self-evaluation to support instructional decisions regarding planning, student learning and classroom relationships in a successful learning culture of collaboration, inclusion and achievement for all learners. EYC 419 must be completed concurrently with EYC 314, EYC 341 and EYC 450 the semester prior to student teaching. *Prerequisites: EYC 350, EYC 352, EYC 412, EYC 414 and EYC 416.*

#### **EYC 450 Practicum III—Collaboration and Professional Practice**

An advanced field-based, clinical experience designed to apply knowledge and skills from Block I and II coursework with a focus on effective instructional practices, optimal learning environments, professional collaboration, school



policies and procedures (e.g., mandated reporting), and reflective practice. Candidates present their professional ePortfolios as part of the evaluation process for admission to student teaching. Requires a minimum of two full days per week in each of the prospective student teaching placements. EYC 450 must be taken concurrently with EYC 314, EYC 341 and EYC 419. *Prerequisites: EYC 350, EYC 352, EYC 412, EYC 414 and EYC 416.*

### **EYC 454 A & B Student Teaching**

*1.5 credit each*

Full-day assignment to an early childhood or kindergarten program (ages 3-5 years) in a public school for an eight-week period and an elementary classroom (ages 5-8 years) for an additional eight-week period. EYC 454 A & B must be taken concurrently with EYC 498. *Prerequisites: EYC 314, EYC 341, EYC 419 and EYC 450. Pass/No Pass grading.*

### **EYC 498 Capstone Seminar**

*.25 credit*

An advanced clinical seminar that provides guided support on the preparation of final licensure and capstone assessments. Seminars focus on documenting teaching growth and performance using data collection and analyses with critical self-evaluation of the student teaching experience. The Educating Young Children Education Program's formal capstone project is presented as the culminating seminar project. EYC 498 must be completed concurrently with EYC 454. *Prerequisites: EYC 314, EYC 341, EYC 419 and EYC 450.*

### **SEC 200 Introductory Seminar to Teaching as a Caring Profession**

*.50 credit*

An introduction to the Department of Education's mission, goals, core values, professional conduct expectations and requirements for teacher licensure in Illinois. Teacher candidates are introduced to technology integration in education and create a professional electronic portfolio to monitor and evaluate their growth as future educators. To be completed as a first course at the 200 level or above in a teacher education program. Successful completion of this seminar is required to continue in the teacher education program. This course requires field experience. *Prerequisite: admission to teacher education; may be taken concurrently with EDU 104.*

### **SEC 223 Education of PK-12 Learners with Exceptionalities**

An introduction to the characteristics of children with cognitive, social, emotional and physical disabilities and educational principles applicable to them.

Includes educational principles, methods and materials that may be useful in meeting the varying needs of learners with disabilities. *Prerequisites/concurrent: EDU 104; admission to an education program; non-majors must have consent of the instructor.*

### **SEC 300 Intermediate Seminar for Teaching in Diverse and Inclusive Schools**

*.25 credit*

An intermediate seminar for developing the knowledge and skills needed for creating inclusive and safe classroom environments that support all learners. The seminar requires field participation in diverse school settings. Teacher candidates demonstrate professional growth by developing a philosophy of teaching and presenting their reflective e-portfolios, which link coursework with professional standards and field experiences. Successful completion of this seminar is required as part of the evaluation process for continuation in the teacher education program. *Prerequisite: SEC 200.*

### **SEC 310 Methods and Best Practices in Middle and Secondary Education**

A study of adolescent development and learning theories, content area literacy practices, curriculum integration, and evidence-based methods of short- and long-term planning, instruction, formative and summative assessment and classroom management. Participatory field experiences, including teaching in middle schools and high schools, are required. *Prerequisites: SEC 200, SEC 223 or KIN 312, SEC 311. May be taken concurrently with SEC 300.*

### **SEC 311 Educational Psychology**

An introduction to the psychological principles and theories of human development, learning and motivation in K-12 educational settings. Includes the study of educational research, child and adolescent development, developmentally appropriate and instructional best practices, individual differences, learning environment and assessment. *Prerequisites: ENG 106, PSY 210 or EDU 104, and sophomore standing.*

### **SEC 421 Theory and Practice for Building Academic Literacies in K-12 Classrooms**

An advanced study of theories of literacies, the developmental reading process and practical applications and training for and across content areas. Includes training methods and procedures used to develop skills, attitudes, knowledge and understanding of content area reading material, and modification processes developed to maximize literacy practices for all students. *Prerequisites: SEC 300, SEC 310.*

**SEC 425 Teaching Social Studies in Middle and Secondary Schools**

*.50 credit*

An advanced study of the scope and sequence, content and skills of the National Council for the Social Studies (NCSS) Standards and the Illinois Social Science Standards in combination with methods and strategies for teaching both secondary and middle school (grades 6–12) social studies curricula as well as an overview of Illinois history. *Prerequisites: SEC 200, SEC 223 or KIN 312, SEC 311. Fall Term.*

**SEC 450 Advanced Seminar in Teacher Collaboration and Professional Practice**

*.25 credit*

An advanced study of collaborative and professional practice in schools. The seminar requires extensive participation in schools and focuses on effective instructional practices, optimal learning environments, professional collaboration, school policies and procedures (e.g., mandated reporting) and reflective practice. Field experiences at prospective student teaching sites are expected. Candidates demonstrate readiness for student teaching and proficiency in technology by presenting their professional e-portfolios as part of the evaluation process for admission to student teaching. *Prerequisites: SEC 300, SEC 310; to be taken in the term prior to student teaching.*

**SEC 455 Student Teaching in Secondary Schools**

*3.00 credits*

Open only to those preparing to teach in grades 9 through 12. Full-day assignment to a public school for 15 weeks. Attendance at seminar sessions is required. *Prerequisite: SEC 450 or subject department equivalent. Pass/No Pass grading.*

**SEC 457 Student Teaching in Special Fields**

*3.00 credits*

Open only to those preparing to teach in grades kindergarten through 12 in a special subject area for a minimum of 15 weeks. Full-day assignments in two settings (elementary/middle and high school) each for a seven- to eight-week period. Attendance at seminar sessions is required. *Prerequisite: SEC 450 or subject department equivalent. Pass/No Pass grading.*

**SEC 463 Natural Science: Special Methods**

A consideration of curricular design, lab materials, textbook evaluations and general pedagogical principles as applied to the teaching of natural science. The main product of this course is a unit plan that aligns with the National Science Education Standards. For students pursuing the science education

minor, SEC 463 may be substituted for EDU 327. *See Prerequisites. Prerequisites: SEC 300, SEC 310 or consent of the instructor. Fall Term.*

#### **SEC 492/292 Independent Study in Secondary Education**

An individually designed course under the supervision of a faculty member in the Department of Education.

#### **SPE 223 Education of PK-12 Learners with Exceptionalities**

An introduction to the characteristics of children with cognitive, social, emotional and physical disabilities and educational principles applicable for them. Includes education principles, methods and materials that may be useful in meeting the varying needs of learners with disabilities. *Prerequisite: admission to an education program; non-majors must have consent of the instructor.*

#### **SPE 300 Introduction to Curriculum and Instructional Planning**

*.75 credits*

An introduction to curriculum, the underlying principles of instructional planning and the beginning skills for instructional delivery and classroom management. Matching materials to the students' needs and their developmental levels through the evaluation, selection and adaptation of curricular materials and technologies will be introduced. *Prerequisites: SPE 223 and SPE 311. Fall Term.*

#### **SPE 301 Special Education Practicum I**

*.25 credits*

An introductory practicum requiring directed and supervised pre-clinical experiences in curriculum, planning and instruction. The majority of the pre-clinical experiences will be in diverse instructional settings prearranged and supervised by program faculty. *Prerequisites: SPE 223 and SPE 311. Completed concurrently with SPE 300. Fall Term.*

#### **SPE 311 Educational Psychology**

An introduction to the psychological principles and theories of human development, learning and motivation in K-12 educational settings. Includes the study of educational research, child and adolescent development, developmentally appropriate and instructional best practices, individual differences, learning environment and assessment. *Prerequisites: admission to the program; ENG 106; PSY 210 or EDU 104.*

**SPE 316 K-12 Literacy Instructional Strategies and Interventions**

*.75 credits*

An advanced study of the development of language skills and the provision of support for meeting the literacy needs of the diverse learner, K-12. Focus areas include reading foundations, methodological approaches, emerging literary skills, remediation, developmental reading instruction, content area reading support, materials and resources. *Prerequisites: SPE 223 and SPE 311. Fall Term.*

**SPE 320 Establishing Professional Relationships: Communication and Collaboration**

*.75 credits*

A study of the collaborative processes and communication skills necessary for effective interaction among parents, professionals, paraprofessionals and students in providing services for individuals with disabilities. Roles, rights and responsibilities of all team members will be reviewed. *January Term.*

**SPE 338 Characteristics of Learners with Exceptionalities**

*.75 credits*

An advanced study of the development and the diverse educational, physical, motor, communication, social-emotional and cognitive needs of students with moderate/severe disabilities. Research on and implications for appropriate diagnosis, service delivery and instructional methodology are examined. *Prerequisites: SPE 223 and SPE 311. Spring Term.*

**SPE 350 Curriculum, Instruction and Assistive Technology Trends in Public Schools**

*.75 credits*

An advanced study of curriculum trends including both general and special education settings. Methods and materials for teaching at PreK through high school levels, the use of assistive technologies and augmentative communication system components and the decisions involved in selecting these components for individual students. *Prerequisite: SPE 300. Spring Term.*

**SPE 352 Special Education Practicum II**

*.25 credits*

A practicum that requires directed and supervised pre-clinical experiences in curriculum, planning and instruction for PK-12 diverse learners. The majority of the pre-clinical experiences will be in diverse instructional settings prearranged and supervised by program faculty. *Prerequisite: SPE 300. Completed concurrently with SPE 350. Spring Term*

**SPE 434 Curriculum/Assessment/Instructional Strategies for Students with High Incidence Disabilities***.75 credits*

An advanced study of the special methodology, materials and approaches for teaching students with mild to moderate disabilities. Educational assessment strategies, components in individualized education programs and the design of strategic instructional approaches are reviewed. *Prerequisites: SPE 223 and SPE 311. Fall Term.*

**SPE 435 The Learning Environment/Positive Behavior Support***.75 credits*

An advanced study of the application of integrated behavioral theory in the management and the influence of behavior in educational settings. Focus areas include strategies that promote positive social interaction, functional assessment of behavior, proactive behavior interventions and the supports and tactics to address significant behavior problems. *Prerequisite: SPE 350. Fall Term.*

**SPE 438 Curriculum/Assessment/Instructional Strategies for Students with Low Incidence Disabilities***.75 credits*

An advanced study of the assessment, curriculum development and instruction in meaningful curriculum design including functional academics; critical life skills; and communication, social and mobility areas. Authentic assessment strategies, components in individualized education programs and the implementation of functional curricula across settings is studied. *Prerequisite: SPE 300. Spring Term.*

**SPE 439 Characteristics and Specific Needs of Students with Physical, Health and Sensory Impairments***.50 credit*

An advanced study of the characteristics, needs and supports for individuals with physical, health and sensory impairments. Common medical conditions and health impairments, the effects of various medications and the specialized health care needs at school will be covered. *Prerequisite: SPE 300. Spring Term.*

**SPE 440 Diagnosis and Remediation of Reading Difficulties***.75 credit*

An advanced study of the assessment, diagnosis and remediation of reading problems, with a focus on methodological approaches for evaluating, planning and organizing remedial reading instruction, content area reading support, materials and resources for students with reading difficulties. *Prerequisites: SPE 350, ELM 350. SPE 440 is a prerequisite for EDU 445. The two courses may be taken concurrently only with permission of the EDU 445 instructor. Fall and Spring Term.*

**SPE 442 Remediation of Difficulties in Understanding and Applying Mathematics**

*.50 credit*

An advanced study of the theories, methods and materials used to teach mathematics with a focus on evaluating, planning and organizing multi-sensory instruction for students having difficulties with mathematics. *Prerequisites: ELM 350 or SPE 350. Fall and Spring Term.*

**SPE 450 Special Education Practicum: Collaboration and Professional Practice**

An advanced field-based, clinical experience designed to apply knowledge and skills from Core I and II coursework with a focus on effective instructional practices, optional learning environments, professional collaboration, school policies and procedures (e.g., mandated reporting) and reflective practice. Candidates present their professional e-portfolios as part of the evaluation process for admission to student teaching. Requires a minimum of two full days per week in each of the prospective student-teaching placements. *Prerequisite: SPE 350. Fall Term.*

**SPE 458 A & B Student Teaching in Special Education**

*1.50 credits each*

Full-day assignments in two special education settings, each assignment for an eight-week period. Attendance at seminar sessions is required. No additional courses should be taken while student teaching. *Prerequisite: SPE 450. Pass/No Pass grading.*

**SPE 492/292 Independent Study in Special Education**

Individually designed course under the supervision of a faculty member in the Department of Education.

**TEL 204 Cross-Cultural Studies in Teaching English Language Learners**

*.75 credit*

This course is designed for teacher candidates to examine the relationship among culture, classroom practices and policy, and how this relationship influences the education of English language learners. Teacher candidates begin by first examining their own culture and their cultural assumptions and biases and how those influence teaching and learning in the classroom. Issues of equity, access and cross-cultural understandings are examined as well. Teacher candidates will analyze and redesign curriculum so that it is linguistically and culturally relevant. This course requires 10 field experience hours in an ESL and/or bilingual PK-12 classroom. *Prerequisite: EDU 104.*

**TEL 212 Theoretical Foundations of Teaching English Language Learners***.75 credit*

This course is an introduction to and immersion into the theoretical frameworks of English as a Second Language (ESL) and bilingual education and the research, movements and policies that inform them. A variety of ESL/bilingual models and programs that exist in PK-12 schools and classrooms will be identified, analyzed and evaluated through multiple assignment and media. Teacher candidates will demonstrate an understanding of the relationship between theory and practice and will define their roles as teachers of and advocates for English learners. This course requires 10 field experience hours in an ESL and/or bilingual PK-12 classroom. *Prerequisite: EDU 104.*

**TEL 317 Methods and Materials for Teaching English Language Learners***.75 credit*

This is an advanced course in the teaching of bilingual and sheltered English instruction to English language learners (ELLs). Students will learn different approaches and methodologies used to support the development of listening, speaking, reading and writing in social and academic contexts. The course provides opportunities for teacher candidates to develop curriculum for ELLs in bilingual and ESL classrooms, and examine instructional delivery through videotaping and analyzing practice. This course requires 20 field experience hours in an ESL and/or bilingual PK-12 classroom. *Prerequisites: TEL 204 and TEL 212 and admission to teacher education.*

**TEL 319 Linguistics for Second Language Learning***.75 credit*

The purpose of this course is to introduce linguistic concepts as they apply to teaching in a variety of contexts, including (but not limited to) monolingual and bilingual classrooms. In addition, this course is designed to provide teachers with a meta-linguistic awareness in order to facilitate learning and instruction. This course will help students understand, think and talk about the complexities of language, learning and human development. The fields of linguistics, applied linguistics and linguistic anthropology are dedicated to questions about the nature, function and purposes of language. Students will use readings anchored in these disciplines to apply linguistics to teaching. This course requires 20 field experience hours in an ESL and/or bilingual PK-12 classroom. *Prerequisite: EDU 104.*

**TEL 439 Assessment of English Language Learners***.75 credit*

This advanced course will focus on the discussion of basic principles and current approaches to assessment of language learning students in ESL and



bilingual PK-12 educational settings, including the policies, procedures and issues that inform the assessment of English Language Learners (ELLs). Students will learn about the different purposes of process and product assessment tools, authentic and curriculum-based forms of assessment, issues in the assessment of ELLs, and assessment of academic content knowledge. As teacher candidates, students will have opportunities to examine critically and practice administering assessment tools used in current educational contexts. Students will learn to identify language needs and how to differentiate them from developmental needs. This course requires 20 field experience hours in an ESL and/or bilingual PK-12 classroom. *Prerequisites: TEL 204, TEL 212, TEL 317 and TEL 319 and admission to teacher education.*

#### **TEL 448 Inquiry and Application of Bilingual Methods I**

*.50 credit*

This course is the first part of a two-course sequence in the inquiry and application of bilingual and ESL methods. In TEL 448, teacher candidates will design an action research proposal, which they will implement in TEL 449. The proposal will address how they will study their own teaching of bilingual and ESL methodologies that support the development of listening, speaking, reading and writing in social and academic contexts. In preparation for conducting their action research in TEL 449, teacher candidates in TEL 448 will learn how to use action research methods to collect data on teaching practices and for research projects. They also will develop a situated and transformative action plan for future teaching that is anchored in sociocultural views of learning. *Prerequisites: TEL 204, TEL 212, TEL 319, TEL 317 and admission to teacher education.*

#### **TEL 449 Inquiry and Application of Bilingual Methods II**

*.25 credit*

This course is the second part of a two-course sequence in the inquiry and application of bilingual and ESL methods. Students will implement an action research proposal of teacher inquiry that they developed in TEL 448. Students will study their own teaching of bilingual and ESL methodologies that support the development of listening, speaking, reading and writing in social and academic contexts. Teacher candidates also will implement their action plans developed in TEL 448 to collect classroom data, analyze critically their own bilingual and ESL instructional practices, and report findings that inform their future teaching of language learners. This course requires 30 field experience hours in an ESL and/or bilingual PK-12 classroom. *Prerequisite: TEL 448.*

**ELMHURST COLLEGE**

Required Certification Test Results for the Program Year 2015-2016

Institution: 012 Elmhurst College Number of Program Completers 87

	Institution			Statewide
Test Field/Category	Number Tested	Number Passed	Pass Rate	Pass Rate
<b>Test of Academic Proficiency</b>				
400 TAP (or alternative)	75	75	100%	37% (TAP only)
<b>Professional Knowledge/Pedagogy</b>				
106 Science: Chemistry	1	1	100%	86%
107 Early Childhood Education	9	9	100%	91%
110 Elementary/ Middle Grades	23	23	100%	98%
111 English Language Art	3	3	100%	98%
114 Social Science: History	2	2	100%	94%
115 Mathematics	3	3	100%	88%
135 Foreign Language: Spanish	2	2	100%	86%
143 Music	14	14	100%	100%
144 Physical Education	7	7	100%	94%
145 Visual Arts	1	1	100%	96%
<b>Teaching Special Populations</b>				
155 Learning Behavior Specialist 1 AND	10	10	100%	98%
163 Special Education General Curriculum	10	10	100%	94%
<b>Non Teaching Licensure</b>				
154 Speech-Language Pathologist (non-teaching)	12	12	100%	99%

# English

**T**he Department of English provides students a stimulating undergraduate major or minor developed in consultation with departmental advisors. Students may select a major emphasis in literature or in writing, as well as courses leading to licensure for teaching English in secondary schools. Minors in literature, creative writing, journalism, professional and multimedia writing, rhetoric and theory, and open, are complementary options for other fields of study. The department also offers a wide range of courses from which the non-English major may choose to satisfy the College literature requirement, to complete a number of other Integrated Curriculum requirements, or to gain elective credit supporting a variety of liberal arts degree programs.

All writing classes take place in computerized classrooms. The Writing Center, located in the Frick Center, provides peer-tutorial writing support for all students.

The College writing requirement must be satisfied by passing or being exempted from ENG 106 or another approved course. ENG 105 is a prerequisite to ENG 106. Students may enter ENG 105 directly or may attempt exemption by achieving a satisfactory score on the Writing Placement Test. Students who have completed an acceptable transfer course of three semester hours or more may enter ENG 106 directly. The placement test is offered throughout the summer and once in the January Term. Dates and times are announced by the Office of Advising.

## Faculty

Ann M. Frank Wake, *Chair*; Tina S. Kazan, *Writing Program Director*; Nicholas Behm, Dianne Chambers, Theodore Lerud, Janice Tuck Lively, Mary Kay Mulvaney, Bridget O'Rourke, Ron Wiginton, Lance E. Wilcox

**Mission**

The English department aims to enhance the literacy of Elmhurst College students by maximizing their opportunities for creative and critical inquiry and interpretation through reading, writing and literary analysis.

There are two fundamental aspects to the implementation of this mission:

- 1) participation in the College's Integrated Curriculum program;
- 2) offering of an English major and minor, with opportunities for emphasis in literature or writing and for licensure in secondary education.

**Goals of the English Major**

- Analyze the nature and uses of the English language;
- Write effectively in light of audience and purpose;
- Articulate a thesis and develop and support an argument;
- Evaluate and use appropriate research and bibliographic materials and facilities;
- Read, analyze and respond critically and creatively to texts in relation to particular communities of readers; and
- Define and problematize canonicity, its history and current applications for a culturally diverse citizenship.

**Major in English**

An English major consists of a minimum of 10 credits chosen from courses at the 200, 300 and 400 levels. English majors may choose to complete either the Literature or the Writing emphasis. All majors complete ENG 220 Principles of Literary Study and at least one writing course above the 106 level; a selection of further "core" courses determined by a student's selected emphasis in either literature, writing or English education; and a 400-level capstone course in addition to three 400-level elective English courses. No more than one literature or writing course at the 200 level in addition to English 220 may count toward the major.

**Literature Emphasis**

Six core courses, including:

- |  |  |
|--|--|
| A. ENG 220 Principles of Literary Study  | D. Two courses chosen from<br>ENG 322 British Literature II<br>ENG 351 American Literature I<br>ENG 352 American Literature II |
| B. One writing course beyond ENG 106 Composition II                              | E. ENG 451 Advanced Literary Study   |
| C. One course chosen from<br>ENG 321 British Literature I<br>ENG 345 Shakespeare |  |

In addition, four elective English courses, including at least three at the 400 level. No more than one 400-level writing course may be counted toward the Literature Emphasis.

### Writing Emphasis

Seven core courses, including:

- |  |   |
|--|---|
| <p>A. ENG 220 Principles of Literary Study</p> <p>B. ENG 201 Composition III: Classical Rhetorics and Contemporary Discourse</p> <p>C. Two core literature courses, chosen from those listed under Literature Emphasis C and D</p> <p>D. Two writing courses at the 300 and/or 400 level chosen from<br/>           ENG 303 Business and Technical Writing<br/>           ENG 305 Journalism<br/>           ENG 306 Journalism II<br/>           ENG 312 Writing Fiction</p> | <p>ENG 313 Writing Poetry</p> <p>ENG 401 Composition IV</p> <p>ENG 403 Advanced Professional and Multimedia Writing</p> <p>ENG 410 Advanced Writing Seminar</p> <p>ENG 412 Advanced Fiction Writing</p> <p>E. ENG 455 Portfolio Development for English Writing Majors</p> <p>F. Three electives, so that the 10-course total includes at least three additional 400-level English courses, to include<br/>           ENG 455</p> |
|--|---|

### Recommended Course Clusters in Writing

The English writing emphasis offers students the ability to construct a challenging curriculum from flexible options. These options include coursework in journalism, creative writing, professional writing, and rhetoric and composition. Students may design their own curriculum in consultation with their advisors, or base their work on one of these clusters of recommended courses:

#### Journalism

- ENG 305 Journalism I  
 ENG 306 Journalism II  
 ENG 365 Journalism Practicum  
 ENG 468 Internship

- One additional journalism course:  
 ENG 305 or ENG 306  
 ENG 468 Internship

#### Professional Writing

- ENG 303 Business and Technical Writing  
 ENG 403 Advanced Professional and Multimedia Writing

#### Creative Writing

- At least two courses from the following:  
 ENG 306 Journalism II  
 ENG 312 Writing Fiction  
 ENG 313 Writing Poetry  
 ENG 410 Advanced Writing Seminar

ENG 412 Advanced Fiction Writing  
 ENG 415 Literary Theory

### Rhetoric and Composition

One journalism course	ENG 401 Composition IV: Theory and Research
ENG 303 Business and Technical Writing	ENG 403 Advanced Professional and Multimedia Writing
One creative writing course: ENG 312 or ENG 313	ENG 410 Advanced Writing Seminar
	ENG 415 Literary Theory

### Licensure for Teaching of English

An English major leading to teacher licensure consists of a minimum of 10.5 courses including the literature core requirements. Students planning to pursue teacher licensure should consult with advisors in both the education and English departments as early as possible. Students wishing to student teach are required to show a cumulative grade-point average in their major of 2.75. Students must also complete all other components established by the Department of Education to satisfy the State of Illinois licensure requirements.

Transfer students with a degree in English from another institution must take at least two courses in English at Elmhurst College at the 300/400 level and must earn at least a B average in those courses.

#### Courses required for licensure in English education:

ENG 201 Composition III: Classical Rhetorics and Contemporary Discourse  
 ENG 220 Principles of Literary Study  
 ENG 321 British Literature I or ENG 345 Shakespeare

#### Two courses from the following:

ENG 322 British Literature II  
 ENG 351 American Literature I  
 ENG 352 American Literature II

#### In addition:

ENG 372 Multicultural/Postcolonial Literature  
 ENG 451 Advanced Literary Study  
 ENG 401 Composition IV: Theory and Research  
 ENG 416 History and Structure of English  
 ENG 440 Teaching of English  
 ENG 370 Portfolio Synthesis Seminars (.25 credit)  
 ENG 315 Adolescent Literature (.50 credit)

One elective course selected to ensure the student has a total of 10.5 English courses, three of which must be 400-level courses, excluding ENG 440. Students must also take COM 113 Communication in Contexts (or equivalent), which satisfies the licensure speech requirement.

Students are required to pass the Test of Academic Proficiency (TAP) to be admitted to the secondary licensure program, the appropriate content area test prior to the student teaching semester and the APT (Assessment of Professional Teaching) test prior to program completion.

### Minor in English

An English minor consists of a minimum of five units of credit to include ENG 201, ENG 220 and at least three additional English courses taken at the 300 or 400 level. Below are the requirements for specific minors that can be selected and transcribed. Note that ENG 350 or ENG 410 can be substituted for English elective credit if the topic is appropriate for the minor in question, with permission of the department chair or writing program director. ENG 468 cannot be counted as an elective toward the minor.

Any English minor may be used to satisfy the minor requirements for elementary education majors for State of Illinois licensure.

#### Open Minor

ENG 201 Composition III: Classical Rhetorics and Contemporary Discourse

ENG 220 Principles of Literary Study  
Three English courses at the 300/400 level

#### Literature

ENG 201 Composition III: Classical Rhetorics and Contemporary Discourse

ENG 220 Principles of Literary Study  
Three literature courses at the 300/400 level

#### Creative Writing

ENG 201 Composition III: Classical Rhetorics and Contemporary Discourse

ENG 220 Principles of Literary Study  
ENG 312 Writing Fiction  
ENG 313 Writing Poetry  
ENG 412 Advanced Fiction Writing

#### Journalism

ENG 201 Composition III: Classical Rhetorics and Contemporary Discourse

ENG 220 Principles of Literary Study  
ENG 305 Journalism I  
ENG 306 Journalism II  
ENG 365 Media Practicum (.25 credit taken four times)

#### Professional and Multimedia Writing

ENG 201 Composition III: Classical Rhetorics and Contemporary Discourse

ENG 220 Principles of Literary Study  
ENG 303 Business and Technical Writing  
ENG 403 Advanced Professional and Multimedia Writing  
One English writing course at the 300/400 level

#### Rhetoric and Theory

ENG 201 Composition III: Classical Rhetorics and Contemporary Discourse

ENG 220 Principles of Literary Study	ENG 415 Literary Theory
ENG 401 Composition IV: Theory and Research	One English course at the 300/400 level

### Course Offerings

*One unit of credit equals four semester hours.*

#### ENG 105, 106 Composition I, II

A two-part sequence of introductory courses, offering instruction and guidance designed to develop college-level writing and reading skills. ENG 105 focuses on increasing students' written fluency—their ability to use the writing process as a means of discovering ideas, to see revision as a necessary and recursive part of the writing process, to see good writing as dependent on its context, and to create relationships between reading and writing.

The second course in the two-course sequence, ENG 106 focuses on increasing students' academic literacy—their ability to use writing as a tool for learning and discovery, to articulate ideas to a variety of audiences, to analyze and synthesize challenging ideas in an effectively written document, and to construct from sources a logical and persuasive argument. Information literacy instruction will prepare students to assess and use academic research library materials and facilities. *Prerequisites: ENG 105 or transfer equivalent, an acceptable score on the Elmburst College Writing Placement Test, or a composite score of 29 on the ACT.*

#### ENG 200 Introduction to Literature: Designated Genres

A general course designed to enrich students' appreciation of the creative literary imagination. Specific objectives include increasing students' capacities to understand how literacy language works; to recognize literature's connection with its historical, cultural, spiritual and personal contexts; and to appreciate literary study's value as a process through which individuals and communities connect. Students read, interpret and evaluate selected literary texts, which may include poetry, drama, fiction and/or nonfiction.

*Prerequisite: ENG 105 or equivalent.*

#### ENG 201 Composition III: Classical Rhetorics and Contemporary Discourse

A study of ancient rhetorical traditions and their applications. Students will learn classical approaches to the arts of persuasion and apply them in reading and writing contemporary discourse. *Prerequisite: ENG 106.*



**ENG 220 Principles of Literary Study**

An examination of various critical approaches to the study of literature. Required for English majors and recommended for other students especially interested in language and literature. *Prerequisite: ENG 106.*

**ENG 230 Readings in Race, Class and Gender**

A study of literary and other texts that respond to race, class and gender. Examines how various social groups are impacted by the powers embedded in social, political, historical and economic theories, events and institutions. Annually.

**ENG 303 Business and Technical Writing**

To assist students in developing skills for writing as professionals in the workplace, as distinct from academic settings. Students will develop an understanding of, and skills necessary for, writing in teams in organizational contexts. The course will introduce students to empirical research about writing in the workplace. Rhetorical aims will shape document preparation and design. *Prerequisite: ENG 106 or equivalent.*

**ENG 305 Journalism I**

Introduction to and practice in journalistic style and the techniques of writing for mass communication, including interview techniques, media law, ethics and other components of print media. *Prerequisite: ENG 106 or equivalent. Fall Term.*

**ENG 306 Journalism II**

Focuses on advanced journalism and creative nonfiction. Students will be producing nonfiction articles for magazines (in print or online) as well as critical reviews (from music to politics) suitable for newspapers and/or online blogs and publications. *Prerequisite: ENG 106 or equivalent. Spring Term, 2018–2019.*

**ENG 312 Writing Fiction**

Writing fiction, with study of various creative processes and literary techniques. Extensive analysis of student work and selected models. Recommended for those interested in imaginative writing and reading. *Prerequisite: ENG 106 or equivalent. Fall Term.*

**ENG 313 Writing Poetry**

Writing poetry, with study of various creative processes and literary techniques. Extensive analysis of student work and selected models. Recommended for those interested in imaginative writing and reading. *Prerequisite: ENG 106 or equivalent. Alternate years, 2018–2019.*

**ENG 314 Children's Literature**

A survey of the development of literature for children. Criteria will be established for selection of books for students from preschool through grade 6. Emphasis on extensive reading and evaluation of titles appropriate to each level. *Fall Term.*

**ENG 315 Adolescent Literature**

*.50 credit*

A survey of adolescent literature. This course emphasizes extensive reading and evaluation of literature appropriate for adolescents for grades 6 through 12 or ages 11 to 18, developing criteria for selecting and using literature with adolescents at various stages in their development, and analysis and discussion of issues in the field of adolescent literature. *Spring Term.*

**ENG 321 British Literature I (to 1800)**

Covers the development of British literature from its oldest recorded legends through the poetry and prose of the Enlightenment. Representative works and authors include Beowulf, Chaucer, Spenser, Shakespeare, Donne, Milton, Behn, Pope, Johnson and Austen. Course focuses primarily on drama, poetry and nonfiction. *Co-/prerequisites: ENG 220 or equivalent and sophomore or higher standing. Fall Term.*

**ENG 322 British Literature II (1750 to 1900)**

Covers Romantic and Victorian literary movements in British literature to include study of prominent Neoclassical precursors. Considers how literature was impacted by the rise of individualism, industrialization, colonialism, science, increasing secularization and gender roles. Such writers as Blake, Wollstonecraft, Wordsworth, Austen, the Shelleys, Dickens, Barrett Browning and Kipling may be studied. *Co-/prerequisites: ENG 220 or equivalent and sophomore or higher standing. Spring Term.*

**ENG 330 Epics and Stories, Ancient and Modern**

An examination of selected stories, ancient and modern, that have come to possess wide significance for their cultures. Attention will be given to the development of narrative style and technique as well as to the interaction between story and culture. Representative writers might include Homer, Virgil, Dante, Woolf, Fitzgerald and Wilson. *Prerequisite: ENG 105 or equivalent.*

**ENG 335 Women Writers**

The course will examine the potentially gendered nature of writing using texts written by women. Students will explore possible ways in which women authors may choose a subject, bring a particular perspective or tell the story

differently because of their gender. Possible authors for study include Toni Morrison, Amy Tan, Virginia Woolf, Alice Walker, Edith Wharton, Wendy Wasserstein and Adrienne Rich. *Prerequisite: ENG 105 or equivalent.*

### **ENG 336 Contemporary Literature: Designated Genres**

The study of leading writers in literature since World War II. May focus on a specific genre or type of contemporary literature. *Prerequisite: ENG 105 or equivalent.*

### **ENG 345 Shakespeare**

An intensive study of selected histories, comedies, tragedies and romances. *Prerequisites: ENG 106 or equivalent and sophomore or higher standing. Spring Term.*

### **ENG 350 Special Topics**

In-depth exploration of a topic in literary or composition studies selected by the instructor. Does not duplicate subject matter in any regularly offered course. May be repeated for credit with approval of instructor. *Prerequisite: ENG 106 or equivalent. As offered.*

### **ENG 351 American Literature I**

A survey of American literature beginning with European exploration of the continent in the 15th century and ending with the Civil War. The course explores the historical and cultural forces that shaped such writings as Bradford's *Of Plymouth Plantation*, Franklin's *Autobiography*, Thoreau's *Walden*, Stowe's *Uncle Tom's Cabin* and the poetry of Whitman and Dickinson. *Co-/prerequisites: ENG 220 or equivalent and sophomore or higher standing. Fall Term.*

### **ENG 352 American Literature II**

A survey of American literature from the end of the Civil War to the contemporary period. The course will use American history and culture to examine such writings as Twain's *The Adventures of Huckleberry Finn*, James' *Daisy Miller*, Wharton's *The Age of Innocence*, poetry by Langston Hughes and Sylvia Plath and short stories by Louise Erdrich and Toni Cade Bambara. *Co-/prerequisites: ENG 220 or equivalent and sophomore or higher standing. Spring Term.*

### **ENG 365 Media Practicum**

*.25 credit*

This course in applied journalism helps students learn the skills needed to produce a publication for a mass audience. Students must be a member of a student organization that produces media for the campus community. A

minimum of five hours of activity per week is required. May be repeated for credit. Up to four quarter-course practica may be counted for credit.

*Prerequisite: ENG 105 or consent of instructor.*

### **ENG 370 Portfolio Synthesis Seminar**

*.25 credit*

This course is designed to assist and assess students in completing the exit portfolio now required of all students seeking teacher licensure. Students will work on completing the portfolio that meets Illinois State Board of Education standards in teaching, subject area and technology. Required of all students seeking secondary teaching licensure. *Pass/No Pass only. Consent of the instructor is required. Fall Term.*

### **ENG 371 Modernism/Postmodernism**

A study of the development, themes and characteristics of modernism and postmodernism in British, American and world literature. The course will explore the ways in which these two movements exist in relationship to and are defined by each other. *Prerequisite: ENG 220 or equivalent. As offered.*

### **ENG 372 Multicultural/Postcolonial Literature**

A study of how literature written by writers from a range of racial and ethnic backgrounds explores and responds to contemporary ideas, political developments and various quests for social justice. Writers with such diverse aesthetic and political interests as Toni Morrison, Amy Tan, August Wilson, Kurt Vonnegut, Leslie Marmon Silko, Chinua Achebe, Laura Esquivel, Yusef Komunyakaa, Gabriel Garcia Marquez and Bharati Mukherjee could be explored. *Prerequisite: ENG 106 or equivalent. Spring Term.*

### **ENG 401 Composition IV: Theory and Research**

A writing course that introduces students to the scholarly field of composition studies. Students will read and respond to texts that define contemporary theories of, and report recent research in, composition and rhetoric. The course will include practical experience in tutoring students in 100-level writing courses. Recommended for students with junior or senior standing and required for students seeking teacher licensure. *Prerequisite: ENG 201 or equivalent. Fall Term.*

### **ENG 403 Advanced Professional and Multimedia Writing**

Building on foundational theories and practices of professional writing, this course engages students in the study and production of advanced genres of

professional writing. Students learn rhetorical theory and apply rhetorical skills to produce an array of sophisticated multimedia and traditional print texts. Includes a possible public/civic-engagement component in which students may draft print and digital texts for local charitable organizations. *Prerequisite: ENG 303 or equivalent, or permission of the instructor and department chair. Spring Term, alternative years, 2018–2019.*

#### **ENG 410 Advanced Writing Seminar**

A writing-intensive course. Topics vary and may include rhetoric and composition, journalism, professional writing or literacy theory. May be repeated for credit. *Prerequisites: ENG 201 or equivalent and sophomore or higher standing. Fall Term.*

#### **ENG 412 Advanced Fiction Writing**

This course will concentrate on advanced work in fiction writing and practices with a strong emphasis on class workshops and intensive study of published fiction and student work. Scheduled conferences with the instructor will focus on individual student development. *Prerequisite: ENG 312 or its equivalent, or permission of instructor upon submission of a sample writing portfolio. Spring Term, alternate years, 2017–2018.*

#### **ENG 415 Literary Theory**

An examination of literary critical history, or what is said and assumed about texts, writers and readers in selected historical moments or by thematic connection. Considers both Western classical and contemporary critical texts. Recommended for students with junior or senior standing. *Prerequisite: any ENG-prefixed literature course. Alternate years, 2017–2018.*

#### **ENG 416 History and Structure of English**

A study of the origins and development of English with attention to both internal and external aspects of that development. Studies are directed toward an understanding of English grammar, usage, spelling and pronunciation. Recommended for students with junior or senior standing. Required for teacher licensure. *Prerequisite: ENG 106 or equivalent. Fall Term.*

#### **ENG 420 Shakespeare's Contemporaries**

A study of selected texts in poetry and prose from the Elizabethan period to the time of Dryden. Examines the development of lyric and narrative poetic form as well as the development of English prose. Works by writers such as Sidney, Spenser, Herbert, Bacon, Donne, Milton and Dryden. *Prerequisite: any ENG-prefixed literature course. Alternate years, 2018–2019.*

**ENG 421 The Rise of the Novel**

Examines the development of the novel from Defoe through the mid-19th century, in the light of historical, social and intellectual changes going on at the time. Genres include realism, experimentalism, comedy of manners, satire and the Gothic. *Prerequisite: any ENG-prefixed literature course; one literature course from C or D strongly recommended. Alternate years, 2017–2018.*

**ENG 422 Studies in Romanticism/Victorianism**

In-depth exploration of a literary topic selected by the instructor, with focus on the British Romantic Period (roughly 1789 through 1832), the British Victorian Period (1837 through 1901) or both. *Prerequisite: any ENG-prefixed literature course; one literature course from D strongly recommended. Alternate years, 2017–2018.*

**ENG 423 American Fiction**

A study of the development of prose fiction in America from colonial to modern times. Examines the effect of British models on the development of American fiction. May include works by writers such as Hawthorne, Cather, Hemingway, Faulkner and Welty. Recommended for students with junior or senior standing. *Prerequisite: any ENG-prefixed literature course; one literature course from D strongly recommended. Alternate years, 2018–2019.*

**ENG 440 Teaching of English**

A consideration of methodology, materials and modes of evaluation as applied to the teaching of English in secondary schools. *Pre- or corequisite: SEC 300, SEC 310 and consent of the instructor. Fall Term.*

**ENG 451 Advanced Literary Study**

An intensive, guided capstone investigation of a literary problem, age, theme, genre or writer through which students will be introduced to the purposes and techniques of literary research and scholarship in class discussions and lectures and via development of a scholarly research paper. Focus of the course will vary from year to year. Senior standing is highly recommended. May be repeated for credit. *Prerequisites: ENG 220 or equivalent; one Literature course from C or D. Fall Term.*

**ENG 455 Professional Portfolio Development for Writers: Theory and Application**

In this capstone course, students will reflect on their long-term goals as writers and develop a portfolio of writings suitable for publication or professional purposes, in part generated from a mandatory field experience. Senior standing is highly recommended. *Prerequisites: two upper-level writing courses. Spring Term.*

**ENG 468 Internship**

An internship designed to allow students (sophomore level or higher) the opportunity to gain professional work experience in media, publications and other agencies or institutions as deemed appropriate for earning credit in the major. *May be repeated for credit; however students serving the internship with an Elmburst College student publication may earn credit only for one semester in an editing role. Prerequisites: ENG 201, ENG 220 and at least one additional 300- or 400-level English course. The course can be counted only once to satisfy the 400-level elective requirement for the major, and does not count as credit toward the minor. Permission of the department chair and designated faculty required to receive credit.*

**ENG 492/292 Independent Study**

A course designed for English majors who wish to pursue an intensive program of reading and/or writing on an individual basis. *Consent of the department chair is required.*

**ENG 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of English culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

# Geography and GIS

In simple terms, geography is the study of the “whys” and “hows” of “where”: why the physical and human features of the earth are where they are; how their locations determine their makeup; and how they influence—and are influenced by—what is near to or far from them. In other words, location matters. So does proximity. Geography uses a spatial perspective to make sense of the world and the relationships that exist between humans and the physical environment. Retail site selection, crime analysis, supply chain management, urban planning, public health policymaking—all of these processes are based on spatial data. The spatial perspective is applied to these and many other activities on a systematic, regional, descriptive and analytical basis, and the coursework in the department reflects this diversity of approaches, applications and career paths.

The two majors and two minors in the Department of Geography and GIS are designed to prepare students for careers in the private sector and in government at the local, state and federal levels. Our graduates pursue careers as geographic information systems technicians, analysts and managers; urban and regional planners; geospatial intelligence (GEOINT) analysts; utility mapping technicians; business location analysts; cartographers; and many other key roles in the expanding geospatial workforce.

Coursework in the department also prepares students for careers in geographic education in elementary, middle and secondary schools. In addition to the varied, in-depth coursework in the department, internship, mentoring and job shadowing opportunities facilitate graduates’ pursuit of their chosen



careers. Both of the majors in the department are also appropriate for students wishing to pursue graduate programs in geography and geographic information science.

The interdisciplinary nature of geography and the GIS spatial toolset provide students majoring in other natural or social sciences with a second major or a minor that may complement their primary field of study. For example, the versatility of a double major in business, computer science, urban studies or political science combined with geography or geographic information systems is attractive to many employers. In recent years, several biology majors have added a minor in GIS that allowed them to map and analyze species habitats. The department actively participates in the interdisciplinary majors/minors of urban studies, logistics and supply chain management, international business, intercultural studies and education.

Departmental facilities include a GIS lab with multiple software platforms, large monitors and plotters. The department also maintains mobile GPS equipment. In addition, the department has an outstanding collection of maps and geographic references. Many students in the department are members of Gamma Theta Upsilon, the national geography honor society, and Pi Gamma Mu, a national honor society for social science majors. The Elmhurst College Geographical Society is an active student organization on campus. Elmhurst College established the first student chapter of the Illinois GIS Association (ILGISA).

Students interested in educational and career opportunities in geography or geographic information science should contact the department for information or consult our website ([www.elmhurst.edu/geography](http://www.elmhurst.edu/geography)).

### **Mission Statement**

The mission of the Department of Geography and GIS is to provide majors, minors and non-majors/minors alike with a thorough knowledge and understanding of the Earth's physical and human environments and the relationships between them. By offering a wide variety of courses, the department is able to address the varied applications and technological advancements in geography and GIS. Through experiencing the depth and breadth of coursework within the department, students will be prepared for a range of professional careers in the private and public sectors as well as graduate school.

**Goals of the Department**

- To enable students to recognize and apply the fundamental themes, concepts and methodologies of geography while thinking critically, analytically, spatially and creatively about geospatial issues and problems;
- To enable students to interpret and analyze the interrelationship between physical and human systems and environments;
- To provide students with research and professional experience through original individual and collaborative research initiatives with faculty and fellow students as well as professional internships, mentoring and job shadowing opportunities in support of Elmhurst College's mission regarding professional preparation;
- To emphasize intellectual and professional integrity as a requisite of academic and professional endeavor while promoting ethical consciousness in the disciplines of geography and GIS.

**Faculty**

Michael S. Lindberg, *Chair*; Carmi J. Neiger

**Major in Geography****Core Coursework:****Nine (9) Courses Required**

GEO 102 Earth System Science

Or

GEO 105 Introduction to  
Atmospheric Science

GEO 111 Regional Study of the  
Modern Industrial World

GEO 112 Regional Study of the  
Developing World

GEO 207 Fundamentals of GIS

GEO 413 Economic Geography

GEO 470 Research Methods in  
Geography (.50 credit)

GEO 471 Senior Research Capstone  
(.50 credit)

**Plus, students must take one of the following regional  
specialty courses:**

GEO 311 Regional Study of Europe

GEO 315 Regional Study of the  
United States and Canada

GEO 317 Regional Study of Latin  
America

**Plus two of the following topical systematic courses:**

GEO 218 Geography of Religion

GEO 350 Geography of Sexual and  
Gender Identities

GEO 411 Urban Geography

GEO 412 Political Geography

**Major in Geographic Information Systems (GIS)**

The Geographic Information Systems (GIS) major is designed to prepare students for careers in government and the private sector that require an understanding of spatial processes and related technical skills. The goal of the program is to prepare students for careers as GIS analysts qualified to engage

in spatial decision-making, not merely technicians who operate software. Graduates of the program are currently working for federal, state and local government agencies; corporations; utility companies and engineering firms. The major equips students with knowledge of business principles and processes related to spatial analysis and geovisualization, and develops their skills in computer applications, quantitative methods and communication. A required internship, senior research methods course and senior capstone project utilize facilities and expertise from local municipalities and other organizations, several of which have employed graduates from Elmhurst College with a background provided by the department. Students will take required coursework in a variety of areas to develop their spatial skill sets and hone their technical skills, making them appropriate for entry-level GIS positions or graduate study. The internship requirement enables our majors to graduate with an employment reference in addition to their degree. It is crucial that students work closely with their academic advisor as early as possible upon entering the program to establish a planned schedule of coursework. Transfer students with an interest in GIS should consult with their academic advisor upon acceptance to the College.

### Faculty

Carmi J. Neiger, *Coordinator*; Michael S. Lindberg, *Adviser*

### Core Curriculum required of all students in major (eight and one-half (8.50) credits required):

GEO 207 Fundamentals of GIS	GEO 470 Research Methods in Geography (.50 credit)
GEO 309 Introduction to Spatial Analysis	GEO 471 Senior Research Capstone (.50 credit)
GEO 400 Advanced Spatial Analysis	
GEO 468 Internship (.50 credit; P/F only)	<b>One of:</b>

GEO 411 Urban Geography
GEO 412 Political Geography
GEO 413 Economic Geography

### Required CSIS Courses

ISG 100 Programming GIS Applications  
ISG 200 Design and Development of Geodatabases

### Required Quantitative Coursework

MTH 345 Elementary Statistics  
or  
MTH 346 Statistics for the Sciences

### Minor in Human Geography

A minor in human geography requires a minimum of four credits. While the following list of courses is strongly recommended for the minor, other courses within the department may be substituted to meet the needs and interests of individual students after consultation with an advisor in the department or the department chair.

#### Required courses:

GEO 111 Regional Study of the  
Modern Industrial World  
or

GEO 112 Regional Study of the  
Developing World

#### Plus two of the following courses:

GEO 350 Geography of Sexual &  
Gender Identities  
GEO 411 Urban Geography

GEO 412 Political Geography  
GEO 413 Economic Geography

#### Plus, one of the following courses:

GEO 311 Regional Study of Europe  
GEO 315 Regional Study of North  
America  
GEO 317 Regional Study of Latin  
America

### Minor in Geographic Information Systems (GIS)

A minor in geographic information systems (GIS) requires a minimum of four courses. While the following list of courses is strongly recommended for the minor, other courses within the department may be substituted to meet the needs and interests of individual students after consultation with an advisor in the department or the department chair.

*Note: Students may not major in GIS and minor in GIS.*

#### Required courses:

GEO 207 Fundamentals of GIS  
GEO 309 Introduction to Spatial  
Analysis  
GEO 400 Advanced Spatial Analysis  
(Prerequisite: MTH 345 or 346)  
ISG 100 Programming GIS

Applications with VBA/VB.NET

*It is strongly recommended that students  
minoring in GIS also take ISG 200  
Design and Development of Geodatabases.*

## Course Offerings

*One unit of credit equals four semester hours.*

### **GEO 102 Earth System Science**

Scientific study of the connection between working systems of the Earth, their characteristics, patterns and shaping processes. Topics include rocks and minerals, theory of plate tectonics, and landform created by rivers, glacier, wind and ocean processes. Tools used include topographic maps, aerial photographs and spatial analysis software. Course includes a brief analysis of landform regions of the United States in regional approach. Includes laboratory with required materials fee. *Also offered in hybrid format.*

### **GEO 105 Introduction to Atmospheric Science**

Study of the major characteristics, patterns and processes of dynamic change that distinguish the Earth's weather and climate and its related influence on the biosphere. Topics include: solar and earth radiation, air temperature, air pressure and winds, precipitation, air masses and fronts, circulation patterns, severe weather occurrences, storms and climate. The impact of human technology on weather and climate and biosphere is discussed as a major social and ethical issue. Includes laboratory with required materials fee. *Also offered in online format.*

### **GEO 111 Regional Study of the Modern Industrial World**

A geographic overview of the distinctive characteristics, patterns, problems and trends that distinguish life in the modern, industrial areas of the world where Western cultural influence has been pervasive, e.g., United States, Canada, Europe, Russia, Japan, Australia and New Zealand.

### **GEO 112 Regional Study of the Developing World**

A geographic overview of life in the traditional societies of Latin America, Africa and Asia. The distinctive identities of these regions and the current issues that influence their development are examined in light of major concepts and theories in geography, the cultural heritage of each region, and the global political-economic structure of the world.

### **GEO 207 Fundamentals of GIS**

An introduction to spatial cognition, conceptualization and representation. Students explore physical and cultural landscapes using various mapping and geovisualization techniques and software tools. The geographic perspective is used to examine a broad range of topics including retail location, crime patterns, access to health care and environmental justice. *No prerequisites.*

**GEO 218 Geography of Religion**

This course approaches the diversity of practice and belief of the major world religions from a geographical perspective. Key topics include development of religious hearths, processes in the diffusion of religion, the role of place within and among religious systems, their sub branches and denominations, religious efforts to exert cultural territoriality over secular space, and the meanings and uses of sacred space at various scales. The relationship between religion and place is examined with emphasis on how religions change and adapt to new locales, particularly in the U.S. Contested religious spaces will be analyzed along with the geographical implications of religious fundamentalism.

**GEO 302 Urban Applications of GIS**

Examination of urban infrastructure systems, problems and environmental concerns from a spatial perspective. Urban infrastructure systems include water systems, air pollution concerns and land issues as well as population migration trends in the form of urban sprawl. Case studies of resources in northeastern Illinois and field trips. Use of GIS methodology is stressed.

**GEO 309 Introduction to Spatial Analysis**

The first portion of the spatial analysis sequence of GEO 309 and GEO 400, this intermediate/advanced GIS course emphasizes real-world applications. Topics include: cartographic communication skills, working with projections, integrating disparate data sources, geometrical operations on discrete and continuous data, techniques for proximity and overlay analysis and basic spatial statistical analysis methods. Students will complete a portfolio of exercises demonstrating broad GIS technical skills. *Prerequisites: GEO 207 or consent of instructor. Fall Term.*

**GEO 311 Regional Study of Europe**

A geographic analysis of Europe, excluding the former Soviet Union. The analysis includes the physical and cultural characteristics of Europe. Emphasis is placed on the development of cultural spatial patterns, especially language, religious, political, urban and economic patterns. *Fall Term, even-numbered years.*

**GEO 315 Regional Study of United States and Canada**

A systematic/regional analysis of the United States and Canada. Major emphasis on the relationship of the physical environment to the economic, political and social characteristics, patterns, problems and trends of the region. *Spring Term, even-numbered years.*

**GEO 317 Regional Study of Latin America**

A systematic/regional study of Latin America that emphasizes the relationship of the physical environment to economic, political and social patterns, problems and trends of the region. Latin America's increasing role in Western Hemispheric relations is also examined.

**GEO 350 Geography of Sexual and Gender Identities**

Place and sexuality are mutually constituted. Sexuality has a profound effect on the way people live in, and interact with, space and place. In turn, space and place affect people's sexuality. This statement underlies the focus of this course, which examines the interrelationships, influences and consequences of space and place on the development and experience of sexuality and gender identities in various cultures and at various spatial scales around the world. At a basic level, all social relations including those involving sexuality and gender are spatial. It matters where things are and take place. The uneven distribution of LGBTQ people and identities across space is fundamental to understanding who they are and what being "queer" means. This course examines these themes as well as the political, economic and social landscapes associated with both hetero and non-heteronormative gendered and sexed spaces/places. In addition, the intersectionalities of race, class, ethnicity/nationality and citizenship status as they relate to sex and gender and how they impact the creation and experience of specific gendered and sexed spaces/places will be discussed. Other topics that relate to the relationship between gender, sexuality and space/place that will be examined include sexual citizenship, queer migration, sexual politics, queer gentrification, so-called "pink" economies and gender and sexual rights.

**GEO 390 Geography and GIS Cultural Study and Off-Campus Experience**

Directed field and travel study of geographical topics with a cultural theme determined by faculty experience and student interest. Australia and Hawaii are course destinations. *Experiential learning course if a Study-Away offering. Offered as needed.*

**GEO 400 Advanced Spatial Analysis**

The second portion of the spatial analysis sequence, this advanced GIS course extends the analytic use of geospatial information through basic spatial analysis techniques, including explorative spatial data analysis, global and local analyses of spatial data, spatial regression, point pattern analysis and surface trend analysis. This course exposes students to a variety of spatial analysis applications, including crime mapping, epidemiology and demographics. Students learn the key concepts and principles of spatial data

analysis, develop spatial data manipulation and analysis skills, and gain hands-on experiences through the use of Geoda, ArcGIS Spatial Statistics and Geo-statistical Analyst tools. *Prerequisites:* GEO 207, GEO 309 and MTH 345 or MTH 346; or consent of instructor.

#### **GEO 411 Urban Geography**

This course is a theoretical and practical inquiry into the geographic principles that influence the size, spacing, internal organization and external relations of cities. Specific attention is given to the spatial structure of cities, their transportation systems, and their political and economic roles and organizations. This course is of specific interest to urban studies and logistics and supply chain management students.

#### **GEO 412 Political Geography**

A study of how geographic factors, concepts and theories influence political decisions and government policies at the local, national and international levels. Also, attention is given to how political decisions and policies, in turn, impact people and their environments. This course may be of special interest to political science and international business majors.

#### **GEO 413 Economic Geography**

An examination of the principles and factors that influence the development and spatial organization of agriculture, mining, manufacturing and retail activities. Location models are emphasized to help explain contemporary economic land use patterns and practices. Of special interest to business and economics majors.

#### **GEO 452/252 Special Topics in Geography and Geosciences**

Allows students and faculty to study topics that are not included in the normal course offerings of the department. Topics vary from semester to semester based on the interests of faculty and students as well as current trends in the discipline. Depending on the topic, consent of the instructor may be required. Consult appropriate term schedules for specific topic offerings and possible prerequisites. *Prerequisites depend on the course topic. Offered as necessary.*

#### **GEO 468 Geography/GIS Internship/Field Experience**

*.50 credit*

A geography internship designed to allow junior/senior majors the opportunity for work experience with private or governmental planning agencies. Required of GIS majors. *Pass/No Pass only. Prerequisites: major in geography or GIS and consent of department chair. Upon request.*



**GEO 470 Research Methods in Geography**

*.50 credit*

A course required of all majors in the Department of Geography and GIS. In a seminar setting, students will learn to undertake research and use various means to compile information and data required to undertake a formal research project. The student will develop a research project from the initial stages incorporating methods of geographic research and knowledge gained as a geography or GIS major. To be taken in the first term of the senior year. *Prerequisites: major in geography or GIS and consent of department chair; senior standing.*

**GEO 471 Senior Research Seminar**

Required of all majors in the Department of Geography and GIS. Senior capstone project based on research proposal developed in GEO 470. Students are expected to work closely with a department advisor. Final project will be delivered in a format suitable for presentation at a professional conference or publication in an academic journal. To be taken in the final term of the senior year. *Prerequisites: major in geography or GIS and consent of department chair; senior standing; GEO 470. Concurrent enrollment in ENG 303 is strongly recommended.*

**GEO 492/292 Independent Study**

*.50 or 1.00 credit*

An opportunity to pursue additional research in topics of interest raised in any other geography course. The form of this offering is determined by nature of topic, student and instructor. The student may receive transcript credit for this course more than once, with a maximum of two courses. *Prerequisite: consent of the department chair. Upon request.*

**GEO 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of geography and GIS, culminating in an appropriate public dissemination of research methods and findings. This course must be taken concurrently with another 300- or 400-level course in the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration. Fall Term, January Term, Spring Term, Summer Term.*

# History

**C**ourses offered by the Department of History may be counted toward some Integrated Curriculum requirements or a major or minor in history.

History has always been the linchpin of academe to the tradition of humankind and, as a discipline, is among the most revered and relevant of the liberal arts. All knowledge has a history, and the study of history is the beginning of the varieties of knowledge.

Majors in history who expect to do graduate work for the degree of Master of Arts or Doctor of Philosophy, particularly the latter, should plan to study two foreign languages while at Elmhurst College. The requirements of universities vary, but they usually include a reading knowledge of two foreign languages, tested by a written examination.

History majors planning to attend law school upon completion of a degree at Elmhurst College are encouraged to pursue a balanced program between American and English history. POL 412 Constitutional Law is also recommended.

## Faculty

Robert W. Butler, *Chair*; Lindsey Patterson

## Major in History

Majors in history are expected to complete a minimum of seven college courses in the department, including the Senior Thesis. Those students who plan to teach must complete eight courses, also including the Senior Thesis. Other than the thesis, there are no specific courses required, but it is expected that students will select courses from different periods and areas in order to have a balanced background in the field.

## Minor in History

Requirements for a minor in history are four courses approved by the chair, three of which must be taken at Elmhurst College.

### Licensure for Secondary Teaching

A history major planning to teach at the secondary level should choose courses according to interest, while keeping in mind the importance of balance within the department. It is more than likely that a history teacher will teach a combination of American, European, Asian, Latin American, Middle Eastern and non-Western history. To be admitted to the teacher education program, a student must present a 2.75 cumulative grade-point average and a 3.00 grade-point average in the history program. Those planning to teach are required to take a minimum of nine courses in the department, including HIS 440 Teaching History in Secondary School. Students who plan to pursue teacher licensure must complete additional coursework in professional preparation and the Integrated Curriculum. In addition, students must also complete courses in broadfield social sciences, which include economics, geography, political science, psychology and sociology/anthropology. *See the Department of Education section of this catalog for a complete listing of broadfield courses.*

Students seeking teacher licensure must keep in contact with both the history and education departments. History courses required for the major include HIS 116, HIS 301, HIS 302, HIS 451 and HIS 452.

Students are required to pass the Test of Academic Proficiency (TAP) to be admitted to the secondary licensure program, the appropriate content area test prior to the student teaching semester, and the Teacher Performance Assessment (edTPA) prior to program completion. *See the director of secondary education for further information.*

### Mission Statement

The mission of the history department is to serve the academic needs of majors and non-majors alike by acquainting them with knowledge of the past and providing them with the skills to understand and analyze trends, personalities and movements that have shaped events. As Jefferson so aptly put it: "History by apprising them of the past will enable them to judge of the future; it will avail them of the experience of other times and other nations; it will qualify them under every disguise it may assume; and knowing it, to defeat its views."

### Goals of the Department

- To allow students to develop a sense of history;
- To encourage critical thinking and the understanding of cause-and-effect relationships;
- To urge the development of clear and persuasive use of oral and written expression;

- To become aware of the diversity and commonality of peoples through history;
- To appreciate the profound story of our collective past in a variety of national arenas and eras;
- To enjoy the pleasure of viewing life in its previous struggles and triumphs; and
- To learn to love the life of the mind and the production of ideas.

### **Student Learning Outcomes for History Majors**

Students are to:

- Engage in independent research on a historical issue and provide arguments based upon said research;
- Master historical content, revel in the creative process, be a lifelong learner, value democratic processes and understand Western culture; and
- Be knowledgeable in the field and model teaching styles (for those in teacher education).

### **Course Offerings**

*One unit of credit equals four semester hours.*

#### **HIS 111 Survey of Western Civilization I**

An introduction to the Western tradition. From ancient Mesopotamia to the beginnings of the Reformation, the political structures, religious and philosophical beliefs, and cultural achievements of the Western tradition are emphasized. *Fall Term.*

#### **HIS 112 Survey of Western Civilization II**

An introduction to the Western tradition beginning with the Reformation and continuing to the present day. Political, religious and cultural themes are joined by economic and social advances in the modern world. *Spring Term.*

#### **HIS 116 Survey of Non-Western Civilizations**

An introduction to the civilizations of India, Africa, China, Latin America and the Near East from circa AD 1500 to the present. Political, religious, cultural, economic, social and intellectual aspects of these societies will be examined using a variety of disciplines and methodological approaches.

#### **HIS 170 Latin American History**

A historical survey of Latin America, from pre-Columbian times to the present, with emphasis on the evolution of civilization and culture in the countries of

South and Central America and the Caribbean basin. Beginning with the pre-Columbian indigenous societies, the course will then examine the conquest, colonial institutions, independence and the emergence of modern Latin American nations.

**HIS 201 The History of Greece**

A brief summary of earlier civilizations followed by a study of Greek political and cultural life, the military exploits of Alexander the Great, and the cultural patterns of the Hellenistic Age. *Fall Term, alternate years.*

**HIS 202 The History of Rome**

Rome from the earliest times to its decline with special emphasis on the political, economic and cultural unification of the Mediterranean peoples, the transmission of culture to Western Europe and the rise of Christianity. *Spring Term, alternate years.*

**HIS 204 History of the Middle East**

An exploration of the historical roots of the peoples and cultures of the area. Topics are: the Judeo-Christian heritage, the Prophet Muhammad, the Crusades and the Ottoman Empire. This survey traces the origins of the conflicts in modern times.

**HIS 212 The Role of Great Personalities in History**

An examination of selected personalities who have made a major contribution to their age or time. Attention is given to the impact of the time and circumstances upon these persons. The assessment of several historical interpretations is used to evaluate the contributions of such personalities.

**HIS 215 Introduction to Women's History**

This course will survey the history of women and gender in the United States from pre-European settlement to the present. The course will be structured on three main themes: women's work and the sexual division of labor; the relationship between gender, politics, and the state; and women's family roles and sexuality.

**HIS 301 American History Before 1865**

A topical survey of the history of America from European, African and Native American origins to the Civil War. Special attention is paid to our roots in Western culture and the blending with other cultures. A survey of the founding, independence, nation building and disruption leading to the Civil War. *Fall Term.*

**HIS 302 The United States from 1865 to the Present**

A topical survey of the emerging facets of an increasingly complex industrial society emerging from the Civil War. Problems related to an increasingly urbanized, multi-national society with effects upon politics, economics and culture are examined. Movement on through to a postindustrial society will be traced. *Spring Term.*

**HIS 303 United States Diplomatic History**

The study of the diplomatic history of the United States from its inception as a nation to date. An examination of the foreign policy actions and trends in a chronological setting. Special focus will be on the war periods and the Cold War, from beginning to end. *Alternate years.*

**HIS 304 The United States in the Twentieth Century**

A concentrated study of the political, economic, intellectual and social factors in 20th-century America. An analysis of the meaning of such issues as World War I, the 1920s, the Depression, World War II, postwar affluence and the 1960s. Special attention is paid to the dynamics of modern America, the end of the Cold War and the postindustrial society.

**HIS 311 England to the Stuart Age**

England from its beginnings to the age of the Stuarts. Political, social and constitutional history is traced through the 16th century, including the rise of England as a European and colonial power.

**HIS 312 Modern Britain**

From the Stuart age to the present day. The course traces the formation of the United Kingdom, industrial and political development, intellectual life, and Britain's role as an imperial power.

**HIS 326 Antebellum America**

This course examines antebellum America (1776–1861). These decades witnessed great political, social and economic changes including the “Market Revolution” and the rise of “Jacksonian democracy.” It was a period of significant territorial expansion, technological innovation and westward migration. Americans experienced a powerful religious awakening, new extremes in exploitation of minorities and the intensification of regional animosities.

**HIS 343 Medieval History**

From the decline of the Roman Empire to the beginning of the Renaissance in Italy with special attention given to feudalism, economic and cultural patterns of the period, and the life and struggle of the church.

**HIS 344 The Renaissance and the Reformation**

From the Renaissance in Italy to the close of the Council of Trent with emphasis upon the intellectual, artistic, social and theological developments culminating in the Reformation movements.

**HIS 351 Disability in America**

This course will examine the history of disability in America through the interdisciplinary lenses of science, technology, medicine, policy and sociology. This course will ask why and what we can learn by addressing the history of disability in the 19th- and 20th-century United States. Through a cultural study of disability we will examine the social construction of disability, its representations and its changing meaning in a historical perspective. Our critiques will juxtapose disability and issues of gender, community, class, region and race. Students will be invited to fundamentally reexamine American life and history through studying bodies and minds, identities, languages, cultures, citizenship and rights, power and authority, and what is “natural” and “unnatural.”

**HIS 385 United States and the War in Vietnam**

A study of the forces of politics, economics and ideology in inclining the United States into the war in Vietnam. This has been one of the most controversial wars of the 20th century, and an examination of the factors surrounding our involvement and withdrawal provides insights into different cultures as well as the politics of the Cold War.

**HIS 405 History of American Culture and Thought**

An examination of the social and intellectual currents that influenced several aspects of the American character from colonial times to the present. Manifestations of these social and intellectual products are traced from the Puritan community to the 20th-century dilemma of democratic rule. Consideration is given to the complex problems of mature nationhood, urbanization, industrialization and the increasing secularization of society. *Upon request.*

**HIS 415 Topics in Women's History**

This course focuses on the conflicts and coalitions of women across lines of race, class and national origin. It compares the experiences of different groups of women to the state in areas including citizenship, suffrage, sexuality and reproduction, social welfare and nationalism.

**HIS 440 Teaching History in Secondary School**

This course acquaints the student with the variety of techniques, methods and approaches in the teaching of history through a schedule of personal consultations, assigned readings and classroom visits. Students familiarize themselves with some of the most recent developments in the field. *Prerequisites: SEC 300, SEC 310. Fall Term.*

**HIS 443 The History of Europe from 1815 to the Eve of the First World War**

An analysis of the spirit of 19th-century Europe as reflected in the political revolutions, the rise of nationalism, the unifications of Italy and Germany, and the scientific and cultural movements of the period.

**HIS 444 Europe in the Twentieth Century**

A topical survey of the dramatic events occurring in the 20th century, including two world wars, Bolshevism, Fascism, a bipolar world and the process of emerging nations.

**HIS 445 Topical History Seminar**

Topics change each term. The seminars are taught by different members of the department and acquaint the student with the nature of historical inquiry and the use of primary sources. *Can be repeated for credit.*

**HIS 451 Seminar in Historiography**

A detailed and intensive study of the art and the science of the writing of history. Lectures, discussions and class reports. Students are urged to take this course offered in the January Term. *Prerequisite: junior or senior standing or consent of instructor. Upon request.*

**HIS 452 Senior Thesis**

This course is required of every student majoring in history and is to demonstrate the research, writing and analytical skills of the graduating senior. To be taken in the first or second term of the senior year, this research paper will provide evidence of what the student has learned by having been a history major in terms of knowledge, skills and insights. The topic of the paper will be selected by the student in consultation with a faculty advisor.



**HIS 468 Internship**

*.50 or 1.00 credit*

Credit given for students employed by historical agencies, museums and similar institutions. Students must recognize and demonstrate the connection between their academic studies and their field experience in regular reports to the faculty supervisor. Recommended for students intending to pursue employment in museums and foundations or graduate work in museum studies/local history. *Pass/No Pass grading. Prerequisites: junior or senior standing and permission of the department chair.*

**HIS 492/292 Independent Study**

A student majoring in the Department of History is encouraged to engage in independent study. The area of investigation must be approved by the chair of the department. A thesis must be presented, giving evidence of the scope of research and depth of insight gained. *Repeatable for credit. Prerequisite: consent of instructor.*

**HIS 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of history, culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

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# The Honors Program

**E**stablished in 1965, the Elmhurst College Honors Program provides honors-level liberal arts education dedicated to self-development and professional preparation.

Designed to ensure that students experience both intellectual independence and academic achievement, the Honors Program collaborates with all aspects of the Center for Professional Excellence to foster intellectual relationships among students and faculty and staff in support of the free exchange of ideas, to enhance the integration of liberal learning and professional activity, and to develop its members as future societal leaders in an increasingly global world.

Qualified students in any major may participate in the Honors Program. Honors Program students are concurrently enrolled in one of the College's undergraduate programs through which they earn their bachelor's degrees. Study in the Honors Program is intended to complement the curricula of all academic programs, providing students the benefits of challenging coursework with recognized teacher-scholars and other academically motivated students. Many Honors Program courses fulfill the College's Integrated Curriculum requirements.

To be considered for the Honors Program, students must first be admitted to Elmhurst College. First-year and transfer students with excellent academic records are invited to apply for admission to the Honors Program. Students who demonstrate superior academic achievement while at Elmhurst and then present a faculty recommendation may also apply to the Program.

Program participants are expected to contribute to the well-being of the common life of the College, to maintain a strong academic record consistent with the expectations of the Honors Program and with the requirements of their academic scholarships, and to actively participate in Honors Program activities.

Participation in the Honors Program becomes a part of the student's permanent academic record. Transcripts and diplomas acknowledge each

participant as an Honors Program Member, an Honors Program Scholar or an Honors Program Global Scholar; students completing the Honors Program are recognized at the College's Honors Convocation.

### **Faculty**

Mary Kay Mulvaney, *Director*; Russell Ford, *Assistant Director*  
Full-time faculty from multiple disciplines

### **Mission Statement**

The Elmhurst College Honors Program affords a unique, enhanced educational experience for distinguished undergraduates committed to the pursuit of academic excellence. Fostering intellectual independence, scholarly achievement and the integration of liberal learning and professional activity, the interdisciplinary program nurtures a community of learners and contributes to the intellectual vibrancy of the entire College.

### **Program Goals**

- Provide intellectually stimulating experiences within courses and beyond
- Contribute to campus intellectual vibrancy
- Foster leadership skills
- Promote Service-Learning and civic engagement opportunities
- Encourage international experiences and broader intercultural awareness
- Maintain a strong sense of community among participants and between students and faculty
- Support research opportunities
- Network with other Honors Program organizations to enhance our program

### **Program Description**

The Honors Program combines unique academic opportunities with cultural and social activities throughout a student's college career.

Academic opportunities include honors versions of Integrated Curriculum courses, topic-based January Term electives, Honors Directed Readings, Honors Service Seminar, Honors Intercultural Seminar, Honors Model UN, advanced interdisciplinary seminars, and independent research with faculty mentors.

It is strongly recommended that students take one Honors course per term, especially during the first two years. Participation in the program can result in one of three possible distinctions on a student's transcript and diploma upon graduation from Elmhurst College.

- **HONORS PROGRAM MEMBER** indicates completion of a minimum of 4.75 Honors credits (19 semester hours), with at least one Honors course at the 300/400 level, earned within the Elmhurst College Honors Program with a grade of B or better.
- **HONORS PROGRAM SCHOLAR** indicates completion of a minimum of 6.5 Honors credits (26 semester hours), with a grade of B or better. This total must include a research component earned through Honors Independent Research (see course number 495 within each academic department) and/or the Honors Interdisciplinary Seminar (*see HON 404*).
- **HONORS PROGRAM GLOBAL SCHOLAR** (the highest distinction) meets all the Honors Program Scholar requirements and indicates completion of a credit-bearing international study experience.

Some transfer Honors credit may be applied to any distinction; however, a minimum of three Honors credits (12 semester hours) must be completed within the Elmhurst College Honors Program.

Honors grant funding is available to assist students in completing their research. One category of such grants, the Swords Scholar Grant, is available exclusively to Honors Program students. All research projects are presented in a public, scholarly venue such as the Elmhurst College Research and Performance Showcase and/or off-site professional conferences including the annual conference of the National Collegiate Honors Council (NCHC) and the National Conference of Undergraduate Research (NCUR).

In addition to the formal academic components of the Honors Program, students are provided with myriad intellectual, cultural and social opportunities to further enrich their college experience. These include personal advising by full-time faculty and the Honors Program director and assistant director; skilled guidance in applying for special funding opportunities for undergraduate research, pre-professional activities, nationally competitive scholarships and fellowships and/or graduate study; Service-Learning activities; and varied campus and off-campus co-curricular activities including special receptions with distinguished guest speakers, cultural events and social gatherings with other Honors Program participants.

### Course Offerings

*One unit of credit equals four semester hours.*

#### **HON 102-115, HON 202-215 and HON 302-315 Honors Integrated Curriculum Courses**

We offer a wide range of honors-level Integrated Curriculum courses that satisfy various AOKs and tags. These courses focus on innovative and challenging ways to fulfill the designated goals of the Integrated Curriculum.

Courses are limited in size; some are bidisciplinary, and all are designed to actively engage students in their own learning process, fostering a lifelong desire for learning. Courses frequently draw upon primary sources as impetus for discussion; incorporate writing as a powerful learning tool; expand intercultural awareness in our increasingly diverse world; and advocate experiential learning, including Service-Learning and international experiences, in recognition of the limitless educational opportunities of the world beyond the classroom. Any study abroad course can receive Honors credit if prearranged through the Honors Program. All of these courses engage students in critical and creative inquiry within a socially responsible and ethical context, enhancing student potential for personal fulfillment and societal contributions.

### **HON 250 Intercultural Seminar**

*.25 credit*

This seminar course is offered in conjunction with the intercultural lectures held on campus during the Fall and Spring terms. The focus of the course is on ethical theories and their application to contemporary problems and issues. The readings for the course are unique to each guest lecture and provide an orientation to both the intellectual and the concrete contexts of the speaker's remarks. The class meets as a seminar for text-based discussions prior to each speaker's visit. Students then have the opportunity to meet with each speaker after attending the lecture and to continue discussion in a post-lecture class session. *Repeatable for credit.*

### **HON 300 Honors Service Seminar**

*.50 credit*

This course meets weekly for one-hour discussions. Students conduct a scholarly investigation of service through reading and discussing varied theories and applications of service design and through participating in a semester-long service experience for a minimum of 25 service hours. Service-Learning locations are selected based on each student's major and/or significant areas of interest. Students maintain a detailed reflective journal on the service experience for the 13 weeks of site placement. At the conclusion of the course, students compose a summative, reflective essay relating the site experience to the readings and course goals. *Prerequisite: sophomore standing or consent of the Honors Program director or assistant director.*

### **HON 310 Understanding International Organizations through Model United Nations**

*.50 credit*

This course is designed to teach students about the basic structure/organization, functions, history and procedures of various intergovernmental

organizations (IGOs). The primary focus is on the United Nations and its related agencies. The course will provide a first-hand opportunity to learn about the United Nations through participation in the American Model United Nations Conference in Chicago during the week prior to Thanksgiving. In addition to collecting relevant background information on the UN, students are required to do in-depth research on a specific UN committee or agency, a specific international topic that will be dealt with by their assigned committee at the conference, and a specific UN member state determining its position/perspective regarding various international topics. Open to non-Honors Program students with consent of the instructor. *Repeatable for credit. Fall Term.*

#### **HON 320-328 January Term Honors Electives**

Elective offerings covering a wide variety of topics are offered during each January Term. These range from discussion-based courses on classical and contemporary issues to field-based courses with significant experiential components to international courses in a variety of locations.

#### **HON 350 Honors Directed Readings**

*.50 credit*

This course affords Honors Program students the opportunity to participate in scholarly discussions of selected texts in small group settings with a faculty member and fellow Honors Program students. The course is conducted as three separate four-week sessions over the term, each led by a different faculty member, representing a wide variety of disciplines. Faculty text choices are pre-announced, allowing students to select their texts and discussion leaders. At the conclusion of each session, students write a critical response essay. *Prerequisite: sophomore standing in the Honors Program or consent of the Honors Program director or assistant director. Repeatable for credit with varied book choices.*

#### **HON 404 Honors Interdisciplinary Seminar**

This team-taught interdisciplinary course challenges students to conduct serious inquiry of complex issues meriting contemporary concern. Students read and discuss course texts and then design individual research projects related to the course theme and appropriate to their major area of academic study. These projects must be submitted for presentation at an external scholarly venue such as a professional conference, workshop and/or academic journal. *Prerequisite: junior or senior standing or consent of the Honors Program director or assistant director. Repeatable for credit (assuming new topic) with permission of the Honors Program director or assistant director. Spring Term.*

# Intercultural Studies

**T**he Department of Intercultural Studies offers courses that teach students about cultural and cross-cultural skills and relationships in the United States and beyond. The department uses an interdisciplinary and developmental model to examine cultures and co-cultures, power, prestige, privilege, group interrelationships, and cross-cultural communications and interactions. It is designed to help students participate more meaningfully in an increasingly diverse and global world.

## Faculty

Michael Lindberg, *Chair*; Kathleen Rust, Rachel Reznik

## Objectives of the Major

- To fully develop cultural group knowledge and understanding;
- To competently use intercultural models to analyze similarities and differences between cultures (ethnic, racial, gender, social class, and other minority and national identities) and their interactions;
- To develop an ability to analyze the effects of power, social hierarchy and social inequality in interactions involving individuals, groups, organizations and nations;
- To develop problem-solving skills as they relate to the ability to effectively communicate with and relate to others from various cultural or national backgrounds;
- To advance the ability to recognize, understand and utilize multidisciplinary concepts, theories and perspectives as applied to intragroup and intergroup relationships and situations;
- To continue enhancement of self and own-group knowledge and acceptance in order to more fully develop the knowledge, skills, attitudes and commitment to function ever more effectively in various intergroup contexts, including globally; and
- To enhance the ability to act in applied learning roles and to interact effectively in intercultural situations.

**Requirements for the Major** (9.50 credits)

To develop an understanding of cultural and thematic issues as guided by program objectives, students take three one-half-credit and two full-credit intercultural studies courses, as follows:

**Required Courses** (3.50 credits)

ICS 270 Introduction to Intercultural Studies (.50 credit)	ICS 275 Introduction to International Studies
ICS 271 Intermediate Intercultural Studies (.50 credit)	ICS 370 Intercultural Capstone
	ICS 380 Intercultural Experiential

**Core Conceptual Courses** (3.00 credits)

To develop a conceptual base for intercultural understanding, students must take at least three courses from among the following:

BUS 350 Cultural Diversity in Organizations	ICS 492 Independent Study (.50 or 1.00 credit)
COM 315 Intercultural Communication	PSY 325/425 Psychology and Culture
ENG 230 Readings in Race, Class and Gender	SOC 212 Cultural Anthropology
ICS 375 Critical Issues in Women's Studies	SOC 304 Majority-Minority Relations
ICS 385 LGBTQ Identity: Individual and Communal Journeys	<i>Students must earn a C or better in the required courses and core conceptual courses to count toward an ICS major.</i>
ICS 390 Special Topics in Intercultural Studies	

**Areas of Study** (3.00 credits)

Working with the ICS chair or an ICS advisor, students select three area elective courses from various options to complete their specific cultural or thematic focus work.

**These options include:**

Regular and adapted Elmhurst College courses (e.g., foreign language courses);

Special January Term courses; and Portfolio documentation of workshops, training sessions, lectures, retreats, etc., undertaken with an intercultural studies focus.



## Minor in Intercultural Studies

In consultation with the ICS chair or an ICS advisor, students choose an area of study for their ICS minor. Students are expected to develop an understanding of one cultural group or to explore a thematic interest in depth.

Examples of ICS areas of study include ethnic studies, global studies, gender studies and social justice studies.

The minor requires five credits. Students take two core courses, two focus electives and two one-half-credit intercultural courses. At least half must be taken at Elmhurst College. Some focus areas, especially international, may need additional foreign language competency.

### Objectives of the Minor

- Students earning a minor in intercultural studies should:
- Develop cultural group knowledge and understanding;
- Use intercultural models to analyze similarities and differences between cultures (ethnic, racial, gender, social class and other minority and national identities) and their interactions;
- Develop an ability to analyze power, social hierarchy and social inequality effects in interactions involving individuals, groups, organizations and nations; and
- Develop a problem-solving focus as it relates to the ability to effectively communicate with and relate to others from various cultural or national backgrounds.

### Requirements for the Minor (5 credits)

To develop an understanding of cultural and thematic issues as guided by program objectives, students take two half-course-credit intercultural studies courses, as follows:

ICS 270 Introduction to Intercultural Studies (.50 credit)	ICS 271 Intermediate Intercultural Studies (.50 credit)
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### Core Conceptual Courses

To develop a conceptual base for intercultural understanding, students must take two courses from among the following:

BUS 350 Cultural Diversity in Organizations	ICS 375 Critical Issues in Women's Studies
COM 315 Intercultural Communication	ICS 385 LGBTQ Identity: Individual and Communal Journeys
ENG 230 Readings in Race, Class and Gender	PSY 325/425 Psychology and Culture
ICS 275 Introduction to International Studies	SOC 212 Cultural Anthropology
	SOC 304 Majority-Minority Relations

*Students must earn a C or better in the required courses and core conceptual courses to count toward an ICS minor.*

**Focus Elective Courses**

Working with the ICS chair or an ICS advisor, students select two focus elective courses from various options to complete their specific cultural or thematic focus work.

**These options include:**

- Regular and adapted Elmhurst College courses;
- Special January Term courses;
- Portfolio documentation of workshops, training sessions, lectures, retreats, etc., undertaken with an intercultural studies program focus;
- Independent study, research or field experience; and
- Study abroad, internship, off-campus study or service learning.

**Areas of Study**

Suggested coursework plans are available for the following:

**Ethnic Studies**

African American Studies  
Latin American Studies  
Muslim Cultural Studies  
Native American Studies

**Gender Studies**

LGBTQ Studies  
Women's Studies  
Gender Studies

**Global Studies**

Asian Studies  
Developed-Developing World  
Relations  
International Business Studies  
International Studies

**Social Justice Studies**

Social Justice Studies  
Disabilities Studies  
Gerontology  
Health Care Studies  
Holocaust Studies

*In addition, students may develop their own area of study in collaboration with an ICS advisor.*

## Course Offerings

*One unit of credit equals four semester hours.*

### ICS 270 Introduction to Intercultural Studies

*.50 credit*

The first intercultural seminar includes conceptual review, introduction to intercultural models and student-generated cultural and international comparisons. Topics develop the stated objectives for the major or minor. Students enrolled are encouraged to take this course early in their program. The course is open to any student wishing to gain an understanding of intercultural dynamics.

### ICS 271 Intermediate Intercultural Studies

*.50 credit*

This course completes the two-course, half-credit series of intercultural basic courses required for a major or minor in the intercultural studies program. It is also relevant for any student wishing to develop intercultural understanding. Students who successfully complete this course will have substantially developed intercultural knowledge and skills. *Prerequisite: ICS 270.*

### ICS 275 Introduction to International Studies

This course uses a global perspective to introduce students to international political, economic, social, ethnic and gender issues and institutions. Emphasis is placed on discerning and analyzing the nature of intercultural interactions, both historical and contemporary.

### ICS 370 Intercultural Capstone

*.50 credit*

Students enrolled in the program for a major complete a third seminar. The goal of this course is to develop and present a capstone project. The project, developed in consultation with a seminar instructor, should address individual and program objectives. Students should take this course at the end of their program. *Prerequisite: ICS 271. Spring Term.*

### ICS 375 Critical Issues in Women's Studies

To stimulate discussion and understanding about the way the world is perceived from a woman's perspective, this course will examine the lives of women and the attitudes and institutions that affect women living in the United States and around the world in various social, political and cultural contexts. This course will investigate the ways that age, culture, nationality, class, ethnicity and sexuality impact women's experiences.

**ICS 380 Intercultural Experiential**

*.50, .75 or 1.00 credit*

Majors and minors in intercultural studies will undertake a study-away experience or a field placement in a site relevant to their focus area of study. *Prerequisite: ICS 271. As offered.*

**ICS 385 LGBTQ Identity: Individual and Communal Journeys**

This course will utilize the Facing History and Ourselves curriculum to facilitate students' exploration of the historical and current realities of being LGBTQ in America. Specifically, it will use the Facing History concepts of identity, membership, we/they, creating the other and universe of obligation to examine the LGBTQ experience in America. Students will consider the history and development of LGBTQ identity and how it has changed over time in the U.S. Where appropriate, comparisons with the LGBTQ experience in Europe will also be made. Emphasis will be put on examining the efforts to both exclude and include the LGBTQ community in certain societies and cultures at various times in history, and the results of these measures on the development of the identities of LGBTQ individuals and the wider LGBTQ community.

**ICS 390 Special Topics in Intercultural Studies**

Directed study of intercultural topics determined by faculty expertise and student interest. *Contact instructor for course description. Repeatable for credit.*

**ICS 395 Civil Rights Movements: U.S.**

Students will study the many parallels between the anti-apartheid struggles of South Africa and the Civil Rights Movement in the United States. Drawing upon intercultural content within an international context, this course will address critical race theory and include writings by and about Tutu, King, Gandhi, Mandela, Biko and Malcolm X, as well as learning from the oral traditions of 1960s activists. The seminar format allows students to interact with international activists. Student assessment will include a research project in which students interview participants in historical events.

**ICS 492/292 Independent Study**

*.50 or 1.00 credit*

An independent course for students to pursue their special intercultural interests. *Prerequisite: consent of the ICS chair or course instructor. Upon request and approval.*

# Interdisciplinary Communication Studies

**T**he interdisciplinary communication studies major is an integrated major recommended for students who wish to prepare for occupations in mass media, journalism, advertising, human resources and similar fields. All students take a core of eight courses and then, with the assistance of an academic advisor, select appropriate courses from an area of concentration. At least three of the courses in the area of concentration must be at the 300 or 400 level.

## Core

ART 113 Introduction to Art Software	ENG 201 Composition III: Classical Rhetorics and Contemporary Discourse
ART 325 Visual Communication	ENG 303 Business and Technical Writing
COM 114 Interpersonal Communication	<i>A core course cannot be counted as one of the courses required in an area of concentration.</i>
COM 213 Public Speaking	
COM 316 Communication Theory	
COM 490 Senior Seminar: Topics in Communication or COM 498 Internship Capstone	

## Track One: Media Writing and Production

COM 211 Survey of Mass Communication and ENG 305 News Writing are required along with three additional courses chosen from:	COM 210 Introduction to Video Production
ART 125 Design Studio	COM 411 Issues and Problems in Mass Communication
ART 216 Introduction to Graphic Design	COM 413 Advanced Public Speaking
ART 217 Digital Video Studio	COM 419 Business and Professional Communication in Online Contexts
ART 316 Graphic Design I	COM 468 Internship
ART 317 Intermediate Digital Video	ENG 306 Feature Writing
ART 342 Survey History of Modern Art	<i>A minimum of two departments must be represented in the selection of courses.</i>

**Track Two: Advertising**

BUS 230 Principles of Marketing and BUS 334 Advertising are required along with three additional courses chosen from:

ART 125 Design Studio

ART 216 Introduction to Graphic Design

ART 316 Graphic Design I

ART 318 Intermediate Digital Imaging

ART 342 Survey History of Modern Art

ART 416 Advanced Graphic Design

BUS 250 Management Theory and Practice

BUS 263 Accounting and Financial Management for Non-Business Majors

BUS 331 Sales

BUS 335 Consumer Behavior

COM 211 Survey of Mass Communication

COM 315 Intercultural Communication

COM 317 Persuasive Communication

COM 413 Advanced Public Speaking

COM 419 Business and Professional Communication in Online Contexts

COM 420 Ethics and Critical Issues in Communication

COM 468 Internship

PSY 303 Social Psychology

*A minimum of two departments must be represented in the selection of courses.*

*ART 125, 216, 316, 416; BUS 335; and COM 468/498 are strongly recommended for students interested in creative advertising. BUS 250, 263; COM 317, 319 and 468/498 are strongly recommended for students interested in account management.*

**Track Three: Organizational/Human Resources**

BUS 250 Management Theory and Practice and BUS 354 Human Resource Management are required along with three additional courses chosen from:

BUS 263 Accounting and Financial Management for Non-Business Majors

BUS 350 Cultural Diversity in Organizations

BUS 453 Organization Behavior

BUS 454 Leadership

BUS 457 Compensation Management

COM 217 Principles of Interviewing

COM 220 Introduction to Organizational Communication

COM 311 Interpersonal Communication in the Workplace

COM 312 Small Group Communication

COM 315 Intercultural Communication

COM 320 Organizational Communication

COM 326 Health Communication

COM 331 Language, Identity and the Rainbow

COM 413 Advanced Public Speaking

COM 419 Business and Professional Communication in Online Contexts

COM 450 Leadership and Communication

COM 468 Internship

PSY 303 Social Psychology

PSY 326 Industrial and Organizational Psychology

PSY 422 Psychological Testing

SOC 315 Complex Organizations

*A minimum of two departments must be represented in the selection of courses.*

# Kinesiology

**K**inesiology is an academic discipline that involves the study of physical activity and its impact on health, society and quality of life. It includes, but is not limited to, such areas of study as exercise science, sport management, socio-cultural analyses of sports, sport and exercise psychology, fitness leadership, physical education-teacher education, and pre-professional training for physical therapy, occupational therapy, medicine and other health-related fields.

## Faculty

Charles Goehl, *Chair*; Bhumi Bhatt, Danila Cepa, Krista Diedrich, Heather Hall, Raymond Kraus, Susan Charnley, Michael Savage

## Major in Physical Education

A major in the field of physical education provides a broad and sound educational foundation for a teaching career in the public schools. The requirements for a major in physical education are:

KIN 202 Individual and Dual Sports	KIN 360 Contemporary Concepts in Health
KIN 203 Team Sports	KIN 370 Instructional Techniques in Elementary School Physical Education Pedagogy ( <i>prerequisite: KIN 235</i> )
KIN 204 Emergency Procedures (.50 credit)	KIN 410 Kinesiology
KIN 235 Curriculum Design for Physical Education and Health Education	KIN 445 Measurement and Evaluation for Physical Education
KIN 312 Physical Education for Children with Exceptionalities	

## Physical Education Teacher Licensure

Students who plan to pursue K-12 teacher licensure should be in contact with the Department of Education as well as the Department of Kinesiology. To be admitted to the teacher education program, a student must establish and maintain a 2.75 cumulative grade-point average and a 3.00 grade-point average in the physical education major. Please see the Department of Education for additional criteria.

Students are required to pass the Test of Academic Proficiency (TAP) to be admitted to the secondary licensure program, the physical education content area test prior to the student teaching semester, and the APT (Assessment of Professional Teaching) test prior to program completion.

In addition to the courses in the major, the following courses are required for teacher licensure.

#### For Licensure K-12

EDU 104 Cultural Foundations of Education in the United States	SEC 421 Theory and Practice for Building Academic Literacies in K-12 Classrooms
KIN 440 Instructional Techniques for Middle and Secondary Physical Education Pedagogy ( <i>prerequisite: KIN 235</i> )	SEC 450 Advanced Seminar in Teacher Collaboration and Professional Practice (.25 credit)
SEC 200 Introductory Seminar to Teaching as a Caring Profession (.50 credit)	SEC 457 Student Teaching in Special Fields
SEC 300 Intermediate Seminar for Teaching in Diverse and inclusive Schools (.25 credit)	Two courses in written communication
SEC 310 Methods and Best Practices in Middle and Secondary Education ( <i>co-prerequisites: SEC 200, SEC 311</i> )	One course in mathematics (MTH 110 or 345 recommended) or demonstrated proficiency
SEC 311 Educational Psychology ( <i>prerequisites: ENG 106; PSY 210 or EDU 104</i> )	EDU 360 The Middle School: History, Philosophy, Organizational Structures and Best Practices ( <i>recommended</i> )

#### Major in Exercise Science

This major has been designed to address the basic standards for the professional preparation of exercise science students. These standards provide the undergraduate student with entry-level skills and knowledge to function in a wide range of fitness employment opportunities. The College's exercise science program provides a foundation for employment in corporate or hospital settings, health and wellness intervention programs, health clubs and other health-related careers. Many exercise science graduates pursue graduate study in exercise physiology, medicine, nutrition, occupational therapy, physical therapy and health promotion.



**The requirements for a major in exercise science are:**

KIN 200 Lifestyle for Health and Wellness (.50 credit)

KIN 204 Emergency Procedures (.50 credit)

KIN 250 Substance Use and Abuse in Society (.50 credit)

KIN 306 Nutrition

KIN 310 Functional Anatomy

KIN 320 Human Physiology

KIN 340 Exercise Physiology  
(prerequisite: KIN 320)

KIN 420 Biomechanics  
(prerequisite: KIN 310)

KIN 450 Clinical Internship

KIN 462 Exercise Testing and Prescription (prerequisite: KIN 340)

KIN 490 Research Methods in Exercise Science (prerequisite: MTH 345 or PSY 355 and KIN 340)

MTH 345 Elementary Statistics or  
PSY 355 Statistics for Scientific Research

**Major in Sport Management**

Combine your passion for sports with the business and communication skills you need to succeed in a competitive field. With a major in sport management, you'll be prepared for a career in many aspects of the sports world, including professional or school sports, sport equipment manufacturing, sport sales, event planning, sport facility management and sport tourism.

An interdisciplinary major with courses drawn from the departments of kinesiology, business, and communication arts and sciences, the sport management major will build your business and communication acumen. It will also develop your understanding of coaching principles; the psychological, ethical and legal aspects of sport; and the role sport plays in society.

**The requirements for a major in sport management are:**

KIN 210 Foundations of Sport Management (.50 credit)

KIN 285 Coaching Theory

KIN 322 Sport and Society

KIN 323 Sport Psychology

KIN 380 Comparative Interdisciplinary Studies: Play, Sport and Pedagogy in Ancient Greece

KIN 415 Sport Ethics and the Law

KIN 468 Internship

COM 213 Public Speaking

COM 319 Business and Professional Communication

BUS 230 Principles of Marketing

BUS 263 Accounting for Non-Business Majors

**Choose two of the following three courses:**

BUS 331 Sales (prerequisite: BUS 230)

BUS 354 Human Resource Management (prerequisite: BUS 250)

BUS 355 Negotiations: Theory and Practice (prerequisite: BUS 230)

### Minor in Coaching

A coaching minor will provide the fundamental knowledge that is essential for coaching any sport. Successful coaches not only are well versed in technical and tactical skills, but also know how to teach life skills.

The minor will focus on helping coaches develop in the areas of philosophy, physical training, management, communication, motivation and the teaching of sport skills.

#### The requirements for a minor in coaching are:

KIN 202 Individual or Dual Sports or KIN 203 Team Sports	KIN 306 Nutrition
KIN 285 Coaching Theory	KIN 323 Sport and Exercise Psychology
	KIN 410 Kinesiology

### Minor in Health Education

The requirements for a minor in health education are listed below. Those seeking the health education endorsement (grades 9-12) on a Professional Educator License can do so by completing the Elmhurst College health education minor and passing the content-area test (#142).

#### The requirements for a minor in health education are:

KIN 200 Lifestyle for Health and Wellness (.50 credit)	KIN 240 Community Health (.50 credit)
KIN 204 Emergency Procedures (.50 credit)	KIN 250 Substance Use and Abuse in Society (.50 credit)
KIN 230 School Health (.50 credit)	KIN 306 Nutrition
KIN 235 Curriculum Design for Physical Education and Health Education	KIN 346 Human Sexuality
	KIN 360 Concepts in Health

### Minor in Sport Management

The sport management minor will help prepare students for entry-level positions in sport organizations. The field of sport management not only addresses the needs of traditional team sports, but also provides career options in sport equipment manufacturing and sales, event planning and sponsorship, sport facility management, and sport tourism. One of the features of the minor is the personal attention that is offered to students in helping them develop their career goals and interests.

**The requirements for a minor in sport management are:**

KIN 210 Foundation of Sport Management (.50 credit)

KIN 322 Sport and Society

KIN 380 Comparative Interdisciplinary Studies: Play, Sport and Pedagogy in Ancient Greece

KIN 415 Sport Ethics and the Law

BUS 250 Management Theory

BUS 354 Human Resource

Management (*prerequisite: BUS 250*)

**Grading**

Courses taken in the Department of Kinesiology with grades of D+, D, F, P and NP may be repeated only once. Courses taken as P/NP credit must score a grade of C or higher for a P grade. The quality of all major and minor courses must be a grade of C or higher.

**January Term**

The Department of Kinesiology offers course options to students for January Term study.

**Course Offerings**

*One unit of credit equals four semester hours.*

**KIN 125 Yoga**

.50 credit

Yoga uses bodily postures (asanas), breathing techniques (pranayama) and meditation (dharma) with the goal of developing a sound, healthy body and a clear, peaceful mind.

**KIN 135 Racquet Sports**

.50 credit

In an in-depth study of racquet sports, students will gain an understanding of the sports' history, rules and strategies, and the proper use of equipment. In addition, students will develop the fundamental skills necessary for effective performance in both singles and doubles play.

**KIN 136 Tennis**

.50 credit

An in-depth study of the sport of tennis. Students will gain an understanding of the sport's history, rules and strategies, and the proper use of equipment. In addition, students will develop the fundamental skills necessary for effective performance in both singles and doubles play.

**KIN 137 Golf***.50 credit*

An in-depth study of the sport of golf. Students will gain an understanding of the sport's history, rules and strategies, and the proper use of equipment. In addition, students will develop the fundamental skills necessary for effective play.

**KIN 140 Pilates***.50 credit*

Pilates is a method of exercise and physical movement that is designed to help students stabilize their muscle core and improve both posture and flexibility.

**KIN 156 Weight Training***.50 credit*

A study of the basic physiology of muscles and how strength affects muscle development. Students will apply the FITT principle to create a safe and effective strength training program.

**KIN 200 Lifestyle for Health and Wellness***.50 credit*

A focus on behaviors that enhance quality of life. Emphasis is placed on self-analysis and personal responsibility in selecting a holistic approach to health and wellness.

**KIN 202 Individual and Dual Sports**

A course designed to provide an understanding of basic concepts and strategies and skill development, and to foster an appreciation of the benefits derived from participation in individual and dual sports. *Fall Term.*

**KIN 203 Team Sports**

A course designed to provide an understanding of basic concepts and strategies and skill development, and to foster an appreciation of the benefits derived from participation in team sports. *Spring Term.*

**KIN 204 Emergency Procedures***.50 credit*

Development of procedures in the management of medical emergency situations. The content and activities of the course will prepare participants to recognize emergencies and make appropriate decisions regarding care. Instruction and practice in A.E.D. adult, child and infant cardio-pulmonary resuscitation and community first aid and safety.

**KIN 210 Foundations of Sport Management**

*.50 credit*

Foundations of Sport Management is designed to offer students an introductory view of possible careers in the sport industry. Addressed topics include economic theory, sport finance, sports marketing and market research, sponsorship and global sports. The essence of the course is to provide students with a critical understanding of the complex and dynamic relationship among sport, business and management. *Fall Term.*

**KIN 230 School Health**

*.50 credit*

A study of comprehensive school health models. Class participants will analyze school health instruction, school health services and maintenance of a healthy school environment. Students will use problem-solving skills to address current health issues pertaining to school-age children. *Fall Term.*

**KIN 235 Curriculum Design for Physical Education and Health Education**

The study of curriculum issues and curriculum models used in physical education and health education programs in K-12 settings. Provides students with the competencies necessary to design, implement and evaluate physical education and health education programs. *Every odd-numbered Spring Term.*

**KIN 240 Community Health**

*.50 credit*

An analysis of the factors in the physical, biological and social environment that affect the health of the population of a geographically defined area. *Fall Term.*

**KIN 250 Substance Use and Abuse in Society**

*.50 credit*

This course is designed to address drug use and abuse from a psychological, pharmacological, historical and legal perspective while examining the effects of drugs on health and social functioning.

**KIN 285 Coaching Theory**

This course will give students a firm foundation in the practical application of the three sport sciences: sport psychology, sport pedagogy and sport physiology. Students will be taught the importance of a coaching philosophy and successful techniques of sport management. *Spring Term.*

**KIN 306 Nutrition**

Introduction to the basic concepts of nutrition, nutrients and their functions and interrelationships. Food habits, faddism and food misinformation will be addressed. Emphasis on the correlation between good nutrition and optimum well-being throughout the life cycle.

**KIN 310 Functional Anatomy**

A study of the relationship among the skeletal system, muscular system and joint actions.

**KIN 312 Physical Education for Children with Exceptionalities**

An examination of physical activity programs for children with exceptionalities. A focus on instructional strategies appropriate for teaching adapted physical education. *Spring Term.*

**KIN 320 Human Physiology**

An overview of physiological structures and functions of the human body and their relationship to the maintenance of systemic balance. This course will examine how the organism as a whole accomplishes tasks essential for life from cell to tissue, tissue to organ, and organ to system.

**KIN 322 Sport and Society**

This course focuses on sports as social and cultural phenomena. Students will use various concepts, theories, media and critical thinking to investigate sport issues. These include how sports and sport participation affect our lives; how sports impact our ideas about masculinity, femininity, class inequality, race and ethnicity, work, fun, achievement, competition, individualism, aggression and violence; how the organization and meaning of sports are connected with social relations in groups, communities and societies; and how sports are connected with important spheres of social life in societies.

**KIN 323 Sport and Exercise Psychology**

This course is designed to provide students interested in sport and exercise psychology with an overview of the theories and principles that explain factors that influence human behavior in sport and physical activity.

Students will gain an understanding of the social and psychological factors related to participation in sport, exercise and physical activity. The class explores both (a) how social and psychological factors influence participation and performance in physical activity, and (b) how participation in sport, exercise and physical activity affects psychological well-being. *January Term, Spring Term.*

**KIN 340 Exercise Physiology**

A lecture-laboratory study of the physiological principles of the various body systems from a period of rest through maximum exercise. *Prerequisite: grade of C or better in KIN 320.*

**KIN 346 Human Sexuality**

This course presents the cognitive and affective aspects of human sexuality, beginning with a discussion of the history of attitudes towards sexuality from antiquity to modern times. The male and female reproductive systems are covered, as well as human sexual response, etiology of sexual dysfunction and infertility. The course also addresses contemporary and controversial topics such as HIV, sexually transmitted diseases, sexuality education, sexual orientation and sexual assault. The course is designed to prepare the health education minor to teach sexuality education. *Fall Term.*

**KIN 360 Contemporary Concepts in Health**

Basic foundation of knowledge concerning vital health issues. Focuses on the potential for prevention, and instills a sense of competence and personal power in students to monitor, understand and affect their own health behaviors. *Fall Term.*

**KIN 370 Instructional Techniques in Elementary School Physical Education Pedagogy**

An advanced study of the scope and sequence, content, and skills of the National Association of Sports and Physical Education (NASPE) Standards, in combination with a movement concepts approach to elementary school physical education. Students develop skills and knowledge, learn about instructional planning, and use educational technology for teaching fundamental motor skills to children in grades K-6. Developmentally appropriate instructional strategies for the elementary school level are emphasized within the context of games, link segments in exercise and sport. Additional emphasis is also placed on proper exercise and dance, gymnastics, and fitness activities. An additional weekly laboratory experience is a major component of the course. *Prerequisite: grade of C or better in KIN 235. Spring Term.*

**KIN 380 Comparative Interdisciplinary Studies: Play, Sport and Pedagogy in Ancient Greece**

With its extraordinary intellectual, educational, cultural and athletic heritage, Greece is rich with opportunities for formal study and experiential learning. Students will be introduced to the many aspects of Greek culture from the 8th Century B.C. to the 4th Century A.D. Illustrated lectures, media presentations, discussions and readings from ancient and modern writers will introduce students to such topics as the role of play in Greek society

and Greek education, the development of sport (athletics), and the nature of pedagogy in Greek society. Wider cultural aspects to be explored include the religious, political and economic contexts of play, sport and pedagogy in the ancient Greek world. A 10-day travel experience to Greece during Spring Break can be included in the course. Under the direction of experienced faculty from Elmhurst College and the University of Indianapolis, Athens, students will travel to the Acropolis and the ancient Agora, the birthplace of the Ancient Olympics, the Temples of Zeus and Hera, Delphi and Apollo's Sanctuary for the Oracle. *Spring Term.*

#### **KIN 391 Educational Experiences in Australia**

Students who have declared a major in physical education, music education or education may participate in on-site teaching experiences in a comprehensive K-12 school in Australia. Students will attend classes and learn with Australian teachers, exchanging ideas about common teaching practices and educational policy. Students will have the opportunity to stay with Australian families, visit Australian homes, network in an international arena and make lifelong personal and professional friends. Participants will view world-famous architecture, climb the Sydney Harbor Bridge, and attend a musical performance at the iconic Sydney Opera House. In addition, students will participate in a three-day guided excursion to Kakadu, Australia's World Heritage National Park. *Three-week course, Summer Term.*

#### **KIN 392 Walking El Camino de Santiago: An Intellectual and Physical Journey**

This course examines and explores the religious, spiritual and self-reflective changes that pilgrims to Santiago de Compostela experienced in Medieval and modern times. Students are invited to explore history and find inspiration as they walk along the route of the El Camino de Compostela in Spain. *Three-week course, Summer Term.*

#### **KIN 410 Kinesiology**

This course is an overview of the relationship among the skeletal system, muscular system and joint actions along with positional and movement analysis of the body and its link segments in exercise and sport. *Fall Term.*

#### **KIN 415 Sport Ethics and the Law**

This course provides students with a theoretical understanding and practical application in the study of sports ethics and the law. Students will be challenged to think about sport law concepts and apply them to the practical world of sport management. *Fall Term, January Term.*



**KIN 420 Biomechanics**

This course is an overview of the relationship among the skeletal system, muscular system and joint actions along with positional and movement analysis of the body and its link segments in exercise and sport. Additional emphasis is also placed on proper exercise and motion procedures, rehabilitation, and the major biomechanical movement problems. *Prerequisite: grade of C or better in KIN 310.*

**KIN 440 Instructional Techniques for Middle and Secondary Physical Education Pedagogy**

An advanced study of the scope and sequence, content, and skills of the National Association of Sports and Physical Education (NASPE) standards for middle school (grades 6-9) and secondary school (grades 10-12). It includes developmental characteristics of early adolescents, assessment, coordination and referral of students to appropriate health and social services, history, methods and best pedagogical practices related to instructional strategies, classroom management, classroom environment and organization, lesson and unit plan implementation, and the incorporation of educational technology for teaching physical education in the middle and secondary school. An additional weekly laboratory experience is a major component of the course. *Prerequisite: grade of C or better in KIN 235. Fall Term.*

**KIN 445 Measurement and Evaluation for Physical Education**

Provides an understanding of the principles of measurement and evaluation as applied to instruction, assessment and program evaluation for physical education. Major topics of focus include: test construction, test administration, and scoring and interpretation of a variety of motor and cognitive assessment instruments. Statistical principles needed for the interpretation of motor and cognitive assessment instruments are also reviewed. *Every even-numbered Spring Term.*

**KIN 450 Clinical Internship**

Designed for off- or on-campus placement combining academic orientation with practical professional experience. *Prerequisite: grade of C or better in KIN 340. Grading option P/NP.*

**KIN 462 Exercise Testing and Prescription**

The primary focus of this course is to present the theoretical basis and applied knowledge required for the administration of graded exercise tests and for the development of an individualized exercise prescription program. Electrocardiographic monitoring techniques and interpretation will be presented. Includes laboratory. *Prerequisite: grade of C or better in KIN 340.*

**KIN 468 Internship**

Students have an opportunity to integrate career-related experience into their education by participating in planned and supervised work, complementing what is learned in the classroom. Internship sites can be either on or off campus.

*For credit, Grading option P/NP. Fall Term, Spring Term, Summer Term.*

**KIN 490 Research Methods in Exercise Science**

An introduction to human experimental research methods, designs and issues in exercise science. Topics include: study of the scientific method of investigation, experimental concepts and ethical issues, information retrieval and assessment (critique and evaluation) of current literature, measurement and data collection concepts, and application of experimental research. Students will develop and present a research proposal. *Prerequisite: grade of C or better in MTH 345 or PSY 355 and KIN 340.*

**KIN 492/292 Independent Study**

*.25, .50 or 1.00 credit*

Intensive study and research in a specific area of kinesiology. Open to juniors and seniors who have an adequate academic background to pursue studies in this area. *Repeatable for credit. Approval of the department chair is required for registration.*

**KIN 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of kinesiology, culminating in an appropriate public dissemination of research methods and findings.

This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit.*

*Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

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# Liberal Studies

**T**he Bachelor of Liberal Studies degree is for adult students more than six years out of high school who seek a degree that offers considerable flexibility. Students' major requirements in liberal studies are fulfilled when they complete two concentrations according to requirements outlined below. All other graduation requirements from Elmhurst College remain unchanged. A wide variety of concentrations are available for selection by the student wishing to complete a Bachelor of Liberal Studies degree.

## **Program Requirements**

- Complete all Integrated Curriculum requirements
- Complete two concentrations
- Complete electives as needed
- Complete at least 10 courses at the 300/400 level

*Courses that meet requirements for some concentrations are available in the evening.*

## **Experiential Learning Credit**

The flexibility of the Bachelor of Liberal Studies degree will have special appeal to adult students who may wish to apply experiential learning credits so that a bachelor's degree can be completed in a timely manner. Generally, experiential learning credit will count only as elective credit. Policies regarding the application of experiential learning credit to satisfy the concentrations vary among departments.

## **Concentrations**

The following concentrations have been designed by the academic departments to offer liberal studies students the opportunity to study in a variety of fields. Students are encouraged to talk with departmental advisors or the Office of Advising about their concentrations to make sure that they choose courses that match their personal and professional objectives. Students must complete at least two 300/400-level courses at a four-year institution for each concentration, and students may only select one concentration per department for the Bachelor of Liberal Studies degree.

### Transfer Students

Students who desire to transfer more than two credits (eight semester hours) into any concentration should verify with the appropriate department chairs that their transfer work satisfies the Elmhurst College concentration requirements. Department chairs will identify specific courses for students to take at Elmhurst College in order to complete the requirements for a concentration.

### Department of Art

#### Art

A concentration in art consists of five art courses: a minimum of one lecture course and two courses at the 300/400 level, with no more than two courses from outside Elmhurst College.

### Department of Biology

#### Biology

Five courses are required for a concentration in biology. One 100-level course may be applied to the concentration. This would be BIO 100 for students who have no previous college biology. Two 300/400-level biology courses are required. BIO 200 and BIO 201 may be substituted for this requirement. With the help of a biology advisor, the five-course sequence will be planned based upon individual interests. Emphasis on botany, zoology, molecular biology or ecology is possible for a concentration. For example, an ecology track might include: BIO 200 General Biology I, BIO 201 General Biology II, BIO 355 Evolution of Vertebrates and BIO 350 General Ecology.

### Department of Business

#### Business Administration

BUS 230 Principles of Marketing  
 BUS 250 Management Theory and Practice  
 BUS 263 Accounting and Financial Management for Non-Business Majors

Two additional 300/400-level courses selected in consultation with the chair of the Department of Business Management  
 BUS 250 Management Theory and Practice

BUS 263 Accounting and Financial Management for Non-Business Majors  
 BUS 354 Human Resource Management  
 BUS 453 Organization Behavior

#### And one of the following courses:

BUS 350 Cultural Diversity in Organizations  
 BUS 355 Negotiations: Theory and Practice  
 BUS 454 Leadership

## Department of Chemistry

### Chemistry

CHM 101 General Chemistry or  
 CHM 211 Chemical Principles I  
 CHM 212 Chemical Principles II

CHM 311 Organic Chemistry I  
 CHM 312 Organic Chemistry II

*Two chemistry electives at the 200, 300 or 400 level (2.00 credits)*

## Department of Communication Arts and Sciences

### Communication

COM 114 Interpersonal  
 Communication  
 COM 316 Communication Theory  
 Plus three of the following:  
 COM 213 Public Speaking  
 COM 312 Small Group  
 Communication

COM 315 Intercultural  
 Communication  
 COM 317 Persuasive Communication  
 COM 319 Business and Professional  
 Communication  
 COM 320 Organizational  
 Communication

*Students are advised to select courses that provide a balance between the conceptual and performance aspects of communication.*

## Department of Computer Science and Information Systems

### Database Programming

CS 220 Computer Science I  
 CS 255 Computer Science II  
 IS 224 Visual BASIC Programming  
 Language  
 IS 423 Database Management  
 Systems

### Hardware Programming

CS 220 Computer Science I  
 CS 310 Computer Organization and  
 Programming in Assembly  
 CS 360 Computer Network Systems  
 CS 440 Web-Based Applications

### Management Information Systems

BUS 230 Principles of Marketing  
 BUS 263 Accounting and Financial  
 Management for Non-Business  
 Majors

IS 425 Management Information  
 Systems  
 MTH 345 Elementary Statistics

### Software Engineering

CS 220 Computer Science I  
 CS 255 Computer Science II  
 CS 318 Object-Oriented Design and  
 Programming Using C++

CS 320 Data Structures and  
 Algorithmic Analysis  
 CS 420 Operating Systems  
 CS 475 Software Engineering

**System Analysis and Design**

BUS 263 Accounting and Financial Management for Non-Business Majors  
 IS 424 Introduction to Systems Analysis and Design

IS 425 Management Information Systems  
 MTH 126 Analysis for the Business and Social Sciences

**Technical/Scientific Programming**

CS 220 Computer Science I  
 CS 255 Computer Science II  
 CS 315 Web Design and Programming

CS 460 Computer Graphics  
 MTH 151 Calculus I  
 MTH 152 Calculus II

**Web Development**

CS 220 Computer Science I  
 CS 315 Web Design and Programming

CS 419 Java Programming and Web Development  
 CS 440 Web-Based Applications

**Criminal Justice****Criminal Justice**

Six courses to include:

CJ 200 Introduction to Criminal Justice  
 CJ 210 Police and Society  
 CJ 215 Corrections

CJ 319 Juvenile Delinquency and the Justice System  
 CJ 408 Criminology  
 CJ 409 Criminology Procedures or  
 CJ 410 Criminal Law

**Department of English****Literature**

This concentration includes five courses in English above the 100 level, at least four of which must be in literature. All but one of the literature courses must be completed at the 300/400 level. At least three of the courses need to be completed at Elmhurst College.

This structure allows for a general approach to literature. However, through advising and subject to availability of courses, students may also pursue a more specialized concentration in an area such as American, British or modern literature.

**Writing**

This concentration includes five courses in English above the 100 level, at least four of which must be writing courses at the intermediate or advanced level. The writing concentration must include English 201 or equivalent. At

least three of the courses need to be completed at Elmhurst College. This structure allows for a general approach to writing. However, through advising and subject to availability of courses, students may also pursue a more specialized concentration in an area such as journalism, professional writing or creative writing.

### Department of History

Four courses in consultation with the history department chair. Two of the four courses must be at the 300/400 level.

### Department of Kinesiology

#### Health

KIN 200 Lifestyles for Health and Wellness (.50 credit)

KIN 240 Community Health (.50 credit)

KIN 250 Substance Use and Abuse in Society (.50 credit)

KIN 306 Nutrition

KIN 346 Human Sexuality

KIN 360 Concepts in Health

### Department of Philosophy

#### Philosophy

PHL 106 Critical Reasoning

PHL 210 Introduction to Philosophy

PHL 303 Ancient Philosophy

PHL 304 Modern Philosophy

#### *Recommended:*

PHL 306 Ethics or PHL 405

Contemporary Philosophy

### Department of Political Science

#### Political Science

Five courses are required for a concentration in political science. Students must take POL 201 American Federal Government and an additional four courses at the 300/400 level, including one each from American politics, world politics and political thought.

### Department of Psychology

All tracks require a minimum of five credits, excluding PSY 268/368.

#### Developmental Psychology

For students interested in working with children or adolescents in child care, residential facilities or other education-related settings that do not require teacher licensure. Elmhurst College offers an education major for students intending to teach psychology in secondary schools.

PSY 210 Introduction to Psychological Science

PSY 311 Educational Psychology or PSY 422 Psychological Testing

PSY 313 Mind, Brain and Behavior

**Two courses from:**

PSY 317 Child Development

PSY 318 Adolescent Development

PSY 319 Adult Development and Aging

PSY 268/368 Field Experience is highly recommended.

**Human Services**

For students interested in applying their skills in social service settings, in positions such as mental health technicians, career counseling assistants, support group facilitators and community service workers.

PSY 210 Introduction to Psychological Science

PSY 312 Personality Theory and Research

PSY 317 Child Development or PSY 318 Adolescent Development or PSY 319 Adult Development and Aging

**Recommended for students who have not taken PSY 329:**

PSY 327 Abnormal Psychology

PSY 328 Clinical and Counseling Psychology

PSY 268/368 Field Experience is highly recommended.

**Industrial Psychology**

For students intending to pursue positions in business settings in areas such as personnel supervision or assessment or human resource management.

PSY 210 Introduction to Psychological Science

PSY 355 Statistics for Scientific Research or MTH 345 Elementary Statistics

PSY 303 Social Psychology

PSY 326 Industrial and Organizational Psychology

PSY 422 Psychological Testing

PSY 268/368 Field Experience is highly recommended.

**Psychology for Research and Preparation for Graduate Study**

For students intending to pursue a graduate degree or employment in a research setting.

PSY 210 Introduction to Psychological Science

PSY 355 Statistics for Scientific Research or MTH 345 Elementary Statistics



PSY 356 Research Methods in Psychology  
 PSY 411 Theories of Learning or  
 PSY 423 Sensation and Perception  
 or PSY 430 Cognitive Processes

PSY 422 Psychological Testin  
 PSY 349/449 Research Mentorship  
 and PSY 492 and 493 are highly  
 recommended.

## Sociology

### Sociology

SOC 211 Society and the Individual—Introductory Sociology

**Any four of the following** (at least two at the 300/400 level):

SOC 212 Cultural Anthropology

SOC 216/316 Society, Health and  
 Illness

SOC 217/317 Marriage and the Family

SOC 301 Social Problems

SOC 304 Majority-Minority  
 Relations

SOC 305 Sex and Gender in Society

SOC 310 Social Inequality

SOC 319 Juvenile Delinquency and  
 the Justice System

SOC 408 Criminology

*SOC 211 is a prerequisite to all of the  
 courses listed above except SOC 212,  
 SOC 216 and SOC 217. Students are  
 strongly encouraged to take courses at the  
 300 level where there is an option.*

## Urban Studies

### Urban Studies

Students who select the concentration in urban studies take five credits including at least two at the 300/400 level.

**Choose three from:**

URB 201/401 Cities of the World

URB 210 Cities

URB 291 Suburbia: People, Problems  
 and Policies

URB 420 Principles and Practices of  
 Urban Planning

URB 430 Seminar in Urban Studies

**Choose two from:**

EDU 331 Race and Equity in Education

GEO 411 Urban Geography

ICS 270 & 271 Introduction to Inter-  
 cultural Studies and Intermediate  
 Intercultural Studies

POL 202 American State and Local  
 Government

POL 300 Urban Politics

POL 360 Public Policy and  
 Administration

# Mathematics

**M**athematics is the art of creative problem solving, the science of pattern and structure, and the quantitative language of the world. As such, it touches all academic disciplines. Graduates with a mathematics major have the problem-solving skills and analytical tools needed to understand and work with patterns, to solve difficult problems independently, and to assimilate new concepts rapidly.

Our alumni include accountants, actuaries, college and university professors, computer programmers, comptrollers, data processing managers, economists, engineers, government workers, independent business owners, independent consultants, industrial mathematicians, insurance company executives, investment managers, middle school and high school teachers, ministers, physicists, sales managers, and systems analysts.

Elmhurst has an active mathematics and computer science club and also participates in ACCA, the Associated Colleges of the Chicago Area, as well as the MAA, the Mathematical Association of America. These organizations provide students with opportunities to interact with professors outside of the classroom. In addition, there is an on-campus chapter of Pi Mu Epsilon, the national mathematics honorary society.

The mathematics department aims to place prospective majors in the most advanced courses for which they qualify. Students should study the course descriptions and prerequisites, remembering that grades of C or better are expected in any prerequisite course. Students who have successfully completed some calculus should consult with a mathematics faculty member for proper placement and credit. Scores on the advanced placement test in mathematics are useful in such placement and awarding of credit.

A 2.0 grade-point average is necessary in courses satisfying major or minor requirements.

The curriculum in mathematics is based on recommendations by the Mathematical Association of America.

**Faculty**

Evans Afenya, *Chair*; Catherine Crawford, Abigail Hoit, Jon L. Johnson, Allen D. Rogers

**Major in Mathematics**

The major consists of nine to nine-and-one-half mathematics credits at the 200 level or beyond, excluding MTH 325, MTH 326, MTH 327 and MTH 345. All mathematics majors are required to complete MTH 251, MTH 301, MTH 362, MTH 400 and MTH 451. The remaining major courses are mathematics electives, but should be chosen according to the suggested curricula for various concentrations listed below. Students seeking teacher licensure must follow the program listed to meet licensure requirements. The final program of courses for all mathematics majors must be approved by the department chair. In addition to the coursework, a senior paper written with the guidance of a faculty member is required. The half-course MTH 400 should be taken during the junior or senior year as preparation for writing the senior paper. Upon completion of MTH 400, students should enroll in MTH 451 as a half-course independent study where the senior paper is written with the guidance of a member of the mathematics faculty.

Supervised internship opportunities are available for mathematics majors seeking to apply their training in a business or industrial setting. Such students may apply up to one credit in MTH 468 Internship toward major requirements with approval of the department chair.

Ongoing development of communication and language skills is an important component of all major fields, including mathematics. Mathematics students are encouraged to pursue coursework in oral communication, written communication and world languages.

Mathematics majors are encouraged to take CS 220 Computer Science I and PHY 121, PHY 122 General Physics I, II as electives (or as part of the Integrated Curriculum requirements, if appropriate).

**Applied Mathematics Concentration**

MTH 311 Introduction to Mathematical and Computer-Based Modeling	MTH 434 Complex Variables
MTH 341 Differential Equations	One elective from the remaining courses in the mathematics curriculum
MTH 342 Applied Analysis	

**Licensure for Secondary Teaching**

MTH 199 Mathematical Software Tools (.50 credit)	MTH 331 Foundations of Geometry
	MTH 346 Statistics for Scientists

MTH 361 Abstract Algebra	<i>See additional licensure requirements in the Education section of this catalog</i>
MTH 381 Advanced Calculus	
MTH 440 The Teaching of Secondary School Mathematics	

**Graduate School Concentration**

MTH 361 Abstract Algebra	MTH 444 Topology
MTH 381 Advanced Calculus	One elective from the remaining courses in the mathematics curriculum
MTH 434 Complex Variables	

Many graduate schools require a reading knowledge of either German or French. At least one year of study in German or French is recommended.

**Business/Financial Concentration**

MTH 311 Introduction to Mathematical and Computer-Based Modeling	MTH 421 Probability Theory
MTH 346 Statistics for Scientists	One elective from the remaining courses in the mathematics curriculum
MTH 348 Advanced Statistics/Econometrics	MTH 468 Internship is recommended.

The business/financial concentration should be supplemented with appropriate courses in business and economics chosen in consultation with the student's academic advisor.

A minor in business is recommended, as is one year of study in a foreign language.

**Major in Actuarial Science**

Actuaries are trained in mathematics, statistics and economic techniques that allow them to quantify risk. They use their skills to analyze and solve business and social problems related to insurance, pensions, Social Security, employee benefits and related fields.

Actuaries work for insurance companies, investment firms, government agencies, employee benefits consulting firms and others. The *Jobs Rated Almanac*, which rates 200 jobs on the basis of such categories as salary, benefits, outlook for the future, stress, work environment and job security, has rated actuaries among the top jobs in all of its rankings since the 2000s.

Actuaries achieve professional status by passing a series of examinations administered by the Society of Actuaries (SOA) and/or the Casualty Actuarial Society (CAS). Students are generally expected to have passed one or two of the exams while in college, but most are taken after employment. The Elmhurst College Actuarial Science Program prepares students to take the first two actuarial exams covering probability (SOA Exam P) and Financial Mathematics (SOA Exam FM) and obtain SOA/CAS credit for the topics of Economics (Micro and Macro), Finance and Applied Statistics.

The Elmhurst College major in actuarial science consists of 13.00 credits at or above the 200 level but excludes MTH 325, MTH 326, MTH 327 and MTH 345. All actuarial science majors are required to complete MTH 251, MTH 301, MTH 346, MTH 351, MTH 400, MTH 421, MTH 451, BUS 261, BUS 262, BUS 340, CS 220, ECO 210, ECO 211 and MTH 348/ECO 418.

### Minor in Mathematics

MTH 251 Calculus III and two other major-level mathematics courses are required for a minor in mathematics. MTH 325/326/327 and MTH 345 may not be used as part of the minor. The chair of the mathematics department must approve the selection of courses.

### Minor in Elementary School Mathematics Education

The minor in elementary school mathematics education requires a minimum of 4.50 credits in mathematics, including the following:

MTH 132 Precalculus or	MTH 326 Mathematical Concepts for Elementary Teachers II
MTH 151 Calculus I or	(.50 credit) or MTH 331 Foundations of Geometry
MTH 152 Calculus II	
MTH 325 Mathematical Concepts for Elementary Teachers I	MTH 345 Elementary Statistics or MTH 346 Statistics for Scientists

Additional mathematics courses to meet the requirement of 4.50 credits in mathematics

The minor in elementary school mathematics education is available only to early childhood, elementary or special education program students. This minor does not lead to a state endorsement in mathematics education. Interested students should identify themselves to both the Department of Education and the Department of Mathematics and confer periodically with advisors in both departments.

### Minor in Middle School Mathematics Education

*The Illinois State Board of Education requires that all candidates complete coursework for the present Middle Level Approval and have their Professional Educator License endorsement issued on or before January 31, 2018.*

The minor in middle school mathematics education requires the following:

MTH 151 Calculus I or	MTH 331 Foundations of Geometry
MTH 152 Calculus II	MTH 345 Elementary Statistics or
MTH 301 Discrete Mathematics	MTH 346 Statistics for Scientists
MTH 325 Mathematical Concepts for Elementary Teachers I	MTH 441 The Teaching of Middle School Mathematics

The minor in middle school mathematics education is available only to elementary or special education program students and to secondary licensure students who are not majoring in mathematics but who want to be endorsed to teach mathematics at the middle school level. Additionally, middle school approval (described within the listings of the Department of Education) must be earned to be endorsed by the State of Illinois to teach mathematics at that level. Interested students should identify themselves to both the Department of Education and the Department of Mathematics and confer periodically with advisors in both departments.

Courses in mathematics and other quantitative areas are supported in part by the activities of the mathematics specialist in the Learning Center. Students who have not studied mathematics in the recent past and who are planning to take mathematics courses should refresh their knowledge of basic skills through the programs offered in the Learning Center.

### Course Offerings

*One unit of credit equals four semester hours.*

#### **MTH 110 Introduction to Concepts in Mathematics and Computing**

This course provides an overview of common mathematical concepts and the use of the computer in applying these in practical problem solving. The basic operation of the computer is studied, as are computer logic and programming, and methods of computation that employ software tools such as spreadsheets. Other mathematical topics include estimation, statistics, algebra and geometry. Students seeking to fulfill the mathematics component of secondary-school licensure requirements are encouraged to take this course.

#### **MTH 111 Introduction to Mathematical Methods and Applications**

Concepts of algebra including polynomials and rational expressions, exponents and roots. A brief study of systems of equations, linear programming, exponential and logarithmic functions, and mathematics of finance. Students wishing to review basic math skills in advance of this course may do so through the Learning Center. A placement test is required.

#### **MTH 121 College Algebra**

Review of elementary algebra, equations, relations, functions and transformations, inequalities and quadratic functions, systems of linear equations and inequalities, polynomial equations and their graphs. *Prerequisites: two years of high school algebra and one year of high school geometry with a grade of C or better is recommended. A placement test is required.*

**MTH 126 Analysis for the Business and Social Sciences**

Applications of mathematics to the social sciences and business with a functions approach, applications of elementary functions, differential and integral calculus of the elementary functions, and applications of calculus. The course also contains topics selected from linear programming, mathematics of finance and mathematical modeling. Some sections require use of a graphics calculator. *Students should have an algebra background at least equivalent to MTH 111 with a grade of C or better. A placement test is required.*

**MTH 132 Precalculus**

Relations, functions and transformations, exponential and logarithmic functions, the circular functions, trigonometric functions of angles, identities, inverse functions, triangles and applications, vectors and applications, and complex numbers. A placement test is required. *Prerequisite: MTH 121 or equivalent.*

**MTH 151 Calculus I**

Rate of change of a function, limits, continuity, derivatives of algebraic and trigonometric functions, applications of the derivative, and introduction to integration and applications. *Prerequisite: MTH 132 or equivalent.*

**MTH 152 Calculus II**

Transcendental functions, methods of integration, parametric equations, polar coordinates and infinite series. *Prerequisite: MTH 151 with a grade of C or better.*

**MTH 199 Mathematical Software Tools**

*.50 credit*

An introduction to the software tools used in the mathematics curriculum. Problem-solving and investigation techniques appropriate for the software and equipment are covered. Special emphasis is placed on what is used in the calculus and precalculus curriculum. The software and equipment include computer algebra systems, spreadsheets, geometry programs, graphing calculators and equipment, and the Internet. *Prerequisite: MTH 152 or equivalent. Fall Term in odd-numbered years.*

**MTH 251 Calculus III**

Vectors in three-space, quadric surfaces, partial derivatives with applications and multiple integrals with applications, introduction to vector analysis. *Prerequisite: MTH 152 with a grade of C or better.*

**MTH 301 Discrete Mathematics**

Logic and proof, elementary number theory, mathematical induction and recursion, set theory, functions, relations, and combinatorics. *Prerequisite: MTH 151.*

**MTH 311 Introduction to Mathematical and Computer-Based Modeling**

An introduction to the modeling process including creative and empirical model construction, model analysis and research using the model. This is accomplished using a problem-solving approach on a number of models of common static and dynamic problems. *Prerequisite: MTH 152. Alternate years.*

**MTH 325 Mathematical Concepts for Elementary Teachers I**

Set theory; numeration systems, operations, properties and computing algorithms for whole numbers, fractions, decimals and integers, ratio and proportion. Problem solving is used throughout the course. *Pre- or corequisite: EDU 104 or consent of the instructor. Restricted to early childhood, elementary education or special education majors or middle school mathematics education minors.*

**MTH 326 Mathematical Concepts for Elementary Teachers II**

*.50 credit*

Geometric shapes and relationships, measurement and patterns, probability and statistics and algebraic skills. Problem solving is used throughout the course. *Restricted to early childhood, elementary education or special education majors. Prerequisite: MTH 325.*

**MTH 327 Essentials of Statistics**

*.50 credit*

Designed to prepare students in elementary education to meet the required statistics standards. Students will learn to construct and analyze data sets, understand probability distributions, perform hypotheses tests on a single population, and understand linear regression equations. May not be taken for credit if credit for PSY 355, MTH 345 or 346, or an equivalent course at another college has already been given. Does not count toward a major or minor in mathematics. *Pre- or corequisite: EDU 104 or consent of the instructor. Restricted to early childhood, elementary education or special education majors. Spring Term.*

**MTH 331 Foundations of Geometry**

Euclidean and non-Euclidean geometry and the nature of proof using the axiomatic method. Designed to provide an important learning experience both for the mathematics major who needs to acquire mathematical maturity required for more advanced mathematics courses, and for prospective teachers of geometry. *Prerequisite: MTH 152 or MTH 301 or consent of instructor. Fall Term.*



**MTH 341 Differential Equations**

First order differential equations, linear differential equations, Laplace transforms, power series methods, and solution of systems of differential equations. *Prerequisite: MTH 251. Spring Term.*

**MTH 342 Applied Analysis**

Fourier Series and convergence of Fourier Series, selected topics in boundary value problems including the heat and wave equations, Laplace's equation, and Bessel functions. *Prerequisite: MTH 341. Alternate years.*

**MTH 345 Elementary Statistics**

Statistical methods applied to economic and social data. Descriptive statistics, probability distributions, hypothesis testing, confidence intervals, correlation and regression. Students wishing to review basic math skills in advance of this course may do so through the Learning Center. *May not be taken for credit if credit has already been given for PSY 355, MTH 346 or an equivalent course at another college. Does not count toward a major or minor in mathematics.*

**MTH 346 Statistics for Scientists**

Designed for mathematics and science students with an emphasis on the analysis of scientific data. Probability, probability distributions and their applications, estimation and confidence intervals, goodness of fit, hypothesis testing, experimental design, regression and correlation, analysis of variance, and nonparametric tests. *May not be taken for credit if credit for MTH 345, PSY 355 or an equivalent course at another college has already been given. Prerequisite: MTH 151 or equivalent. Spring Term.*

**MTH 348 Advanced Statistics/Econometrics**

Statistical analysis using multiple regression, time series, and advanced forecasting techniques in business and economics applications. *Prerequisite: MTH 345 or 346 or PSY 355 with a C or higher. Alternate years.*

**MTH 351 Mathematics of Finance**

A rigorous calculus-based treatment of the mathematics of finance: time value of money, simple and compound interest, accumulation function, annuities, bonds, yield rates, amortization schedules and sinking funds, depreciation, yield curves, duration, convexity and immunization, and definition of derivative securities. This course is intended to prepare students for the Society of Actuaries examination on financial mathematics. *Prerequisite: MTH 152. Fall Term, even-numbered years.*

**MTH 361 Abstract Algebra**

The structure of algebraic systems including groups, rings, integral domains and fields. *Prerequisite: MTH 301 or consent of instructor. Linear algebra recommended. Spring Term.*

**MTH 362 Linear Algebra**

The algebra of matrices with applications to vectors and vector spaces, linear transformations, theory of determinants and abstract Euclidean spaces. *Prerequisites: MTH 251 and MTH 301 or consent of instructor. Fall Term.*

**MTH 381 Advanced Calculus**

The real number system, functions, sequences and limits, continuity and differentiability, integration, and properties of differentiable functions. *Prerequisites: MTH 251 and MTH 301. Fall Term.*

**MTH 400 Research Methods in Mathematics**

*.50 credit*

A course in reading, researching and writing mathematics. This course should be taken in the junior or senior year in preparation for writing the senior paper.

**MTH 421 Probability Theory**

Combinatorics, introduction to probability from a set-theoretic point of view, functions of random variables, expected value, generating functions, jointly distributed random variables and the Central Limit Theorem. *Prerequisites: MTH 251 and MTH 301 or consent of instructor. Fall Term, odd-numbered years.*

**MTH 434 Complex Variables**

An introduction to the complex number system, the theory of analytic functions of a complex variable, Taylor and Laurent expansions, contour integration, and applications to problems in physics and engineering. *Prerequisites: MTH 251 and MTH 301 or consent of instructor. Alternate years.*

**MTH 440 The Teaching of Secondary School Mathematics**

An introduction to current methods and strategies for teaching secondary school mathematics in grades 9–12. Teacher candidates will focus on the teaching of mathematics for conceptual understanding, mathematical reasoning and problem solving; fundamentals of planning, instruction and assessment in secondary mathematics classes; use of national, state and local standards for instruction and assessment; and understanding of how to transform theory into practice to ensure that all secondary students learn mathematics. *Prerequisites: SEC 310, MTH 301 or consent of the instructor. Fall Term.*

**MTH 441 The Teaching of Middle School Mathematics**

Insights into modern mathematics; a survey of the changes in the field of mathematics with an emphasis on the orientation, content, organization and implementation in the middle and junior high school program. *Prerequisite: MTH 301 or consent of instructor. Fall Term.*

**MTH 444 Topology**

Fundamental concepts of intuitive set theory and the real number system, structure of  $\mathbb{R}$  and  $\mathbb{R}^n$ , metric spaces and general topological spaces. *Prerequisite: MTH 381 or consent of instructor. Spring Term, alternate years.*

**MTH 451 Senior Paper**

*.50 credit*

This course is required of every student majoring in mathematics and aims to demonstrate the research, writing and analytical skills of the graduating senior. To be written in the first or second term of the senior year, this research paper will provide evidence of what the student has learned as a mathematics major in terms of knowledge, skills and insight. The topic of the paper will be selected by the student in consultation with a faculty advisor. *Prerequisite: MTH 400 with a grade of C or better.*

**MTH 468 Internship**

*1.00 or 1.50 credits*

This course provides opportunities for junior or senior mathematics majors to apply their mathematical knowledge in a supervised business or industrial setting. Ten to 20 hours of work experience per week is required for one credit; 15 to 30 hours per week for credit of 1.50. A term project focusing on learning outcomes of the experience is required. *Repeatable for credit. Approval of the department chair is required.*

**MTH 492/292 Independent Study**

*.50 or 1.00 credit*

*Repeatable for credit.*

**MTH 495 Honors Independent Research***.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of mathematics, culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit.*

*Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

**MTH 498 Topics in Mathematics**

Varying from term to term, the course covers subjects such as manifolds, mathematical statistics, number theory, a second course in abstract algebra, a second course in advanced calculus, or chaos theory. *Repeatable for credit.*

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# Medical Humanities

**T**he medical humanities minor is designed to serve as a basis for the development and understanding of the skills and attributes associated with humanistic health care delivery. The term “medical humanities” refers to a study of the aspects of health care delivery that include ethical considerations of the provider-client relationship, as well as the humanistic components essential to good health care delivery, such as effective communication, integrity, excellence, compassion, altruism, respect for clients and colleagues, empathy and service. The minor is open to any student interested in the discourse among medicine, science and caregiving as a humane and humanistic art.

The medical humanities minor has become one way for students who apply to professional health care programs to distinguish themselves from other applicants.

## Faculty

*Faculty Coordinator:* William Hirstein; *Program Coordinator:* Erica Ashauer

## Objectives of the Minor

- To heighten in students an awareness and appreciation of the varied ways human beings create and struggle with meaning and purpose in their lives, especially as they face illness, adversity, suffering and death;
- To engage students in a course of study (beyond the essential scientific information and clinical skills) that brings together academic and clinical experiences that attend to the central concepts and practices in the medical humanities;
- To involve students in well-informed ethical decision making, improve their ability to interact with persons of different backgrounds and cultures, and provide them an active introduction to research and clinical experience; and

- To expose students to diverse perspectives that scholars from many fields bring to complex questions involving health care and the health professions.

A student who declares this minor must meet each term with the program coordinator to review his or her progress and discuss related courses and experiences.

The minor requires seven courses, consisting of four core courses and three electives, chosen from a set of relevant courses offered by several different departments.

### Medical Humanities Core Courses

Students must take four courses as follows:

PHL 316 Ethical Aspects of Health Care or REL 332 Religious Ethics and Health Care (sophomore standing recommended for minor students)	MEH 490 Medical Humanities Clinical Experience (.50 credit) and MEH 491 Medical Humanities Seminar/Research Capstone (.50 credit)
COM 114 Interpersonal Communication or COM 315 Intercultural Communication	

### Medical Humanities Electives

Students must select three courses taken from the following set:

BID 300 PHL/PSY Neuroethics	PHL 316 Ethical Aspects of Health Care ( <i>if not taken as a core course</i> )
COM 326 Health Communication	PHL 326 Key Themes and Thinkers in Biomedicine
ENG 230 Readings in Race, Class and Gender	PSY 348 Health Psychology
ENG 372 Multicultural/Postcolonial Literature	REL 323 Religion and Science
MEH 320 Quality/Safety in Health Care	REL 331 Religious Ethics and Human Sexuality
MEH 321 Enhancing Health Care Through Our Stories	REL 332 Religious Ethics and Health Care ( <i>if not taken as a core course</i> )
PHL 305 Philosophy of Science	SOC 216/316 Society, Health and Illness
	SPN 306 Medical Spanish

The three elective courses accepted for the minor must be taken from three different departments.

No more than two courses that have been counted for Integrated Curriculum credit may also be applied to the minor. At least three of the minor courses must be at the 300/400 level.

Students may take both of the core ethics courses, PHL 316 and REL 332, and apply them toward the seven required courses. The approaches of these courses to ethical issues in medicine are different enough that there is very little overlap. Students will also benefit from the ability to compare the philosophical and theological approaches. If both of these courses are taken, then two electives beyond the core courses will complete the minor.

### **Course Offerings**

*One unit of credit equals four semester hours.*

#### **MEH 320 Evolution of the Culture of Quality and Safety in Health Care**

In this course, which is open to students in health care majors and pre-professional health care programs, students will work collaboratively to learn about the evolution of the culture of quality and safety in health care. Students will evaluate factors that have shaped this culture change. These include areas identified by the Institute of Medicine (IOM), including safety (infection control); quality improvement; evidence-based practice; patient-centered care; informatics; and inter-professional communication, collaboration and teamwork. In addition, the course will explore relevant historical influences, systems theory, professional ethics, population health, health literacy and health care finance.

#### **MEH 321 Enhancing Health Care Through Our Stories**

This hybrid course explores how immersion into literary endeavors and humanities impacts clinicians and patients alike. By studying stories of both wellness and illness expressed through nonfiction, literature and poetry, students will enhance their abilities to be more empathetic, to develop new insights and observational skills, and to improve their ability to critically evaluate health care interactions. Articles from a variety of health care journals and literary sources will provide the basis of analysis. To demonstrate their understanding of the patient/caregiver/clinician experience, students will contemplate what it is like to be in these roles and then will write about both their actual and imagined experiences. This course will be offered in a hybrid, or blended, format: class will meet twice weekly on campus and twice weekly online at the convenience of the students.

**MEH 490 Medical Humanities Clinical Experience***.50 credit*

This course is a clinical experience involving 100 hours at an approved site. Interactions with both patients and health care professionals are important for students to develop some appreciation for working with people who are ill or infirm, for the teamwork expected of health professionals and for the seriousness of taking responsibility for the lives of others. Students maintain a reflective journal throughout the 100-hour clinical experience. The journal will include a running log of their hours as well as reflections on medical humanities and the clinical experience. A final reflection paper will be used for students to synthesize their health care–related service experiences with their knowledge of the medical humanities. *Prerequisites: junior or senior standing; completion of two core courses and one elective prior to the clinical experience; permission of the program coordinator. Also, students must meet with the program coordinator at least a semester in advance of the clinical experience. Grading option: P/NP.*

**MEH 491 Medical Humanities Seminar/Research Capstone***.50 credit*

This is a capstone course for the medical humanities minor. Weekly seminars, lectures, guest speakers and discussions are designed to develop a community of scholars engaging in wide-ranging discussions related to health care, ethics and the medical humanities. Each student completes a research investigation that has been approved by the instructor. Results of the research are presented orally to the seminar group and are submitted as a research paper. *Prerequisites: junior or senior standing, completion of the clinical experience and permission of a coordinator.*



# Music

- T**he faculty and the facilities of the Elmhurst College Department of Music are devoted to service to:
- All students by providing courses that are suitable to their backgrounds and that meet the Integrated Curriculum requirements. Courses designed to meet the Fine Arts requirement are MUS 212, MUS 218 and MUS 312. For students with a musical background, a challenging alternative is MUS 135;
  - Students desiring preparation in music education and state licensure as K-12 music teachers;
  - Students wishing to enter careers in music business;
  - Students who wish to pursue certificates in piano teaching;
  - Students wishing to pursue certificates and degrees in performance;
  - Students contemplating careers and further study as teachers and performers, therapists, music librarians, composers, musicologists and arts managers; and
  - Students who wish to take part in music performing organizations.

## Faculty

Peter Griffin, *Chair*; Douglas Beach, Gayle Bisesi, David DeVasto, Gerhard Guter, Mark Harbold, Timothy Hays, James Hile, Ross Kellan, Joanne May, Susan Moninger, Mark Streder

## Majors in Music

Admission to any degree program in the music department is dependent upon successful completion of an audition interview with members of the music department faculty prior to the first term. This audition interview also serves as a screening procedure for music scholarship awards. Audition dates and times should be arranged with the music department office.

All majors are required to present MUS 135, 136, 235, 236, 343 and 344 as a part of their graduation requirements. They must also have at least six terms of applied music lessons taken on the college level in the field of their performance major. For students enrolling as first-year students, these six terms must be taken at Elmhurst College. For transfer students, up to three terms of acceptable prior credit may be applied to this requirement. Each student must also attain and maintain membership in a major performing ensemble while a full-time music major at Elmhurst College on their major instrument or voice. Except for music education majors, guitar majors may select Classical Guitar Ensemble to fulfill this requirement. See specific degree programs for ensemble requirements. All music majors are also required to take MUS 100 Concert Attendance each term.

A minimum cumulative grade-point average of 2.5 overall and 2.5 in music must be achieved by the student to be advanced to the junior level in music. These levels must then be maintained. Students below these standards may direct a request for a review of their status to the department chair. Music majors must pass the Keyboard Musicianship Examination (or MUS 222) as described in the department handbook prior to graduation. Full-time students must attend a minimum of eight performances each term. Details of the programs, policies and certificates for music majors are found in the department handbook.

## Bachelor of Music with a Major in Music Education

The Elmhurst College Department of Music endorses the ideals and subject areas that are traditionally listed in liberal arts curricula. Further, the Department of Music recognizes preparation of well-qualified teachers of music as a legitimate aspect of the liberal arts program. This commitment to a special program in the context of a liberal arts setting is a major strength in our preparation of music teachers. Our total program is intended to prepare teachers who are able to assist students in making sound aesthetic judgments. Music education students will have numerous “live teaching” experiences in the public schools in preparation for student teaching. Music education majors are required to participate in a major performing ensemble (concert band, choir or orchestra) for every term of full-time enrollment. MUS 369 Conducting I must be taken in residence at Elmhurst College. Graduates are certified to teach grades kindergarten through 12 in Illinois and most other states.

Procedures and requirements for admission to teacher education, admission to student teaching, state licensure testing and course sequence may be obtained from the director of music education.

Students are required to pass the Test of Academic Proficiency (TAP) to be admitted to a licensure program, the appropriate content area test prior to the student teaching semester and the APT (Assessment of Professional Teaching) test prior to program completion.

**Major Courses: a minimum of 16 full credits are required in music**

**Music**

Concert Attendance: MUS 100 each term, with or without credit	Applied music: six terms for credit on major instrument or voice
Music Theory: MUS 135, 136, 235, 236	Band, Orchestra or Choir: one each term, with or without credit on major instrument or voice
Music History: MUS 343, 344	
Conducting: MUS 369, 370, 389	

**Education and Psychology**

EDU 104 Cultural Foundations of Education in the United States	Schools
SEC 200 Introductory Seminar to Teaching as a Caring Profession	SEC 311 Educational Psychology
SEC 223 Education of PK-12 Learners with Exceptionalities	SEC 421 Theory and Practice for Building Academic Literacies in K-12 Classrooms
SEC 300 Intermediate Seminar for Teaching in Diverse and Inclusive	SEC 450 Advanced Seminar in Teacher Collaboration and Professional Practice

**Music Education**

MUS 150 Introduction to Music Education	MUS 258 Technology for Music Educators (.50 credit)
MUS 222 Functional Class Piano II, or a "pass" on the Keyboard Proficiency Exam must be completed in residence at Elmhurst College prior to student teaching	MUS 362 Instrumental and Choral Ensembles
MUS 251, 252, 253, 254, 255; two from MUS 250, 256, 257, 260, 336, 353 technique courses	MUS 366 Teaching of K-12 Classroom Music
	MUS 457 Student Teaching in Music (150 hours of clinical experience are required prior to student teaching)

A student must present a 2.75 general grade-point average and a 2.75 grade-point average in the music major.

## Bachelor of Music or Bachelor of Science with a Major in Music Business

Two degree programs assist the student interested in preparing for a career in some phase of the music industry. The Bachelor of Music offers a heavier concentration in music, while the Bachelor of Science is weighted more heavily with business courses. Both degrees are conceived within the context of the liberal arts so that graduates have both breadth and professional qualifications. Procedures and requirements for admission to the music business program and music business internship are available from the director of music business.

## Bachelor of Music

### Music Courses

Concert Attendance: MUS 100 each term, with or without credit	Applied music: six terms for credit on major instrument or voice
Music Theory: MUS 135, 136, 235, 236	Band, Orchestra or Choir: one each term, with or without credit on major instrument or voice
Music History: MUS 343, 344	
One course from MUS 335, 395 or 396	

Jazz Band I may count as one of the major performing ensembles after four terms of Choir, Concert Band or Orchestra have been fulfilled, except for music education majors. Guitar majors may select classical guitar ensemble to fulfill this requirement. See specific degree programs for ensemble requirements.

### Business Courses

BUS 230 Principles of Marketing	BUS 332 Retailing Management
BUS 250 Management Theory and Practice	BUS 334 Advertising

### Music Business Courses

MUS 330 Principles and Procedures in Music Business	MUS 332 Production of Sound Recordings
MUS 331 Advanced Studies in Music Business	MUS 468 Internship or MUS 492 Independent Study

## Bachelor of Science

### Music Courses

Concert Attendance: MUS 100 each term, with or without credit	Applied music: six terms for credit on major instrument or voice
Music Theory: MUS 135, 136, 235, 236	Band, Orchestra or Choir: one each term, with or without credit on major instrument or voice
Music History: MUS 343, 344	

Jazz Band I may count as one of the major performing ensembles after four terms of Choir, Concert Band or Orchestra have been fulfilled, except for music education majors. Guitar majors may select classical guitar ensemble to fulfill this requirement. See specific degree programs for ensemble requirements.

### Business Courses

BUS 230 Principles of Marketing	MUS 330 Principles and Procedures in Music Business
BUS 250 Management Theory and Practice	MUS 331 Advanced Studies in Music Business
BUS 332 Retailing Management	MUS 332 Production of Sound Recordings
BUS 334 Advertising	MUS 468 Internship or
Two mathematics courses	MUS 492 Independent Study
Elective in business, computer science, mathematics or music business	
Music Business Courses	

### Bachelor of Arts with a Major in Music

The Bachelor of Arts degree with a major in music is designed for students who wish to pursue an individualized program of study in musicology, church music, music therapy, music technology or some other area of interest. It includes the Integrated Curriculum requirements, the music core and additional courses in music and other fields. The individual focus component allows students to customize their program by taking four courses in an area of specialization. This degree includes a senior project as a capstone experience.

### Music Courses

Concert Attendance: MUS 100 each term, with or without credit	or Orchestra have been fulfilled, except for music education majors.
Music Theory: MUS 135, 136, 235, 236	Guitar majors may select classical guitar ensemble to fulfill this requirement. See specific degree programs for ensemble requirements.
Music History: MUS 343, 344	
Applied music: six terms for credit on major instrument or voice	Two courses from: MUS 335, 395 or 396
Band, Orchestra or Choir: one each term, with or without credit on major instrument or voice	One course from: MUS 215, 310, 314 or 318
Jazz Band I may count as one of the major performing ensembles after four terms of Choir, Concert Band	Four individual focus courses
	MUS 492 Independent Study and Research (senior capstone project)

### Individual Focus Courses

Four courses in an area of specialization chosen in consultation with the faculty advisor. Students may choose to specialize in music technology, music history/literature, foreign language or some other area of particular interest to the student. These four courses must relate directly to the student's area of specialization. They may include music and/or non-music courses, but not applied lessons, ensembles or other music core courses. Individual focus courses should be approved by the department before the end of the sophomore year.

### Bachelor of Music with a Major in Performance

The Bachelor of Music with a major in music performance is designed for students who wish to pursue a career and/or graduate-level study in music performance. This program consists of the Elmhurst College Integrated Curriculum, the music core curriculum, a rigorous program of applied music study and coursework in further areas necessary for success: performance, literature, pedagogy and music business. Junior and senior recitals are required as capstone projects. Candidates for this program must pass an audition for admittance into the department as part of the college application process, and they must pass a continuance jury at the end of the sophomore year (during the first semester of enrollment for transfer students). Students must maintain a 2.5 grade-point average.

### Music Courses

MUS 100 Concert Attendance  
*(every term)*

MUS 135, 136, 235, 236 Music Theory I-IV

MUS 343-344 Music History and  
Literature I-II

MUS 369 Conducting I

MUS 221, 222 Piano Proficiency  
*(Piano majors substitute AMP)*

MUS 330 Principles and Procedures  
in Music Business

### Applied Music

Applied Lessons: Eight terms on  
major instrument or voice

Band, Choir or Orchestra *on major  
instrument or voice (every term of  
on-campus enrollment; Classical Guitar*

*Ensemble for guitar majors)*

Chamber Music *(four terms)*

MUS 492 Junior Year Half Recital

MUS 492 Senior Capstone  
Lecture-Recital *(full recital)*

Additional courses for specific performance areas:

### Voice

AMU 202/302 Performance Seminar ( <i>four terms for credit</i> )	Music Education Majors MUS 354 Vocal Arts Literature
ENG 200 Introduction to Literature	MUS 267-467 Opera Scenes/MUS 226, 326 Light Opera/Musical Theater ( <i>Four terms</i> )
MUS 253 Vocal Techniques and Pedagogy	THE 226 Acting Technique I
MUS 353 Diction for Singers and	

One course from the following: THE 302 Ballet, THE 303 Jazz Dance

Any two of the following: GRM 101 Elementary German I, ITL 101 Elementary Italian I, FRN 101 Elementary French I

### Guitar

AME 351-399 Performance Techniques and Pedagogy II	MUS 250 Guitar Techniques and Pedagogy I
AMU 202/302 Performance Seminar ( <i>every term starting sophomore year</i> )	MUS 306-307 Fingerboard Harmony I and II
AMY 202/302 Classical Guitar Ensemble ( <i>every term; satisfies major ensemble requirement for guitar majors</i> )	MUS 320-321 Performance History and Literature I and II

### Brass

AME 351-399 Performance Tech- niques and Pedagogy II	MUS 254 Brass Techniques and Pedagogy
AMU 202/302 Performance Seminar ( <i>every term, with four terms for credit</i> )	MUS 320-321 Performance History and Literature I and II

### Woodwinds

AME 351-399 Performance Techniques and Pedagogy II	MUS 251 Woodwind Techniques and Pedagogy
AMU 202/302 Performance Seminar ( <i>every term, with four terms for credit</i> )	MUS 320-321 Performance History and Literature I and II
AMY 202/302 Chamber Music	

In AMW 202/302 applied lessons on their major instrument, woodwind majors will acquire skill playing other members of their instrument's family (at a time determined by the applied teacher):

- Flute majors will also study piccolo
- Clarinet majors will also study E-flat and bass clarinets

- Oboe majors will also study English horn
- Bassoon majors may also study contrabassoon
- Saxophone majors will also study soprano, alto, tenor and baritone sax

### Additional courses required for individual woodwind instruments:

#### Flute Major

AMW 202 Clarinet  
AMW 202 Saxophone

#### Clarinet Major

AMW 202 Flute  
AMW 202 Saxophone

#### Oboe Major

AMW 202 Bassoon  
AMW 202 Clarinet

#### Bassoon Major

AMW 202 Saxophone  
AMW 202 Clarinet

#### Saxophone Major

AMW 202 Flute  
AMW 202 Clarinet

#### Strings

AMY 202/302 Chamber Music  
MUS 255 String Techniques and Pedagogy  
MUS 320-321 Performance History and Literature I and II  
MUS 336 String Improvisation for Educators

#### Percussion

AME 351-399 Performance Techniques and Pedagogy II  
AMY 202/302 Chamber Music  
MUS 252 Percussion Techniques and Pedagogy  
MUS 301-302 Jazz and Ethnic Percussion I and II  
MUS 320-321 Performance History and Literature I and II

#### Piano

AME 301-302 Piano Pedagogy I and II  
AME 401-402 Supervised Teaching I and II  
AMM 301-302 Accompanying I and II  
AMU 202/302 Performance Seminar (*every term, with four terms for credit*)  
MUS 320-321 Performance History and Literature I and II  
Major ensemble requirement; with permission, accompanying choral ensembles can count toward the large ensemble requirement for piano majors after freshman year.

### Bachelor of Music with a Major in Theory/Composition

This program is designed for students who wish to pursue studies in the analytical and creative sides of the music discipline. It includes the Integrated Curriculum requirements, the music core and additional courses in music theory, composition, history, literature and related fields. This degree includes a senior project as a capstone experience: usually either a recital of new works (for composers) or a major analytical paper (for theorists).



**Music Core**

Concert Attendance: MUS 100 each term, with or without credit

Music Theory: MUS 135, 136, 235, 236

Music History: MUS 343, 344

MUS 492 Independent Study and Research (*senior capstone project—composition recital for composers*)

Applied music: six terms for credit on major instrument or voice

Band, Orchestra or Choir: one each term, with or without credit on major instrument or voice

Jazz Band I may count as one of the major performing ensembles after four terms of Choir, Concert Band or Orchestra have been fulfilled, except for music education majors. Guitar majors may select classical guitar ensemble to fulfill this requirement. See specific degree programs for ensemble requirements.

**Theory/Composition Courses**

AMC 100/300 Composition Seminar (*must be taken concurrently with all AMC and AML lessons*)

AMC 202/302 Composition (*three terms for credit*)

AMC 222-322 Film Scoring

AMC 242-342 Song Writing

MUS 290 Digital Music I

MUS 335 Orchestration and Arranging

*Three terms of applied lessons from:*

AMA 202-302 Arranging and Scoring

AMC 202-302 Composition

AML 202-302 Digital Music

*Two courses from:*

MUS 395 Special Studies in Music Theory

MUS 396 Special Studies in Music History

*(MUS 395 may be taken more than once as tonal analysis, post-tonal analysis or counterpoint)*

**Cognate Courses**

MUS 369 Conducting I

*One (1.00) or two (.50 credits) from:*

BID 301 Psychology of Music

PHL 309 Philosophy of Art

MUS 251 Woodwind Techniques

MUS 252 Percussion Techniques

MUS 253 Vocal Techniques

MUS 254 Brass Techniques

MUS 255 String Techniques

*One elective course chosen from:*

MUS 120 Jazz Fundamentals I

MUS 215 Music in the Christian Church

MUS 291 Digital Music II

MUS 310 Varieties of World Music

MUS 318 Jazz: A History and Analysis

MUS 350 Jazz Arranging I

### Bachelor of Music with a Major in Jazz Studies

Elmhurst's bachelor of music degree in jazz studies provides great preparation for a career in jazz or commercial music. The program offers a wealth of instructional resources, including coursework in improvisation, jazz history and theory; applied jazz lessons; and an abundance of performing experience, both in small combos and in large ensembles.

#### Music Courses

Concert Attendance: MUS 100 each term, with or without credit  
 Music Theory: MUS 135, 136, 235, 236  
 Music History: MUS 343, 344  
 Music Business: MUS 330  
 Music Education: MUS 369

#### Jazz Studies Courses

MUS 120 Jazz Fundamentals I  
 MUS 121 Jazz Fundamentals II  
 MUS 223 Jazz Keyboard Fundamentals  
 MUS 290 Digital Music I  
 MUS 318 Jazz: A History and Analysis  
 MUS 325 Rhythm Section Fundamentals  
 MUS 350 Jazz Arranging I  
 MUS 430 Jazz Improvisation I  
 MUS 431 Jazz Improvisation II

#### Applied Music

Classical study for credit: two terms on major instrument or voice  
 Applied Jazz Study for credit: six terms on major instrument or voice  
 Applied Jazz Piano: two terms (*noncredit to 1.0 credit*)  
 Band, Choir or Orchestra: four terms on major instrument or voice  
 Large Jazz Ensemble: each term enrolled, up to six (large ensemble defined as Jazz Band, Vocal Jazz Ensemble, Jazz Guitar Ensemble)

For jazz studies majors, Jazz Band II, Vocal Jazz I, Vocal Jazz II and Gretsch Guitar Ensemble may count as a major performing ensemble after four terms of Choir, Concert Band or Orchestra have been fulfilled. Guitar majors may select classical guitar ensemble to fulfill this requirement. See specific degree programs for ensemble requirements.

Jazz Combo: minimum of four terms  
 Senior Recital (*Junior Recital optional*)

#### Major in Musical Theatre

See description under Department of Communication Arts and Sciences in this catalog.

### Minor in Music

Students planning to minor in music must meet the following requirements: Four classroom courses including MUS 135, 136, 343 or 344 and one other course; Four terms in a performance group, at least two of which are in Elmhurst College performance groups; and

Three terms of applied music credit, either in the same applied specialty or split with two terms in one and the third term in another specialty.

Furthermore, one-half of the total courses listed for the minor above must be earned at Elmhurst College.

### Minor in Jazz Studies

The minor in jazz studies is designed for students who wish to pursue a program of study in jazz and commercial music in addition to their primary area of study. This program creates the theoretical foundation necessary to be proficient in the study and performance of jazz and related commercial music. The art of improvisation is a major component of the music, and the study of it is essential to understanding the music. Students in this program will be educated in such a way that they may create a living for themselves in the world of jazz and commercial music.

Students planning to minor in jazz studies must meet the following requirements:

- Four classroom courses including: MUS 120, 121, 430 and total 1.0 credits of the following: MUS 318 (*1.0 credit*), MUS 223 (*.5 credit*), MUS 325 (*.5 credit*), MUS 350 (*1.00 credit*), MUS 431 (*1.00 credit*);
- Four terms in a jazz combo (*non-credit to 2.00 credits*); and
- Three terms in a large jazz ensemble (*non-credit to .75 credit*)
- AMJ 202-302 (*1.00 credit*)

### Minor in Music Production

The music production minor is a sequence of courses designed: 1) as an examination of the role served by current recording, editing and production technology in the contemporary music industry; 2) to prepare students for employment in the music industry in various capacities, including arranger, media composer, sound recordist and editor, contractor, publisher and producer; 3) as an additive utility for students pursuing a major program in music; and 4) as a program of study that is useful to students of other disciplines, such as computer science, media arts and more. Students planning to minor in music production must take the following courses: MUS 290, 291, 332 and 333.

### Minor in Composition

The minor in composition is designed for music majors who wish to pursue studies in the analytical and creative aspects of music while maintaining a primary focus in another music discipline. The minor in composition for music majors is awarded to students who have completed the required courses and additional requirements for one of these degrees: B.A. in Music, B.M. in Music Education, B.M. in Jazz Studies, B.M. in Performance, B.S. or B.M. in Music Business, or B.A. in Musical Theatre.

#### Composition minors will also complete the following courses:

AMC 100/300 Composition Seminar (concurrent with AMC and AML applied lessons)	MUS 335 Orchestration and Arranging MUS 395 Special Studies in Music Theory
AMC 202-302 Applied Music Composition	MUS 492 Independent Study and Research: Capstone Composition Recital (.50 credit)

#### One of the following:

AMA 202-302 Arranging	AMC 202-302 Composition
AMC 222-322 Film Scoring	AML 202-302 Digital Music
AMC 242-342 Songwriting	

### Certificate in Music Performance

The certificate in music performance at Elmhurst College recognizes superior ability and achievement in performance. It is not a degree program, nor does it substitute for a degree. It is awarded to students who have met the following requirements:

1. The student must have a minimum of 16 term hours of study for credit in the applied specialty.
2. Written application for the performance certificate must be submitted to the department chair. The student must pass a qualifying audition before a faculty committee composed of the student's applied instructor and two other music department faculty members. Application and audition must be completed by the end of the sophomore year. The committee will supervise the candidate's progress. Transfer students who are juniors or seniors must apply and audition by the end of their first term at Elmhurst College.
3. The candidate must present two full recitals or one full recital plus equivalent major performance(s). The committee must approve and attend each performance. Successful audition for the certificate under requirement two, listed above, constitutes permission to perform these recitals.

4. The candidate must complete two terms of chamber music or accompanying, as approved by the committee.

### **Certificate in Piano Pedagogy**

The certificate in piano pedagogy has been designed for those who wish to prepare for private piano teaching. Candidates may pursue the certificate within the context of a bachelor's program offered at Elmhurst College or as a separate credential. Requirements seek to certify a candidate's competence as a teacher in both group and private settings, as well as to provide a foundation of piano study that assures a sustainable level of performance. Individuals interested in pursuing this certificate should make their intention known in writing to the music department chair. Courses specific to this certificate are listed under "Certificate Studies." The certificate in piano pedagogy is awarded to students who have met the following requirements:

1. Completion of the courses and requirements for the minor in music;
2. Completion of AME 202 Piano Pedagogy I, AME 302 Piano Pedagogy II, AME 401 and 402 Supervised Teaching; and
3. Performance in at least three general student recitals (a major performance may substitute for one or more of these with permission).

### **Minor in Religious Studies and Church Music for Music Majors**

The Department of Music and Department of Religious Studies have joined together to offer a linked program of study for students who want to serve the church through music and theology. Requirements seek to provide a candidate with a breadth of study in music and theology, as well as provide a foundation in one of the areas of the College's applied music program that assures a sustainable level of musical expertise. Individuals interested in pursuing this minor should make their intentions known in writing to the chairs of the music and religious studies departments. The minor in religious studies and church music for music majors is awarded to students who have met the following requirements:

### **Completion of the courses and requirements for the B.A. in Music**

#### **Completion of the following courses:**

REL 200 Biblical Studies and Contemporary Issues	MUS 215 Music in the Christian Church
REL 320 The Emergence of Christian Thought	MUS 369 Conducting I (.50 credit)
REL 321 Modern and Contemporary Christian Thought	MUS 492 Independent Study and Research: Church Music Field Work

Additional coursework in religious studies, conducting and orchestration is encouraged.

### **Course Offerings**

*One unit of credit equals four semester hours.*

#### **AMC 100/300 Theory/Composition Seminar**

Composition majors and minors are required to take AMC 100 or 300 while enrolled in applied composition lessons. Students will present their work for discussion/feedback while becoming familiar with contemporary composers and their composition techniques, forms, and aesthetic issues confronted in modern music. Class meets once a week for an hour throughout the term. *AMC 300 is for students with junior academic standing and above.*

#### **AMC 222/322 Film Scoring**

*.50 credit*

#### **AMC 242/342 Songwriting**

*.50 credit*

#### **AME 301 Piano Pedagogy I**

Study of methods and materials for teaching beginning, elementary piano. Psychology of teaching and learning piano as well as group dynamics are studied. *Fall Term.*

#### **AME 302 Piano Pedagogy II**

Study of methods and materials for teaching intermediate and advanced piano. Development of technical and theoretical outlines for teaching and adult methodologies. *Prerequisite: AME 301 or consent of instructor. Spring Term.*

#### **AME 351 Performance Technique and Pedagogy II**

*.50 credit*

Advanced pedagogy in brass, woodwinds, guitar and percussion. Enrollment section is determined by major instrument.

#### **AME 401 Supervised Teaching**

#### **AME 402 Supervised Teaching**

**AMU 202/302, AMU 011 Applied Music Performance**

Performance seminar provides an opportunity for students to perform on their major instrument or voice for faculty, peers and guests as well as study additional topics and repertoire unique to their major instrument or voice. To be taken in conjunction with applied music lessons.

**MUS 100 Concert Attendance**

*.25 credit*

All music majors are required to attend at least eight music department concerts each term. To satisfy the department's recital attendance requirement, all music majors must enroll in and successfully complete the recital attendance course every term of full-time enrollment as a music major. *This course is repeatable and can be taken for credit or non-credit. Specific information about recitals, concerts, attendance verification, etc., will be discussed at the fall orientation session for music majors and can be found in the Music Department Handbook.*

**MUS 120 Jazz Fundamentals I**

Fundamental development of the terminology and skills necessary to be competent in jazz and commercial music. Topics include understanding the jazz language and vocabulary, basic chord construction, scales and modes in both major and minor. Required of all jazz studies majors. *Fall Term.*

**MUS 121 Jazz Fundamentals II**

Continuation of MUS 120. Theory topics progress to polychord nomenclature, symmetrical scales, pentatonic scales and blues scales. Rhythmic skills and transcription strategies are also addressed. *Prerequisite: MUS 120 or consent of instructor. Spring Term.*

**MUS 135 Theory I**

Study of dimensions of music from aesthetics and acoustics to pitch, melody, harmony, rhythm, timbre and form. Fundamental terminology and skills are developed for each dimension. Basic vocabulary of music; reading of musical rhythms and pitches; exercises in counterpoint, part writing and elementary composition; rhythmic, melodic and harmonic dictation; keyboard exercises; and analytical concepts and techniques. Required of all music majors. *Prerequisite: consent of instructor. Fall Term.*

**MUS 136 Theory II**

Continuation of MUS 135. Analytical approaches to the music of the Renaissance, the Baroque and other periods illuminate the development of tonal harmony and its related terminology. Keyboard, dictation and composition

assignments systematically reinforce the analytical studies, with an eye to developing mastery of tonal theory. Required of all music majors. *Prerequisite: MUS 135 or equivalent. Spring Term.*

#### **MUS 150 Introduction to Music Education**

The study of principles and procedures for teaching music. An overview of historical, philosophical and psychological foundations of music education. Examination of aesthetics, program development, methods of teaching, administration, supervision and evaluation. Emphasis in two areas: music teaching and learning practices; and the music teacher's participation in school systems at all educational levels. Recommended for first-year music education majors. *Spring Term.*

#### **MUS 172 Varsity Strings**

*.25 credit or non-credit*

Varsity Strings is for students who wish to gain additional orchestral experience and for students who desire to build proficiency on a secondary instrument. The Varsity Strings perform a concert each term. *Prerequisite: MUS 255 or consent of the instructor, Susan Blaese. Repeatable.*

#### **MUS 178 Varsity Band**

*.25 credit or non-credit*

Varsity Band is for students who wish to gain additional band experience and/or music education majors who desire to build proficiency on a secondary instrument. The band performs a concert each term. *Prerequisites: audition and consent of the instructor. Repeatable.*

#### **MUS 184 Choral Union**

*.25 credit or non-credit*

Study and public performance of oratorio literature. Two major performances each year. Does not normally fulfill the music major ensemble requirement. Open to all with an audition. *Repeatable.*

#### **MUS 212 Music in Western Culture**

Development of skills in listening to music. No background in music is needed. Following an introduction to the elements of music, music literature in historical perspective is presented with a view toward awakening critical abilities helpful in understanding and enjoying music. Attendance at concert performances is required.



**MUS 215 Music in the Christian Church**

A study of Christian theology as embodied in the worship and music traditions of North American churches. Examination of a broad range of historic worship practices as a means to understand and appreciate different religious traditions within the church. Exploration of contemporary church issues, including multicultural influences. Open to all students.

**MUS 218 The Making of Jazz**

A detailed study of jazz from two perspectives: history and listening. The historical perspective will include a study of important eras from New Orleans Dixieland to fusion, with special attention given to important figures such as Louis Armstrong, Duke Ellington, Charlie Parker and Miles Davis. Listening strategies will focus on the examination of important jazz elements such as improvisation and form. No musical background is required.

**MUS 221 Functional Class Piano I**

*.50 credit*

Class piano for students who have had little or no keyboard instruction. Emphasis on harmonizing melodies, transposing, sight reading and other skills useful in classroom music teaching. Class size limited. *Fall Term.*

**MUS 222 Functional Class Piano II**

*.50 credit*

Class piano approach. Skills include a survey of MUS 221 Functional Piano I course content, accompanying, score reading, ensemble playing and advanced transposition and sight reading. Class size limited. Completion satisfies the Keyboard Proficiency requirement. *Prerequisite: MUS 221 or consent of instructor. Spring Term.*

**MUS 223 Jazz Keyboard Fundamentals**

*.50 credit*

Keyboard realization of jazz harmony with idiomatic voicings. Area studies include: block chording, advanced diatonic chords and foundational progressions in multiple keys. *Prerequisites: MUS 221 and 222 or completion of piano proficiency exam. Spring Term.*

**MUS 235 Theory III**

Continuation of MUS 136. Detailed study of the expansions of the tonal system achieved in the 18th and 19th centuries. Chromatic harmony, including modulation to distant keys as well as augmented sixth, Neapolitan and altered

chords. Keyboard, dictation and composition assignments appropriate to the subject matter. Required of all music majors. *Prerequisite: MUS 136 or equivalent. Fall Term.*

#### **MUS 236 Theory IV**

Continuation of MUS 235. Broad-ranging studies of the compositional, aesthetic and theoretical developments of the late 19th and 20th centuries including tonal ambiguity, expansions and negations of traditional tonality and reorganizations of all musical dimensions. During the latter part of the term, each student is required to compose a work for public performance. Required of all music majors. *Prerequisite: MUS 235 or equivalent. Spring Term.*

#### **MUS 246 Women's Chorus**

*.25 credit or non-credit*

Study and performance of choral literature from a variety of historical periods. Emphasis is placed on vocal technique for the female voice and vocal pedagogy. This group performs on and off campus. *Prerequisites: audition and consent of the instructor. Repeatable.*

#### **MUS 250 Guitar Techniques**

*.50 credit*

Basic teaching pedagogy in acoustic guitar. Class size limited. *Fall Term.*

#### **MUS 251 Woodwind Techniques**

*.50 credit*

Basic teaching pedagogy in flute, clarinet, oboe, bassoon and saxophone for instruction in elementary and secondary schools. *Fall Term.*

#### **MUS 252 Percussion Techniques**

*.50 credit*

Basic teaching pedagogy in snare drum, bass drum, cymbals, timpani, mallets and trap percussion instruments for instruction in elementary and secondary schools. Class size limited. *Prerequisite: MUS 136 or consent of instructor. January Term.*

#### **MUS 253 Vocal Techniques**

*.50 credit*

Basic teaching pedagogy in voice including chamber singing, vocal jazz techniques and improvisation for instruction in elementary and secondary schools. Class size limited. *Fall Term.*

**MUS 254 Brass Techniques and Pedagogy I**

*.50 credit*

Basic teaching pedagogy in trumpet, horn, trombone, baritone and tuba for instruction in elementary and secondary schools. Class size limited.

*Prerequisite: MUS 136 or consent of instructor. January Term.*

**MUS 255 String Techniques and Pedagogy I**

*.50 credit*

Basic teaching pedagogy in violin, viola, cello and double bass for instruction in elementary and secondary schools. Class size limited. *Prerequisite: MUS 136 or consent of instructor. Spring Term.*

**MUS 256 Jazz Techniques**

*.50 credit*

Basic teaching pedagogy in the area of jazz. Techniques addressed include jazz band, combos, rehearsal strategies, improvisation, jazz theory, equipment and literature. *Fall Term 2016.*

**MUS 257 Vocal Jazz and Show Choir Techniques**

*.50 credit*

Basic teaching pedagogy in choral music including techniques for vocal jazz and show choir. Emphasis will be for the middle and high school choral director. Additional work with vocal jazz/show choir instrumental combos will be addressed. *Fall Term.*

**MUS 258 Technology for Music Educators**

*.25 credit*

Hands-on introduction to music and multimedia software used by music educators. Exposure to software programs used for music notation, CAI (computer-assisted instruction), multimedia authoring, presentations, email, Internet exploration and web page development. Emphasis on technology as a set of tools that support educational goals. *Prerequisite: MUS 136 or consent of instructor. Spring Term.*

**MUS 259 Licensure Review for Music Educators**

*.50 credit*

Overview of music theory and history concepts for students taking the State Teacher Licensure Exam in Music. *Prerequisites: MUS 236 and MUS 344 or consent of instructor. Summer Term.*

**MUS 260 Marching Band Techniques**

*.50 credit*

Basic teaching pedagogy in the area of marching band. Techniques addressed include designing drills, equipment, rehearsal strategies, computer design, related areas and literature. *Fall Term.*

**MUS 267/367/467 Opera Scenes**

This performance-oriented class is designed to increase basic knowledge and methods of preparation for stage performance of scenes from operas.

*Prerequisite: AMV 102 or permission of instructor.*

**MUS 278 Symphonic Band**

*.25 credit or non-credit*

The Symphonic Band maintains full concert band instrumentation for the study and performance of standard and contemporary band repertoire. The band performs two to three concerts per term and tours each term. Fulfills music major ensemble requirement. *Prerequisites: audition and consent of the instructor. Repeatable.*

**MUS 286 Jazz Lab Band**

*.25 credit or non-credit*

Repertoire is drawn from contemporary big band literature. Provides jazz performance opportunities for both jazz studies majors and majors in other disciplines. Fulfills the music major ensemble requirement for jazz studies majors after four terms of choir, concert band or orchestra have been fulfilled. *Prerequisites: audition and consent of instructor. Repeatable.*

**MUS 288 Vocal Jazz Ensemble, "Blue"**

*.25 credit or non-credit*

Study and performance of vocal jazz literature in a small educational jazz ensemble. Does not fulfill music major performance requirement. *Prerequisites: audition and consent of instructor. Repeatable.*

**MUS 290 Digital Music I**

An exploration of MIDI, audio processing, drum machines, virtual controllers, digital synthesis and signal processing. Development of skills in MIDI event entry, audio editing and processing, arranging and mixing. Topics of discussion to include sampling, sequencing, and musical composition and notation. *Fall Term.*

**MUS 291 Digital Music II**

An exploration of tactile surfaces, virtual controllers, time compression-expansion, pitch correction, digital synthesis and signal processing. Development of skills in MIDI programming, audio editing, arranging, film scoring and mix automation. Topics of discussion to include interactive audio as applied to the Internet, presentations, video games and mobile media. For all levels. *Prerequisite:* MUS 290 or consent of the instructor. Spring Term.

**MUS 301 Jazz and Ethnic Percussion I**

.50 credit

A survey of jazz percussion, its history and relevance in music as well as its reaching influence. Ethnic percussion will also be discussed with sections on music from Brazil, Cuba, Africa and India. Performance on a regular basis in class.

**MUS 302 Jazz and Ethnic Percussion II**

.50 credit

A continuing survey of jazz percussion, its history and relevance in music as well as its reaching influence. Ethnic percussion will also be discussed with sections on music from Brazil, Cuba, Africa and India. Performance on a regular basis in class.

**MUS 305 West Meets East**

This course offers exciting encounters between the classical traditions of India and the West. Students will learn about Indian classical music and the current music scene in Chennai, India; perform Western orchestral works for Indian audiences; and interact with Indian musicians in multiple contexts. Whenever possible, renowned Indian musicians and scholars will provide workshops and lectures/demonstrations on the history and practice of Indian music. To hear Carnatic music at its finest, students will experience The Season, the world's largest music festival. Student concerts will include performances with church choirs and other musicians, and visits to Madras University and K.M. Music Conservatory will afford interactions with Indian music students.

**MUS 306 Fingerboard Harmony I**

A survey of harmonic vocabulary on the guitar fingerboard, primarily in three voices. Harmonic analysis of selected literature and development of student-written solo or ensemble guitar arrangements will also be explored. All guitarists, regardless of style, will find the materials insightful and relevant.

**MUS 307 Fingerboard Harmony II**

A continuing survey of harmonic vocabulary on the guitar fingerboard, primarily in three voices. Harmonic analysis of selected literature and development of student-written solo or ensemble guitar arrangements will also be explored. All guitarists, regardless of style, will find the materials insightful and relevant.

**MUS 310 Varieties of World Music**

Aspects of non-Western music cultures, such as West African and North Indian, are studied and compared to aspects of Western music culture. Emphasis on listening and developing the ability to recognize and appreciate musical expressions of each culture. The tools and perspectives of ethnomusicology are introduced. Meets the non-Western culture requirement for state general education licensure. \$40.00 lab fee is required. *No prerequisite.*

**MUS 312 Concerts for Credit**

Development of capacities for listening to music through guided independent study. Concert attendance, lectures and writing assignments provide a basis for the appreciation of music as an art form. Students predetermine course grades by contracting with the instructor. Limited class meetings. *Prerequisite: sophomore standing.*

**MUS 314 History of Musical Theatre**

See *THE 314*.

**MUS 318 Jazz: A History and Analysis**

A detailed study of jazz from two perspectives: history and analysis by instrument. The historical perspective will include a study of important eras from New Orleans Dixieland to fusion, with special attention given to important figures such as Louis Armstrong, Duke Ellington, Charlie Parker and Miles Davis. Analysis will focus on the examination of important traditions relative to the key musical instruments in jazz.

**MUS 320 Performance History and Literature I**

*.50 credit*

A survey of the performance literature for the student's major instrument from the 15th through the 20th century, with emphasis on composers, performers and cultural aspects that contributed to the creation of the works. The timeline division between MUS 320 and MUS 321 will be determined by the instructor of each instrument. MUS 320 and MUS 321 need not be taken in sequence.

**MUS 321 Performance History and Literature II**

*.50 credit*

A survey of the performance literature for the student's major instrument from the 15th through the 20th century, with emphasis on composers, performers and cultural aspects that contributed to the creation of the works. The timeline division between MUS 320 and MUS 321 will be determined by the instructor of each instrument. MUS 320 and MUS 321 need not be taken in sequence.

**MUS 325 Rhythm Section Fundamentals**

*.50 credit*

A detailed study of the jazz rhythm section, including how it interacts and functions in performance. Topics addressed will include the role of the drums, the bass, the piano and the guitar. Also how this group of instruments works together as a section. Required of all jazz studies majors. Highly recommended for music education majors. *Prerequisites: MUS 120 and 121 or consent of instructor. Fall Term.*

**MUS 330 Principles and Procedures in Music Business**

The study of principles and procedures providing a background for work in the music industry. Many phases of music business are explored, including publishing, music licensing, copyright law, music merchandising, music in advertising and others. Special attention is given to self-evaluation and the examination of the many careers in the music field. *Prerequisite: MUS 136. Fall Term.*

**MUS 331 Advanced Studies in Music Business**

A detailed analysis of key topics in music business. Areas examined include: arts administration, film music, record companies, talent management, advanced legal aspects, print publishing and digital music. *Prerequisite: MUS 330. Spring Term.*

**MUS 332 Production of Sound Recordings**

A study of the techniques and principles involved in producing and marketing a recorded product. Half of the course concentrates on acoustic theory and audio technology and includes hands-on utility in the Gretsch Recording Studio. The second half investigates administrative aspects related to the production and sale of the recorded product: licensing, contracts, record company operations, promotion and merchandising. Students work to produce a sound recording as a final project. *Spring Term.*

**MUS 333 Audio Engineering**

A detailed investigation of the principles, techniques and technology used in audio production. Subjects include basic acoustics, microphone techniques, equipment maintenance, multi-track theory, mixing, signal processing and digital mastering. Students utilize the Gretsch Recording Studio in producing projects. *Prerequisite: MUS 332 or consent of the instructor. Fall Term.*

**MUS 335 Orchestration and Arranging**

A detailed investigation of modern instruments together with a practical study of the art of scoring and arranging for ensembles, including orchestra, band, jazz band and various small ensembles. Instrument studies and analysis of scores for diverse ensembles prepare students to write original compositions. MIDI software, used to create and play back scores, allows students to hear their arrangements. Live performance of some scores. *Prerequisite: MUS 136 or consent of the instructor. Spring Term.*

**MUS 336 String Improvisation for Educators**

*.50 credit*

The purpose of this course is to provide current music educators an opportunity to learn string improvisation techniques utilizing fiddling, rock, pop and jazz styles, and to provide undergraduate students a working knowledge of improvisation. Performance and pedagogical techniques will be taught, and literature appropriate for various levels of school string ensembles will be explored. An intermediate to advanced playing level on a string instrument is required. *Spring Term.*

**MUS 343 History and Literature of Music I**

The evolution of musical styles from the earliest times of Western music through the compositions of the Baroque era. Extensive use of scores, recordings and written reports. Introduction to music research. Required of all music majors. *Prerequisite: MUS 136 or consent of the instructor. Fall Term.*

**MUS 344 History and Literature of Music II**

Musical styles from the early classical era to contemporary times. Required of all music majors. *Prerequisite: MUS 235 or consent of instructor. Spring Term.*

**MUS 348 Chamber Singers**

*.25 credit or non-credit*

Study and performance of advanced choral literature. Emphasis on a capella singing. Does not fulfill the music major ensemble requirement. This group performs on and off campus. *Prerequisites: audition and consent of the instructor. Repeatable.*



**MUS 350 Jazz Arranging I**

Introductory class in the area of jazz orchestration. Topics addressed will include melodic paraphrase, two-part harmonization, countermelody, four-note close position voicings, harmonization of non-harmonic tones, four-note open position voicings, three-note voicings, accompaniment devices, rhythm section writing and small ensemble arranging. *Prerequisites: MUS 120, MUS 121 and consent of the instructor. Fall Term.*

**MUS 351 Jazz Arranging II**

Advanced class in the area of jazz orchestration. Topics addressed will include sax section solis, brass section solis, four and five note chord brass section writing, six and seven chord brass section writing, integrating the sax section into brass section voicings, writing the sax section against the brass section, and large ensemble writing. *Prerequisites: MUS 350 and consent of the instructor. Spring Term.*

**MUS 353 Diction for Singers and Music Education Majors**

*.50 credit*

For all music education majors and singers. The course will focus on the International Phonetic Alphabet (IPA) as an aid in learning accurate pronunciation of Latin, Italian and German solo and choral works. The class will include written phonetic transcriptions, spoken exercises and in-class performances of works in-progress. *Spring Term.*

**MUS 354 Vocal Arts Literature**

*.50 credit*

This course will introduce students to the vocal arts by studying the history and the performance of vocal literature. The course will integrate the knowledge, perspective and values of life as seen through the eyes of 18th–20th century poets and musicians from various cultures. *Prerequisite: AMV 101 or consent of the instructor. Spring Term.*

**MUS 362 Instrumental and Choral Ensembles**

A comprehensive approach to instrumental and choral ensemble programs in schools prefaced by a professional dialogue for public school teaching. Materials and methods for beginning, intermediate and advanced ensembles will be explored, as well as techniques for teaching diverse students, differentiating instruction and creating a positive learning environment. *Prerequisite: MUS 150; MUS 362 is recommended during the Fall Term prior to student teaching. Fall Term.*

**MUS 364 Gretsch Guitar Ensemble**

*.25 credit or non credit*

The Gretsch Electric Guitar Ensemble performs advanced works (with a variety of rhythmic styles, time signatures and harmonies) by musicians such as Bill Frisell, Pat Metheny, Frank Zappa and other contemporary composers. The group, which is open by audition, includes five guitarists and a rhythm section.

**MUS 366 Teaching of K-12 Classroom Music**

A survey of the fundamentals of music reading, listening and composing, with special reference to teaching methods and materials for both elementary and secondary school students. Exploration of activities from Orff, Kodaly and Dalcroze and their application in the music classroom. Current trends in music education and teaching strategies for multicultural music, special education and children at risk are examined. General and music appreciation in both the elementary and the secondary school are included. *Fall Term.*

**MUS 369 Conducting I**

*.50 credit*

A beginning approach to both choral and instrumental conducting including basic skills in baton technique, score reading and rehearsal techniques. Students study and program professional literature as well as participate extensively with class recordings.

**MUS 370 Conducting II**

*.50 credit*

An advanced course highlighting difficult levels of instrumental and choral score analysis, transposition, ear training and musical motor skills. *Spring Term.*

**MUS 372 Philharmonic Orchestra**

*.25 credit or non-credit*

The Philharmonic Orchestra is an ensemble that provides string, woodwind, brass and percussion players the opportunity to perform in an orchestra setting. Standard and contemporary literature from the orchestral repertoire is performed. This ensemble performs formal concerts both on and off campus and is open to all students and community members. Fulfills music major ensemble requirement. *Prerequisites: audition and consent of the instructor, Joanne May. Repeatable.*

**MUS 374 Percussion Ensemble**

*.25 credit or non-credit*

Study and performance of literature for percussion instruments. Does not fulfill music major ensemble requirement. Prerequisite: consent of instructor. *Repeatable.*

**MUS 376 Concert Choir**

*.25 credit or non-credit*

Study and public performance of all styles of choral literature. Fulfills music major ensemble requirement. *Prerequisites: audition and consent of instructor. Repeatable.*

**MUS 378 Wind Ensemble**

*.25 credit or non-credit*

The Wind Ensemble is composed of members who have attained the highest level of proficiency on their instruments. Performing suitable repertoire, the ensemble performs two to three concerts and a tour each term. Fulfills music major ensemble requirement. *Prerequisites: audition and consent of the instructor. Repeatable.*

**MUS 386 Jazz Band**

*.25 credit or non-credit*

This group has made numerous tours of both Eastern and Western Europe, twice at the invitation of the U.S. State Department. The band appears frequently with well-known jazz artists such as Dee Dee Bridgewater, Bobby Shew, Patti Austin, Clark Terry and Randy Brecker. The band has also commissioned works from respected jazz composers Bill Holman and Alan Broadbent. Fulfills the music major ensemble requirement after four terms of choir, concert band or orchestra have been fulfilled. *Prerequisites: audition and consent of instructor. Repeatable.*

**MUS 388 Vocal Jazz Ensemble, "Late Night Blues"**

*.25 credit or non-credit*

Study and performance of vocal jazz literature. Does not fulfill music major ensemble requirement. *Prerequisites: audition and consent of instructor. Repeatable.*

**MUS 389 Conducting III**

*.50 credit*

This course provides advanced rehearsal techniques for music education majors and students projecting a career in professional conducting. Allows students to receive pre-student teaching hours as well as professional

development in conducting to directly apply knowledge from previous conducting classes. *Prerequisites: MUS 369, 370 and consent of the instructor. May be repeated for credit.*

#### **MUS 391 Educational Experiences in Australia**

Students who have declared a major in a field of physical education, music education or education will participate in on-site teaching experiences in a comprehensive K-12 school in Australia. Students will attend classes and learn with Australian teachers, exchange ideas about common teaching practices, and educational policy. Students will have the opportunity to stay with Australian families, visit Australian homes, network in an international arena and make lifelong personal and professional friends. Visit world-famous architecture, climb the Sydney Harbor Bridge, and attend a musical performance at the iconic Sydney Opera House. Join us for a unique international educational experience in Australia. Travel in June.

#### **MUS 395 Special Studies in Music Theory**

Detailed investigation of topics of special interest in music theory such as counterpoint or form. May be repeated for credit. *Prerequisite: MUS 235 or consent of instructor. Spring Term.*

#### **MUS 396 Special Studies in Music History**

Detailed investigation of periods or topics of special interest in music history and literature. May be repeated for credit. *Prerequisite: MUS 235 or consent of instructor. Fall Term.*

#### **MUS 430 Jazz Improvisation I**

A study of jazz improvisation based upon daily classroom performance on the student's primary instrument as well as on piano. Areas of focus include ear training, key area identification, scale application, progression and mastery of 12 keys. Blues and basic jazz repertoire will be covered. *Prerequisites: MUS 120, 121 or consent of instructor. Fall Term.*

#### **MUS 431 Jazz Improvisation II**

Continuation of MUS 430. A detailed study of the art of jazz improvisation that includes analysis and daily class performance. Areas of focus to include melody, song form, key area identification and scale application. Melodies studied will include selections from basic jazz repertoire and harmonies that consist of minor key areas and more advanced chord progressions. *Prerequisites: MUS 120, 121, 430 or consent of instructor. Spring Term.*

**MUS 452 Conference Course**

*.50 or 1.00 credit*

Detailed investigation of topics of special interest to members of the class.

*Prerequisites: MUS 235 and MUS 344, which may be taken concurrently, or consent of instructor.*

**MUS 457 Student Teaching in Music**

*2.00 credits*

Full-time placement in both elementary and secondary school districts.

Students may elect instrumental, vocal or general music placements. Upon graduation, students may apply for a special K-12 music (type 10) teaching license for Illinois and most other states. Prerequisites: complete 150 hours of approved clinical experience, pass the keyboard proficiency examination, complete all required music education and education courses with a C or better, have a 2.75 or above grade-point average, pass the State Basic Skills examination, pass the State Music Licensure, apply for student teaching one year prior, be admitted to the Teacher Education Program and be approved for student teaching by the Music Education Faculty Committee and the Teacher Education Committee one term prior.

**MUS 468 Internship**

*1.50 credits*

Controlled, on-the-job experience with participating businesses for senior music business students. May be taken during the regular term with part-time employment of 18 to 20 hours weekly or during the Summer Term with 36 to 40 hours per week. Term project required. Applications should be made early in the term preceding registration. May not be repeated for credit.

*Prerequisites: MUS 330 and consent of instructor.*

**MUS 492/292 Independent Study and Research**

*.50 or 1.00 credits*

Composition, directed reading or further study for music majors who show evidence of mature interest in aspects of music not available in other courses. The subject of the study or research must be approved by the chair of the department. Outstanding written or recorded evidence of the project undertaken must be presented. *Repeatable for credit.*

**MUS 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of music, culminating

in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

### **MUS 536 String Improvisation for Educators**

*.75 credit*

The purpose of this course is to provide current music educators an opportunity to learn string improvisation techniques utilizing fiddling, rock, pop and jazz styles, and to provide undergraduate students a working knowledge of improvisation. Performance and pedagogical techniques will be taught, and literature appropriate for various levels of school string ensembles will be explored. An intermediate to advanced playing level on a string instrument is required. *Summer Term.*

### **PERFORMING ORGANIZATIONS**

The Philharmonic Orchestra, Varsity Strings, Concert Choir, Choral Union, Women's Chorus, Wind Ensemble, Symphonic Band, Varsity Band, Elmhurst College Jazz Band, Late Night Blues and Classical Guitar Ensemble are the major performing organizations at Elmhurst College. They are open to all students by audition. Students who attain membership may receive college credit.

Additional ensembles that are available to students for credit are two electric guitar ensembles, Electric Strings, the Percussion Ensemble, Chamber Singers, Jazz Lab Band, Blue (vocal jazz ensemble), string, woodwind and brass ensembles and jazz combos.

### **Choirs**

Four choirs present concerts on and off campus. Membership is open, through audition, to all students for Chamber Singers, Concert Choir and Women's Chorus. All students and community members may audition for the Choral Union. Auditions are held on the first Monday of Fall Term.

### **Concert Bands**

Three concert bands present formal concerts on and off campus. Membership is open to all students and community members. Auditions are held the first Monday of each term for placement.

## **Orchestras**

The Philharmonic Orchestra and Varsity Strings are dedicated to the study and performance of symphony and chamber orchestra repertoire. Concerts are presented on and off campus. Auditions are held during the first week of classes in the fall of each year. Selection and seating in both groups is the result of auditions.

## **Jazz Bands**

The two jazz bands are dedicated to the study and performance of big band jazz literature. Both groups present concerts on and off campus. Jazz auditions are held in the fall of each year and seating in both groups is the result of those auditions.

## **Vocal Jazz Ensembles**

The Vocal Jazz Ensembles perform a variety of contemporary vocal literature with emphasis placed on vocal jazz. Concerts are presented on and off campus. Membership is open to all majors. Mandatory auditions for placement are held on the first Tuesday of Fall Term.

## **Percussion Ensemble**

The Percussion Ensemble is an organization that plays literature for percussion instruments and presents concerts both on and off campus.

## **APPLIED MUSIC**

A four-year course of applied, private lesson music study is offered to students of Elmhurst College in keyboard, string, wind and percussion instruments, guitar and voice. The choice and use of materials are left to the discretion of the instructors in each area. Term final examinations are performed before a jury of music department faculty. Students are required to perform excerpts from the materials studied.

Students entering with previous musical training are placed at the proper level as determined by audition. Those unable to perform works on the college level may register in the Community Music Department or take college applied lessons in the AMN series (applied music novice). Non-credit lessons will be graded P/NP and have no jury requirement. Music majors are permitted to study secondary fields with credit.

To cover the cost of providing an accompanist on a limited basis, a nominal fee of \$50 will be charged for each applied music course. The faculty of the music department requires all students intending to present solo recitals to pass a jury audition over their proposed programs four weeks in advance of the recital date.

Students registering for applied music courses are required to take a half-hour private lesson per week or its equivalent. Credit is given on the basis of .50 credit per term, except as otherwise noted. Non-credit listings may be repeated. Enrollment for all applied listings is contingent on the consent of the instructor.

### **Piano**

*Linda Camp, Dan Hennel, Soyoung Kee, Barbara Masters, Wendy Unrath*

AMP 011 Non-Credit Piano

AMP 202/302 Credit Piano

Students who choose piano as their applied instrument are required to take at least one term of applied accompanying: AMM 201.

### **Harpsichord**

*David Christiansen*

AMH 011 Non-Credit Harpsichord

AMH 202/302 Credit Harpsichord

Harpsichord instruction is open to students who have previously achieved a measure of competence at the piano or organ.

### **Organ**

*David Christiansen, Barbara Masters*

AMO 011 Non-Credit Organ

AMO 202/302 Credit Organ

Prerequisite to organ study is a competence in the performance of polyphonic keyboard music at the piano, harpsichord or organ.

### **Voice**

*Susan Dennis, Brenda Lualdi, Jennifer Mather, Amy Pickering, Scott Uddenberg*

AMV 011 Non-Credit Voice

AMV 202/302 Credit Voice

### **Voice: Musical Theatre**

*Susan Dennis, Brenda Lualdi, Jennifer Mather, Amy Pickering, Scott Uddenberg*

AMT 011 Non-Credit Musical Theatre Voice

AMT 202/302 Credit Musical Theatre Voice



**Strings: Violin, Viola, Cello, Double Bass and Harp***Remus Badea, Virginia Dixon, Edgar Gabriel, Ken Haebich, Jean Hatmaker, Ai Ishida*

AMS 011 Non-Credit Strings

AMS 202/302 Credit Strings

**Guitar***Wesley Hixson, Steve Svada*

AMG 011 Non-Credit Guitar

AMG 202/302 Credit Guitar

Private instruction in the traditional classic guitar style. Areas of concentration include development of a sound technique, completion of prescribed method books, and memorization and performance of selected solos.

**Woodwinds: Flute, Oboe, Clarinet, Bassoon and Saxophone***Roger Birkeland, Jennie Brown, Gail Crosson, Lara Regan, Dianne Ryan, Jennifer Stucki.*

AMW 011 Non-Credit Woodwinds

AMW 202/302 Credit Woodwinds

**Brasses: Trumpet, Cornet, Horn, Trombone, Euphonium and Tuba***Anna Mayne, Kari Lee, Matt Lee, Cynthia Stark, Tom Stark*

AMB 011 Non-Credit Brass

AMB 202/302 Credit Brass

**Percussion: Drums, Timpani and Mallet Instruments***Robert Rummage*

AMD 011 Non-Credit Percussion

AMD 202/302 Credit Percussion

*Novice: Instruments and Voice* AMN 011 Non-Credit instruction*Non-music major:* AMN 101 Applied Music Novice**Non-Music Major**

Private instruction for students performing at a pre-college level. Recommended for beginning students only. Does not fulfill applied music requirement. Beginning piano students should enroll in MUS 221 Functional Class Piano I.

**Jazz Improvisation**

*Doug Beach, Gayle Bisesi, Frank Caruso, Mark Colby, Carey Deadman, Jeffrey Deutsch, Edgar Gabriel, Tom Garling, Kirk Garrison, Ken Haebich, Mike Pinto, Frank Portolese, Robert Rummage, Mark Streder*

AMJ 011 Non-Credit Jazz Improvisation

AMJ 202/302 Credit Jazz Improvisation

Private and/or class instruction in jazz improvisation. Does not fulfill applied music requirement. *Prerequisite: consent of instructor.*

**Sightsinging/Aural Skills**

*Jeff Deutsch*

AMK 202/302 Sightsinging/Aural Skills

Private instruction in sightsinging, sightreading and aural skills. *Prerequisite: consent of instructor.*

**Accompanying**

*Linda Camp*

AMM 202/302 Accompanying

Instruction in the art of accompaniment. Student assignments and evaluation determined by applied faculty members. *Prerequisite: consent of instructor.*

**Composition**

*David DeVasto, John Dorbauer, Gerhard Guter, Ken Haebich, Mark Harbold, Louis Yoelin*

**AMC 202/302 Composition**

Composition in forms and styles appropriate to level; evaluation based on weekly 30-minute lessons and completion of at least one piece of appropriate length per term. Does not fulfill departmental applied music requirement. No jury required. *Prerequisites: music major or minor, consent of instructor and concurrent registration in or prior completion of MUS 235.*

**AML 202/302 MIDI/Electronic Composition**

Composition in forms and styles appropriate to level. Evaluation based on weekly 30-minute lessons and completion of at least one piece of appropriate length per term. Does not fulfill departmental applied music requirement. No jury required. *Prerequisites: consent of instructor and concurrent registration in or prior completion of MUS 290.*

## Arranging and Scoring

Doug Beach, Carey Deadman, Jeff Deutsch, David DeVasto, Tom Garling, Mark Harbold, Mike Pinto, Mark Streder

### AMA 202/302 Arranging and Scoring

Arranging and scoring for appropriate ensembles; evaluation based on weekly 30-minute lessons; and completion of at least one project of appropriate length per term. Does not fulfill departmental applied music requirement. No jury required. *Prerequisites: consent of instructor and concurrent registration in or prior completion of MUS 236.*

## Jazz Combo

*Doug Beach, Frank Caruso, Mark Colby, Ken Haebich, Dan Hennel, Mike Pinto, Frank Portolese, Robert Rummage, Mark Streder*

AMQ 202/302 Jazz Combo

## Sound Recording

*Mark Streder, John Towner*

AMR 202/302 Sound Recording

*Prerequisite: music major or minor*

## MIDI Recording

*Mark Streder*

AMX 202/302 MIDI Recording

Computer-based MIDI recording. *Prerequisite: music major or music minor.*

## Classical Ensemble

AMY 202/302 Classical Ensemble

Study and performance of classical repertoire in brasses, guitar, strings and woodwinds. *Prerequisite: consent of instructor.*

## Advanced Courses

For students who pursue applied study in excess of eight terms, the following listings are to be used:

Term 9 instr/voice prefix 411

Term 10 instr/voice prefix 412

(Example: Ninth-term piano is AMP 411) The student must inform the music department chair if he or she chooses to take this advanced applied study.

# Nursing and Health Sciences

**T**he Department of Nursing and Health Sciences offers two programs of study in nursing: one program leading to a bachelor of science in nursing degree; the other leading to a master of science in nursing degree. The baccalaureate and master's degree in nursing at Elmhurst College are accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).

## Mission

In keeping with the mission of Elmhurst College, we are a collaborative learning community that educates baccalaureate and graduate students for professional practice, leadership and scholarship who contribute to complex health care systems that serve diverse individuals, families and communities.

## Goals

- Prepare graduates for professional nursing practice in generalist and advanced nursing roles.
- Develop a foundation for graduate and doctoral study in nursing.

## Philosophy

Nursing at Elmhurst College educates students in baccalaureate and master's degree programs for ethical practice and leadership in professional nursing. To accomplish this, the faculty and students are dedicated to creating an educational environment that focuses on:

- Integrating liberal and professional education;
- Using collaborative and active learning strategies among faculty and students;
- Demonstrating ethical professional nursing practice with diverse populations;
- Providing leadership in health care systems that promote safe, quality and cost-effective patient- and family-centered care;

- Engaging in values-driven nursing practice that encompasses altruism, autonomy, human dignity, integrity and social justice; and
- Developing increasingly complex nursing practice competencies.

**Faculty**

Diane Salvador, Executive Director; Barbara Bostelmann, Laura Brennan, Jeanne Burda, Elizabeth Davis, Becky Hulett, Mary T. Johnson, Sarah Katula, Sandra McCormick, Mary Oesterle, Penny Reiss, Kathleen Scanlon, Ruth Schumacher, Mary E. Weyer, Laury Westbury, Dawn Zibricky

**Master of Science in Nursing**

For the graduate nursing program, please refer to the Graduate Study section of this catalog.

**Master's Entry in Nursing Practice**

For the graduate nursing program, please refer to the Graduate Study section of this catalog.

**Bachelor of Science in Nursing**

The bachelor of science with a major in nursing is a professional program that prepares students for practice as a generalist as a registered professional nurse (RN). The bachelor of science degree is the foundation upon which advanced education and practice are based. The baccalaureate nursing program is approved by the Illinois Department of Financial and Professional Regulation.

**Program Learning Outcomes**

- Integrate liberal education and a systems perspective to guide nursing practice.
- Demonstrate leadership in multidisciplinary systems.
- Use a scholarly approach for evidence-based practice.
- Utilize informatics and technology to facilitate safe, quality care delivery.
- Demonstrate knowledge of policy, finance and regulatory environments as influences on the health care system.
- Demonstrate effective communication in professional practice.
- Apply clinical prevention and population-level intervention to optimize health status.
- Adhere to professional values and standards for ethical practice.
- Apply critical-thinking skills in decision making and clinical judgment for optimal care outcomes in generalist nursing practice.

### Admission Requirements

Students interested in nursing will be admitted to Elmhurst College as pre-nursing majors while they work on prerequisite coursework. When a majority of prerequisite coursework is successfully completed, students must apply to the Pre-Licensure Nursing Program. Admission to the nursing major is competitive, and meeting the minimum academic qualifications does not guarantee admission to the nursing program.

To be admitted to the nursing program, students must (1) meet certain health requirements and functional abilities; (2) have the demonstrated ability to engage in diverse, complex and specific experiences essential to the acquisition and practice of essential nursing skills and functions; and (3) have the unique combinations of cognitive, affective, psychomotor, physical and social abilities required to satisfactorily perform these skills and functions. See the *Elmhurst College Pre-Licensure Baccalaureate Nursing Program Student Handbook* for further information on these requirements for admission. This handbook is available on the College's website.

**The following requirements are necessary to be admitted to the upper-division nursing program:**

- A minimum college-level cumulative grade-point average (GPA) of 2.75
- Completion of 10 prerequisite natural science and behavioral science courses with a grade of C or better prior to matriculation to the junior year of the pre-licensure nursing program
- Prerequisite courses: BIO 107, BIO 108, BIO 221, CHM 101, CHM 103, ENG 105, ENG 106, PSY 210, PSY 315, PSY 327, an approved statistics course and one college-level mathematics course
- Students may substitute CHM 123 for both CHM 101 and CHM 103 if the following conditions are met: ACT or 23 or greater, and test into MTH 121 or higher
- A cumulative science GPA of 2.75 or better in the prerequisite science courses
- A grade of C or better in all nursing prerequisite courses
  - Students may repeat a maximum of one (1) science prerequisite and one (1) non-science prerequisite to replace a W or a letter grade with a point value less than 2.00.
- A completed Elmhurst College Pre-Licensure Baccalaureate Nursing Program Application, which includes verification of:
- Review of the Elmhurst College Pre-Licensure Baccalaureate Nursing Program Student Handbook
- Health requirements
- Comprehensive health insurance

- Functional abilities to meet program requirements
- Essential qualifications to meet program requirements
- Truthfulness in application to the nursing program
- A personal statement
- Two letters of recommendation from professors
- A passing score on the nursing admission exam(s)
- A monitored writing sample before or after the admission examination
- A letter of recommendation(s) from the director(s)/dean(s) of all nursing programs previously attended (this applies to those who have completed courses or are currently enrolled in nursing courses)

The deadline for submission of all materials is the first day of Spring Term prior to the Fall Term in which the student wishes to enroll in nursing courses.

### Program Course Requirements

The nursing major includes prerequisite and required support courses. The nursing sequence consists of 14 required NRS courses that incorporate didactic and/or clinical practice: NRS 300, 303, 308, 309, 315, 316, 403, 405, 408, 409, 410, 411, 412 and 414. Students beginning upper-level-division nursing courses in the fall of 2017 will take 321 and 322; 405 will not be required. Students must complete two approved courses in mathematics to fulfill requirements for the B.S. degree.

### Prerequisite Courses for the Nursing Major

ENG 105 Composition I	PSY 210 Introduction to Psychological Science
ENG 106 Composition II	PSY 315 Lifespan Development
BIO 107 Human Anatomy and Physiology I	PSY Abnormal Psychology
BIO 108 Human Anatomy and Physiology II	College-level mathematics course
BIO 221 Microbiology for Health Professionals	MTH 345 Elementary Statistics or
CHM 101 General Chemistry	MTH 346 Statistics for Scientists or
CHM 103 Elementary Organic and Biochemistry	PSY 355 Statistics for Scientific Research

### Elective Courses

A variety of elective courses are available to meet the needs and interests of nursing majors. Nursing majors are encouraged to elect courses in other divisions of the College or to complete a second major or minor in a related or complementary field.

### **Baccalaureate Degree Completion for Registered Nurses**

The Department of Nursing and Health Sciences baccalaureate nursing program offers an option leading to the bachelor of science in nursing degree for registered nurses who are graduates of associate degree nursing programs or hospital schools of nursing. The RN/BSN student must meet the following criteria for admission to the nursing program:

- Official transcripts from all undergraduate institutions attended;
- A minimum of 12 course units (48 semester hours) completed, including courses equivalent to three areas of knowledge in the Elmhurst College Integrated Curriculum and college-level mathematics. Students may submit as many as 16 course units (64 semester hours) of transfer credit;
- A transfer grade-point average of 2.75 or above;
- Completion of courses equivalent to BIO 107, BIO 108 and BIO 221 with a grade of C or better in each course;
- Completion of courses equivalent to ENG 105, PSY 210 and PSY 315 with a grade of C or better in each course; and
- A current, unencumbered license as a registered professional nurse in the state of Illinois.

#### **Nursing Sequence: RN/BSN Student**

The nursing sequence consists of eight required NRS course units that incorporate didactic and/or clinical practice: NRS 320, 323, 406, 413, 415, 416, 420 and 421.

#### **Required Support Courses: RN/BSN Student**

MTH 345 Elementary Statistics or  
MTH 346 Statistics for Scientists or  
PSY 355 Statistics for Scientific  
Research

The student will also complete any remaining Elmhurst College Integrated Curriculum courses not transferred upon admission, and any electives necessary to complete 32 course units (128 semester hours).

#### **Policies for All Students**

The Department of Nursing and Health Sciences baccalaureate nursing program subscribes to the standards set by the Illinois Nurse Practice Act and other published professional nursing standards. Students in the pre-licensure baccalaureate nursing program are accountable for all standards and policies outlined in the *Elmhurst College Pre-Licensure Baccalaureate Nursing Program Student Handbook*. Students in the baccalaureate degree-completion program



for registered nurses are accountable for all standards and policies outlined in the *Baccalaureate Program Student Handbook for Registered Nurses*. Nursing majors who fail to comply with these academic standards and policies are subject to the progressive discipline process outlined in the Handbook, up to and including dismissal from the nursing program.

To graduate with a major in nursing, students must obtain a grade of C or better in all prerequisite, support and nursing courses; maintain an overall grade-point average of at least 2.75; adhere to published professional nursing standards; and maintain the health requirements, functional abilities and unique combinations of cognitive, affective, psychomotor, physical and social abilities required to satisfactorily perform essential nursing functions.

During the clinical nursing sequence, the student must assume financial responsibility for health requirements, immunization, health insurance, transportation to and from clinical agencies, and expenses related to application for professional licensure.

Students will be assessed course fees in laboratory and clinical courses. These fees will be applied to such things as cost of licensure testing preparation, background check and drug testing, clinical equipment and supplies. Other fees may incur as necessary. These fees will be billed by the Office of Student Financial Services. Individual access to an insured car for transportation to clinical and other program related experiences is required.

## **Course Offerings**

### **NRS 300 Health Assessment**

*.75 credit*

Focuses on use of theories, principles and processes to develop skills in interviewing, history taking and physical examination. Relevance of assessment for decision making in the practice of professional nursing is examined. A systematic approach for health assessment of diverse patients across the life span is emphasized. Ethical issues of privacy, confidentiality and cultural sensitivity are addressed. Includes laboratory experience. Lab fees apply. *Prerequisite: admission to the baccalaureate nursing program.*

### **NRS 303 Conceptual Basis of Professional Nursing Practice**

*.50 credit*

Focuses on the conceptual basis for professional nursing. Emphasizes the role of the baccalaureate nurse as a leader, an ethical practitioner and a member of a profession. Introduces frameworks for critical thinking and decision making. Students are introduced to the department's systems framework and have opportunities to discuss the mission, standards and program outcomes. *Prerequisite: admission to baccalaureate nursing program.*

**NRS 308 Foundations for Professional Nursing Practice**

Focuses on theories, principles and processes that are foundational for professional nursing practice. Within a systems framework, basic health needs, safety, comfort, pharmacology and ethical practice are discussed. Basic skills for select nursing interventions are emphasized. Provider of care role, including beginning decision-making and clinical judgment skills, is fostered with experiences in skills laboratory and supervised clinical practicum in varied clinical settings. Lab fees apply. *Prerequisite: admission to the clinical nursing sequence. Pre- or co-requisites: NRS 300, NRS 303 and NRS 321.*

**NRS 309 Adult Health I**

Focuses on theories, principles and processes for adult populations experiencing common health problems within priority areas of care. Emphasis is on nursing care of the older adult. A systems framework is used to discuss clinical prevention and patient-centered care for select chronic care issues, including end of life. Introduces methods for evidence-based decision making to support role of provider of care. Beginning leadership skills and ethical practice in promoting optimal care outcomes in acute and community-based systems are fostered. Includes supervised laboratory experiences and clinical practicum. Lab fees apply. *Prerequisite: NRS 308. Pre- or co-requisites: NRS 300, NRS 303, NRS 321.*

**NRS 315 Adult Health II**

Focuses on theories, principles and processes for care of adults from diverse populations experiencing select acute, chronic and complex health problems. A systems framework facilitates integration of knowledge from previous nursing and science courses. The roles of provider and designer of nursing care are developed. Application of evidence-based methods for use in decision-making support basic leadership skills and ethical practice in promoting optimal outcomes. Includes a supervised clinical practicum in a variety of settings. Lab fees apply. *Prerequisites: NRS 300, NRS 303, NRS 308, NRS 309 and NRS 321.*

**NRS 316 Family Health Nursing I**

Focuses on theories, principles and processes related to care of the child from infancy through adolescence within the context of family. Using a systems framework, delivery of family-focused nursing care emphasizes clinical prevention, health promotion and health restoration. Influences of genetics, environment and social policies on family and child health nursing role are considered. Provider and designer of care roles are developed. Basic leadership skills and ethical practice are fostered in a supervised clinical practicum in a variety of settings. Lab fees apply. *Prerequisites: NRS 315, NRS 322, NRS 408 and NRS 410.*

**NRS 320 Concepts of Professional Nursing Practice**

Focuses on the frameworks, dimensions and the themes of professional nursing practice. Designed for the registered nurse who is pursuing a baccalaureate or master's degree, this course will enable the student to broaden his/her own perspective of the professional nursing role and communicate that role to other members of the health care team. *Prerequisite: admission to RN/BS degree completion option or the RN-MSN entry option.*

**NRS 321 Pathophysiology – Pharmacology I**

*.75 credit*

This course is the first of two courses with integrated content of pathophysiology and pharmacology. Focuses on etiology, pathogenesis, clinical presentation and pharmacotherapy of common disease processes across the life span. Principles of pharmacokinetics and pharmacodynamics are used to discuss major drug classifications, including indications, actions, interactions and side effects. A case study model is used to integrate pathophysiology and pharmacology using current evidence for clinical application. The content will be aligned with the associated clinical courses. *Prerequisite: admission to baccalaureate nursing program.*

**NRS 322 Pathophysiology – Pharmacology II**

*.75 credit*

This course is the second of two courses with integrated content of pathophysiology and pharmacology. Focuses on etiology, pathogenesis, clinical presentation and pharmacotherapy of more complicated disease processes across the life span. Principles of pharmacokinetics and pharmacodynamics are used to discuss major drug classifications, including indications, actions, interactions and side effects. A case study model is used to integrate pathophysiology and pharmacology using current evidence for clinical application. The content will be aligned with the associated clinical courses. *Prerequisite: NRS 300, NRS 303, NRS 308, NRS 309 and NRS 321.*

**NRS 323 Pathophysiology and Pharmacology for Registered Nurses**

Focuses on etiology, pathogenesis, clinical presentation and pharmacotherapy of select exemplars of major disease processes across the life span. Principles of pharmacokinetics and pharmacodynamics are used to discuss major drug classifications associated with the exemplars. Current evidence for clinical application in the workplace is integrated throughout the course. Designed for the registered nurse pursuing a baccalaureate degree. *Prerequisite: admission to RN/BSN degree-completion program.*

**NRS 403 Leadership and Management in Health Care Organizations**

Focuses on theories, principles and processes for organizational leadership and management in professional nursing practice. Provides an overview of organizational systems, health care policies and influence of global health care systems on health care in the United States. The role of the baccalaureate nurse in planning, promoting and evaluating health care quality, safety and effectiveness is examined. Addresses concepts of advocacy, change, finance, delegation, teamwork, conflict, information management and inter-professional practice. *Prerequisites: NRS 315, NRS 322, NRS 408 and NRS 410, or admission to RN/BS degree-completion option.*

**NRS 405 Informatics in Health Care Systems**

*.50 credit*

Focuses on the role of information systems and information management in the health care system. Emphasis is on patient care technology, information systems and communication devices that support quality and safe patient care outcomes. *Prerequisites: NRS 315, NRS 316 and NRS 410.*

**NRS 406 Leadership and Management in Health Care Organizations**

Focuses on theories, principles and processes for organizational leadership and management in professional nursing practice. Provides an overview of organizational systems, health care policies and influence of global health care systems on health care in the United States. The role of the baccalaureate nurse in planning, promoting and evaluating health care quality, safety and effectiveness is examined. Addresses concepts of advocacy, change, finance, delegation, teamwork, conflict, information management and inter-professional practice. Designed for the registered nurse pursuing a baccalaureate degree. *Prerequisites: Admission to RN/BSN degree-completion program.*

**NRS 408 Mental Health**

Focuses on theories, principles and processes related to mental health from early to older adulthood. Using a systems framework, patient-centered care for diverse populations with acute or chronic mental health problems is examined. Professional and legal issues for care of vulnerable populations are examined. Provider, designer and manager-of-care roles in ethical practice are developed. Basic leadership skills are demonstrated through effective communication, self-awareness, group and team participation, and management of care outcomes in a supervised clinical practicum. Lab fees apply. *Prerequisites: NRS 300, NRS 303, NRS 308, NRS 309 and NRS 321.*

**NRS 409 Family Health II: Child Bearing**

Focuses on theories, principles and processes related to reproductive health from early to older adulthood within the context of family. Using a systems framework, family-focused patient-centered care addresses perinatal, women's and men's health. Clinical prevention, genomics and end-of-life issues are examined. Provider, designer and manager-of-care roles in ethical practice with vulnerable populations are developed. Basic leadership skills are demonstrated through values clarification and conflict management in family-centered clinical decision making and management of care outcomes in a supervised clinical practicum in a variety of settings. Lab fees apply. *Prerequisites: NRS 315, NRS 322, NRS 408 and NRS 410.*

**NRS 410 Research and Evidence-Based Practice in Professional Nursing**

*.75 credit*

Focuses on theories and principles for use of research and evidence-based processes in professional nursing practice. Skills in search strategies and critical appraisal are emphasized. The relationship between evidence-based practice and information technology in quality care outcomes is analyzed. *Prerequisites: NRS 300, NRS 303, NRS 308, NRS 309 and NRS 321.*

**NRS 411 Synthesis: Professional Nursing Practice in Complex Systems**

*1.25 credit*

Focuses on synthesis of theories, principles and processes in nursing roles of provider and designer/manager/coordinator of care in complex health care systems. Care for diverse groups of patients with multi-system health problems is addressed. Emphasis is on increasing autonomy and collaborative leadership in inter-professional teams, ethical practice and achievement of safe and quality care outcomes. Includes practice in a supervised clinical practicum. *Prerequisites: NRS 403, NRS 405, NRS 316 and NRS 409 or admission to RN/BS degree completion option.*

**NRS 412 Synthesis: Community and Public Health Nursing**

Focuses on synthesis of theories, principles and processes in the nursing roles of provider and designer/manager/coordinator of care for diverse groups in community systems. Epidemiology, environment, global health and public/social policy are emphasized. Clinical prevention and population health interventions within inter-professional teams support development of increased autonomy, collaborative leadership and ethical practice. Includes practice in a supervised clinical practicum. *Prerequisites: NRS 403, NRS 405, NRS 315, NRS 409 or admission to RN/BS degree completion option.*

**NRS 414 Synthesis: Ethical and Legal Dimensions of Professional Nursing Practice**

*.25 credit*

Focuses on ongoing development of self as a member of the profession of nursing. Issues related to the ethical and legal role of the baccalaureate-prepared professional nurse in the changing health care system are discussed. Emphasis is on accountability for professional and personal behaviors.

*Prerequisites: NRS 403, NRS 405, NRS 408, NRS 409.*

**NRS 420 Evidence-Based Practice and Informatics**

*1.00 credit*

Focuses on the collection, appraisal and dissemination of evidence-based strategies for professional nursing practice. Skills in search strategies, critical appraisal and levels of evidence are examined. Technology to assist critical thinking and presentation in the areas of clinical practice, leadership and scholarship is utilized and evaluated. *Prerequisites: admission to RN/BS degree completion option, MTH 345 or MTH 346 or PSY 355 or equivalent.*

**NRS 421 Policy, Finance and Management Aspects of Clinical Nursing**

Focus is on the role of nursing in the attainment of optimal client outcomes while addressing issues of cost, safety, quality and effectiveness. Strategies for provision of services within changing health care system legislation and workforce requirements will be examined. *Prerequisite: admission to RN/BS degree completion option.*

**NRS 451 Special Topics in Nursing**

*.50 or 1.00 credit*

Topics vary from term to term based upon departmental interests and expertise. *Prerequisite: approval of the executive director.*

**NRS 453 Test-Taking Strategies**

*.25 or .50 credit*

This course focuses on clinical thinking and test-taking skills essential for the NCLEX-RN examination. A case study approach is used, followed by practice examinations. Stress management and test-taking strategies are emphasized. *Repeatable for credit.*

**NRS 456: Perioperative Nursing**

*.50 credit*

Focuses on the intraoperative phase of operating room nursing. This course includes the study of the roles and responsibilities of the perioperative nurse and the patient experiences within the surgical environment. Skills in sterile

technique, basic instrumentation and maintenance of safety within the surgical arena are emphasized. *Prerequisites: NRS 315, NRS 316 and NRS 410.*

**NRS 457: Perioperative Nursing Clinical**

*.50 credit*

This course is the practicum component associated with NRS 456. Focuses on the intraoperative phase of operating room nursing. This course includes the study of the roles and responsibilities of the perioperative nurse and the patient experiences within the surgical environment. Skills in sterile technique, basic instrumentation, and maintenance of safety within the surgical arena are emphasized. *Prerequisites: NRS 456.*

**NRS 468 Internship in Nursing**

*.50 or 1.00 credit*

Provides for special clinical experiences in the last term of the program. This course does not count toward the major, but may be used as elective credit. Lab fees apply. *Prerequisite: approval of the executive director.*

**NRS 492/292 Independent Study**

*.50 or 1.00 credit*

An individualized course designed for nursing majors wishing to pursue an intensive program of reading or research. Format to be determined by the nature of the topic, student ability and the instructor. *Prerequisite: approval of the executive director.*

**NRS 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in a field of nursing, culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the nursing major, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor, the director of the Honors Program and executive director required prior to registration.*

NOTE: The B.S. and the RN to B.S.N. curricula were revised with changes effective fall 2017 for courses in the major. Please see your advisor for the most current plan of study.

# Philosophy

**P**hilosophers like to think about difficult but important questions. What is the best way to live? What is the nature of the mind? Do we have free will? Is the world as it appears? Can we have certain knowledge about anything? Philosophers refuse to accept easy answers to these questions and instead develop techniques of reasoning to construct and evaluate different possible approaches.

All philosophy courses examine the history of attempts to formulate and answer their chosen questions, but the reasoning acuity that philosophy courses build is useful far beyond this. It can be employed to solve any sort of difficult problem; it can also allow one to live a more intelligent, more carefully examined life.

The Department of Philosophy offers courses that satisfy requirements in several categories of the Integrated Curriculum, including Inquiry into Ethics and Justice, Historical Analysis, Fine Arts and Cognitive and Behavioral Sciences. The department also offers courses needed for a major or minor in philosophy and other courses students may wish to select as electives in completing a variety of liberal arts degree programs.

## Faculty

Katrina Sifferd, *Chair*; Russell Ford, William Hirstein

## Major in Philosophy

Students majoring in philosophy must take PHL 106 or 220, 303, 304, 405 and at least three other courses offered by the department. Appropriate related courses offered by other departments can be arranged in consultation with the chair of the philosophy department.

Philosophy can prepare the major for a career in medicine, law, education, computers, psychology, public policy or philosophy itself. Philosophy makes a good second major for those in the sciences, since it broadens their education



with study in a related humanities discipline. The focus on logic, reasoning and argumentation makes philosophy an ideal major for planning to attend law school. Philosophy students score higher than any other humanities majors on the entrance exam for law school and on the Graduate Entrance Exam.

There is also a growing need for philosophers to work as ethicists in hospitals and other medical settings. Psychology majors can add a philosophy major as a way of preparing for graduate study in cognitive science or related fields; philosophy gives one the ability to deal with the difficult conceptual issues involved in understanding the mind.

### **Minor in Philosophy**

Students minoring in philosophy must take five courses in philosophy, including PHL 106 or 220, 303, 304 and two other 300/400-level courses.

### **Course Offerings**

*One unit of credit equals four semester hours.*

#### **PHL 106 Critical Reasoning**

This course provides the fundamentals of reasoning necessary for academic and everyday life. The course will examine informal fallacies, rhetorical devices, induction and deduction, argument analysis, argument construction, the writing process, problem solving and decision making, the scientific method, and traditional syllogistic argument forms to assure that students are well equipped for understanding and formulating arguments concerning crucial issues in their educations and lives.

#### **PHL 210 Introduction to Philosophy**

A critical examination of some of the basic problems of philosophy. Topics of discussion include the nature of reality; of human knowledge; and of moral, aesthetic and religious values.

#### **PHL 220 Formal Logic**

Introduction to the formal study of logical implication. Propositional and first-order logic will be treated in detail. Additional topics will include alternative logics such as modal and deontic logic and selected topics in metalogic.

#### **PHL 260 Philosophy of Education**

A multicultural and critical study of the metaphysical, epistemological, axiological and logical underpinnings of prominent historical and contemporary philosophies of education.

**PHL 300 Neuroethics**

*See BID 300.*

**PHL 303 Ancient Philosophy**

A survey of the philosophical tradition of the Western world from the beginnings among the pre-Socratics, through the classic periods of Greece and Rome.

**PHL 304 Modern Philosophy**

A study of the development of modern systems of philosophical thought, including Continental rationalism, British empiricism, and Kantianism and the idealist tradition.

**PHL 305 Philosophy of Science**

A philosophical examination of the methods of science, including such topics as the nature of scientific explanations, the problem of induction and scientific paradigm shifts. Especially recommended for science majors.

**PHL 306 Ethics**

An analytical and critical examination of classical and contemporary moral theories, supplemented by an examination of selected moral problems. Topics include the principles and methods of both ethical theory and moral choice.

**PHL 309 Philosophy of Art**

Consideration of classical and contemporary theories of the nature of art and the aesthetic experience. Attention to problems inherent in any attempt to understand, interpret and evaluate works of art.

**PHL 310 Business Ethics**

A study of ethical theory as applied to individual and corporate behavior in business as it functions in a complex society.

**PHL 311 Kant**

A close reading of major portions of Kant's philosophical project. Topics to be considered include the nature of knowledge, the essence of human freedom and the powers of imagination.

**PHL 312 Environmental Ethics**

Emphasizes careful thinking about ethical concepts such as right and wrong, justice and injustice, duty and obligation, in relation to environmental concerns: population, pollution, land development, preservation of ecosystems and the rights of animals and future generations.

**PHL 315 Philosophy of Law**

An introductory study regarding the nature of law and legal authority and obligation. Emphasis is placed on naturalist versus positivist theories of law; legal rights (explored via U.S. Supreme Court jurisprudence); and criminal responsibility and punishment. Especially recommended for students planning to apply to law school.

**PHL 316 Ethical Aspects of Health Care**

Application of classical ethical theories to problems encountered in health care fields. Theories of prominent ethical philosophers provide conceptual grounding for discussions of the moral issues confronted in health care.

**PHL 320 Social and Political Philosophy**

A historical and topical orientation to several central problems of social and political philosophy. Topics to be covered include but are not limited to: justice, equality, citizenship, authority, institutions and law.

**PHL 349 Philosophy of Religion**

A critical and constructive examination of basic religious beliefs and concepts such as God (including arguments for the existence of God), faith, immortality and the problem of evil.

**PHL 381 Critical Theories of Pornography**

A critical examination of ethical, political and aesthetic issues raised by pornography. Special attention will be given to debates in contemporary feminist theory, media theory and psychoanalysis. *Prerequisite: junior standing or above.*

**PHL 405 Contemporary Philosophy**

A study of one or several of the main movements in philosophy from the latter half of the 19th century to the present, such as phenomenology, existentialism or analytic philosophy. *Prerequisite: one course in philosophy. Fall Term.*

**PHL 406 Philosophy of Mind and Consciousness**

Is the mind produced by the workings of the brain, or is it more than this? Is the mind like a computer? Do we have free will, or are our choices determined by unconscious brain events? Is your mental life permanently private and accessible only to you? How might the brain produce the mind? What are concepts? How does the human mind achieve the skills needed to speak a language? Will advances in science change the way we speak about our minds? These questions will be addressed by reading current texts and by analytical writing as well as class discussions

**PHL 492/292 Independent Study**

Regular meetings are arranged with the instructor. The topic must be approved by the staff of the department two weeks prior to the beginning of the term. A written report must be submitted at the conclusion of the course. *Repeatable for credit.*

**PHL 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of philosophy, culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

# Physics

**T**he science of physics seeks to comprehend the large number of physical phenomena in the world in terms of a small number of fundamental concepts and principles such as the theories of the gravitational and electromagnetic fields, relativity and quantum mechanics. The study of physics and astronomy can enable a student both to understand our physical environment and to develop the ability to formulate and test hypotheses and reason analytically. These abilities are important in many fields of endeavor.

Physics is an appropriate major for students with career interests in such areas as physics, astronomy, atmospheric science, engineering, materials science and nuclear science as well as medicine and dentistry. It can be a valuable minor or second major for students in such diverse areas as mathematics, chemistry, computer science, biology, geography, economics and business. An interdepartmental major combining any of these areas with physics can be designed to match specific student interests.

All physics majors complete at least one full course of independent study or research during their final four terms. This course gives students the opportunity to draw together the material they have been studying and bring it to bear on a particular project. By working closely with a faculty member on such a project, students learn how to focus their ideas toward a goal while developing skills necessary for more independent work after graduation.

## Faculty

Brian Wilhite, *Chair*; Venkatesh Gopal

## Integrated Curriculum Requirements

The Department of Physics offers several courses that meet the Integrated Curriculum Area of Knowledge requirements. PHY 101 and AST/PHY 212 are specifically intended for non-science students seeking to fulfill the Physi-

cal Science Area of Knowledge requirement. Students with appropriate mathematical backgrounds should elect to take PHY 121 to fulfill this requirement.

### Major in Physics (Bachelor of Arts)

For a bachelor of arts with a major in physics, five courses beyond the basic sequence are required plus one course of independent study or research (PHY 492, 494, or Honors 404). The preferred sequence is as follows:

PHY 121 and 122 General Physics I and II  
 PHY 304 Intermediate Physics  
 PHY 305 Modern Physics of Atoms, Nuclei and Particles  
 MTH 151, 152 and 251 (Calculus I, II and III) and MTH 341 Differential Equations or their equivalent also must be completed.

**Students then complete three of the following courses:**

PHY 311 Analytical Mechanics  
 PHY 312 Electricity and Magnetism  
 PHY 313 Thermodynamics  
 PHY 414 Modern Optics  
 PHY 421 Quantum Mechanics

### Major in Physics (Bachelor of Science)

For a bachelor of science with a major in physics, seven courses beyond the basic sequence are required plus one course of independent study or research (PHY 492, 494, or Honors 404). The preferred sequence is as follows:

PHY 121 and 122 General Physics I and II  
 PHY 304 Intermediate Physics  
 PHY 305 Modern Physics of Atoms, Nuclei and Particles  
 PHY 311 Analytical Mechanics  
 PHY 312 Electricity and Magnetism  
 PHY 313 Thermodynamics

PHY 414 Modern Optics  
 PHY 421 Quantum Mechanics  
 MTH 151, 152 and 251 (Calculus I, II and III) and MTH 341 Differential Equations or their equivalent also must be completed, in addition to CS 220, CHM 211 and CHM 212 or CHM 220.

For both degrees, students who qualify for advanced placement may receive credit for all or part of the introductory sequence.

### Minor in Physics

For a minor in physics, at least five courses are required. These will normally be PHY 121, 122, 304 and 305, and one additional upper-level physics course. At least three of the five courses must be completed at Elmhurst College.

## Licensure for Secondary Teaching

Physics students who wish to qualify for licensure in secondary education must complete physics major requirements and at least one course in chemistry and one in biology.

### Students must also complete:

EDU 104 Cultural Foundations of Education in the United States	SEC 310 Methods and Best Practices in Middle and Secondary Education
EDU 360 The Middle School: History, Philosophy, Organizational Structures and Best Practices <i>(recommended)</i>	SEC 311 Educational Psychology
SEC 200 Introductory Seminar to Teaching as a Caring Profession <i>(.50 credit)</i>	SEC 421 Theory and Practice for Developing Academic Literacies in K-12 Classrooms
SEC 300 Intermediate Seminar for Teaching in Diverse and Inclusive Schools <i>(.25 credit)</i>	SEC 450 Advanced Seminar in Teacher Collaboration and Professional Practice
SEC 223 Education of PK-12 Learners with Exceptionalities	SEC 455 Student Teaching in Secondary and Middle Schools
	SEC 463 Natural Science: Special Methods <i>(Fall Term only)</i>

See the director of secondary education regarding any additional requirements.

Students are required to pass the Test of Academic Proficiency (TAP) to be admitted to the secondary licensure program, the state content area test in science (with a physics designation) prior to student teaching, and the APT (Assessment of Professional Teaching) prior to program completion.

Students should keep in close contact with both the physics and education departments in order to complete the requirements for the major and teacher licensure.

## Engineering

The Elmhurst College Department of Physics offers several options for students who wish to study engineering. All of these options are designed to provide both a broader educational experience and a stronger basic science background than a traditional engineering curriculum provides. Further details may be obtained from Venkatesh Gopal, program coordinator.

### Parallel Dual-Degree Program

A unique parallel dual-degree program offered in cooperation with Illinois Institute of Technology allows the student to simultaneously take basic science and Integrated Curriculum courses at Elmhurst and engineering courses at

IIT. Engineering courses are taken at the IIT campus in Chicago. Curricula in electrical engineering, computer engineering, mechanical engineering, aerospace engineering, civil engineering and architectural engineering are available. Upon completion of the program, which normally takes five years, the student receives a bachelor's degree in physics from Elmhurst and a B.S. degree in engineering from IIT. A student enrolled in this program can participate in student activities and use all available facilities at both institutions. A resident student may remain on campus at Elmhurst during the entire program.

### **"3-2" Dual-Degree Program**

Another option is a "3-2" dual-degree program in which the student spends the first three years at Elmhurst taking basic science and Integrated Curriculum courses, followed by two years of engineering courses at a cooperating university. This also leads to both a B.S. in physics and a B.S. in engineering. The College currently has formal arrangements of this kind with the University of Illinois at Urbana-Champaign and the University of Southern California, but students may be able to transfer to other engineering schools as well. In any case, initial course selection is the same as for the regular physics major, with subsequent courses depending on the area of engineering the student plans to enter.

### **Sequential Degree Alternative**

An alternative chosen by many students interested in electrical, mechanical or nuclear engineering or materials science is to complete a physics degree at Elmhurst and then go to graduate school for one or two additional years to obtain a master's degree in an engineering specialty. There are two advantages to this approach: First, the student receives two sequential degrees rather than two degrees at the same level; second, a strong student can usually obtain an assistantship or fellowship to cover tuition and expenses during the period of graduate study.

### **Course Offerings**

*One unit of credit equals four semester hours.*

#### **AST 212 Introduction to Astronomy**

A general introductory laboratory science course for non-science and science majors. An understanding, appreciation and working knowledge of astronomy and its technological, environmental and social impact in the past, present and future. Understanding of the scientific method is developed through laboratory and field investigations with some evening observing time required.



**PHY 101 Physical Science**

For the non-science major, a non-mathematical introduction to the facts, methods and philosophy of the physical sciences. Provides insight into the modern technological world. Material is drawn from physics, astronomy and chemistry with extensive use of videotapes, films and field trips. *Laboratory expands upon ideas developed in class. Spring Term.*

**PHY 107 Physical Science Concepts for K-8 Teachers**

This course is designed to strengthen a student's understanding of physical science concepts and the nature of scientific inquiry. To gain these understandings, students will collaboratively conduct a number of scientific inquiries to answer strong driving questions co-conducted with the course professor and other students. The perspective and knowledge gained from these inquiries will aid students as they examine their own physical science misconceptions and construct new understandings. Cross-listed with CHM 107. *Includes laboratory.*

**PHY 111 Introductory Physics I**

A broad quantitative background in basic physics appropriate for students in biology, geography, pre-physical therapy, speech pathology and nursing. Mechanics of particles, rigid bodies and fluids; the concepts of energy and momentum; and heat and thermodynamics with related laboratory work. *Prerequisites: background in algebra and trigonometry at the level of MTH 121 and MTH 132. Fall Term, Summer Term.*

**PHY 112 Introductory Physics II**

A continuation of PHY 111. Electricity, magnetism, light, optics and elementary modern physics with related laboratory experiments. *Prerequisite: PHY 111. Spring Term, Summer Term.*

**PHY 121 General Physics I**

A thorough quantitative understanding of basic physics for students in science, mathematics, computer science, physics or engineering programs. Vectors, kinematics, laws of mechanics, force, energy, momentum and fluids with related laboratory experiments. *Corequisite: MTH 151. Fall Term, Summer Term.*

**PHY 122 General Physics II**

A continuation of PHY 121. Waves, oscillations, heat and thermodynamics, electricity, magnetism, light and optics, with related laboratory experiments. *Prerequisite: PHY 121. Corequisite: MTH 152. Spring Term, Summer Term.*

**PHY 212 Introduction to Astronomy**

See *AST 212*.

**PHY 251 Research Topics in Physics**

Plays a special role in the physics department curriculum, providing a time when a student working on a major project—at the accelerator lab, at the observatory, at Argonne Laboratory, at Fermilab or elsewhere—has an opportunity to draw this work together with a full-time concentrated effort. (Limited to physics students who have previously been involved in research activities.) Any student planning to register for this course must confer with the instructor prior to registration. *Repeatable for credit. January Term.*

**PHY 304 Intermediate Physics**

Oscillations and waves, including sound and electromagnetic waves. Circuit analysis, including oscillating circuits. Special Theory of Relativity. *Includes laboratory. Prerequisites: PHY 122, MTH 152.*

**PHY 305 Modern Physics of Atoms, Nuclei and Particles**

Atomic, nuclear and particle physics. Atomic phenomena and structure, Bohr model of the atom, wave mechanical view of matter, radiation quanta, quantum mechanics of hydrogen and helium atoms, atomic masses and isotopes, strong and weak nuclear forces, radioactivity, fusion and fission reactions, basic scattering theory, particle accelerators, radiation detection, elementary particles, symmetries and conservation laws. *Includes laboratory. Prerequisites: PHY 304, MTH 251.*

**PHY 311 Analytical Mechanics**

Physical and analytical aspects of mechanics using vector calculus: dynamics of particles and systems, work, energy, momentum, constrained motion, moving coordinate systems and Lagrangian and Hamiltonian formulations. *Includes laboratory. Prerequisites: PHY 121 and MTH 341. Fall Term.*

**PHY 312 Electricity and Magnetism**

Development and application of electromagnetic field theory: electric and magnetic fields, scalar and vector potentials, dielectrics, magnetic materials and Maxwell's equations. *Includes laboratory. Prerequisites: PHY 122 and 311, MTH 341. Spring Term.*

**PHY 313 Thermodynamics**

Nature of heat, thermal radiation, specific heats, gas laws; Maxwell-Boltzmann, Bose-Einstein and Fermi-Dirac distributions; and classical thermodynamics. *Includes laboratory. Prerequisites: PHY 122 and MTH 251. Fall Term.*

**PHY 414 Modern Optics**

Geometrical and physical optics, polarization, coherence, interference, diffraction, Fourier optics and fundamental optical phenomena. Electromagnetic theory of light is stressed. *Includes laboratory. Prerequisites: PHY 312 and MTH 341. Fall Term.*

**PHY 421 Quantum Mechanics**

This course is a mathematically sophisticated introduction to quantum mechanics. Beginning with the historical development of quantum mechanics and a detailed study of the main experiments that led to the recognition of wave-particle duality, the course goes on to develop quantum mechanics using the modern mathematical formalism of quantum states as complex vectors in a Hilbert space. The course prepares students to understand modern developments in quantum mechanics such as atom cooling and trapping, and quantum computation. *Includes laboratory. Prerequisites: PHY 305, MTH 341 (MTH 342 preferred).*

**PHY 440 Special Topics in Physics**

*.50 or 1.00 credit*

Faculty and advanced physics students study a specific topic chosen for its particular experimental, theoretical, philosophical, technical or scientific interest. *Repeatable for credit. Prerequisite: consent of instructor.*

**PHY 492/292 Independent Study**

*.50 or 1.00 credit*

Enables science majors capable of independent work to pursue specialized or advanced topics by doing independent reading, assigned work or structured laboratory activities. *Repeatable for credit. Permission of the supervising instructor required prior to registration.*

**PHY 494 Independent Research**

*.50 or 1.00 credit*

Enables science majors capable of substantial independent work to plan and execute a physics research project for credit. Specific literature research and laboratory activities must be carried out. *Repeatable for credit. Permission of the supervising instructor required prior to registration*

**PHY 495 Honors Independent Research***.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of physics, culminating in an appropriate public dissemination of research methods and findings.

This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit.*

*Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

# Political Science

**P**olitical science is the search for knowledge and understanding of the processes by which the values of public life are established for human communities. In a world of interdependent nations, political movements that are far reaching, and national political decisions that affect all aspects of society and economy, political knowledge is essential. To be liberally educated means to be able to think critically and independently about politics.

The body of knowledge and the methods of analytical thought that compose the discipline help to prepare students for diverse vocations in government service, law, journalism, management, commerce, finance and scholarship. Elmhurst College political science majors have gone on to become lawyers, judges, city managers, teachers, federal and state public administrators, policy consultants, congressional legislative assistants, and business professionals.

*Law: See Additional Academic Opportunities section of this catalog for a description of requirements and options for law school preparation.*

## Faculty

Teri J. Walker, *Chair*; Constance Mixon, Mary B. Walsh

## Goals of the Department

Students who study political science at Elmhurst College will be able to:

- Explain and evaluate the values, structures, institutions, processes, behaviors and policies of politics in the United States;
- Analyze and formulate effective oral and written argumentation utilizing scholarly approaches in political science;
- Demonstrate knowledge and skills necessary for active citizenship;
- Compare and contrast the diversity and interdependence of political structures, institutions, processes, behaviors and policies across and among nations; and
- Identify significant concepts and themes in political theory and apply them to contemporary political problems.

### Major in Political Science

In order to achieve these stated goals, the major in political science requires grades of C- or better in a minimum of nine courses: eight core courses and one elective course. The senior seminar should be taken during the term prior to graduation.

### Minor in Political Science

The minor in political science consists of a minimum of five courses, three of which must be above the 200 level. One course must be in political thought. At least three courses must be taken at Elmhurst College.

#### Core

POL 201 American Federal Government (or equivalent)

POL 445 Senior Seminar: Topics on Politics

#### American Politics

Choose two courses from the following:

POL 202 American State and Local Government

POL 240 Law and Politics

POL 300 Urban Politics

POL 305 The American Presidency

POL 320 Congress

POL 360 Public Policy and Administration

POL 365 Environmental Politics and Policy

POL 411 Constitutional Law I: Civil Liberties

POL 412 Constitutional Law II: Civil Rights

#### World Politics

Choose two courses from the following:

POL 301 Comparative Politics: The New Europe

POL 302 Politics of Developing Nations

POL 303 Politics of the Middle East

POL 306 Politics of International Relations

POL 307 American Foreign Policy

POL 310 International Organization

POL 406 Politics of International Economic Relations

#### Political Thought

Choose two courses from the following:

POL 314 Classical Political Thought

POL 315 Modern and Contemporary Political Theory

POL 319 American Political Thought

POL 401 Feminist Political Theory

POL 402 Political Justice

**Electives****Choose one elective from the following***(if not taken for core):*

- BID 205 Understanding Politics through Literature
- BID 308 European Union and Cities: Regional Integration and Urbanization in the European Union
- BID 330 Federal Politics and Media Ethics
- BID 335 Psychology and Political Philosophy of Gender
- BID 355 Native Americans: Public Policy, Religion and Justice
- BID 357 Feminist Poetry
- POL 150 Introduction to Politics
- POL 202 American State and Local Government
- POL 240 Law and Politics
- POL 300 Urban Politics
- POL 301 Comparative Politics: The New Europe
- POL 302 Politics of Developing Nations
- POL 303 Politics of the Middle East
- POL 305 The American Presidency
- POL 306 Politics of International Relations
- POL 307 American Foreign Policy
- POL 310 International Organizations
- POL 314 Classical Political Thought
- POL 315 Modern and Contemporary Political Theory
- POL 319 American Political Thought
- POL 320 Congress
- POL 340 Introduction Law
- POL 351 Mock Trial I (*1.00 credit or non-credit*)
- POL 352 Mock Trial J (*January Term; non-credit*)
- POL 353 Mock Trial II\* (*Spring Term; .50 credit or non-credit*)
- POL 354 Mock Trial (*Spring Term; non-credit*)
- POL 360 Public Policy and Administration
- POL 365 Environmental Politics and Policy
- POL 401 Feminist Political Theory
- POL 402 Political Justice
- POL 406 Politics of International Economic Relations
- POL 411 Constitutional Law I: Civil Liberties
- POL 412 Constitutional Law II: Civil Rights
- POL 452 Special Topics in Political Science
- POL 468 Internship
- POL 492 Independent Study

**Washington Semester**

Students interested in gaining first-hand knowledge of the workings of American government and institutions can intern in Washington, D.C., for either Fall or Spring Term or summer. Elmhurst College participates in the Washington Center for Internships and Academic Seminars, the Washington Semester program of the American University and the Washington Internship Institute. These programs provide students with the opportunity to pursue high-quality internships in government, law, business, international organizations, think tanks or advocacy groups while completing academic courses taught by highly qualified instructors. Students may earn up to four credits that may serve to meet political science major or minor requirements.

This program is open to all students regardless of major field of study. Please see the director of international education and off-campus programs or the chair of the political science department for details.

**Licensure for Secondary Teaching**

Students who plan to pursue teacher licensure must complete additional coursework in professional education and Integrated Curriculum requirements. In addition, students must also complete courses in broadfield social studies. See the Education section of this catalog for a complete listing of broadfield courses.

Students are required to demonstrate basic academic proficiency to be admitted to the secondary licensure program in the Department of Education, pass the social science: political science content-area test (#117), and pass edTPA in order to get a Professional Educator License. See the director of secondary education for further information.

**Course Offerings**

*One unit of credit equals four semester hours.*

**POL 150 Introduction to Politics**

This course provides a college-level introduction to the subject of politics. Students examine major theories, concepts and themes across the subfields of political science and are challenged to think critically and analytically about politics.

**POL 201 American Federal Government**

An introduction to the essential principles and fundamental structure of the American system of government.



**POL 202 American State and Local Government**

An introduction to state and local government and their basic roles in the American federal system. Special attention is given to the problems of cities, villages, counties, townships and other units of local government.

**POL 205 Understanding Politics Through Literature**

See *BID 205*.

**POL 240 Law and Politics**

This course introduces students to the law as part of the systematic study of social and behavioral phenomena. The course introduces students to current systems, practices and theories of American public law.

**POL 300 Urban Politics**

This course is an introduction to urban politics in the United States. The vast majority of Americans now live in or around urban areas. The social, economic, governmental and political questions facing the United States today are, by and large, problems of cities and their surrounding metropolitan regions. The course focuses on the problems and achievements of metropolitan areas, including suburbs as well as cities. Socioeconomic issues of race, ethnicity, class, gender, poverty, wealth and power are highlighted.

**POL 301 Comparative Politics: The New Europe**

This course is a comparative study of the political institutions, processes and policy outcomes across European states and the European Union from post-World War II to the present. Topics examined include executive, legislative and judicial structures; provincial government; political culture; political socialization; citizen participation and interest groups; parties and elections; and economic and foreign policy.

**POL 302 Politics of Developing Nations**

A comparative study of politics in Asia, Africa, Latin America and the Middle East. Topics may include imperialism and colonialism, nationalism, poverty and inequality, tradition and modernity, revolution, women, and strategies for growth and development.

**POL 303 Politics of the Middle East**

An analysis of the major issues and problems that dominate the Middle Eastern political scene. A consideration of the region's involvement in international affairs as well as an examination of the indigenous concerns of people and states in the region.

**POL 305 The American Presidency**

This course examines the constitutional foundations of the presidency, the organization of the executive branch, the selection process, the various roles and characteristics of the president, the president's relationship with both formal and informal institutions, and the president's impact on public policy.

*Prerequisite: POL 201 or permission of the instructor.*

**POL 306 Politics of International Relations**

This course explores the major theoretical perspectives and predominant issues in international politics. It analyzes and applies realist, liberal and post-modernist approaches to the dynamics of the international system, focusing on how these approaches explain conflict and cooperation between states. Topics addressed include superpower relations, military conflict and terrorism, globalization and development, ethnic conflict and nation-building, environmental degradation and the role of the United States in world affairs.

**POL 307 American Foreign Policy**

An examination of the making and implementation of American foreign policy. This course begins with a review of the history of American foreign policy, focusing on patterns in foreign policy goals and instruments, and highlighting key persons, ideas and events. It proceeds to an assessment of the international and societal influences on U.S. foreign policy; an examination of the roles of governmental institutions in the formulation of U.S. foreign policy, and an analysis of the theories political scientists put forth to explain foreign policy decision making. Throughout, the course focuses on controversial issues in contemporary U.S. foreign policy.

**POL 308 European Union and Cities: Regional Integration and Urbanization in the European Union**

*See BID 308.*

**POL 310 International Organizations**

This course is designed to provide an orientation to several international organizations, particularly the United Nations. The course is intended to teach students about the history, functional roles and decision-making processes within selected international organizations. Students will encounter global problems such as economic, environmental, human rights and security issues, and will carefully study specific international treaties, conventions and legal interpretations that address those problems. *POL 306 recommended.*

**POL 314 Classical Political Thought**

In this course we will examine political philosophy from its birth in ancient Greece to the dawn of modernity. Specific attention will be given to the works of Plato, Aristotle and Machiavelli. Throughout, we will explore the relationship between philosophy and politics, reason and passion, and the individual and the community. We will ask such questions as: What is justice? What is the best form of government? What does the citizen owe to the political community?

**POL 315 Modern and Contemporary Political Theory**

This course focuses on the nature and purpose of political association as it has been understood since the birth of modernity in the 16th century through the present day. Specifically, we will study five movements that characterize the modern and postmodern theoretical and political world: liberalism, conservatism, socialism, feminism and post-modernism. We will read selections from John Locke, Edmund Burke, Karl Marx, John Rawls, Catherine MacKinnon and Richard Rorty. Each of these thinkers offers a different enlightening, yet distinctly modern/contemporary, perspective on the human political condition.

**POL 319 American Political Thought**

American political thought reflects the revolutionary attempt to balance the traditional political goal of order with the call for individual liberty. This attempt to balance order with liberty revealed another possible value for politics—equality. The history of American political thought, and American political practice, is a history of an attempt to balance order with liberty and liberty with equality. In this course, we will examine a variety of American voices, key texts and movements that have helped to shape this evolution. This entails an examination of American statespersons as well as American political philosophers.

**POL 320 Congress**

This course explores the dual nature of Congress through the examination of the constitutional foundations and evolution of Congress, the election process, the organization of the legislative branch, formal and informal congressional rules and procedures, Congress's relationship with both formal and informal institutions, and its policymaking role in public policy. *Prerequisite: POL 201 or permission of the instructor.*

**POL 330 Federal Politics and Media Ethics**

*See BID 330.*

**POL 335 Psychology and Political Philosophy of Gender**

*See BID 335.*

**POL 340 Introduction to Law**

The course provides an introduction to the structure of the U.S. legal system, with a focus on fundamental civil law doctrines and legal procedures. Students will be introduced to how to read and brief legal cases, statutory analysis and construction, legal research and writing, civil and criminal procedure and substantive civil law. Substantive civil law topics include: torts, contracts, real property, business entities, employment law, and wills and trusts.

**POL 351–353 Mock Trial I, J & II**

This course offers students an opportunity to learn firsthand about the American legal system with a special emphasis on courtroom civil and criminal trial procedures. The course prepares students for local, regional and national mock trial competitions under the sponsorship of the American Mock Trial Association (AMTA). Through discussion, lectures, role-playing opportunities and competitions, this course will stimulate students' abilities to think critically about the foundations of the American legal system and to participate as informed citizens. *Courses may require regional and/or national travel.*

Mock Trial demands participation in three contiguous terms beginning in Fall Term, extending over January Term and ending with the Spring Term. Mock Trial I is offered in the fall for 1.00 credit, if taken for credit. Mock Trial II is offered in the spring for .50 credit, if taken for credit. Mock Trial I and Mock Trial II are each repeatable for credit twice. May be taken for non-credit. May count for one credit toward the major and must be taken for credit to count toward the major. Students who complete a full year of Mock Trial are eligible for the Experiential Learning designation in the Integrated Curriculum. Students who complete a full year of Mock Trial for credit are eligible to receive the Oral Communication tag in the Integrated Curriculum. *Prerequisite: permission of the instructor.*

**POL 354 Mock Trial Spring Only**

This section is for students who have not completed Mock Trial I. Students joining this Spring Term–only course play a limited role on the team. *Prerequisite: permission of the instructor.*

**POL 355 Native Americans: Public Policy, Religion and Justice**

*See BID 355.*

**POL 357 Feminist Poetry**

See *BID 357*.

**POL 360 Public Policy and Administration**

An examination of the nature of public administration in the United States and its influence upon the formulation as well as the implementation of national domestic policy. The political and administrative forces that shape policy are studied in such areas as economic, environmental and education policy.

**POL 365 Environmental Politics and Policy**

This course is an introduction to the study of domestic and international environmental politics and policy. The course explores the interaction of culture and politics on environmental policy formation and implementation. The course focuses on the processes, actors and cultural values involved in environmental policy making in the U.S. and internationally. In addition to providing an overview of major U.S. environmental laws and international environmental regimes, the course examines various perspectives on solving environmental problems. Topics may include air and water pollution, hazardous waste, climate change and natural resources. In addition, civic engagement in relation to environmental policy is explored throughout the course.

**POL 401 Feminist Political Theory**

Feminist political theory began in a challenge to the political order by those who questioned the liberal promise of freedom and equality. It grew to challenge the economic, social, reproductive, sexual and, finally, global order—all from the perspective of persons marginalized in every sphere of private and public life. This course will trace these evolving challenges to contemporary private and public life, exploring social and political reality from the perspective of those at the margins, those who are “other.” Particular attention will be devoted to the various feminist concerns about the distinctions between theory and practice, public and private, equality and difference. Course content and pedagogy will call into question any singular, exclusive notion of identity, giving class members the opportunity to recognize and learn from others and their diverse cultural and political experiences. *Prerequisite: junior standing or permission of the instructor.*

**POL 402 Political Justice**

This course will examine the multiple meanings of justice as it has evolved in Western political philosophy and as it is challenged by non-Western traditions and global circumstances. The course begins with the notion of justice

as harmony, in which political justice reflects personal and social justice, and will contrast this with the notion of justice as power, as the product of an agreement between people and enforced by the state. The course will also contrast this with the more contemporary notion of justice as fairness, and conclude with a look at recent challenges to the modern attempt to separate political justice from social justice and global justice. Also examined are the multiple meanings of justice as it is used in contemporary society and everyday discussion. *Prerequisite: junior standing or permission of the instructor.*

**POL 406 Politics of International Economic Relations**

The interplay between politics and economics in international economic relations is examined. Topics include the international trade monetary system, multinational corporations and technology transfer, foreign aid and the debt crisis, the North/South conflict, and North/North trade. In addition, special “focused” topics of contemporary relevance are introduced in a seminar format. *POL 306 recommended.*

**POL 411 Constitutional Law I: Civil Liberties**

The focus of this course is the First Amendment and civil liberties. Through a review of U.S. Supreme Court cases, we will trace the various interpretations of the U.S. Constitution and the Amendments by examining the concepts of freedom of religion, speech, press and assembly, and the right to privacy. *Prerequisites: junior or senior standing and POL 201 or permission of the instructor. POL 240 is recommended.*

**POL 412 Constitutional Law II: Civil Rights**

The focus of this course is civil rights. Through a review of U.S. Supreme Court cases, we will trace the various interpretations of the U.S. Constitution and the Amendments that apply to topics such as the rights of the accused, search and seizure, racial discrimination, gender and juvenile issues, rights of prisoners and poor people, and political participation. *Prerequisites: junior or senior standing and POL 201 or permission of the instructor; POL 240 is recommended.*

**POL 421 Practical Politics and Political Campaigning**

*.25, .50 or 1.00 credit*

This course requires students to engage in political and/or public advocacy experiences with governmental officials/agencies, political parties and/or nonprofit charitable organizations. By encouraging students to apply political science theories and concepts to understand civic engagement experiences,

this course furthers student abilities to think critically about politics at the local and national levels and to participate in active citizenship. *Permission required. Offered as needed.*

**POL 440 Special Methods: Teaching Political Science**

For students who seek accreditation to teach political science in secondary schools. *Prerequisites: SEC 300, SEC 310.*

**POL 445 Senior Seminar**

This seminar serves as a capstone experience for political science majors and is to be taken in the fall of a student's final year. The seminar seeks to foster in students the abilities to 1) analyze contemporary political problems utilizing political science concepts, methodologies and theories; and 2) conduct and present scholarly research on contemporary political problems. In their capstone research paper, students will explore an important political problem from the perspective of one of the subfields and methodologies in political science. Through a focus on research design and methodology, information literacy, and process and conventions of writing in political science, the seminar will provide the supportive framework for students to complete the senior research paper.

**POL 452 Special Topics in Political Science**

*.50 or 1.00 credit*

This course will allow students to pursue advanced study in political science beyond the regular departmental offerings. *Repeatable for credit.*

**POL 468 Internships**

*.50 or 1.00 credit*

Credit to students who are employed by government agencies, legal offices and institutions, or by interest groups and political campaigns. Students are expected to understand the relationship of their field experience to the discipline of political science and to demonstrate this understanding in written and oral reports to the faculty supervisor. Internships can be graded with letter grades if a written research paper is completed under faculty direction. Otherwise the grade will be P/NP. *Repeatable for credit. Permission of department chair is required. The prerequisite for field experience is the completion of at least two courses in political science, or the consent of the chair of the Department of Political Science. One of the prerequisite courses must be either POL 201, 202 or 300.*

**POL 492/292 Independent Study**

Approval of the political science instructor is required. *Repeatable for credit.*

**POL 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of political science, culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*



# Psychology

**T**he scientific and applied discipline of psychology provides an understanding of the nature and function of behavior in both humans and animals. Psychologists study how people perceive, learn, think, behave and interact with other people and their environment. Systematic attention is directed to individual differences in personality and ability; how people develop throughout the life cycle; how maladaptive behaviors originate and can be changed; the study of the individual and the work environment; cognitive processing and brain and behavior.

The Department of Psychology offers a wide range of courses taught by a faculty that is diverse in theoretical orientation, practical experience and research interests. Students can obtain a comprehensive foundation in psychological thought and methods by sampling broadly within the department. Individual student goals can be met through opportunities for advanced readings, research projects, field work experiences, contacts with mentors and collaboration with faculty on research. Majors in psychology who intend to continue their education at the graduate level will receive a thorough preparation.

Students may also major in psychology as an adjunct to another interest area, such as nursing, law, theology, education, business or social work. Elmhurst has an active chapter of the international honor society in psychology, Psi Chi, with membership available to qualified students, as well as a Psychology Club open to all students interested in psychology.

The Department of Psychology offers a Master of Arts in Industrial/Organizational Psychology. Please refer to the Graduate Study section of this catalog.

## Faculty

Catherine M. Gaze, *Chair*; Patrick K. Ackles, Carrie Hewitt, Jane Jegerski, Elizabeth Majka, Thomas Sawyer, Kathleen Sexton-Radek

**Mission Statement**

The mission of the Department of Psychology is to prepare students for a range of activities including academic, professional and personal experiences. All students majoring in psychology are required to engage in a broad academic program and to demonstrate mastery in areas of psychological knowledge and research methodology. Minors, concentrations or single courses in psychology will provide the Elmhurst College student with varying levels of basic psychological knowledge and methodology.

During a nine-course curriculum in the psychology major, students will study current theories, research and practice. They will master the general principles of the field and the historical development of the discipline.

**Goals for the Major in Psychology**

- Students will explain and discuss basic psychological theories and principles;
- Students will apply psychological theories to everyday circumstances and social issues;
- Students will critically evaluate and express psychological content in written and oral communications;
- Students will apply the scientific method in the design of a research study and recognize appropriate methodology, statistics and interpretation of results; and
- Students will demonstrate knowledge of ethical principles of psychology.

**Major in Psychology**

Nine courses are required for a major in psychology. A grade of C or better is necessary to satisfy major, minor and prerequisite requirements. All students must take one 400-level capstone option at Elmhurst College. All 400-level capstone options require that the student has already taken Statistics and Research Methods in Psychology. Courses must be selected according to the following guidelines:

**Required Courses**

PSY 210 Introduction to Psychological Science      PSY 356 Research Methods in Psychology  
PSY 355 Statistics for Scientific Research (or MTH 345)

**Developmental Content Courses:** *one course required*

PSY 315 Lifespan Development  
*(recommended for non-majors)*  
 PSY 317 Child Development

PSY 318 Adolescent Development  
 PSY 319 Adult Development and  
 Aging

Psychology majors are encouraged to take one of our developmental courses: PSY 317 Child Development, PSY 318 Adolescent Development, or PSY 319 Adult Development rather than PSY 315 Lifespan Development. Students will not be allowed to count PSY 315 and a second developmental course toward the major or minor.

**Content Courses at the 300/400 level:** *two courses required*  
*(additional courses can count toward electives in the major)*

PSY 303 Social Psychology  
 PSY 312 Personality Theory and  
 Research  
 PSY 313 Cognitive Neuroscience  
 PSY 325 Psychology and Culture

PSY 327 Abnormal Psychology  
 PSY 348 Health Psychology  
 PSY 421 History of Psychology  
 PSY 424 Physiological Psychology  
 PSY 427 Child Psychopathology

**Capstone Options:** *one course required*

All psychology majors must take one of the following capstone-course options in their senior year.

**Option A.** PSY 496 Senior Capstone Seminar (*1.00 credit*)

**Option B.** PSY 497 Senior Thesis (*1.00 credit*)

**Option C.** PSY 498 Senior Capstone Independent Study (*1.00 credit*)

**Option D.** PSY 495 Honors Independent Research (*.50 credit taken concurrently with PSY 497 or PSY 498, .50 credit*)

**Electives:** *two courses required*

Following the guidelines will result in the selection of seven courses. Two additional courses should be taken from categories listed above, or from one of the applied courses or special purpose courses listed below for a total of 2.00 credits.

**Applied Courses**

PSY 326 Industrial and Organizational  
 Psychology  
 PSY 328 Clinical and Counseling

Psychology  
 PSY 422 Psychological Testing

**Special Purpose Courses**

KIN 323 Sport and Exercise Psychology	These additional course offerings do not count toward the major or minor:
PSY 311 Educational Psychology	
PSY 320/420 Current Applications in Psychology	PSY 250 Careers in Psychology
PSY 322 Psychology of Religion	PSY 268/368 Field Experience in Psychology
PSY 492 Readings in Psychology	PSY 300 Neuroethics
PSY 493 Independent Research in Psychology	PSY 249/349/449 Research Mentorship

**Graduate School Preparation**

In addition to the courses required for the major in psychology, students who intend to study psychology at the graduate level are encouraged to take courses in one of the following concentrations.

**Concentration in Experimental Psychology**

*Suggested courses:*

One laboratory course chosen from:

PSY 411 Theories of Learning	CS 100 Computers in Science and Technology or CS 220 Computer Science I
PSY 423 Sensation and Perception	ENG 303 Writing in Professional Fields
PSY 430 Cognitive Processes	BIO 107 and BIO 108 Human Anatomy and Physiology I and II
PSY 313 Cognitive Neuroscience or PSY 424 Physiological Psychology	CHM 101 General Chemistry
PSY 349 Research Mentorship	
PHL 106 Reasoning or PHL 220 Logic or PHL 305 Philosophy of Science	
COM 213 Public Speaking	

**Concentration in Industrial/Organizational Psychology**

This is the recommended list of courses for psychology majors who intend to pursue careers or graduate programs in business, human resources or management.

*Suggested courses:*

PSY 303 Social Psychology	PSY 326 Industrial and Organization Psychology
PSY 312 Personality Theory and Research	PSY 422 Psychological Testing
PSY 319 Adult Development and Aging	COM 213 Public Speaking
	COM 315 Intercultural Communication

COM 319 Business and Professional Communication

ENG 303 Writing in Professional Fields

BUS 250 Management Theory and Practice

BUS 350 Cultural Diversity in Organizations

BUS 354 Human Resource Management

BUS 453 Organizational Behavior

BUS 454 Leadership

PHL 310 Ethics and Business

### Concentration in Clinical/Counseling Psychology

*Suggested Courses:*

PSY 312 Personality: Theory and Research

PSY 315 Lifespan Development

PSY 327 Abnormal Psychology

PSY 328 Clinical and Counseling Psychology

PSY 422 Psychological Testing

PSY 424 Physiological Psychology

PSY 427 Child Psychopathology (if interested in working with children)

Courses outside the major: communications, genetics, anatomy and physiology

### Minor in Psychology

A minor in psychology requires PSY 210 Introduction to Psychological Science, statistics, either PSY 355 or MTH 345; and three elective psychology courses for a total of five courses. KIN 323 Sport and Exercise Psychology may count as one of the elective courses in the minor. Transfer students must take three of the five courses required for a minor at Elmhurst College. Students may not count PSY 315 Lifespan Development and another development course (PSY 317, 318 or 319).

### Course Offerings

*One unit of credit equals four semester hours.*

#### PSY 210 Introduction to Psychological Science

An introduction to psychology as a science, along with its methods of inquiry and representative findings in areas such as learning, memory, cognition, motivation, perception and development, as well as social, abnormal, personality and physiological psychology. In each section, students receive experimental credit for research activities. *A prerequisite for all other psychology courses.*

#### PSY 249 Research Mentorship

*.25 to 1.00 credit*

Direct supervised experience in psychological research. The student will take on responsibilities such as data coding, data entry, setting up appointments for

data collection, collecting data from participants and library work. The student will spend approximately four hours per week for half credit and eight hours per week for full credit over a 15-week term. Guidelines for this course are available from the department secretary, the psychology faculty and the psychology department web page. *Repeatable for credit. Pass/No Pass grading. Prerequisites: PSY 210, major in psychology, and consent of instructor and department chair.*

### **PSY 268 Field Experience in Psychology**

*.50 or 1.00 credit*

Provides qualified psychology students with supervised and monitored on-the-job experience with businesses or human service agencies and institutions. May be taken during the regular term with part-time placement of seven to 13 hours a week for a half-credit course, or 14 to 17 hours weekly for a full-credit course. Summer Term and January Term field experiences may also be possible (hours per week will be adjusted accordingly). The student will complete self-assessments, set goals and learning objectives, provide regular written feedback, attend CPU meetings and complete a final reflection paper of at least four to six pages. Freshmen and sophomores register for PSY 268; juniors and seniors register for PSY 368.

Applications should be made early in the term preceding registration and are reviewed on the basis of academic grade-point average, faculty recommendation, professional progress and demonstrated interest. Students will need to meet with both the Psychology Internship Coordinator/Faculty Monitor and the CPU Coordinator of Career Development to apply.

*Repeatable for credit. Pass/No Pass grading. Under unusual circumstances students may petition the department for A-F grading. Prerequisite: approval of the psychology internship coordinator/faculty monitor.*

### **PSY 303 Social Psychology**

A study of the personal, social and situational variables that influence the behavior of the individual toward other people. Topics examined include personality judgment, interpersonal attraction, prejudice, attribution theory, helping, aggression, attitude change, obedience, conformity and group dynamics. *Prerequisite: PSY 210.*

### **PSY 311 Educational Psychology**

An introduction to the psychological principles and theories of human development, learning and motivation in K-12 educational settings. Includes the study of educational research, child and adolescent development, developmentally appropriate and instructional best practices, individual differences, learning environment and assessment. This course is for non-education majors only. *Prerequisites: ENG 106, PSY 210 or EDU 104 or SPE 223, and sophomore standing.*

**PSY 312 Personality Theory and Research**

The study of classic and contemporary theoretical approaches to personality and related research. Psychoanalytic, trait, cognitive, humanistic and social behaviorist and biological perspectives are surveyed. *Prerequisite: PSY 210.*

**PSY 313 Cognitive Neuroscience**

Introduces and broadly surveys the neural foundations of mental processes and behavior. Basic and applied approaches to theory and research will be covered. Topics may include: the structural and functional organization of the nervous system, evolution and genetic mechanisms, research methods in neuroscience, brain damage and neuropsychology, development, learning, the visual system, perception consciousness, sensorimotor system and attention. *Prerequisite: PSY 210.*

**PSY 315 Lifespan Development**

Provides an analysis of biological, cognitive, personality and social development from conception to death. Illustrative topics may include the nature-nurture controversy, attachment, peer relationships, identity, vocations, marriage and parenting, midlife transition, aging, death and dying. Theoretical models and research methodologies designed to address these issues will be highlighted throughout the course. Recommended for non-majors. *Prerequisite: PSY 210.*

**PSY 317 Child Development**

The study of child development from conception to puberty. Major processes such as maturation, socialization, cognition and language acquisition are approached from scientific, theoretical and applied viewpoints. *Prerequisite: PSY 210.*

**PSY 318 Adolescent Development**

The study of current theory and research on adolescent development in a number of major areas including biological, psychological-cognitive and social-cultural. Topics include identity formation, sexuality and social interactions. *Prerequisite: PSY 210.*

**PSY 319 Adult Development and Aging**

The study of the processes involved in maturity, marriage, family, occupation, retirement, aging and death that characterize the lifespan following adolescence. Emphasis is on interaction of the psychological, social and physiological factors in relation to the developmental process. *Prerequisite: PSY 210.*

**PSY 320 Current Applications in Psychology**

This course is the application of psychological theories, procedures and methods to a variety of current issues, such as cross-cultural psychology, emotional memories or motivation. Topics are selected based on their applied and theoretical relevance to psychology, as well as their practical importance to a wide range of disciplines. Students are expected to develop projects to explore the application of these topics to real-world psychological problems and issues. *Prerequisite: PSY 210.*

**PSY 322 Psychology of Religion**

In this course, we will examine the theories and research on the psychological understanding of religious beliefs and behavior. We will consider the phenomenological, empirical and social psychological perspectives. Topics include intrinsic and extrinsic religious orientation, theories of religion, religion and mental health, religious development, conversion, and religious experience. *Prerequisite: PSY 210.*

**PSY 325 Psychology and Culture**

An examination of the theories, research and applications from the fields of cross-cultural psychology, indigenous psychology, cultural psychology, ethnic psychology and psychological anthropology. Students will analyze, synthesize and articulate an intercultural perspective on psychological processes and functioning through exploring their own and dominant U.S. cultural backgrounds, interviewing others with cross-cultural or intercultural experiences, making comparisons using a broad definition of culture and reading about psychological research of cultures other than their own. Students will be encouraged to raise questions about mainstream psychological knowledge and their knowledge of “self” and self-culture in order to increase awareness, tolerance, acceptance, understanding, sensitivity, adaptation to, respect and contextual evaluation of cultural diversity. *Prerequisite: PSY 210.*

**PSY 326 Industrial and Organizational Psychology**

An introduction to the principles and methods of psychology as applied to problems of business, industrial and other types of organizations. Topics include leadership, motivation, group leadership, personnel decisions, training, job analysis, design, evaluation and satisfaction. *Prerequisite: PSY 210.*



**PSY 327 Abnormal Psychology**

An introduction to the study of maladaptive behavior. Topics include the diagnosis, assessment, classification and treatment of these disorders. An overview of the application of basic psychological theories and normal stress responses will be covered. *Prerequisite: PSY 210.*

**PSY 328 Clinical and Counseling Psychology**

Introduces the theories and research of treatments of adjustment and maladaptive behaviors. Topics include assessment, treatment approaches and the evaluation of treatments, the role of the therapist and social systems of treatment. It is recommended that PSY 312 or 327 be taken prior to this course. *Prerequisite: PSY 210.*

**PSY 348 Health Psychology**

The focus of health psychology is the prevention of physical and emotional factors that may compromise a person's health. This course will introduce theory and research on the interdependence between physical health, behavior and cognitive processes. Health psychology emerged as a discipline in 1977, and together with the area of behavioral medicine, uses behavioral principles in the assessment and treatment of individuals with a medical diagnosis. *Prerequisite: PSY 210.*

**PSY 349 Research Mentorship**

*.25 or 1.00 credit*

See PSY 249. Students' responsibilities increase as their experience warrants. *Repeatable for credit. Pass/No Pass grading. Prerequisites: PSY 210 and consent of instructor and department chair.*

**PSY 355 Statistics for Scientific Research**

Introduction to the principles of experimentation, experimental design, hypothesis testing and statistical analysis. Topics covered include scales of measurement, validity and reliability, experimental and non-experimental designs, descriptive statistics, sampling theory, correlation and regression, t-tests, confidence intervals, chi-square tests and analysis of variance. Students will use SPSS software for creating files and performing data analysis. *Prerequisite: PSY 210. Meets the statistics requirement for the psychology major, as does MTH 345 or MTH 346. Not open to students who have taken MTH 345 or MTH 346. Counts as credit toward a B.S. degree.*

**PSY 356 Research Methods in Psychology**

The nature and methods of inquiry into human and animal behavior are examined through the design and implementation of psychological research. Topics include descriptive and experimental methods, analysis and interpretation of research data, and ethical issues in research. Some focus on use of SPSS software. All students design and conduct a study as a psychology laboratory experience outside of class meetings. *Prerequisites: PSY 210 and PSY 355/MTH 345.*

**PSY 368 Field Experience in Psychology**

*See PSY 268. Repeatable for credit, junior/senior standing only.*

**PSY 411 Theories of Learning**

A survey and critique of classical and contemporary learning theories. Controversial issues in learning and memory are presented with an evaluation of relevant research. Lab time required outside of the scheduled class meetings. *Prerequisites: PSY 210, PSY 355/MTH 345, and PSY 356.*

**PSY 420 Current Applications in Psychology**

*See PSY 320.* Students registering for PSY 420 will have assignments appropriate to a 400-level course.

**PSY 421 History of Psychology**

The study of major issues in psychology with emphasis on the interrelationships among schools of thought. The development of theory and methodology and the contributions of significant individuals are examined. *Prerequisite: two courses in psychology, including PSY 210.*

**PSY 422 Psychological Testing**

Survey course of the history, utility, ethics and practical applications of psychological testing. The course will address concepts of standardization, reliability and validity, and introduce commonly used tests of intelligence, personality, aptitude and interests. Students will also learn about standards for educational and psychological testing and complete an assessment project. *Prerequisites: PSY 210 and PSY 355/MTH 345.*

**PSY 423 Sensation and Perception**

This course surveys theories and research in sensation and perception. Psychological and physiological processes underlying sensory and perceptual phenomena are reviewed as well as controversial issues. Students will participate in

demonstrations and conduct an experiment on some theoretical or research question in sensation or perception. *Prerequisites: PSY 210, PSY 355/MTH 345 and PSY 356.*

#### **PSY 424 Physiological Psychology**

The study of biochemical and neurophysiological correlates of behavior, including the structural and functional organization of the nervous system, electrical and chemical processes involved in nervous system activity. Topics include emotion, cognition, memory, sleep, gustation, aggression and maladaptive behavior. *Prerequisites: two courses in psychology, including PSY 210.*

#### **PSY 427 Child Psychopathology**

This course provides an introduction to the field of child psychopathology. The symptom presentation, etiology and development trajectories of psychological disorders affecting children and adolescents will be covered. *Prerequisites: PSY 356 and PSY 327 or permission of the instructor.*

#### **PSY 430 Cognitive Processes**

Human behavior is viewed as the result of the processing of environmental information. The aim of the course is to understand the underlying mechanisms by which humans process this information. Topics include memory, decision making, perception, attention, comprehension, problem solving and reasoning. Students will perform computer simulations of several classic experiments and will conduct and write a report on an original experiment on some topic in cognitive psychology. *Prerequisites: PSY 210, PSY 355/MTH 345 and PSY 356.*

#### **PSY 436 Psychology Research Seminar**

*.50 credit*

This course entails in-depth work in selected research areas. Research areas will vary and will have a focus on analytical thinking, computer skills and research presentation. Students will learn about topics such as the professional role of psychologists, ethics, APA style and psychological scientific thinking. *Prerequisites: PSY 210, PSY 355/MTH 345, PSY 356 and consent of instructor.*

#### **PSY 449 Research Mentorship**

*.25 or 1.00 credit*

See PSY 349. *Repeatable for credit. Pass/No Pass grading. Prerequisites: PSY 349, PSY 355/MTH 345 and PSY 356, and consent of the instructor and department chair.*

**PSY 492 Readings in Psychology**

*.25 to 1.00 credit*

For students who plan to take advanced work in psychology and who want additional preparation in special areas. Students initiate contact with a psychology professor or the department chair to identify a topic and preliminary readings. The student and the professor then work together to craft a proposal specifying the topic, key words and areas for further reading; a method for communicating the learning, such as a paper or a presentation at a student research conference; and a timeline for the process. Guidelines for this course are available from the department secretary, the psychology faculty and on the psychology department web page. *Repeatable for credit. Proposal and permission of the supervising faculty member and department chair are required prior to registration. Prerequisites: PSY 210, PSY 355/MTH 345 and PSY 356.*

**PSY 493 Independent Research in Psychology**

*.50 to 2.00 credits*

The challenge of pursuing individual research under the guidance of a faculty member. Strongly recommended for advanced students intending to pursue a graduate degree. Guidelines for this course are available from the department secretary, the psychology faculty and on the psychology department web page. Repeatable for credit. Proposal and permission of the supervising faculty member and department chair are required prior to registration. *Prerequisites: PSY 210, PSY 355/MTH 345 and PSY 356.*

**PSY 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of psychology, culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

**PSY 496 Senior Capstone Seminar**

An advanced seminar with varying topics that changes each term. The seminars are led each term by a different full-time faculty member of the department. The emphasis is on complex issues in psychology and the use of primary sources. A major requirement of the seminar is to write an APA-style

review paper that critiques, analyzes and synthesizes the extant literature related to the topic of the seminar. In addition, students are required to complete the Major Field Test in Psychology. *Prerequisites: senior standing, PSY 210, PSY 355/MTH 345 and PSY 356; may be repeated for credit with consent of the department chair.*

#### **PSY 497 Senior Thesis**

*.50 to 1.00 credit*

Students will complete an original empirical research project under the guidance of a full-time faculty member. Completion of an APA-style research report is required. (Presentation at a student research conference is expected; may require an incomplete grade for projects completed during the Fall Term.) A written research proposal and permission of the supervising faculty member and department chair are required prior to registration. *Prerequisites: senior standing, PSY 210, PSY 355/MTH 345, PSY 356, PSY 492 (for developing the proposal).*

#### **PSY 498 Senior Capstone Independent Study**

*.50 to 1.00 credit*

Students will develop an extensive literature review on a topic in psychology of their choosing. They will then write an APA-style review paper that critiques, analyzes and synthesizes the extant literature related to their topic. A brief proposal with a reading list and permission of the supervising faculty member and department chair are required prior to registration. *Prerequisites: senior standing, PSY 210, PSY 355/MTH 345, PSY 356, PSY 492 (for developing the proposal).*

# Religious Studies

**T**he Department of Religious Studies carries particular responsibilities in light of Elmhurst College's historic origins and contemporary mission. Having been established in 1871 by the German Evangelical Synod of North America to educate the church's youth to become pastors and teachers, Elmhurst College has grown into a nationally recognized comprehensive college that fosters the integration of intellectual development, personal self-formation and early professional preparation.

Although no longer owned by a denomination, the College maintains a healthy relationship with the United Church of Christ. Drawing upon its rich heritage, the College continues to affirm Christianity's historic importance in Western civilization, to study the variety of ways that culture and religion are mutually influential, and to examine the world's great religions as irreplaceable expressions of human culture and ultimate reality. To this end, the academic study of religion will of necessity be carried out with critical thought, the best contemporary scholarship, and free and open inquiry without religious indoctrination.

## Faculty

Paul Parker, *Chair*; A. Andrew Das, Inamul Haq, Nancy C. Lee, Mladen Turk

## Mission Statement

The Department of Religious Studies is a vital expression of the mission of Elmhurst College. The department is a diverse and caring community of scholars—professors and students—who work together for the purpose of learning about Christianity, spirituality, the religions of the world and the ultimate nature of reality.

The department recognizes that each student who selects a major in the department is unique, possessing different strengths, experiences, preferences and goals. The department, therefore, provides a variety of ways for students to begin their study, such as through scriptures, theology, ethics,

spirituality, religious mysticism or world religions. As students progress, they may also choose to study religion in short-term courses with departmental faculty in India, Turkey, Israel, Palestine or South Africa. Although students will inevitably start at different places and have different career and educational goals, the department helps its students integrate their courses into their overall program of liberal and professional education through five comprehensive goals.

Students who select a major in the Department of Religious Studies at Elmhurst College will:

- Comprehend significant aspects of the Hebrew Bible and New Testament through the critical examination of classical primary texts and related artifacts;
- Examine historic and contemporary theological expressions of Christianity with intellectual vigor and spiritual sensitivity;
- Analyze the nature and importance of one's own convictions about religion and spirituality while at the same time respecting the commitments of others;
- Examine the religious basis for and be committed to personal integrity, benevolent service, social justice and environmental responsibility; and
- Describe the central characteristics of the world's great religious communities within the context of global diversity and interdependence.

### Major in Religious Studies

Students who major in religious studies must take a minimum of nine courses including the core curriculum (five courses), departmental electives (three courses) and the senior seminar, REL 490, which is typically offered during Spring Term every year.

#### Core courses for a major in religious studies are:

REL 200 Introduction to Biblical Studies (or any other departmental course in biblical studies)	Introduction
REL 230 Christian Social Ethics	REL 320 Emergence of Christian Thought
REL 240 World Religions: General	REL 321 Modern and Contemporary Christian Thought

Students who major in religious studies may select their elective courses, in concert with their academic advisor, from the department's regular course offerings, international courses, January Term courses (no more than two), or independent study courses.

### Minor in Religious Studies

Students who minor in religious studies will take a minimum of four courses including REL 200 Introduction to Biblical Studies and three departmental electives (no more than one of which may be a January Term course).

### Major in Theological Studies and Christian Ministry

This program of study is designed for students interested in a theological exploration of Christian ministry in the broadest sense, in relation to discerning their life's work. Students who major in theological studies and Christian ministry must successfully complete the following nine courses:

REL 200 Introduction to Biblical Studies (or any other departmental course in biblical studies)

REL 230 Christian Social Ethics

REL 240 World Religions: General Introduction

REL 280 Ministry: Callings and Practice

REL 320 The Emergence of Christian Thought

REL 321 Modern and Contemporary Christian Thought

Two experiential courses (*full credits*) of their choice from the department's internships or international courses; and the department's senior seminar, REL 490, for a total of at least nine credits. Experiential courses from academic departments outside the Department of Religious Studies may be acceptable with the consent of the department chair.

### Minor in Theological Studies and Christian Ministry

Students who minor in theological studies and Christian ministry must successfully complete a minimum of four departmental courses: three academic courses, two of which must be REL 200 and REL 280, and one experiential course (full credit) from the department's internships or international courses. Experiential courses from academic departments outside the Department of Religious Studies may be acceptable with the consent of the department chair.

### Major in Religion and Service

This program of study is designed for students across all religious traditions who want to explore the connections between religious commitments and service, in relation to discerning their life's work. Students who major in religion and service must successfully complete a minimum of nine courses: six academic religious studies courses, three of which must be REL 200, REL 281 and REL 240 (or a different course in a non-Christian religious tradition); two experiential courses (full credits) from the department's internships or international study courses; and the department's senior seminar (REL 490). Experiential courses from academic departments outside the Department of Religious Studies may be acceptable with the consent of the department chair.



### Minor in Religion and Service

Students who minor in religion and service must successfully complete a minimum of four departmental courses: three academic courses, two of which must be REL 281 and REL 240 (or a different course in a non-Christian religious tradition), and one experiential course (full credit) from the department's internships or international courses. Experiential courses from academic departments outside the Department of Religious Studies may be acceptable with the consent of the department chair.

### Minor in Theology and Church Music for Music Majors

The Department of Music and the Department of Religious Studies collaborate to offer a linked program of study for students who want to serve the church through music and theology. Requirements are designed to provide candidates with a breadth of study in music and theology, as well as to provide a foundation in one of the areas of the College's applied music program that assures a sustainable level of musical expertise. Individuals interested in pursuing this minor should make their intentions known in writing to the chairs of the music and religious studies departments. The minor in theology and church music for music majors is awarded to students who have met the following requirements.

Completion of the courses and requirements for the B.A. in music and the completion of the following courses:

MUS 215 Music in the Christian Church	REL 320 The Emergence of Christian Thought
MUS 369 Conducting I (.50 credit)	REL 321 Modern and Contemporary Christian Thought
MUS 492 Independent Study and Research: Church Music Field Work	Additional course work in theology, conducting and orchestration is encouraged.
REL 200 Introduction to Biblical Studies	

### January Term

January Term courses offered by the Department of Religious Studies provide students with an opportunity to study special topics through innovative pedagogical methods not easily replicated in the regular semester. These may include courses in India, Turkey, Israel, Palestine or South Africa. Some January Term courses may fulfill the requirements for the religious studies major or minor, or for the Integrated Curriculum.

### Course Offerings

*One unit of credit equals four semester hours.*

#### **REL 200 Introduction to Biblical Studies**

The Bible is studied in the light of modern scholarship with an eye toward its relationship to the contemporary world and the issues arising out of modern culture. The department recommends, but does not require, that students complete REL 200 prior to REL 302, 305, 306, 307, 314 or 319.

#### **REL 211 Biblical Hebrew I**

The course will introduce biblical Hebrew grammar, syntax and vocabulary to students through listening, speaking and written exercises. From elementary forms and constructions, students will move into reading and translating simple prose texts in the Hebrew Bible. The course will also include an overview of the origins and history of the Hebrew language, the history of biblical Hebrew texts, and the importance of the language for biblical scholarship in Jewish, Christian and Muslim traditions. Brief attention will be given to similarities with and differences from Modern Hebrew. *Upon request.*

#### **REL 230 Christian Social Ethics**

A study of selected contemporary moral problems such as racism, poverty and hunger, war and peace, and sexual and familial relationships. An examination of the moral adequacies of fundamental Christian convictions.

#### **REL 240 World Religions: General Introduction**

An exploration of the major religious traditions of East and West, including Buddhism, Christianity, Hinduism, Islam and Judaism.

#### **REL 241 Introduction to Judaism**

This course is an introduction to Judaism, beginning with the origins of early Hebrew and Israelite religion in the ancient Near Eastern context, moving to post-exilic Judaism and concluding with the contemporary period. Primary texts will be studied, as well as key events and figures in the history of Judaism. Attention will be given to contemporary segments of Judaism in the United States, such as Orthodox, Conservative and Reform traditions. *January Term and upon request.*

#### **REL 242 Issues in Islam: Gender, Politics and Human Rights**

Through compelling contemporary issues this course will trace the development of Islam from its early days as a small struggling community to a religious and cultural superpower. It will feature a variety of practices of Muslim

communities and explore Islamic law, theology and spirituality. Special attention will be given to contemporary expressions and contributions of Islam.

#### **REL 243 The Religions of India**

India is the birthplace of four of the world's major religions: Hinduism, Buddhism, Jainism and Sikhism. Although India is one-third the size of the United States, its population is more than three times larger. Eighty-three percent of its population is Hindu, 11 percent Muslim, 3 percent Christian, 2 percent Sikh and less than 1 percent Jain. While Buddhism has nearly disappeared from the Indian subcontinent, its rise contributed profoundly to the history of religion in India. This course will explore the distinct features of each tradition represented in India, how the traditions interact with each other, and the peculiar Indian commonalities the traditions share. *Every third year on campus and every third year in India. Repeatable for credit when taken on campus and in India.*

#### **REL 244 Understanding the Qur'an**

This course is a comprehensive introduction to the language, literary genres, social context, interpretive schools of thought and themes of the Qur'an—the heart of Islamic devotion, worship, personal decisions and public life. Students will explore the origin, evolution and compilation of the Qur'an, as well as historical and contemporary exegetical methods that Muslims have applied to interpret the text as they learn to understand and interpret the Qur'an for themselves.

#### **REL 252 Movies and God**

The third-century theologian Tertullian once asked the question: "What has Jerusalem to do with Athens?" A contemporary version might be: "What has Jerusalem to do with Hollywood?" Art forms and entertainment media help shape, and are shaped by, popular culture and opinion. This course will examine how films convey religious motifs to viewers. Through class discussion and short written assignments, students will begin to appreciate how movies communicate their own interpretations of the sacred and are commentaries on religious values in society. *Upon request and January Term.*

#### **REL 268/368/468 Internship**

*.50, 1.00 or 1.50 credits*

Internships are intended to provide supervised, hands-on, work-related experience in religious institutions, in religiously sponsored organizations, or in jobs underwritten by religious bodies in independent secular institutions. Students may take their internship for credit as an elective or as part of their

major or minor in the department. Inquiries should be made to the full-time faculty of the department in the term preceding the anticipated internship. Registration for internships must receive departmental approval. *Repeatable for credit. Pre- or corequisite: REL 280 or REL 281. Upon request.*

**REL 280 Ministry: Callings and Practice**

This course will introduce students to the long history of ministry in the Christian tradition, beginning with the biblical bases for a “calling.” It is designed especially for students who are interested in exploring a call to Christian ministry or vocation in preparation for work as a pastor, priest, chaplain, religious educator, scholar or administrator, or in other ministries. Through systematic theological and biblical reflection, students will explore historical and contemporary spiritual practices that lead to the discernment of spiritual gifts. The course will present individuals in their social and historical contexts who have excelled in pursuing their ministerial vocations in the Christian heritage. *The Niebuhr Center for Faith and Action requires the successful completion of this course or REL 281 for grant-supported internships, international courses and other opportunities.*

**REL 281 Serving Society: Faith Perspectives**

In this interdisciplinary course, students will acquire wide-ranging knowledge of how religious principles and faith have informed engagement with society and have motivated pursuits of humanitarian and religious service through history. Students will gain a critical understanding of scriptures, teachings and rituals in major religions that encourage social justice and service as well as responsibility for the natural world. Students will explore important faith-motivated movements and leaders in historical context that demonstrate interaction with society for good, and sometimes for ill. The course will stress self-knowledge and awareness as students reflect upon their own biographies of faith and are encouraged to explore their future life’s work through exposure to professional mentors and field experiences. *The Niebuhr Center for Faith and Action requires the successful completion of this course or REL 280 for grant-supported internships, international courses and other opportunities.*

**REL 302 Biblical Prophets and the Current Context**

This course offers a critical analysis of the literature and contexts of the biblical Hebrew prophets in light of biographical data and historical, literary/rhetorical and oral poetic scholarship of prophecy (by men and women) in ancient Near Eastern cultures. The course will examine the central concerns of biblical prophets, such as monotheism and social justice. The course will

consider as well some historic and contemporary connections with the biblical prophetic traditions.

**REL 305 Visions, Revolts and Messiahs: Second Temple Judaism**

A survey of Judaism from the Babylonian exile through the rise of the rabbis (515 BCE to 70 CE). The course will include a critical reading of historical and literary sources from the Bible, Apocrypha, Pseudepigrapha, the Dead Sea Scrolls and Josephus. *Upon request.*

**REL 306 The Story of Jesus: The Synoptic Gospels**

A study of Matthew, Mark and Luke-Acts and the multicultural and historical settings in which they were composed and to which they were addressed. The gospel documents will be examined with the aid of the tools of modern critical biblical study. The course will also address similar gospels excluded from the canon. *Spring Term, alternate years.*

**REL 307 Paul the Apostle: His Letters and Thought**

An introduction to the content and background of the letters attributed to Paul. Emphasis will be placed on the literary structure and rhetorical strategy of his letters, and the specific issues addressed in each of his letters. Particular attention will be given to the social context of each of Paul's Christian communities and how this affects his strategy in addressing the social and theological issues that arose among them. *Spring Term, alternate years.*

**REL 309 Quest for the Historical Jesus**

This course is an inquiry into the person, social location and teachings of Jesus of Nazareth as reconstructed from the earliest traditions in the New Testament Gospels and non-canonical literature. This course introduces students to the scholarly study of Jesus as a historical figure, providing the opportunity to become more familiar with the relevant primary sources and other data, as well as the tools for critical historical investigation.

**REL 314 Women in the Bible: Gender and Culture**

This course is a critical analysis of women figures in biblical texts and contexts, using historical, anthropological, sociological, feminist, literary and theological methodologies. Students will gain the skills necessary to interpret biblical stories of women in light of the contexts of the times, in ancient Israel and 1st- and 2nd-century Palestine and nearby areas in the New Testament period.

**REL 319 Biblical Theology**

An in-depth examination of the theological diversity and unity of the various perspectives represented in the Old and New Testaments. *Upon request.*

**REL 320 The Emergence of Christian Thought**

Traces the historical development of crucial Christian doctrines including the Trinity, the two natures of Christ and original sin in the early Christian centuries, together with the medieval and Reformation development and modification of these doctrines. The contemporary relevance of the Christian tradition is emphasized.

**REL 321 Modern and Contemporary Christian Thought**

Examines the theological Renaissance of the 20th century as it was formulated in the thought of such seminal figures as Barth, Bultmann, Brunner, Tillich, the Niebuhrs and Bonhoeffer, and the impact of these figures on contemporary Christianity.

**REL 322 Theologies of Liberation**

Survey of contemporary efforts to relate religious understandings of human freedom and justice to contemporary movements toward human liberation. Included are such issues as the African American experience; strategies for liberation in Africa, Asia and Latin America; and the feminist perspective. *Upon request.*

**REL 323 Religion and Science**

The course introduces the science and religion debate, giving key historical examples in their social, scientific and theological contexts. Students will examine theological and religious claims and their interaction with different sciences—physics, biology and psychology. The place of religion and science in constituting social and personal values for diverse religious traditions shall be addressed.

**REL 324 The Problem of God**

The topic of this course is “God” in recent Western intellectual history. More precisely, this course will address how people talk about God and how that discourse has evolved. Religious conceptions of God will be examined in their historical, social and theological context. This course will examine a broad array of perspectives from Reinhold Niebuhr’s *Does Civilization Need Religion?* to the modern secular fundamentalists. By the end of the 19th century, many prominent intellectual and social figures abandoned Christianity, and

society became increasingly secularized. The secularization hypothesis will be critically analyzed within its theological, historical and cultural context. Key representatives of “the history of unbelief” will be surveyed, including Auguste Comte, Ludwig Feuerbach, David Strauss and Richard Dawkins.

### **REL 325 Sociology of Religion**

This course is concerned with how people put their beliefs about the sacred into action as they relate to other people. Religion is shaped by the sociocultural systems within which it operates across time, place and circumstance. This course deals primarily with case studies of changes in religion in the United States since the 1960s. In and through these primary sources of examples and illustrations, the course will address the “big questions” in the sociology of religion. Materials for this course will be based on the Western traditions as they shape North America, but it will also address the condition of globalization that increasingly causes the world to be “a single place.” Beginning with the Judeo-Christian tradition as it shaped both majority and minority communities in North America, this course will also cover Islam, the religions of Asia and indigenous traditions of native peoples throughout the world including Native Americans.

### **REL 328 The Problem of Evil**

A critical examination of and struggle with what may be the oldest and most intransigent theological problem—theodicy, the problem of evil in a world created by a good God. How is it possible that a good, all-knowing and all-powerful God allows such suffering as disease, natural disasters, hatred, mass murder and every form of wickedness imagined by human beings? Students will address this central question with such related questions as human free will, natural events, the existence of God, and if God exists, God’s possible character. *Upon request and January Term.*

### **REL 331 Religious Ethics and Human Sexuality**

This course is a critical study of biblical perspectives, theological positions, ethical reasoning, church traditions, faith commitments and empirical data that address questions of sexuality and the family. It examines key ethical variables such as human nature, God, the church, love, justice and empowerment in such major issues of sexuality as eroticism, marriage, partnering, divorce, contraception, reproduction, sexual identity, sexual harassment, health care and public policy.

**REL 332 Religious Ethics and Health Care**

Theological reflection on ethical norms and selected issues in health care. Study of the biblical and theological grounding of human values and attention to secular sources of morality enable students to articulate their own positions. Issues addressed include informed consent, research on human subjects, abortion, genetics, death and suffering, euthanasia and physician-assisted death, HIV/AIDS, and health care delivery and its reform.

**REL 341 Theology of Christian Art**

The theological underpinnings of Western art and architecture as they are exemplified in the Early Christian, Byzantine, Romanesque, Gothic, Renaissance and Baroque periods. *Upon request.*

**REL 343 Islamic Mysticism and the Poetry of Rumi**

A study of the Islamic mystical tradition and one of the most popular poets in America, Jalal al-Din Muhammad Rumi (1207–1273). Within the context of Islamic mysticism, students will analyze his world, life, poetic works and significance for the fields of religion and cultural studies. Rumi was an Islamic scholar and mystic whose influence transcends religious and national boundaries. Most famous for his magnum opus, the *Masnawi* (nicknamed “the Koran in Persian”), Rumi was a spiritual guide whose teachings have inspired countless individuals, powerful socio-political movements and numerous religious groups such as the Mevlevi Sufi Order of whirling dervishes. *Upon request and January Term.*

**REL 344 Religious Classics**

Literary expressions of religious faith and life focusing on personal, devotional and confessional language rather than doctrinal propositions. Examples: Augustine’s *Confessions*, Echkart’s *Sermons*, Luther’s *Christian Liberty*, Teresa of Avila’s *Interior Castle*, Thomas Merton’s *New Seeds of Contemplation*, Bunyan’s *Pilgrim’s Progress* and Julian of Norwich.

**REL 346 African American Religious Traditions**

This course introduces students to and leads them in a critical examination of the important richness and complexities of African American religious traditions as they bear on the religious, sociopolitical and cultural expressions and experiences in America today. Close attention will be given to contemporary issues and options as they are seized and exemplified among various religious movements such as Black Muslims, Black Judaism, Afro-Centric Christianity and the return to African religions. *Upon request.*



**REL 347 Theories of Religion**

This course introduces the history of theoretical approaches to religion by investigating individual thinkers and movements in order to see how religious studies arose. The course begins with the emergence of religious studies from theology, and it continues through the various disciplines of the social sciences—sociology of religion, psychology of religion, anthropology of religion, phenomenology of religion and cognitive science of religion—noting the major authors and theories of religion found in each.

**REL 350 Religion in America**

A historical introduction to religion in American culture highlighting the roots of American religiosity, the variety of religious communities, the distinctive features of American Christianity, religious pluralism, and the relation of church and state.

**REL 351 Religious Studies in Public Schools K-12**

This course is designed for students who intend to become teachers in public primary and secondary schools, but will also be of special significance for current teachers, school administrators, religious leaders and parents. Students will study the applicability of the religious liberty clauses of the First Amendment, explore resources and curricular programs for the critical study of religion, and develop an appreciation for academic pedagogical styles that are respectful, informational and analytic, rather than styles that are devotional, proselytizing or derogatory. Students will gain legal insights, ethical awareness and tools to teach religious studies units and courses in public schools. *January Term and upon request.*

**REL 361–364 Special Topics in Religious Studies**

The theological study of subjects not a part of the regular department offerings. Topics will vary from term to term. *Repeatable for credit. Unless explicitly specified, these courses will not satisfy any Integrated Curriculum requirements, but may satisfy the department requirements for the major or minor.*

**REL 370 Christian Rome through the Centuries**

The course will examine the history of Christianity in Rome, from before the time of the Apostles Peter and Paul to today's pope. Christian Rome's economic influence will be examined from before the days of Rome's official adoption of Christianity in the fourth century to its modern-day stature as a sovereign state, Vatican City, with diplomatic relationships around the world. Students will visit Rome and its environs, Vatican City and Assisi.

**REL 371 South Africa: Service and Interdisciplinary Study**

This international course examines South Africa's political history, traditional and colonial cultures, religions, the new South Africa of the post-apartheid era, and social challenges related to education, poverty and health care.

Students do service work with organizations and schools in the Cape Town area and travel to historic sites in Soweto, Johannesburg, District Six, Robben Island, the Cape of Good Hope and Entabeni Game Reserve.

**REL 372 Modern Israel: Its Religions, Histories and Politics**

This course explores the contemporary religions of Israel and Palestine from the Jordan River to the Mediterranean Sea, and from Haifa through Jerusalem to Bethlehem and Hebron. In a country that conjoins religion and government, students will study how the state has influenced all religions, and how these religions have influenced each other. Students will investigate the contemporary meaning of religious identity and religious freedom, listen to devotees' personal narratives, visit ancient holy sites, observe religious practices, probe different beliefs and values and ponder the religious experiences of the peoples of Israel and Palestine: the Baha'i of Akko and Haifa; the Druze of Golan and Galilee; the Samaritans of Mount Gerizim; the Jews of Tel Aviv, Yerushalayim and the settlements; the Christians of Bethlehem, Nazareth and the Old City; and the Muslims of Ramallah, al Khalil and al Quds. Special attention will be given to the variety within Jewish life, the warmth of Islam and the vibrancy of Christianity. Participants will explore how such varied religions have survived, adapted and blossomed on the desert.

**REL 430 The Niebuhr Seminar: God and Justice**

A reading seminar that will examine selected writings of Reinhold Niebuhr and his younger brother, H. Richard Niebuhr, in order to discover their salient theological, ethical and political contributions that continue to have potency in the contemporary world and promise for tomorrow. Special attention will be given to the brothers' relationships with the church and with Elmhurst College. *Upon request.*

**REL 490 Senior Seminar**

Religious studies senior seminar exposes students to a series of relevant and influential topics and texts reflecting the diversity and dynamism of religious studies and provides a forum for in-depth analysis and debate. Senior seminar is required of all departmental majors and is open to all students who have successfully completed at least three courses in religious studies.

**REL 492/292 Independent Study**

Students may pursue their special interests on an individual basis by making arrangements with a professor of the department. *Repeatable for credit. Consent of the department chair is required.*

**REL 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of theology and religion, culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

# Sociology

**S**ociology is the scientific study of society; that is, patterns of social interaction and their effects on individual social behavior. Sociology studies these patterns of social interaction at various levels, from face-to-face interaction in small groups to the patterns and processes that make up entire societies. Sociologists study society in order to understand its basic structure and processes—basic sociology—or to provide practical solutions to the problems faced by societies, organizations, groups and individuals—applied sociology.

Sociology as a discipline contributes to both the liberal and career education of the student. It contributes to liberal education by fostering an understanding of social relationships and their impact on each individual. Such understanding increases individual freedom and responsibility, as well as the ability to contribute to the welfare of society. Sociology contributes to career education by providing systematic knowledge of society as a basis for a satisfying and fruitful career. The sociology major provides strong liberal arts preparation for entry-level positions in business, social services and government. Many students choose sociology as a broad liberal arts preparation for professions such as law, education, medicine, social work and counseling. The undergraduate major in sociology also prepares students for future graduate work in sociology to become a professor, researcher or applied sociologist.

Traditional-age students may pursue a major in sociology or a minor in sociology or social work. Adult students may pursue a minor in sociology or a sociology concentration within a Bachelor of Liberal Studies degree. Students in the traditional program may also complete a concentration in human services within the sociology major. The human services concentration is recommended for sociology majors interested in careers in community organizing and social services, including social work. A minor in sociology is valuable for students majoring in a variety of fields, including business, criminal justice, education, intercultural studies, nursing, political science, psychology, religious studies and

urban studies. A minor in social work is useful for students with an interest in the social work application of social science theories and for those intending to do graduate study in social work.

### Faculty

Bhoomi K. Thakore, *Visiting Faculty*

## SOCIOLOGY

### Goals of the Sociology Major

Students who graduate with a major in sociology will be able to:

- Understand and appreciate the discipline of sociology and its role in contributing to our understanding of social life;
- Understand the culture and structure of society in order to function more effectively within it;
- Understand the role of theory and research methods in the process of sociological inquiry;
- Understand and appreciate different cultures and subcultures;
- Know and appreciate the significance of social differentiation and inequality for individual life choices;
- Think analytically and critically;
- Communicate clearly, effectively and persuasively;
- Use the sociological perspective in their careers; and
- Pursue graduate education in sociology, social work and related fields.

### Major in Sociology

All students majoring in sociology are required to take a minimum of 9.5 courses, including 8.5 courses in sociology plus an elementary statistics course. At least four courses must be taken at the 300 or 400 level. Courses taken for the major must include the following required courses:

SOC 211 Society and the Individual—  
Introductory Sociology

SOC/CJ 323 Methods of Social  
Research (*sophomore or junior year*)

SOC 424 Sociological Theory  
(*junior year*)

SOC 496 Capstone Seminar  
(.50 credit) (*senior year*)

One of the following statistics courses  
should be taken before SOC/CJ 323:  
PSY 355 Statistics for Scientific  
Research or MTH 345 Elementary  
Statistics or MTH 346 Statistics for  
Scientists

At least one course must be taken from each of the following three categories:

**Social and Cultural Differentiation**

SOC 212 Cultural Anthropology  
 SOC 304 Race and Ethnic Relations  
 SOC 305 Sex and Gender in Society  
 SOC 310 Social Inequality  
 SOC/CJ 340 Gender and Crime

**Social Organization and Institutions**

SOC 316 Society, Health and Illness  
 SOC 317 Marriage and the Family

**Social Intervention**

SOC 301 Social Problems  
 SOC/CJ 319 Juvenile Delinquency  
 and the Justice System  
 SOC/CJ 408 Criminology

A student may submit one credit of independent study (SOC 491 or 492) and one credit of field experience (SOC 490) toward the sociology major if taken for a letter grade. Majors seeking a bachelor of science degree, rather than a bachelor of arts degree, must take any two mathematics courses offered by the Department of Mathematics except MTH 325, 326, 440 and 441. Students pursuing both a sociology major and a social work minor may apply only SOC 211 toward both the major and minor.

At least four of the 8.5 required sociology courses must be taken at Elmhurst College. Courses in sociology and social work may be accepted in transfer from other colleges.

Students are strongly advised to take SOC 490 Independent Field Work as part of their sociology major. Students are also strongly advised to develop some competence in the use of computer. CS 111 Introduction to Software Applications and Digital Technology covers basic concepts in computer science and digital technology. Students should also consider taking COM 315 Intercultural Communication, completing a minor in intercultural studies, and studying Spanish to expand their career opportunities.

**Major in Sociology with a Concentration in Human Services**

The concentration in human services is designed for sociology majors interested in careers in community organizing and social services, including social work. An individualized program will be set up to provide conceptual and practical experiences in human services to prepare students for graduate work or direct entry into the field. Students seeking a specialized human services focus—for example, gerontology—should consult with a sociology faculty member in order to design a program of study.

Students may also combine the human services concentration with a major or minor in another discipline, such as business, criminal justice, intercultural studies, nursing, psychology, political science, speech pathology, religious studies or urban studies.

**The recommended concentration courses are:**

SOC 303 Introduction to Social Work    SOC 490 Independent Field Work  
 SOC 308 Social Services for Children    (subject to site availability or SOC  
 and Adolescents                            492 Independent Study  
 SOC 404 Social Work with Individuals  
 and Families and/or SOC 406 Social  
 Work within Groups and Communities

Students should consult with sociology faculty regarding recommended electives in sociology.

**Minor in Sociology**

The requirements for a minor in sociology are four courses including SOC 211 or the equivalent. At least two courses must be taken at the 300 or 400 level. Courses in social work may not be applied toward the sociology minor. At least two of the courses must be taken at Elmhurst College.

**Minor in Social Work**

The required courses for the social work minor are SOC 211, SOC 303 and two of the following: SOC 308 Social Services for Children and Adolescents, SOC 404 Social Work with Individuals and Families, and SOC 406 Social Work within Groups and Communities.

A student may apply one credit of independent study (SOC 492) or one credit of independent field work (SOC 490) toward the social work minor in lieu of either SOC 308, SOC 404 or SOC 406. SOC 490 Independent Field Work is contingent upon the location of a suitable field site. At least two of the required courses must be taken at Elmhurst College.

A student who is pursuing both a major in sociology and a minor in social work may count only SOC 211 toward both the sociology major and the social work minor. The social work courses—SOC 303, SOC 308, SOC 404 and SOC 406, or their equivalent—cannot be applied simultaneously toward the sociology major and the social work minor.

**Course Offerings**

**Prerequisites:** The department will waive SOC 211 as a prerequisite for upper-level courses in sociology if the student has passed the CLEP exam in introductory sociology or if, in the opinion of the instructor, the student's prior education or experience provides the conceptual foundation necessary to take the course.

**SOC 211 Society and the Individual—Introductory Sociology**

A scientific study of society and social interaction and their effects on individual behavior. An introduction to the concepts, theories and methods used by sociologists to study social life. Special attention is given to how the sociological perspective can enhance our ability to understand society and to function more effectively in it.

**SOC 212 Cultural Anthropology**

A study of the meaning and influence of culture and its societal variations. The course focuses on culture as the way people live and adapt to their environments and emphasizes the diversity of cultural patterns around the world.

**SOC 268 Field Experience in Sociology**

*.50 or 1.00 credit*

Provides sociology students with supervised and monitored on-the-job experience with businesses or human service agencies and institutions. May be taken during the regular term with part-time placement of seven to 13 hours a week for .50 credit or 14 to 17 hours weekly for 1.00 credit. Summer Term and January Term field experiences may also be possible (hours per week will be adjusted accordingly). The student will complete self-assessments, set goals and learning objectives, provide regular written feedback, attend CPE meetings and complete a final reflection paper of at least four to six pages. Students will need to meet with both a member of the sociology faculty and the CPE coordinator of career development to apply. *Repeatable for credit. Pass/No Pass grading. Does not count toward a sociology major or minor. Pre- or corequisites: one sociology course and approval of a member of the sociology faculty.*

**SOC 301 Social Problems**

An examination of common social problems using theoretical and conceptual frameworks. Students investigate individual deviance, patterns of social injustice, specific problems affecting major U.S. institutions, and international issues, along with various mechanisms and resources for solving and preventing social problems. *Prerequisite: SOC 211 or Cj 200 or equivalent or junior/senior standing.*

**SOC 303 Introduction to Social Work**

A basic study of social work practice, which is relevant to the social work, business, medical or legal professions. Social work knowledge, values and skills are taught and applied to specific cases. *Prerequisite: SOC 211 or equivalent.*



**SOC 304 Race and Ethnic Relations**

A study of the basic concepts and theories of race and ethnicity in the United States. Historical and contemporary societal reactions to racial and ethnic groups are examined. Special attention is given to issues of social justice.

*Prerequisite: Cj 200 or SOC 211 or equivalent or junior/senior standing.*

**SOC 305 Sex and Gender in Society**

A study of gender roles and sex inequality—their forms, causes, effects on behavior and life chances and patterns of change. An examination of the significance of gender roles and sex inequality for understanding both social behavior and social institutions. *Prerequisite: SOC 211 or equivalent.*

**SOC 308 Social Services for Children and Families**

An overview of child welfare practice and social services for children and adolescents. Topics will include regulation of child care facilities, trends in welfare planning for children and adolescents, and the role of the juvenile justice system. Other topics are those related to substance abuse, suicide, eating disorders, gangs, teen pregnancy, learning disabilities and programs created to address these problems. Emphasis is on the developmental stages of children and teens. *Prerequisite: SOC 303 or equivalent.*

**SOC 310 Social Inequality**

A study of the structure and processes of social inequality in societies. Primary emphasis is on socioeconomic inequality with secondary emphasis on racial and sexual inequality. An examination of aspects of social inequality, including its causes, historical trends, contemporary patterns, effects on social behavior, efforts to reduce inequality and future possibilities. *Prerequisite: SOC 211 or equivalent.*

**SOC 316 Society, Health and Illness**

A study of the structure and function of health care as a societal institution. Topics include socio-cultural and structural factors that influence health care professionals' roles, families' health practices and the interactions of clients and providers. Students will also examine critiques of the U.S. health care system and proposed reforms. *Prerequisite: SOC 211 or equivalent.*

**SOC 317 Marriage and the Family**

A historical and intercultural analysis of the family as a social institution in contemporary American society. Topics include dating, mate selection and marital adjustment, as well as problems of the family in modern Western culture. *Prerequisite: SOC 211 or equivalent.*

**SOC/CJ 319 Juvenile Delinquency and the Justice System**

An analysis and in-depth study of how multiple institutions within the social environment of contemporary U.S. society influence juvenile offenders. Special attention is given to issues and dilemmas in arresting, processing, charging, interrogating, prosecuting, sentencing/punishing and incarcerating juvenile offenders. *Prerequisite: CJ 200 or SOC 211 or equivalent.*

**SOC/CJ 323 Methods of Social Research**

An introduction to the logic and procedures for conducting social research. An examination of the foundations of social research, research design, methods of observation, data analysis and ethical issues in research. *Prerequisite: PSY 355 or MTH 345 or MTH 346.*

**SOC/CJ 340 Gender and Crime**

Gender and Crime focuses on explanations of the criminality of women, men and transgender people in the U.S. and the prison cultures associated with different genders. The course examines how dominant cultural norms and values reflect differential power relations between individuals in U.S. society and how these power inequalities act as root causes of crime. It explores how crime is used by individuals to appeal to, reject or change societal norms and relationships as well as how social control of such individuals is used to shore up support for existing societal norms and relationships. *Prerequisite: CJ 200 or SOC 211 or equivalent.*

**SOC 404 Social Work with Individuals and Families**

An in-depth study of social casework theory and practice. A variety of theories, techniques, case illustrations and role playing are introduced to develop basic interviewing and counseling skills and the ability to establish a professional helping relationship. *Prerequisite: SOC 303 or consent of instructor.*

**SOC 406 Social Work within Groups and Communities**

Group theory and process taught from theoretical, empirical and experiential perspectives. Students will develop their skills in a group and will concentrate on a particular group population and setting. *Prerequisite: SOC 303 or consent of instructor.*

**SOC/CJ 408 Criminology**

An examination of early and modern theories of criminality from the 18th century to the present. Emphasis on sociological explanations, including social disorganization, subcultural theories, strain and self-control. Associations

among theory, research and policy will be highlighted. *Prerequisite: CJ 200 or SOC 211 or equivalent and junior or senior standing.*

#### **SOC 424 Sociological Theory**

An introduction to several theoretical perspectives used to explain social phenomena: the intellectual roots of these perspectives, their major concepts, their explanatory structures, their contributions and weaknesses and their uses in research. *Prerequisites: two courses in sociology or equivalent.*

#### **SOC 480 Selected Topics in Sociology**

A focus on a specific theorist, sociological school, problem area or application of sociology using a seminar format. Topics vary upon student and faculty interest. *May be repeated for credit. Prerequisite: consent of the instructor. Upon request.*

#### **SOC 490 Independent Field Work**

*.50, .75 or 1.00 credit*

Independent, guided field work in sociology or social work. Field work in sociology involves work in an agency, organization or community setting using sociology to analyze and solve problems. Field work in social work involves supervised work in an accredited social service or welfare setting. A minimum of 140 hours on site is required during the term for 1.00 credit. Repeatable for credit. *Prerequisites: field work in sociology: two courses in sociology and consent of instructor. Field work in social work: SOC 303, location of a suitable field site and consent of instructor. Upon request.*

#### **SOC 491 Independent Research**

*.50, .75 or 1.00 credit*

A course in independent, guided research. Practical experience is acquired in the stages of designing and conducting a research project in sociology. Repeatable for credit. *Prerequisites: consent of instructor and either SOC/CJ 323 or three courses in sociology. Upon request.*

#### **SOC 492/292 Independent Study**

*.50, .75 or 1.00 credit*

An independent and concentrated reading course focusing on a specific problem area, field of specialization or the thought of a major social thinker in sociology. Repeatable for credit. *Prerequisites: consent of instructor and two courses in sociology. Upon request.*

**SOC 495 Honors Independent Research***.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of sociology, culminating in an appropriate public dissemination of research methods and findings.

This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit.*

*Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

**SOC 496 Capstone Seminar***.50 credit*

A seminar course required of all sociology majors and designed to facilitate the transition of sociology majors from the undergraduate degree program to employment or graduate school. The course will enable students to answer four questions: What can I do with a major in sociology? What do I know (knowledge)? What can I do (skills)? How can I use the knowledge and skills that I have acquired to achieve my professional goals? Students will explore applications of sociology and opportunities for sociology-related careers and post-graduate education; apply sociological knowledge, methods and theory in a service-learning experience; and create an electronic portfolio and other material in preparation for application for employment or graduate school. Students should enroll in SOC 496 in the term closest to their graduation.

*Prerequisite: senior standing.*

# Urban Studies Program

**T**he urban studies curriculum provides an interdisciplinary, career-focused major. In a nation that is more than 80 percent urban, it is increasingly important to understand the past, present and future of our cities and metropolitan areas.

An integral part of the program is the use of the greater Chicago metropolitan region as a laboratory for study. Classroom instruction, internships and research projects are combined with field trips, guest speakers and practical experiences to provide a comprehensive learning experience.

The urban studies program offers numerous options following graduation, including careers in municipal administration, environmental management, housing, law, planning, social work and transportation coordination. A degree in urban studies also provides students with opportunities for graduate study. Among the possibilities are degrees in political science, geography, law, public administration, social work, sociology, urban planning and urban studies.

## Faculty

Constance A. Mixon, Ph.D., MPA, *Director*

## Mission Statement

The urban studies program at Elmhurst College, through an interdisciplinary liberal arts framework, inspires students to think critically about the diverse issues, problems, development and prospects of metropolitan areas and their citizens.

## Program Goals

- To provide students with a broad interdisciplinary liberal arts framework for understanding the issues, problems, development and prospects of metropolitan areas and their citizens;
- To prepare students for careers and citizenship through experiential curricular and co-curricular opportunities that place students on the front lines of urban life;

- To equip students with the knowledge and skills necessary to pursue professional careers and advanced study related to the multi-faceted nature of urban studies; and
- To serve as a resource, through service, outreach and engagement, to the Chicago metropolitan region.

**Learning Goals**

Urban studies students are expected to demonstrate the ability to:

- Formulate effective oral and written argumentation;
- Explain and evaluate historical and contemporary American and global urbanization processes;
- Understand the social, economic, political and governmental conditions of metropolitan areas and their impacts on individuals, institutions and society;
- Demonstrate understanding of the diverse nature of urban populations and the social justice issues many of these populations face; and
- Identify ways of creating more humane, equitable, sustainable and efficient built environments to improve urban futures.

**Major in Urban Studies**

An urban studies major consists of a minimum of nine courses. All majors will take at least three core courses as follows:

URB 210 Cities

URB 291 Suburbia

**And as a capstone, one of the following:**

URB 401 Cities of the World

URB 468 Field Work

URB 421 Practical Politics

URB 492 Independent Study

URB 495 Honors Independent  
Research

BID 308 The European Union and

Cities: Regional Integration and

Urbanization in the European Union

A Chicago Semester

A Washington, D.C., Semester

A study-abroad term with an urban  
studies focus

**Majors are encouraged to take two cognate courses:**

PSY 355 or MTH 345 Statistics

SOC 423 or PSY 356 Research Methods

In addition, students should choose one of three available focus areas:

- Public Services
- Public Administration
- Urban Planning

Focus coursework consists of a minimum of six courses as indicated below (note: only four or five focus courses are needed depending on the inclusion of Statistics and/or Research Methods).

### Public Service

For work with public or nonprofit organizations, take:  
POL 360 Public Policy and Administration (required)

### Human Needs

CJ 200 Introduction to the Criminal Justice System	SOC 303 Introduction to Social Work
EDU 104 Cultural Foundations of Education in the United States	SOC 304 Majority-Minority Relations
EDU 331 Race and Equity in Education	SOC 310 Social Inequalities
SOC 214/314 The Elderly	CJ/SOC 319 Juvenile Delinquency and the Justice System
SOC 216/316 Society, Health and Illness	SOC 408 Criminology

### Management

BUS 354 Human Resource Management	GEO 302 GIS in the Urban Environment
BUS 355 Negotiations: Theory and Practice	SOC 315 Complex Organizations or BUS 453 Organizational Behavior
BUS 454 Leadership	URB 430 Seminar: Urban Management
GEO 207 Introduction to Spatial Thinking	

### Other

GEO 411 Urban Geography	ICS 270 Introduction to Intercultural Studies (.50 credit)
GEO 412 Political Geography	ICS 271 Intermediate Intercultural Studies (.50 credit)
GEO 413 Economic Geography	
COM 315 Intercultural Communication	
COM 317 Persuasive Communication	

### Public Administration

For work with political parties, politicians, government agencies or law school, take:

POL 202 American State and Local Government ( <i>required</i> )	POL 300 Urban Politics ( <i>required</i> )
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*Politics*

POL 150 Introduction to Politics	POL 360 Public Policy and Administration
POL 201 American Federal Government	POL 411 Constitutional Law I: Civil Liberties
POL 240 Law and Politics	POL 412 Constitutional Law II: Civil Rights
POL 319 Foundations of American Political Thought	

*Management*

BUS 354 Human Resource Management	Thinking
BUS 355 Negotiations: Theory and Practice	GEO 302 GIS in the Urban Environment
BUS 454 Leadership	SOC 315 Complex Organizations or BUS 453 Organizational Behavior
GEO 207 Introduction to Spatial	URB 430 Seminar: Urban Management

*Other*

CJ 210 Policing and Society	COM 317 Persuasive Communication
EDU 331 Race and Equity in Education	ICS 270 Introduction to Intercultural Studies (.50 credit)
GEO 411 Urban Geography	ICS 271 Intermediate Intercultural Studies (.50 credit)
GEO 412 Political Geography	
COM 315 Intercultural Communication	

**Urban Planning**

For work in city or regional planning, take:

URB 420 Principles and Practices of Urban Planning ( <i>required</i> )	GEO 411 Urban Geography
BUS 301 Introduction to Logistics and Supply Chain Management	GEO 413 Economic Geography
GEO 207 Introduction to Spatial Thinking	ICS 270 Introduction to Intercultural Studies (.50 credit)
GEO 302 GIS in the Urban Environment	ICS 271 Intermediate Intercultural Studies (.50 credit)
GEO 309 Geographic Information Systems (GIS) II: Spatial Analysis	SOC 304 Majority-Minority Relations
	URB 430 Seminar: Art and Architecture

**Minor in Urban Studies**

An urban studies minor consists of a minimum of four courses, including two required core courses: URB 210 Cities and URB 291 Suburbia. The remaining two courses should be selected from any other urban studies courses (URB); one of POL 202, POL 300 or POL 360; a Chicago Semester; a Washington, D.C., Semester; or a study-abroad term with an urban studies focus.



## Course Offerings

*One unit of credit equals four semester hours.*

### **URB 201 Cities of the World**

*.50 or 1.00 credit*

*See URB 401.*

### **URB 210 Cities**

The history of cities from antiquity to the present. Attention is given to similarities and contrasts in the growth and history of cities. Special emphasis on development of cities in the Western hemisphere.

### **URB 291 Suburbia: People, Problems and Policies**

Examines a distinctive form of contemporary life—the suburbs. The history, organizational structures and values of suburbia. Field trips and guest lecturers provide insight into current ideas for suburban development.

### **URB 308 European Union and Cities: Regional Integration and Urbanization in the European Union**

*See BID 308.*

### **URB 401 Cities of the World**

*.50 or 1.00 credit*

This course enables students to experience the various approaches other countries and cities utilize to meet contemporary urban concerns. Special emphasis is on government, housing, planning and transportation. An opportunity to study different cultures and societies. *May be repeated for credit.*

### **URB 420 Principles and Practices of Urban Planning**

Explores the purpose, practice and theories of modern planning for the promotion of social and economic well-being. Provides a framework for understanding many urban problems. *Spring Term, even-numbered years.*

### **URB 421 Practical Politics and Political Campaigning**

*.50 or 1.00 credit*

Involves the student directly in politics. Classroom theory is tested when the student participates in a political campaign for a candidate or political party. *Every term, as needed.*

**URB 430 Seminar in Urban Studies**

Students will develop basic research techniques and work on a particular topic for an in-depth study. The course will vary in terms of topics and experience. *May be repeated for credit.*

**URB 468 Field Work/Internship in Urban Studies**

*.50 or 1.00 credit*

The primary purpose is to give the student an opportunity to apply classroom learning to a practical work experience. Academic credit for a term of employment at 15 to 20 hours per week in a governmental agency, community organization, lawyer's office, planning commission or public agency. *Evaluation of employee by the employer and a research report by the student are required. Full-time summer study is possible. May be repeated for credit. Every term, as needed.*

**URB 492/292 Independent Study**

*.50 or 1.00 credit*

An independent and concentrated reading course centering around a specific problem area, a single field of specialization or a concentration on the writings of major urban thinkers. *May be repeated for credit. Written permission of the instructor is required. As requested.*

**URB 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of urban studies, culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

# World Languages, Literatures and Cultures

**T**he study of languages fosters interest in different cultures, develops an understanding of the significance of language in human affairs and promotes self-awareness and self-growth through interaction with the languages and peoples of other cultures. The Department of World Languages, Literatures and Cultures is committed to Elmhurst College's Statement of Mission. It also shares and upholds the philosophy set forth by the American Council on the Teaching of Foreign Languages (ACTFL) and the Association of Departments of Foreign Languages (ADFL) that "Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad."

Addressing the "Five C's" of foreign language education (communication, cultures, connections, comparisons, communities), we believe that studying another language is much more profound than simple language acquisition. It entails the critical engagement and appreciation of a diverse, yet interdependent, multicultural global society. All classes are taught primarily in the target language.

The faculty of the department works with students to complement classroom instruction in several ways. The World Languages Club and Alpha Mu Gamma, the national collegiate honor society, sponsor student discussions, poetry readings, lectures, film screenings, cultural outings and other activities. Majors should plan to experience first hand the language and culture they are learning by studying abroad. To aid students in realizing this goal, the department and the College sponsor international education experiences and international internships in all terms. Elmhurst College sends students to

affiliated programs throughout Europe and Latin America each term. Every year the department and the College sponsor our own and affiliated January Term courses to French-, German- and Spanish-speaking countries: recent trips have included France, Costa Rica, southern Chile and Spain. Financial aid, including Illinois state scholarships, may be applied toward study abroad. Costs are comparable to those for resident students at Elmhurst College.

Language study is a rigorous intellectual endeavor that prepares graduates for work and continued study in a wide variety of professional fields and a lifetime of enriching learning experiences. Recent graduates from the department are engaged in the following careers:

- Health professions
- Nursing
- Speech-language pathology
- Foreign affairs and international relations
- Immigration policy and reform
- Teaching of world languages and literatures in schools and colleges
- Teaching in related fields that require skills in world languages
- Business positions with international firms
- Airline positions
- Tourism
- Teaching English to non-English speakers
- International education
- Librarianship
- Government service
- Translating
- Professions requiring international study, such as theology, natural science, international law, Peace Corps

In addition to careers in international business and the teaching of world languages, a foreign language is a very desirable additional skill for majors in many fields such as education. Students going on to graduate school also frequently must meet secondary language requirements.

All students with foreign language experience should take the world language placement exam to determine the proper course level before registering in their first term at Elmhurst College. Upon the successful completion of one additional world language course at Elmhurst College, students who place into the 102 level or above will be awarded one credit for the language competency attained prior to coming to Elmhurst College. Students must enroll in the course into which they have been placed unless written permission has been granted by the department chair.

#### Faculty

Beatriz Gómez-Acuña, *Chair*; Federica E. Bando, Rebecca Léal, Christine Summers, Christopher Travis

### Minors in French, German and Spanish

A minor in French, German or Spanish consists of four college courses, three of which must be taken at the 300 or 400 level at Elmhurst College. A 202-level course can also count for intermediate students who wish to gain the minor, but no student is permitted to take a class below their placement level.

### Goals for World Language Majors

Majors are expected to narrate in connected discourse, to understand most details on a variety of topics, to comprehend substantive texts in selected fields, to write about a significant number of topics with a high degree of accuracy and to function appropriately in the culture. The specific learning outcomes majors will be expected to fulfill and demonstrate via interview, portfolio and capstone experience are:

- The ability to read and understand a variety of prose texts in the target languages;
- The ability to initiate and sustain oral communication on a variety of subjects in the target languages;
- The ability to write with significant coherence about a variety of topics in both formal and informal contexts; and
- Knowledge of key cultural traditions, values, attitudes and ideas associated with the target languages.

### Major in French

The French major consists of 7.5 course credits (30 hours), beginning at the 300 level, in each of the following areas: conversation/composition, culture and literature. Students should generally take French 301 and 302 before enrolling in any other 300- or 400-level courses and are strongly encouraged to complete at least one international education experience. Students must complete the half-credit Senior Research Capstone (WL 451) during one of their final two terms.

### Major in German

The German major is similar to the French major with one important distinction: All German majors are required to study for at least one semester in a German-speaking location (e.g. Salzburg, Freiburg, Berlin or Vienna). The total cost of this program for tuition, room and board is approximately the same as Elmhurst College tuition alone, making the program affordable for all students. Students live in a residence hall with a German or Austrian roommate and take part in cultural excursions and events as well as a full load of German classes. Students must complete the half-credit Senior Research Capstone (WL 451) during one of their final two terms.

### Major in Spanish

The Spanish major requires 7.50 credits (30 hours), composed of any combination of seven 300- and 400-level courses along with WL 451. However, the faculty recommends the following combination: one grammar/composition (SPN 301 or SPN 307), one conversation (SPN 302 or SPN 308) or SPN 305 Business Spanish or SPN 306 Medical Spanish, one Spanish culture, one Latin American culture, two literature and one elective in Spanish. Students must complete the half-credit Senior Research Capstone (WL 451) during one of their final two terms.

### Multi-Language Major

The multi-language major is designed for students who wish to gain a significant level of proficiency in several languages as they prepare for careers in international development, foreign affairs or service to society, or for graduate school in fields such as linguistics or comparative literature. Students must complete three courses at the 300/400 level, often beginning with 301, in the primary language; at least three courses in the secondary language through a minimum level of 202; and demonstrate proficiency through the 102 level in the third language. Also required are ICS 270, WL 468 (a half-credit capstone internship), WL 451 Senior Research Capstone and two electives chosen from the provided list of courses in one of four tracks: foreign affairs, international development, pre-graduate study in the humanities or social service.

Students take two electives from one of the tracks listed below. Substitutions may be considered and granted through consultation with the chair of the Department of World Languages, Literatures and Cultures:

#### Pre-Graduate Study in the Humanities (*linguistics, comparative literature and similar fields*)

Choose two from the following:

ENG 220 Principles of Literary Study

ENG 415 Literary Theory (*prerequisite: ENG 220 or consent of instructor*)

ENG 416 History and Structure of English

WL 319 The Nature of Language

WL 320 Non-Western Culture via Literature and Film

#### International Development (*business, nonprofit organizations, finance, economics, marketing*)

Choose two from the following:

BUS 230 Principles of Marketing

BUS 250 Management Theory and Practice

BUS 271 Introduction to Global Business

BUS 375 International Marketing and Management (*if student has taken BUS 271, 230 or 250 as other course in track*)

COM 315 Intercultural Communications

ICS 275 Introduction to International Studies

PHL 310 Ethics and Business  
Foreign Affairs (foreign service,  
diplomacy, political science)

**Choose two from the following:**

GEO 311 Regional Study of Europe	HIS 370 Latin American History: Civilization and Culture
GEO 317 Regional Study of Latin America	POL 301 Comparative Politics: The New Europe
GEO 375 Geography and International Relations	POL 302 Politics of Developing Nations
HIS 303 U.S. Diplomatic History	POL 307 American Foreign Policy
HIS 305 Imperialism and Colonialism	
HIS 364 History of the Far East	

**Social Service** (*international or domestic social services, faith or non-faith based*)

Classes in Group A generally present issues and concepts of concern in social service. Those in Group B would then help students explore their own professional path. It is therefore recommended that students choose one from each group. (SOC 211 Society and the Individual: Introductory Sociology is a prerequisite for all sociology classes.)

**Group A**

PHL 306 Moral Philosophy  
REL 230 Christian Social Ethics  
REL 240 World Religions  
SOC 301 Social Problems  
SOC 310 Social Inequality

**Group B**

REL 280 Ministry: Callings and  
Practice  
REL 281 Serving Society: Faith  
Perspectives  
SOC 303 Introduction to Social Work

**International Business**

As commerce becomes more international, the knowledge of language and culture plays an important part in business. Language students may complete an interdepartmental major in international business. See the Department of Business section of this catalog for further information.

**Licensure for Teaching**

Students who plan to teach in K-12 schools are encouraged to obtain licensure in two languages or one language plus another subject, especially to facilitate student teaching placement. Those interested in teaching are also urged to consider opportunities for teaching English abroad. Prospective teachers must include WL 440 Special Methods in the Teaching of Foreign Languages in their program. Students should convey their intentions to teach as soon

as possible to the chair and must be admitted to the secondary education program in the Department of Education.

Candidates for licensure as foreign language teachers must demonstrate speaking and listening competency showing that they are able to narrate and describe in paragraph length past, present and future time consistently; get into, through and out of unforeseen situations; and converse in a clearly participatory fashion and be understood by a native speaker. Upon completion of their course of studies, students will demonstrate these listening and speaking skills through an oral interview with faculty or similarly qualified examiner.

Candidates must pass the appropriate content area test and the oral proficiency interview (ACTFL) prior to admission to the student teaching seminar. Non-native speakers should take the Oral Proficiency Interview (OPI) as soon as possible as an early assessment tool. Students planning to teach world languages should meet with advisors in both the education and world language, literatures and cultures departments. See department chair for additional course requirements to prepare to meet the state K-12 standards in foreign language instruction.

### **Course Offerings**

*One unit of credit equals four semester hours.*

#### **ARABIC**

##### **ARB 101, 102 Elementary Arabic I, II**

Conversation and fundamental grammatical structures are introduced through communicative exercises and practice in reading and writing, speaking and listening. Cultural context emphasized. *Prerequisite: ARB 101 or equivalent for ARB 102. ARB 101 Fall Term, January Term; ARB 102 Spring Term.*

##### **ARB 201, 202 Intermediate Arabic I, II**

Continued development of listening, speaking, reading and writing skills. Significant exposure to various cultures of the Arabic-speaking world through film, music, art, mass media and student presentations. *Prerequisite: ARB 102 for ARB 201; ARB 201 for ARB 202. ARB 201 Fall Term; ARB 202 Spring Term.*

##### **ARB 492/292 Independent Study**

A course for students of Arabic who wish to pursue an intensive program of study on an individual basis. Students must gain approval of department chair and instructor through a clear proposal of a unique project that cannot be realized in a traditional setting.



## CHINESE

### CHN 101 Introductory Chinese I

This is the first term of a beginner's-level Chinese course with a focus on developing students' listening, speaking, reading and writing skills in the target language. This course intends to help students build a solid foundation for all four communicative skills—listening, speaking, reading and writing—in standard Mandarin in an interactive environment in class and through completing assigned work outside the class.

### CHN 102 Introductory Chinese II

This is the second term of a beginner's-level Chinese course with a focus on developing students' listening, speaking, reading and writing skills in the target language. Students will build on the linguistic base gained from the introductory course with more language structure and vocabulary.

*Prerequisite: CHN 101.*

### CHN 201 Intermediate Chinese I

This is an intermediate-level Chinese course. Students will continue to develop their reading, writing, listening and speaking skills in the target language.

*Prerequisite: CHN 102 or equivalent.*

### CHN 202 Intermediate Chinese II

This is an intermediate-level Chinese course. Students will continue to develop their reading, writing, listening and speaking skills in the target language.

*Prerequisite: CHN 201 or equivalent.*

### CHN 301 Advanced Chinese Conversation and Composition

The emphasis of CHN 301 is to reach an advanced level of listening, speaking, reading and composition in Mandarin. Consulting authentic primary sources such as Chinese periodicals and audiovisual materials, students must engage with different aspects of contemporary Chinese life and culture while building a better vocabulary and more fluency in the target language.

*Prerequisite: CHN 202 or equivalent.*

## FRENCH

### FRN 101, 102 Elementary French I, II

Conversation and fundamental grammatical structures are introduced through communicative exercises and practice in reading and writing, speaking and listening. Cultural context emphasized. *Prerequisite: FRN 101, placement or consent of the instructor for FRN 102. FRN 101 Fall Term; FRN 102 Spring Term.*

**FRN 201, 202 Intermediate French I, II**

Practical conversation, review of grammar through oral practice, use of films and other materials. Development of the skills of speaking and listening and the ability to communicate effectively while traveling in French-speaking countries. Intensive review of grammar. *Prerequisite: FRN 102, placement or consent of the instructor for FRN 201; FRN 201, placement or consent of the instructor for FRN 202. FRN 201 Fall Term; FRN 202 Spring Term.*

**FRN 301 French Conversation and Composition**

Emphasis on improving oral and written expression of accurate, idiomatic French. Focus on improving communication skills through the enrichment of vocabulary, the reading of contemporary poetry and prose, and the use of videos, films and magazines. *Prerequisite: FRN 202, placement or consent of the instructor.*

**FRN 302 Advanced French Conversation and Composition**

Final review of grammar. Writing of one- to two-page compositions about topics of French culture and literature. Development of vocabulary and syntax necessary for sustained conversation in French. *Prerequisite: FRN 301, placement or consent of the instructor.*

**FRN 305 Business French**

Presents the lexical, syntactical and stylistic features typical for business French. Reading and discussion of business articles and correspondence. Study of cultural aspects of business communication. Areas covered include banking, advertising, import-export, insurance, computers and travel. *Prerequisite: FRN 302 or consent of instructor.*

**FRN 313, 314 Cultural Heritage of France I, II**

A historical survey of French civilization in which literature, history, geography, arts, science and political institutions are studied. Provides a framework in which to understand literature as well as contemporary events. Development of reading skills and emphasis on the cultural, sociological and aesthetic implications of the texts. Taught in French. *Prerequisite: FRN 302 or consent of the instructor.*

**FRN 335 French/Francophone Literature in Context I—Pre-1800**

Selected readings in French and/or Francophone literature written between the Middle Ages and 1800. The focus of the course, which varies, will be defined in terms of a genre or theme. Individual works will be studied within their social, political, historical and aesthetic contexts. Sample topics: 17th-Century Theater, Love Across the Centuries, Revolutionary Literature. Taught in French. *Can be repeated once for credit with different focus. Prerequisite: FRN 302 or consent of instructor.*

**FRN 336 French/Francophone Literature in Context II—Post-1800**

Selected readings in French and/or Francophone literature written after 1800. The focus of the course, which varies, will be defined in terms of a genre or theme. Individual works will be studied within their social, political, historical and aesthetic contexts. Sample topics: Paris in 19th- and 20th-century French literature, the Francophone novel, 20th-century French and Francophone theater. Taught in French. *Can be repeated once for credit with different focus. Prerequisite: FRN 302 or consent of instructor.*

**FRN 452 Directed Reading**

A seminar providing the opportunity for intensive study of an author, a movement or another discipline. Some past topics have included film and literature and advanced business French. *Repetition for credit with different topics. Prerequisite: FRN 302.*

**FRN 492/292 Independent Study**

A course for French majors who wish to pursue an intensive program of reading on an individual basis. *Students must gain approval of department chair and instructor through a clear proposal of a unique project that cannot be realized in a traditional setting.*

**FRN 495 Honors Independent Research**

*See WL 495.*

**GERMAN****GRM 101, 102 Elementary German I, II**

Introduction to German. Focus is on communicative competency, i.e., learning to understand and speak German. Study of German culture. Most learning of the language is done through drill sections, lab sessions, interviews and role playing. *Prerequisite: GRM 101 or equivalent for GRM 102. GRM 101 Fall Term; GRM 102 Spring Term.*

**GRM 201, 202 Intermediate German I, II**

Continued development of listening, speaking, reading and writing skills. Use of films, slides and tapes to develop skills and learn more about German culture. Readings about German life. Includes a comprehensive review of grammar. *Prerequisite: GRM 102 for GRM 201, GRM 201 for GRM 202. GRM 201 Fall Term; GRM 202 Spring Term.*

**GRM 301 German Conversation and Composition**

Primary emphasis on improving listening, speaking and writing skills. Use of readings covering many different aspects of contemporary German life and culture. Short compositions and grammar review. *Prerequisite: GRM 202 or equivalent. Fall Term.*

**GRM 302 Advanced German Conversation and Composition**

Final review of grammar. Writing of one-to two-page compositions about topics of German culture and literature. Development of vocabulary and syntax necessary for sustained conversation in German. *Prerequisite: GRM 301 or equivalent. Spring Term.*

**GRM 305 Business German**

Presents the lexical, syntactical and stylistic features typical for business German. Reading and discussion of recent business articles and correspondence. Study of cultural aspects of business communication. Topics include banking, advertising, import-export, travel and industrial relations. Taught in German. *Prerequisite: GRM 301 or consent of instructor.*

**GRM 313, 314 German Cultural Heritage I, II**

A historical survey of the history, literature, geography, arts and political institutions of the German-speaking countries. Background for an understanding of contemporary German culture and of the literary traditions of the German-speaking peoples. Required of all German majors. Taught in German. *Prerequisite: GRM 301 or equivalent.*

**GRM 335 German Literature in Context I**

Selected readings in German literature written before 1900. Individual works will be studied within their social, political, historical and aesthetic contexts. The focus of the topics course will vary. Sample topics: The Novella 1700–1900; Literature and German History: Reformation to 1900; Literature and Philosophy; Literature in the context of music and the graphic arts. Taught in German. *Can be repeated once for credit with different focus. Prerequisite: GRM 301 or equivalent.*

**GRM 336 German Literature in Context II**

Selected readings in German language literature written between 1900 and the present. Individual works will be studied within their social, political, historical and aesthetic contexts. The focus of the course will vary. Sample topics: Viennese literature and culture 1890–1914; literature in Berlin 1910–1945; literature and silent film in the Weimar era; Expressionism in drama, art and

architecture; literary responses to the Third Reich (exile, Holocaust, Nazi aesthetics); literature and cultural trends after 1945; contemporary cinema and literature. Taught in German. *Can be repeated once for credit with different focus. Prerequisite: GRM 301 or equivalent.*

#### **GRM 452 Directed Reading**

A seminar providing opportunity for intensive study of an author, a period of German literature or another discipline. In addition to the readings, emphasis is on oral skills. Some past topics have included: history of the Third Reich, the Nouvelle, advanced business German and contemporary German culture. *Can be repeated for credit with different topics. Prerequisite: GRM 301 or equivalent.*

#### **GRM 492/292 Independent Study**

For German majors who wish to pursue an intensive program of reading on an individual basis. *Students must gain approval of department chair and instructor through a clear proposal of a unique project that cannot be realized in a traditional setting.*

#### **GRM 495 Honors Independent Research**

*See WL 495.*

### **ITALIAN**

Elmhurst College maintains an exchange agreement that allows students to take Italian at Dominican University, which is 15 minutes away and easily accessible by train. Registration, billing, etc. is processed by Elmhurst College for these classes.

### **JAPANESE**

#### **JPN 101 Japanese for Anime Enthusiasts**

This is a beginner-level Japanese course with a focus on developing students' listening, speaking, reading and writing skills in the target language. Students will be introduced to basic language structure and vocabulary, as well as to two of the three writing systems: hiragana and katakana. The grammatical components will be tied to theme-based units, which will explore the cultural aspects of everyday living in Japan. Students will further research these topics and utilize the learned structures by analyzing and discussing their favorite anime as well as anime that are considered classics in Japan. With the use of commercially produced software, students will apply the learned skills into creating their own anime/manga. The software comes with templates that students can use, so drawing skills are not a necessary prerequisite. Furthermore, this course does not have an art component but will explore the cultural and linguistic side of anime. Student will be graded on the use of appropriate linguistic structures and cultural reference in their works.

**SPANISH****SPN 101, 102 Elementary Spanish I, II**

Essentials of Spanish grammar and syntax, extensive oral practice and cultural introduction to Spain and Spanish America. Five to 10 hours of work in language lab is required. *Prerequisite: SPN 101 or equivalent for SPN 102. SPN 101 Fall Term; SPN 102 Spring Term.*

**SPN 201, 202 Intermediate Spanish I, II**

Continued development of listening, speaking, reading and writing skills. Significant exposure to various cultures of the Spanish-speaking world through film, music, art, mass media and student presentations. *Prerequisite: SPN 102 for SPN 201; SPN 201 for SPN 202. SPN 201 Fall Term; SPN 202 Spring Term.*

**SPN 301 Spanish Grammar and Composition**

Primary emphasis on an advanced grammar review as well as the improvement of reading and writing skills through the use of one- to two-page compositions about varied topics. Students will consult Spanish periodicals and audio-visual materials covering many aspects of contemporary life. *Prerequisite: SPN 202 or equivalent. Fall Term.*

**SPN 302 Spanish Conversation, Grammar and Service**

Practice in listening and speaking skills as well as the development of vocabulary and syntax necessary for sustained conversation in Spanish. Includes 12 hours of service-learning in the Spanish-speaking community with appropriate preparation and reflection in class. *Prerequisite: SPN 301 or SPN 307 or consent of the instructor.*

**SPN 304 Teaching Hispanic Children's Literature Across All Grade Levels**

The course combines two different disciplines—education, and Spanish language and literature. The course is team taught and its main objective is twofold. First, it aims to introduce students to the principal movements and representative authors in the field of children's literature in the Hispanic world. While students study these texts, taking into consideration the socio-historical context, the literary style used, the themes present and other grammatical and lexical considerations, they will study the theories of teaching reading to English Language Learners, including the sociocultural context of language learning. Students will learn teaching strategies for Spanish-speaking students and learn to adapt learning methods to proceed to create appropriate lesson plans that will enable them to teach those texts to Spanish-speaking (English Language Learners) or bilingual (English- and Spanish-speaking) students. This

course is included in the reading minor requirements for students who plan to work in schools. *Prerequisite: SPN 301 or SPN 307 or consent of the instructor.*

### **SPN 305 Business Spanish**

Practical application of lexical, syntactical and stylistic features to written and oral communication in the professional world. Study of cultural aspects of business communication and topics such as management, financial affairs, advertising, import-export, insurance and technology. Designed and appropriate for business, medical and other advanced-level Spanish students.

*Prerequisite: SPN 301 or SPN 307 or consent of the instructor.*

### **SPN 306 Medical Spanish**

Practical application of lexical, syntactical and stylistic features to written and oral communication in the professional world. Study of cultural aspects of the medical professions such as interaction with patients and vocabulary associated with common symptoms and insurance. Designed and appropriate for medical, business and other advanced-level Spanish students. *Prerequisite: SPN 301 or SPN 307 or consent of the instructor.*

### **SPN 307 Spanish for Heritage Speakers I**

An introduction to academic Spanish and the notion of formal and informal register for heritage speakers who already possess advanced communicative skills in the language. Students will also survey the history, film and literature of the Spanish-speaking world. There is an emphasis on reading, writing and vocabulary building. *Fall Term.*

### **SPN 308 Spanish for Heritage Speakers II**

Continuation of SPN 307. Reviews grammatical conventions of academic Spanish at an advanced level. Students will continue to survey the history, film and literature of the Spanish-speaking world. Increased emphasis on composition and reading. *Prerequisite: SPN 301 or SPN 307 or consent of the instructor. Spring Term.*

**SPN 310 Introduction to Hispanic Literature**

An introduction to the critical reading and interpretation of Hispanic literature, principally from Spain and Latin America, through the study of narrative, poetry and drama. Readings, class discussion and reports are in Spanish. *Prerequisite: SPN 302 or SPN 308 or consent of the instructor. Fall Term.*

**SPN 312 Spanish Culture**

A historical survey of the culture and civilization of Spain in which geography, ethnicity, art, music, literature and social and political institutions are studied. Provides a framework in which to understand contemporary events as well as literature. Readings, class discussion and reports are in Spanish. *Prerequisite: SPN 302 or SPN 308 or consent of the instructor. Fall Term.*

**SPN 313, 314 Survey of Spanish Literature I, II**

A survey of representative major Spanish authors and their works from the Middle Ages to the present. Extensive readings, lectures, class discussions and reports in Spanish. *Prerequisite: SPN 302 or SPN 308 or consent of the instructor.*

**SPN 321 Introduction to Spanish Sociolinguistics**

A survey of the Spanish language from a sociolinguistic perspective. Covers concepts such as language vs. dialect, discourse analysis, bilingualism, languages in contact and the relationship between language and pedagogy. Readings, class discussion and reports are in Spanish. *Prerequisite: SPN 302 or SPN 308 or consent of the instructor.*

**SPN 322 Spanish Pragmatics**

On a very basic level, pragmatics refers to the way we convey meaning through communication. This meaning includes verbal and non-verbal elements and varies depending on the context, the relationship between people talking and many other social factors. This course introduces students to the study of communicative acts, miscommunication due to inappropriate pragmatic action and the strategies for learning pragmatic features of a language. Students will survey theories of communication such as courtesy, irony and semantic vs. pragmatic interpretation of speech. Readings, class discussion and reports are in Spanish. *Prerequisite: SPN 302 or SPN 308 or consent of the instructor.*

**SPN 334 Latin American Culture**

A historical survey of the civilization and culture of Latin America in which geography, ethnicity, art, music, literature, and social and political institutions are studied. Provides a framework in which to understand contemporary



events as well as literature. Readings, class discussion and reports are in Spanish. *Prerequisite: SPN 302 or SPN 308 or consent of the instructor. Spring Term.*

#### **SPN 335, 336 Survey of Latin American Literature I, II**

A survey of representative major Latin American authors and their works from the pre-Columbian period to the present. Extensive readings, lectures, class discussions and reports in Spanish. *Prerequisite: SPN 302 or SPN 308 or consent of the instructor.*

#### **SPN 340 Indigenous Literature of South and Central America**

An introduction to the critical reading and interpretation of indigenous literature from Central and South America through the study of narrative, poetry and drama. This class considers the unique foundational mythology of indigenous groups and their distinct contemporary world views. All class work (readings, tests, class discussions and reports) is in Spanish. *Prerequisite: SPN 302 or SPN 308 or consent of the instructor.*

#### **SPN/WL 392 Walking El Camino de Santiago: An Intellectual and Physical Journey**

During a three-week time period in the month of June, students and faculty will walk approximately 300 kilometers of the Pilgrimage to Santiago de Compostela (French route). As they walk along the route, participants will explore the many cultural and religious sites, experience the unique scenery and geographical terrain, and meet the citizens who live along the walkway.

#### **SPN 452 Directed Reading**

A seminar providing opportunity for intensive study of an author, a period of Hispanic literature or culture, or another discipline. Topics have included Spanish Medieval and Golden Age Literature, Expressive Latino Culture, 20th-Century Latin American Novel and the Spanish Civil War and Mexican Revolution. Repetition for credit with different topics. *Prerequisite: SPN 302 or equivalent.*

#### **SPN 492/292 Independent Study**

For Spanish majors who wish to pursue an intensive program of reading on an individual basis. Students must gain approval of department chair and instructor through a clear proposal of a unique project that cannot be realized in a traditional setting.

#### **SPN 495 Honors Independent Research**

*See WL 495.*

**WORLD LANGUAGES****WL 209 World Literature in English**

An introduction to the literatures of the French-, German-, Italian- and Spanish-speaking countries, particularly as they reflect the literary and cultural traditions of these regions. Major focus varies according to the background of the faculty member involved. Taught in English. *No prerequisite.*

**WL 215 Genocide and the Holocaust**

Study of the causes, development, and contemporary and current responses to the Holocaust. Reading of accounts of survivors and scholars struggling with the meaning of the Holocaust. Requires students to wrestle with the hows and whys of the Holocaust and their significance for their personal and social values. *No prerequisite.*

**WL 230 Chinese Art and Calligraphy**

This course is a survey of Chinese visual art with focus on calligraphy. Through an introduction of the major artistic works, primarily calligraphy and painting, from the major Chinese historical periods, we aim to provide a broad framework on Chinese culture reflected in arts. Students will receive instruction and first-hand experience in producing Chinese calligraphy and develop an artistic appreciation of beautiful writing not limited to the Chinese tradition.

**WL 309 World Cinema**

A historical survey of a national cinema of a country other than the United States, from its early beginnings to the present day. Study of representative films, directors, genres and movements, as well as the cultural contexts that gave rise to them. *Prerequisite: FRN, GRM or SPN 302, or permission of instructor.*

**WL 319 The Nature of Language**

An introduction to the meaning and use of language in our society. Deals with theories of the origin of language, first- and second-language acquisition, the nature of bilingualism and biculturalism, the structural elements of language and everyday discourse, and the relationship between language and society. *No prerequisite.*

**WL 320 Non-Western Culture via Literature and Film**

Topical cultural study of Africa, Latin America or Asia. Literature and feature films from and about selected countries. Students also study the arts, history and cultural anthropology of these countries. Goals: understanding and

appreciation of traditions and current issues of non-Western cultures and their place in global society. *No prerequisite.*

#### **WL 440 Special Methods in the Teaching of World Languages**

A study of recent trends, materials and techniques, as well as a consideration of practical problems in the teaching of grammar, culture and literature. Includes lesson presentations to college classes and videotaping of them. *Prerequisites: SEC 300, SEC 310. Fall Term.*

#### **WL 451 Senior Research Capstone**

*.50 credit*

An intensive guided investigation of a unique research thesis in the area of literature, linguistics, second-language instruction and/or acquisition, cultural studies, gender studies or other interdisciplinary studies in the target language of the major. Students will work with instructor and a cohort of students, meeting throughout the semester to present preliminary research, bibliographies and reflective journal entries; make presentations; and complete multiple drafts of a major research project. Required of all majors during one of the final two terms of study.

#### **WL 468 Internship**

*.50 credit*

This half-course is required of all multi-language majors and available to all students. It also fulfills the College's requirement for experiential learning, which can also be fulfilled through similar experiences in other departments or study abroad. Requirements include five to eight hours of off-campus internship each week for a minimum of 10 weeks (totaling 50 to 80 hours for the term), a working bibliography, reflective essays and final project as approved by supervising professor.

#### **WL 495 Honors Independent Research**

*.50 credit*

This course gives Honors Program students the opportunity to design and implement a significant research project in the field of world languages, culminating in an appropriate public dissemination of research methods and findings. This research must build upon previous coursework taken within the major or minor, facilitating faculty supervision and guidance. *Repeatable for credit. Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

# Additional Academic Opportunities

In addition to the programs and courses described in the preceding section, Elmhurst College offers students the following academic opportunities.

## ROTC

Elmhurst students have the opportunity to enroll in the Army ROTC program at Wheaton College or the Air Force ROTC program at the Illinois Institute of Technology. A student may earn an officer's commission upon graduation from Elmhurst and completion of all prescribed segments of the ROTC program.

The actual ROTC courses are taught on the campuses of Wheaton College or IIT. Students may qualify for substantial scholarship awards to cover tuition and other fees, and all students continuing into the junior and senior years qualify for monthly stipends of \$100 or more. Tuition and fees charged by the sponsoring institution are in addition to Elmhurst College charges.

For additional information on the Army ROTC program at Wheaton College, call (630) 752-5121. Information regarding Air Force ROTC can be secured from IIT at (312) 567-3525. On the Elmhurst campus, contact the Office of Admission prior to enrollment or your faculty advisor after initial registration at the College.

## Actuarial Science

Actuaries are business professionals who design and evaluate insurance company products, pension programs and plans. They determine the rates for car, home and life insurance, as well as the amount of money a pension plan needs in order to meet its future obligations. As such, actuaries use mathematical skills to define, analyze and solve financial and social problems.

To become a practicing actuary, one must be certified by the Society of Actuaries or the Casualty Actuarial Society. These societies administer a series of examinations leading to the two professional designations: Associate (roughly one-half of the examinations passed) and Fellow (all examinations

passed). The early examinations cover economics and finance along with the mathematical areas of calculus-based probability and statistics and interest theory. It is possible for Elmhurst College students to pass the early examinations while they are still in college.

The Department of Mathematics offers and recommends a major in actuarial science. It is important to have a broad background because understanding others and communicating effectively are essential ingredients for success in the profession. For further information, contact the actuarial science advisor.

Actuarial examinations are given in May and November of each year. Since the examinations are very difficult to pass (nationally approximately 40% of those who take the examinations pass), it is very important to do well in the classes and to study the material conscientiously before the examination. To help students pass the examinations, the mathematics department has study materials and old examinations available for student use.

### **Engineering**

The Department of Physics offers several options for students who wish to study engineering. All of these options are designed to provide both a broader educational experience and a stronger basic science background than are provided by the traditional engineering curriculum. Detailed descriptions of engineering options are provided in the listings of the physics department.

### **Law**

Students interested in attending law school should make sure they have declared pre-law as a pre-professional area with the Office of Advising. Freshman and sophomore students then meet with a pre-law advisor to begin planning to apply to law schools in the fall of their senior year.

Most law schools prefer a broad undergraduate liberal arts program and do not exhibit preferences toward applicants with a particular major. Therefore, there is no prescribed major or pre-law curriculum. Students planning postgraduate study of law should take courses that develop rigorous and disciplined thinking, writing and speaking ability. Pre-law students should take special notice of the Mock Trial courses, which allow participants to present a legal case in trial simulations with teams from other institutions.

Students hoping to attend law school in the year after graduation should plan to take the law school entrance exam, the LSAT, in the spring or summer before, or early fall of, their senior year. Applications to law school should be complete in the late fall of senior year.

## **Library Science**

The educational requirements for professional library work include a bachelor's degree from an accredited college and a master's degree in library science from a graduate school accredited by the American Library Association.

Undergraduates should pursue a liberal arts program that stresses a broad cultural background. In addition, some library schools may require a modern foreign language for admission to their programs.

Information regarding types of library work, library schools and their requirements, and job opportunities is available from the director of the library.

## **Seminary**

Today, seminaries and divinity schools accept students from virtually every walk of life with a rich variety of undergraduate areas of study: physics, business, economics, nursing, education, psychology, pre-law, pre-medicine and, of course, religious studies. Whatever their academic background, students interested in seminary or divinity school must be able to think critically, speak effectively, write clearly and, as Socrates advised, to know themselves.

Students who are considering seminary, therefore, are advised to take courses in biblical studies, theology, ethics, ministry, world religious studies and another field of their interest. Also, the Niebuhr Center for Engagement and Reflection and the Office of the Chaplain are well equipped to facilitate co-curricular opportunities to help students discern their callings to ministry. Students are encouraged to explore their options for academic majors and seminary with the College chaplain, the staff of the Niebuhr Center for Engagement and Reflection, or the faculty of the Department of Religious Studies.

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# The Russell G. Weigand Center for Professional Excellence

**T**he Russell G. Weigand Center for Professional Excellence serves as home base for Elmhurst College's commitment to professional preparation as part of the comprehensive education of every student. Through a wide range of services and resources, the center provides students with opportunities to explore their interests, discover their strengths and prepare for meaningful careers and lives.

In the Elmhurst model, the true professional has a combination of expertise in a chosen field, strong personal values, wide-ranging skills, entrepreneurial energy, commitment to social justice, international awareness and a breadth of intellectual perspective. It is our conviction that our society and world need people who understand this model of the true professional and are ready to live it out.

Home to the College's initiatives in career education, honors, intercultural education, international education, international student services, mentoring and Service-Learning, the Center for Professional Excellence offers a wide selection of programs, opportunities and experiences, including:

- Effective career counseling and guidance, coordinated with academic advising;
- Opportunities to study and undertake internships in other countries;
- Domestic internships and experiential learning opportunities;
- Leadership development opportunities;
- Service-Learning experiences at home or abroad;
- Opportunities to establish lasting relationships with professional mentors;
- Opportunities for student development through short-term career exploration;

- Initiatives that raise awareness of diversity issues and build community in a diverse and pluralistic campus; and
- Programs to help international students adjust to campus life.

### **Career Education**

Career education aids students and alumni in continuing career development, exploration and self-assessment through such programs as:

- Career development classes and seminars;
- Computer-assisted career guidance;
- Internet access for job information and career development;
- Internships and January Term field experiences;
- Job fairs;
- Job search, résumé writing and interviewing workshops;
- Library of career resources;
- Online listings for full-time, part-time and internship opportunities at [www.ECConnect.com](http://www.ECConnect.com);
- On-campus interviewing by national and local employers; and
- Online résumé referral.

Combining classroom theory with work-world experience, students participate in experiential learning opportunities.

### **Internships**

Students have an opportunity to integrate career-related experience into their education by participating in planned and supervised work, complementing what is learned in the classroom. Internships for credit may be taken during Fall, Spring and Summer terms. Internship sites may be either off or on campus.

### **Field Experience**

During January Term a student may explore a career choice while working 35 to 40 hours per week in an area of interest.

### **Mentoring**

Mentoring enables students to interact regularly, one-on-one, with experienced professionals. The purpose of the Center for Professional Excellence's mentoring program is to expose students to the importance of combining competencies learned in a major field of study with critical thinking, problem solving, communication skills, self-confidence, personal integrity, social and civic responsibility, and a commitment to lifelong learning.



### **Short-Term Career Exploration**

Short-term career exploration offers students the opportunity to explore different careers as they make decisions involving their education, career and future. Students meet with professionals once or twice a term and accompany them through the workday, learning what their careers are all about. Students shadow professionals in an exceptional range of careers.

Students are encouraged to use this experience as a springboard for further discussion with the shadowed professional. For example, students might ask the professional questions inspired by the day's events, or ask for relevant literature to review. Students are also encouraged to speak with the professional about his or her own career and other opportunities in the field.

At the end of the experience, students are required to complete a reflective survey.

### **Long-Term Career Exploration**

The program focuses on what it means to be a professional rather than on the specifics of any particular business or profession. The personal interaction afforded by the mentoring relationship meets the needs of students in ways that classroom programs alone cannot meet.

The mentoring program begins with an orientation for mentors and protégés (students). Mentors and protégés meet once every four to six weeks for up to three hours throughout the academic year. Scheduling is arranged between the mentor and the protégé. Throughout the mentoring experience, students are exposed to how a “true professional” functions in various parts of professional life. In the process, the program emphasizes and develops students' leadership skills.

### **Health Professions Advising**

Specialized advising is available to any student who wishes to explore or learn about careers in health care before, throughout and beyond their undergraduate years.

#### **Goals of Health Professions Advising**

- To provide specialized academic and career advising and a program of activities, events and speakers to inform students about the health professions;
- To offer appropriate resources and information about professional school programs, admission criteria and professional school tests;
- To encourage and support academic and clinical programs and affiliations; and
- To coordinate the evaluation and recommendation committee process for health care students.

**Diversity Statement**

Health Professions Advising supports individuals of all backgrounds by promoting study-abroad experiences, encouraging students to learn multiple languages, providing programs on diversity, advising students on the impact culture has on interpersonal communication, and expecting understanding and respect of others, regardless of their similarities or differences, in health care settings and beyond. In addition, the director of Health Professions Advising realizes that learning about culture is an ongoing process, and that there is no finite point to reach in our knowledge of ourselves and others. Health care is a highly collaborative field, and practitioners must be culturally aware and sensitive to all patients/clients and team members in any medical setting or establishment to effectively fulfill their role.

By supporting individuals of all backgrounds, the director will aid students in their pursuit of serving others in a health-related capacity and overall development as globally aware citizens.

**Professional Health Care Programs at Elmhurst College**

Professional programs are programs that lead directly to a health care career when the bachelor's degree is completed. Professional programs at Elmhurst include:

- Diagnostic Medical Sonography
- Exercise Science
- Medical Laboratory Science/Clinical Laboratory Science
- Nuclear Medicine Technology
- Nursing
- Radiation Therapy

Nursing and exercise science are majors at Elmhurst. Students pursuing medical laboratory science major in biology and can apply for Elmhurst's affiliate programs with Hines VA Hospital and NorthShore University HealthSystem. Students pursuing diagnostic medical sonography (DMS), nuclear medicine technology (NMT) and radiation therapy (RT) are health science technology majors. Elmhurst has affiliations with Northwestern Memorial Hospital for DMS, NMT and RT. College of DuPage also has an affiliation with Elmhurst for NMT. Admission to Elmhurst College does not guarantee admission to an affiliate program, and students must meet certain requirements to be eligible to apply. Interested students are responsible for learning about the requirements for any academic affiliation via the Health Professions Advising web-

site in addition to meeting with the health professions advisor every semester to determine and maintain eligibility.

### **Pre-Professional Health Care Programs at Elmhurst College**

The pre-professional programs involve undergraduate study that leads toward an application to professional or graduate school for completion of a student's education. Pre-professional programs do not require a specific major (unless a student is applying for one of Elmhurst's affiliate programs with a hospital or professional school). Instead, students may choose any academic major. Courses required for entry into graduate or professional school are incorporated into regular academic schedules. Typically, completion of a bachelor's degree is an important step in preparation for further study in professional school.

Students who are pursuing a pre-professional program in health care will work with their faculty academic advisor as well as the director of Health Professions Advising. We strongly encourage students to plan an early consultation with the director for career exploration and to learn about academic and co-curricular requirements for the health professions. The director is also available to advise students on entrance examinations and submitting applications to professional school.

The pre-professional programs include but are not limited to:

- Chiropractic
- Dentistry
- Medicine
- Occupational Therapy
- Optometry
- Pharmacy
- Physical Therapy
- Physician Assistant Studies
- Podiatry
- Speech-Language Pathology
- Veterinary Medicine

### **Recommended Courses**

Recommended course lists for each health care program can be found on the Health Professions Advising website. It is important for students to realize that these lists are general recommendations since prerequisite courses vary from one school to the next. Thus an individualized plan of coursework

should be developed in consultation with the director of Health Professions Advising.

#### **Health Professions Recommendation Committee**

The director of Health Professions Advising coordinates a recommendation committee of faculty and staff for students applying to medical, dental and podiatric medical schools and to some affiliation programs.

This committee interviews and evaluates students, and the director prepares letters of recommendation for applicants.

Students should contact the director to learn about the process during the fall of their junior year, or at least a year and a half prior to their planned entrance into professional school.

#### **Medical Humanities Minor**

Open to all students, the medical humanities minor is designed to serve as a basis for the development and understanding of the skills and attributes associated with humanistic health care delivery. The minor includes coursework, research, scholarship and a clinical internship. Please refer to the Medical Humanities section of this catalog.

#### **Professional School and Hospital Affiliations**

The Health Professions Advising program offers several affiliations with professional schools and hospital programs for early admission or special consideration for various health professions. Below is a listing of all the affiliations. Information about each affiliation and the requirements can be found on the Health Professions Advising website. In addition, students must meet with the director to discuss all requirements and to determine their eligibility to apply. Some affiliations require specific majors, GPAs and entrance exam scores and limit transfer credit. Admission to Elmhurst College does not guarantee admission to an affiliate program.

Chiropractic Medicine: National University of Health Sciences

Chiropractic Medicine: Northwestern Health Sciences University

Dentistry: Lake Erie College of Medicine

Diagnostic Medical Sonography: Northwestern Memorial Hospital

Medical Laboratory Science: Hines Hospital

Medical Laboratory Science: NorthShore University HealthSystem

Medicine: A.T. Still University

Medicine: Lake Erie College of Medicine  
Nuclear Medicine Technology: Northwestern Memorial Hospital  
Nuclear Medicine Technology: College of DuPage  
Pharmacy: Midwestern University, Chicago College of Pharmacy  
Pharmacy: Roosevelt University, College of Pharmacy  
Radiation Therapy: Northwestern Memorial Hospital  
Veterinary Medicine: University of Illinois, Urbana–Champaign

All affiliations with professional schools and hospitals are subject to change.

### **Honors Program**

The Elmhurst College Honors Program affords a unique, enhanced educational experience for distinguished undergraduates committed to the pursuit of academic excellence. Fostering intellectual independence, scholarly achievement and the integration of liberal learning and professional activity, the interdisciplinary program nurtures a community of learners and contributes to the intellectual vibrancy of the entire College.

Honors Program members, invited to participate based upon their academic records, are concurrently enrolled in one of the College's undergraduate programs for their bachelor's degrees. Study in the Honors Program is intended to complement the curricula of all academic programs, providing students the benefits of challenging coursework with recognized teacher-scholars and other academically motivated students. Most Honors Program courses fulfill the College's Integrated Curriculum requirements. Participation in the program becomes a part of the student's permanent academic record.

In addition to the benefits of the formal academic components of the Honors Program (see Honors Program in the Academic Programs section of this catalog), students enjoy a wealth of intellectual, cultural and social opportunities to further enrich their College experience. These include personal advising by full-time faculty and the Honors Program director; skilled guidance in applying for special funding opportunities for research, graduate study and nationally competitive scholarships; mentoring in pre-professional activities; and varied campus and off-campus activities such as private receptions with distinguished guest speakers, participation in cultural events and social gatherings with other Honors Program members.

### **International Education: Study Away**

Elmhurst College believes that students should have at least one international experience as a part of their undergraduate education.

Time spent abroad significantly enriches students' educational experiences. Students see how another part of the world goes about its business and how people relate with one another. Students learn what issues are important in the lives of citizens of another country, how they interact with their natural environment and how their society makes decisions. Through this experience, students gain an increased understanding of themselves and their country and a greater respect for other people.

Furthermore, employers place a high value on international experience in new employees. Time spent abroad shows a prospective employer that individuals have learned something about the rest of the world, that they have dared to leave their comfort zone to take on the challenge of thriving in another culture, that they have the flexibility to adapt to new circumstances and that they understand how to deal with people of diverse backgrounds. In many cases, students also learn valuable language skills and demonstrate increased flexibility of thought and readiness to work with people of diverse backgrounds—whether in the United States or abroad.

Interested students should begin planning for study abroad during their first year at Elmhurst. Many students participate in a January Term study-away experience as first-year students and then apply as sophomores or juniors to study abroad for a term or year. Students should consult with the CPE and their academic departments for more information. Application information can be obtained from the CPE or online at [Elmhurst.studioabroad.com](http://Elmhurst.studioabroad.com).

Elmhurst College students may take courses, engage in field studies and service-learning, or complete an internship abroad. The College is affiliated with several outstanding study abroad organizations. Elmhurst students register for these courses on campus and can apply financial aid toward the costs of these programs. The following programs are currently approved for Elmhurst College students:

- ISEP (International Student Exchange Program): Enroll directly in universities in 54 different countries.
- Arcadia University: Programs in Australia, Greece, Italy, Ireland, Scotland, South Africa, Spain, Turkey, United Kingdom, Wales.
- The Institute for Study Abroad, Butler University: Programs in England, Scotland, Ireland, Australia, New Zealand, Latin America, Spain, China and India.
- Middlebury College-CMRS Oxford Humanities Program: Courses in Oxford, England.
- Queen Mary: Direct-enrollment options in London.
- IES: Programs in Argentina, Austria, Brazil, China, Costa Rica, Ecuador, France, Germany, India, Ireland, Italy, Morocco and Spain.

- SIT Study Abroad: Field-based research programs in Africa, Asia, Australia, Europe and Latin America.
- Exchange programs: Kansai Gaidai University in Japan, Comillas Pontificia in Madrid, Worms University of Applied Sciences in Germany and Otto-Friedrich University in Germany.
- The Education Abroad Network: Programs in Australia and New Zealand.

### **January Term, Spring Break and Summer Term**

Elmhurst College faculty members organize and teach courses abroad during these terms. Students register for these courses as they do for any other class. Each year, about 10 opportunities are available in different countries. The list of courses is announced at the Study Away Fair in February of each year.

UMAIE (Upper Midwest Association for Intercultural Education), a seven-school consortium including Elmhurst College, offers approximately 25 January courses. Courses are announced at the Study Away Fair in February of each year.

### **Domestic Off-Campus Programs**

The Washington Semester provides an excellent opportunity for students interested in international affairs, public policy, civic engagement, media and advocacy. Rigorous internships in Washington, D.C., are an integral part of this program.

The Chicago Semester gives students the opportunity to live in the city, experience the richness of Chicago arts and culture, and do an internship in their field of study.

### **International Student Services**

The director of international education addresses the needs of international students who come to Elmhurst College to study. Students entering the country on non-immigrant F1 or J1 visas are encouraged to maintain contact with the CPE's international education staff throughout their course of study in order to remain current in their knowledge of government immigration regulations and policy. This office also provides programming for international students to address social and cultural enrichment and employment issues.

Prospective international students are encouraged to visit the College's website at [www.elmhurst.edu](http://www.elmhurst.edu) for information regarding the College's admission process and educational opportunities, as well as information specifically designed for international applicants.

### **Service-Learning**

The Service-Learning Program affirms the College's commitment to develop in students the capacity and desire to serve others. The program has established

reciprocal partnerships with a variety of communities. Involvement in service-learning experiences allows students to use guided, reflective activities to link classroom learning with experiences; to practice creative decision making; and to develop behaviors that demonstrate responsible citizenship and sensitivity to cultural interdependence.

The Service-Learning Program offers a continuum of opportunities including service hours within a course; immersion experiences in January Term, spring break or summer; an international service-learning experience through the Elmhurst College Study Away Program; or long-term involvement in a community partnership throughout a student's career at Elmhurst College.

### **Intercultural Education**

The intercultural education effort assists students and faculty in understanding and celebrating the differences that are critical to the success of both individuals and communities. As a key component of the College's mission and core values, intercultural education helps to prepare students and faculty for meaningful and ethical work in a multicultural, global society.

Intercultural education provides leadership in advancing the organizational and individual understanding of diversity and multiculturalism on campus. The primary responsibility of the office is to provide assistance to students and faculty in addressing multicultural, intercultural and global issues.

Activities of the office include designing intercultural workshops, leadership training, and assisting faculty and students with intercultural activities. The intercultural education program also is responsible for organizing the four lectures of the College's Intercultural Lecture Series:

- César Chávez Intercultural Lecture: Established in 1996, this lecture is held each fall to coincide with Hispanic Heritage Month and is part of the College's Hispanic Heritage Celebration.
- William R. Johnson Intercultural Lecture: Established in 2008, this lecture is held each fall to coincide with National Coming Out Day and is part of the College's commitment to the history, issues and life stories of the lesbian, gay, bisexual and transgender community.
- Martin Luther King Jr. Intercultural Lecture: Established in 1993, the Martin Luther King Jr. lecture is held each spring to coincide with Black History Month and is part of the College's annual Celebration of Black Heritage.
- Genevieve Staudt Intercultural Lecture: Established in 2002, this lecture is held each spring to coincide with Women's History Month and is part of the College's Women's History Celebration.



## Course Offerings

### CPP 111-414 Personal Professional Portfolio

*.25 credit*

Working closely with a faculty mentor, students explore, describe, reflect upon and document areas that are important to their professional development and career goals through the creation of an electronic Personal Professional Portfolio (PPP). During students' reflection and writing, special attention is given to exploring the relationship between the liberal arts curriculum and preparation for professional life. *Repeatable for credit. Pass/No Pass grading.*

### CPP 250 Preparing for Study Abroad

*.25 credit*

This course prepares students for the practical aspects of studying abroad. Included are discussions of travel issues, health and safety, educational expectations and social and cultural issues. Students learn some basic information about the country where they will be studying as well as information on intercultural awareness and how to deal with culture shock both abroad and upon returning home. *Pass/No Pass grading.*

### CPP 299 Professional Foundations for Career Development

*.50 credit*

This course provides freshmen and sophomores with a fundamental grounding in making career and academic decisions. Using career development theory as a background, students perform personal and skills assessments, research majors, conduct career and library searches, learn to set obtainable goals and explore professional and graduate school choices.

### FEX 268-368 Field Experience (January Term)

Designed to allow students the opportunity to explore careers and gain work experience in profit, not-for-profit and government organizations. Thirty-five to 40 hours per week required. May be repeated for credit. *Pass/No Pass grading.*

Students in their junior year are encouraged to register for the Success Building Seminar, which prepares students for job search activities in their senior year. Seniors are encouraged to register for résumé referral and interview network (on-campus interviewing) and attend Careerfest held in February. Education majors attend Teacherfest, held in March.

# Niebuhr Center for Engagement and Reflection

**E**lmhurst College's Niebuhr Center for Engagement and Reflection is named for brothers Reinhold and H. Richard Niebuhr, Elmhurst alumni who were among the most influential and socially engaged American theologians of the 20th century. To this day, the Niebuhrs' commitment to social engagement informs the College's mission and vision. Elmhurst calls on students of many religious traditions and philosophical beliefs to confront moral questions and act on their social responsibilities. The Niebuhr Center serves as a prime locus for this engagement on campus.

## **Academic Offerings**

As an academic center at Elmhurst College, the Niebuhr Center has a commitment to supplementing the educational experience with co-curricular service projects. The Center offers two Religious Studies courses during January Term. Students of all majors are welcome to participate.

**REL 280 Ministry: Callings and Practice** is designed to introduce students interested in professional ministry or lay leadership to the concepts of ministry and callings—historically, biblically and present day. Through theological and biblical reflection, praxis and discernment, students will gain insight into their own calling to ministry, whether in the church or in the world.

**REL 281 Serving Society: Faith Perspectives** provides students a wide-ranging knowledge of how religious principles and faith have informed engagement with society and have motivated pursuits of humanitarian and religious service throughout history. This course is open to all students across academic disciplines and religious perspectives.

The Niebuhr Center also works with the Department of Religious Studies to facilitate departmental internships.

### **Student Opportunities**

The Niebuhr Center at Elmhurst offers several programs designed to help students explore the links between passion and purpose, between the values they've chosen to embrace and the life they are preparing to pursue. Here's an overview.

#### **WAYFINDERS**

The Niebuhr Center's WAYFINDERS program brings together students and Niebuhr Center staff for meaningful conversations over home-cooked dinners throughout the academic year. Conversations revolve around questions such as: What is my story? What are my values? What does it mean to have a "calling"? Why is social justice important? The program welcomes students from across disciplines, cultural/ethical backgrounds and religious perspectives.

#### **Common Good Grants**

The Niebuhr Center offers grants of up to \$2,000 for student projects that explore ideas around the common good in collaboration with local organizations. Two Common Good grants are awarded each term.

#### **Social Justice Internship**

This internship gives students the opportunity to develop, plan and carry out service projects that engage the campus community. One student is chosen for the social justice internship each term.

#### **Urban Immersion: Local, National, Global**

Each year the Niebuhr Center offers three major opportunities to engage in social justice activities. During the fall, the Center partners with a church in Chicago to serve the community. Each spring, Niebuhr Center students and staff travel to an urban area—such as Detroit, the Twin Cities or Indianapolis—to engage in an educational/service weekend trip.

During spring break, students have the opportunity to travel to Jamaica to give back to a community with whom we have a longstanding relationship.

**Public Lectures and Forums**

The Niebuhr Center hosts a variety of public lectures and forums throughout the year aimed at engaging the community in a variety of social issues. Students interested in getting involved in the Niebuhr Center may visit the center on the Garden Level of Niebuhr Hall or call (630) 617-3492 for more information.

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# Adult Programs

**E**lmhurst offers several programs designed to meet the specific needs of working adult students who wish to complete a bachelor's degree. Courses that fulfill major requirements for these programs may be completed through evening classes that meet once a week. Most major coursework for the degree-completion programs can be completed within approximately 16 months. Additional courses required to complete a degree (such as Integrated Curriculum requirements) may take longer to complete.

Adult students may enroll either as part-time or full-time students and may take courses year round in the traditional Fall and Spring terms, as well as during the January and Summer terms. Faculty members teaching in our adult programs include many of our full-time professors, as well as seasoned practitioners from a variety of fields.

## **Degree-completion programs are:**

- Business Administration (EMP)
- Information Technology
- Applied Psychology

## **Elmhurst also offers the following undergraduate certificate programs:**

- Certificate in Cyber Security
- Certificate in Geographic Information Systems (GIS)

## **Admission**

Degree-completion and undergraduate certificate programs are housed in the School for Professional Studies, an office dedicated to serving the needs of adult and graduate students at the College. To qualify for admission to these programs, students must be at least 24 years old in the year in which they enroll at the College and have approximately one year of prior successful college or university work. Program directors reserve the right to admit students under the age of 24 who are qualified to meet the requirements of

a degree-completion or undergraduate certificate program. Prospective adult students are strongly encouraged to have an admission interview.

**To receive an application for admission to adult programs, or to make interview arrangements, please call, write or e-mail:**

School for Professional Studies  
Elmhurst College  
190 Prospect Avenue  
Elmhurst, Illinois 60126-3296  
(630) 617-3300  
sps@elmhurst.edu

Applications may also be submitted online at [apply.elmhurst.edu](http://apply.elmhurst.edu).

### **Degree-Completion Programs Tuition**

Part-time tuition for the 2017–2018 academic year for adult degree-completion programs is \$595 per .25 unit of credit (one semester hour).

Students are required to either pay their balance in full by the initial due date for a term (the 15th of the month prior to the start of term), or enroll in one of the following payment plans:

**Auto-Pay Plan** Set up automatic five monthly payments from your checking or savings account. No cost to enroll and no monthly service fees.

**Non-Auto Pay Plan** Make five monthly payments in one of the following ways:

- By check through the mail or in person at the Office of Student Financial Services
- With an online bank transfer through TouchNet Connect
- Pay online with a credit card through TouchNet Connect (a user fee of 2.75% with a minimum fee of \$3.00 is charged by the third-party processor on all credit card transactions)

No cost to enroll and no monthly service fees.

Payments are due on the 15th of each month. A \$90 late fee is charged for payments not received on time. Accounts not enrolled on a payment plan and not paid in full will be charged a 1% service fee each month. Payments returned due to insufficient funds will be assessed a \$30 NSF fee.

**Outside Billing**

When a student's employer or other agency, under its tuition benefit plan, authorizes a billing and will pay the tuition directly to Elmhurst College, service charges relating to the payment will be waived or removed provided the payment is received within six weeks of the beginning of the term.

In order to participate in this program, the student must submit an official letter of authorization or tuition voucher to the Office of Student Financial Services prior to or with registration. The Office of Student Financial Services bills the employer or other funding agency directly.

Elmhurst College reserves the right to qualify the plan or reject applications that lack the appropriate authorization. Information regarding this payment alternative can be obtained from the Office of Student Financial Services.

**Tuition Reimbursement Plan**

Some employers offer direct reimbursement of tuition to their employees upon the successful completion of the term. Students eligible for tuition reimbursement from their employer may elect to participate in our Tuition Reimbursement Plan. Under this plan, payment of tuition covered by an employer will be deferred until six weeks after the end of the term. Students will be required to enroll in this program on a per-term basis.

To enroll, students will be required to pay a \$25.00 fee per term upon request for enrollment in the program, as well as provide a letter from their employer indicating that they are eligible for this benefit. The letter must be received by the Office of Student Financial Services prior to the start of each term, must outline the amount of reimbursement the student is eligible for in that specific term, and be on the employer's letterhead.

**Financial Aid**

Adult students who feel they will need financial aid to complete their education are encouraged to apply early. Adult students are eligible to receive financial aid from virtually all of the same programs as traditional-age students. To apply, students should file the FAFSA at [www.fafsa.gov](http://www.fafsa.gov). Students may file the FAFSA starting on October 1 for the following Fall Term.

To be considered for financial aid, a student must attend Elmhurst College on at least a half-time basis (1.50 credits/six semester hours) and be enrolled in a degree or teacher certification program.

Loans are the primary source of financial aid for part-time and second-degree students and those seeking teacher certification.

**Registration Procedures**

Adult students in a degree-completion program who are new to the College must meet with the advisor in the School for Professional Studies for academic advising and registration.

Students' grades are available via the Student Portal, which is accessible through the College's website. Students can request an official grade report letter from the Office of Registration and Records after at least two course grades have been posted for a given term.

All other questions regarding grade processing, grade availability or transcripts should be directed to the Office of Registration and Records. When asking about grades, students should identify themselves as students in a degree-completion program and provide the course(s) and section number(s) in which they are enrolled.

Due to the interrelated sequencing of courses in our degree-completion programs, students must satisfactorily complete all courses in sequence. Students who receive a failing grade for a course must immediately contact the program director or the School for Professional Studies to discuss provisions for repeating the course. In some cases, students may not be able to continue in the program until the failed course has been successfully repeated.

To be in good standing, degree-seeking students must maintain both a term and a cumulative grade-point average of 2.00 for each term. The Academic Standings Committee reviews the standings of all students for each term and determines the probationary status or dismissal of those students who do not meet the criteria for good standing. For more information, students should contact their academic advisor, as well as reference the Elmhurst College E-Book and this catalog.

Students must officially withdraw from all the courses for which they are registered using the appropriate form available in the Office of Registration and Records. If a student stops attending a course or courses within a given term and does not officially withdraw from the program, a grade of F will be placed on the student's record for all courses not completed. Please see the Withdrawal/Withdrawal Deadlines/Refund Policy section under Tuition and Payment regarding deadlines and tuition charges.

Admitted students planning to reenter one of the degree-completion programs after a withdrawal from the program must contact the School for Professional Studies regarding current policies, registration procedures and course availability.

If you are interested in registering for additional Elmhurst College courses during the program or after you complete the program, please refer to the Elmhurst College website at [www.elmhurst.edu](http://www.elmhurst.edu) for a listing of courses. Students may also receive help from the advisor in the School for Professional Studies.



Graduation honors will be based on credits and grades earned from both Elmhurst College and transfer schools. For students who have met all requirements as outlined in the Elmhurst College Catalog, the College confers degrees in May. Students must submit an Application for Graduation, available from the Office of Advising, one year prior to the anticipated graduation date.

### **Academic Advising**

The advisor in the School for Professional Studies is available to assist students in planning their academic programs and achieving their personal and educational goals. Students are encouraged to schedule an appointment to meet with the advisor. During this session, students will receive information regarding the completion of their degrees at Elmhurst College. Students will also learn about nontraditional forms of credit. After the first semester, students will be advised by the director of their program for the rest of their time at Elmhurst College.

While the advisor is available to assist students, it is the student's responsibility to refer to the Elmhurst College Catalog to learn the requirements for his or her degree program, to schedule courses that fulfill the College's requirements, to select alternative courses that are appropriate if original courses are closed, and to meet course prerequisites as specified.

### **Online Courses**

Elmhurst College offers courses in an online format to fulfill Integrated Curriculum requirements and elective credit for adult students. Refer to the Academic Programs and Integrated Curriculum sections of this catalog for further information. In addition, the College website will indicate new online courses as they become available.

## **BUSINESS ADMINISTRATION**

The Elmhurst Management Program (EMP) offers a concentrated way to complete the business administration major. This unique approach has been designed for highly motivated adults who bring both work experiences and prior college coursework into EMP's dynamic learning process.

The program enables participants with comparable professional backgrounds to study subject matter that addresses the needs of managers. The learning process is enriched by the workplace experiences students introduce into classroom discussions and assignments.

## **Program Hallmarks**

### **The Role of Teams**

Throughout the program, students will learn about and experience how teams can be effectively and efficiently used in the workplace. This learning will occur both in coursework and as an important component of the program's format.

EMP provides the students a laboratory experience in which teamwork and team development are both learned and implemented. This includes a program design in which students progress through all parts of the EMP curriculum together, as members of a dynamic learning community. This approach purposefully builds a system of mutual support among students, who thereby learn the value of working on tasks and goals as members of a learning team.

### **Student Projects**

EMP requires all students to work on a major job-related or business project of their interest as approved by the program director that is completed by the end of the program. The EMP project allows students to apply what they are learning in the various disciplines of business. Usually, student projects address issues that impact the student's job or profession. Often students present their completed EMP projects to their employers.

### **Program Characteristics**

Courses for the business administration major through EMP meet one night per week. The program moves quickly because it integrates out-of-classroom learning, such as tasks completed at home, into the overall learning experience.

The program's orientation builds the EMP learning community for participants while assessing their needs in critical skill areas. Faculty will, for example, assess quantitative skill levels so that needs in that area can be met in the program.

### **Admission Requirements**

Admission to the Elmhurst Management Program is offered to adult students who present both prior college coursework and significant experience in the workplace. Interested participants with different combinations of education and experience are encouraged to discuss their interest in EMP with the adult programs advisor. Students must have at least 30 semester hours of approved transfer credit with a minimum cumulative grade-point average of 2.50 on a 4.00 scale, including two courses in English composition and rhetoric and at least one college-level math course.

**The Academic Program**

The academic program includes components in the areas of accounting, business environment, communications, economics, finance, management, marketing, policy, statistics and other quantitative management decision-making tools, and a project. In all cases, the focus is on the usefulness of these disciplines for effective management decision making.

EMP meets once a week.

**Fall Term**

BUS 381 Excel-Based Decision-Making Tools I  
 BUS 389 Marketing Management  
 BUS 387 Business Communication  
 BUS 480 Excel-Based Decision-Making Tools II

**Fall Term**

BUS 350 Cultural Diversity in Organizations  
 BUS 481 Managerial Finance  
 BUS 484 Business Policy  
 PHL 310 Ethics and Business  
 Final Session: Presentation of Capstone Project

**Spring Term**

BUS 371 Introduction to Global Business  
 BUS 380 Principles of Accounting  
 BUS 386 Management  
 BUS 383 Accounting for Management

**Additional major requirements:**

ECO 210 Introduction to Microeconomics  
 ECO 211 Introduction to Macroeconomics

Students will also be responsible for completing the College's Integrated Curriculum requirements to earn their full bachelor's degree within this program.

**INFORMATION TECHNOLOGY**

Information technology is central to today's business world. The U.S. Department of Labor projects an increase of 47% in information technology jobs by 2020, with an increase of 72% specifically for software developers. At Elmhurst College, students prepare for a vital career in many of the exciting positions within the IT industry—on the fast track.

In this program, students learn to create Java and SQL-based business applications, including web-based applications using Java Script, Java Servlets and SQL databases. They also gain an understanding of the infrastructure that supports today's network environments. The program is ideal for students seeking to complete a first bachelor's or those in career transition seeking to complete a second bachelor's.

IT students at Elmhurst College enjoy access to a wide range of general purpose and specialized technologies and applications available on campus, in the public cloud and through the College's private cloud. They also enjoy complete access to Daniels Hall—a superior facility that would be the envy of a much larger campus.

Upon completion of the program, graduates will be equipped with the skills to work as an applications developer or in various positions within information systems management or infrastructure engineering. Students also have their choice between four concentrations and the option to complete an undergraduate certificate, providing excellent preparation for a rich, useful career.

Coursework in the IT program falls within the framework of the Institute for the Certification of Computing Professionals (ICCP) body of knowledge used to access the level of mastery needed to obtain the CCP (Certified Computing Professional Certification).

**In this program, students will:**

- Master the subtleties of computer logic;
- Obtain a deep understanding of computer fundamentals, networking, internetworking, web design and development, and client/server operating systems;
- Learn how to construct and customize a database;
- Develop advanced computer-programming skills in Java, and apply those skills in the development of algorithms to solve business problems;
- Understand how computer hardware functions and is controlled by operating systems such as Windows and LINUX;
- Learn how a client computer interfaces to a network, how network operating systems are installed and used, and how internetwork systems are built and function;
- Learn how to design, implement and access a database using front-end applications and utilities;
- Master the methodology required to design, implement and maintain a large-scale project installed on a corporate network system; and
- Design and implement a website.

**Format**

Coursework for the major is offered in a concentrated format and may be completed entirely online or through a hybrid format combining on-campus and online learning. Most courses are eight weeks in length, and on-campus courses typically meet one evening per week. Movement between the online and hybrid format is handled on a case-by-case basis.

**Admission**

Students must have at least 30 semester hours of approved transfer credit with a minimum cumulative grade-point average of 2.50 on a 4.00 scale, including two courses in English composition and rhetoric and at least one college-level math course.

**Required Courses**

IT 228 Computer Organization and Architecture  
 IT 232 Introduction to Programming in Java  
 IT 312 Fundamentals of Networking  
 IT 348 Databases

**Five courses from one of the following concentrations:****Computer Information Systems**

IT 408 Web Design and Development  
 IT 422 Client/Server Programming  
 IT 482 Project Development (Capstone)  
 IS 424 System Analysis and Design  
 IS 425 Information Systems Management

**Programming\***

IT 408 Web Design and Development  
 IT 422 Client/Server Programming  
 IT 482 Project Development (Capstone)  
 Programming Course to be determined with Program Director \*\*  
*(Transfer credit may be applied)*  
 Programming Course to be determined with Program Director \*\*  
*(Transfer credit may be applied)*

*\*This concentration is designed for students who might have prior programming coursework; please consult the School for Professional Studies for more information.*

*\*\*If a student has college credit from prior programming classes, the student may be eligible to have that credit applied to this concentration.*

**Geographic Information Systems\***

GIS 100 Introduction to Geospatial Technologies  
 GIS 200 Remote Sensing Technologies  
 ISG 100 GIS Programming  
 ISG 200 Implementing Geodatabases  
 GIS 300 Geospatial Capstone

*\*Courses listed in the Geographic Information Systems concentration are only available online.*

**Cyber Security\***

CS 405 Cryptography

CS 409 Computer Security and Risk Management

CS 410 Cyber Crime Investigations and Forensics

CS 412 Wireless, Mobile and Cloud Security

IS 425 Information Systems Management

*\*Courses listed in the Cyber Security concentration are only available online.*

Students will also be responsible for completing the College's Integrated Curriculum requirements to earn their full bachelor's degree within this program.

**APPLIED PSYCHOLOGY**

The flexible major in applied psychology is designed for working adults who are interested in pursuing an understanding of the causes and consequences of human behavior by studying the methods and content of scientific and applied psychology. Courses are designed to offer a strong academic foundation in psychology within the framework of a liberal education to students with varied career interests. The applied psychology major prepares students for graduate study in clinical and counseling psychology.

The major courses may be completed in as little as 12 months by attending classroom and hybrid classes two to three evenings per week. Courses feature traditional face-to-face classroom instruction as well as hybrid instruction, which combines on-campus and online sessions.

**Admission to the Program**

Students eligible to enroll in the applied psychology program will have completed a minimum of 30 semester hours of approved transfer credit including Introduction to Psychology, two courses in English composition, a minimum of one mathematics course (college algebra or higher) and have a minimum transfer grade point average of 2.5 on a 4.0 scale.

**Goals for the Major in Applied Psychology**

- Students will understand basic psychological theories and principles;
- Students will apply psychological theories to everyday circumstances and social issues;

- Students will critically evaluate and express psychological content in written and oral communication;
- Students will utilize the scientific method in the design of research studies and recognize appropriate methodology, statistics and interpretation of results; and
- Students will be able to apply the importance of ethical and professional practice in the field of psychology.

### **Required Courses**

PSY 315 Lifespan Development

PSY 327 Abnormal Psychology

PSY 328 Clinical and Counseling  
Psychology

PSY 355 Statistics for Scientific  
Research

PSY 356 Research Methods in  
Psychology

PSY 496 Senior Capstone Seminar

**And choose two courses from the list below:**

PSY 325 Psychology and Culture

PSY 326 Industrial/Organizational  
Psychology

PSY 422 Psychological Testing

Students will also be responsible for completing the College's Integrated Curriculum requirements to earn their full bachelor's degree within this program.

## **CERTIFICATE PROGRAMS**

### **Cyber Security**

Elmhurst College offers an undergraduate-level certificate program in cyber security, offered entirely online. The certificate program in cyber security consists of the five courses listed below.

### **Course Requirements**

CS 405 Cryptography

CS 409 Computer Security & Risk Management

CS 410 Cyber Crime Investigations and Forensics

CS 412 Wireless, Mobile and Cloud Security

IS 425 Information Systems Management

If a student chooses to complete a bachelor's degree with a major in Information Technology, additional major coursework will include IT 228,

IT 312, IT 348 and IT 232. Students will also be responsible for completing the College's Integrated Curriculum requirements to earn their full bachelor's degree within this program.

### **Geographic Information Systems (GIS)**

Elmhurst College offers an undergraduate-level certificate program in Geographic Information Systems, offered entirely online through the Elmhurst College Online Center.

Students learn the skills necessary for making effective and efficient use of geographic information to provide location-based services (i.e. E-911, maps and directions to automobile drivers), better transportation and traffic management, Homeland Security measures, business and marketing strategies, telecommunication infrastructure development, public safety management, utilities planning, and other services.

The GIS program consists of five courses (including an introductory course) from the Departments of Geography and GIS, and Computer Science and Information Systems. The GIS program requires four courses plus an introductory course (GIS 100) for students who need this introductory course prior to the start of the program. Once GIS 100 is successfully completed, students begin the coursework, which is taken completely online. Successful completion of the program results in a GIS certificate.

The Elmhurst College GIS Certificate Program is aligned with the core guidelines of the University Consortium for Geographic Information Science (UCGIS) Body of Knowledge and with the Urban and Regional Information Systems Association (URISA) guidelines. All coursework is accepted for the application of a Professional GIS Certificate (GISP) by the GIS Certification Institute (GISCI).

### **Learning Outcomes**

**Students in the GIS certificate program will:**

- Develop a spatial perspective with which to approach concepts, issues and problems in various non-geographical disciplines and professions;
- Gain access to GIS information, expertise and technology that is directly applicable to the issues and concerns facing communities and industry;
- Learn the basics of GIS technologies and obtain hands-on experience in using GIS software in order to effectively import, display, query, summarize and analyze spatial data;
- Explore the interdisciplinary applications of GIS in disciplines including, but not limited to, biology, business marketing, geology, urban



planning, which include aspects of cartography, topology, map design and spatial analysis;

- Understand how spatial information and techniques are used to solve practical problems within various disciplines;
- Acquire the knowledge to develop custom GIS solutions using VB.NET and ArcObjects; and
- Learn to apply best practices for GIS data modeling and collection combined with relational database design.

## **Format**

### **Summer or Spring Term Start**

GIS 100 Introduction to Geospatial Technologies

ISG 100 GIS Programming

GIS 200 Remote Sensing Techniques

IGS 200 Implementing Geodatabases

GIS 300 Geospatial Capstone

If a student chooses to complete a bachelor's degree with a major in Information Technology, additional major coursework will include IT 228, IT 312, IT 348 and IT 232. Students will also be responsible for completing the College's Integrated Curriculum requirements to earn their full bachelor's degree within this program.

## **Software**

Registered students will access online via the dedicated GIS server the following software as part of the registration fee: ESRI ArcGIS Desktop 10.x including all extensions.

## **Course Offerings**

*One unit of credit equals four semester hours.*

### **BUS 350 Cultural Diversity in Organizations**

This course examines the nature and role of culture and diversity in the workplace, ways to manage diversity in the workplace, the implications of diversity for business operations and understanding of differences in light of globalization of the world's economy.

### **BUS 371 Introduction to Global Business**

This course is designed to provide a basic understanding of the various facets of international business. Starting with basic trade theories, it covers the mechanics of the foreign exchange market, international finance and accounting, marketing,

cultural differences and management strategy in the international environment, organizational structure and practices of the multinational company and international institutional arrangements. The course is taught from a state-of-the-art perspective with discussions on current economic and business problems.

**BUS 380 Principles of Accounting**

*.75 credit*

A study of the accounting cycle, the accounting process and accounting statement preparation and analysis.

**BUS 381 Excel-Based Decision-Making Tools I—Statistics**

*.75 credit*

An introduction to the basic concepts of probability and statistics for the student in business management. Topics include descriptive statistics, probability distributions and random variables, hypothesis testing, forecasting and linear regression.

**BUS 383 Accounting for Management**

*.75 credit*

A study of the use of accounting data by managers with an emphasis on the use of accounting data as a basis for intelligent business decisions in planning and control.

**BUS 386 Management**

*.75 credit*

An introduction to the theory of management and the structure of the organization. Topics include the integrative functions of management, objective setting, decision making, the behavior of the individual within the organization, and the role of human resources management in carrying out the mission of the organization.

**BUS 387 Business Communication**

*.75 credit*

Development of skills of effective written and oral business communication and an understanding of the communication process and factors that interfere with effective communication within the organization.

**BUS 389 Marketing Management***.75 credit*

A study of the theory, concepts and practices of marketing, emphasizing decision making as it relates to the formulation and implementation of effective marketing strategy.

**BUS 480 Excel-Based Decision-Making Tools II—Operations Research***.75 credit*

A study of the typical operations research techniques and their applications in business. Topics include inventory theory, queuing models and simulation models with an emphasis on interpretation of results.

**BUS 481 Managerial Finance***.75 credit*

A study of the methods of developing financial policies with an emphasis on capital investment analysis, cost of capital and cash-cycle decisions.

**BUS 484 Business Policy***.75 credit*

An integration of the basic business disciplines for business policy formulation using the case study method.

**CS 405 Cryptography**

Examines the technology and methodology for protecting information to ensure its integrity, confidentiality and authenticity. It covers the foundations of cryptography, modern cryptographic protocols, algorithms and implementation issues. Also included are topics in private and public key cryptography, block ciphers, pseudorandom functions, encryption standards, message authentication, digital signatures and key management.

**CS 409 Computer Security and Risk Management**

Explores the threats and risks prevalent in today's organizations as a result of the pervasive use of technology. Students learn risk evaluation techniques and identify security and control techniques to minimize the potential of a security breach.

**CS 410 Cyber Crime Investigations and Forensics**

Explores the use of intrusion detection methodologies, CSI hardware and software tools, and approaches to computer crime incident response. Computer forensic principles, including operating system concepts, registry structures, file system concepts, boot process and file operations are examined. This

course also includes an overview of the theory and techniques utilized for tracking attackers across the Internet. Practical exercises are drawn from case studies of Internet-based crimes.

**CS 412 Wireless, Mobile and Cloud Security**

The ongoing need for fast, versatile and more powerful communication systems has accelerated the growth of wireless, mobile and cloud computing. In many cases, securing these emerging platforms is an afterthought, thus leaving critical systems prey to invidious cyber-attacks. This course examines a broad range of contemporary techniques to support and maintain operational integrity and data protection within each modality.

**ECO 210 Introduction to Microeconomics**

An introduction to how individuals, firms and markets interact in determining the allocation of resources with applications of the economic theory of human behavior.

**ECO 211 Introduction to Macroeconomics**

An introduction to national income theory, the process of the creation and control of the money supply, fiscal and monetary policy and international economics.

**GIS 100 Introduction to Geospatial Technologies**

This course is an introduction to geographic information systems (GIS), including its development, components, data types, formats and applications. It examines the processes involved in order to capture data, manipulate data, analyze data sets and display spatial data through online lectures and classroom hands-on computer experience. The use of GIS for practical “real-world” applications is emphasized. Students will be afforded the opportunity to learn about the broad applications of GIS, appreciate the usefulness of it and use it as an invaluable tool to visualize spatial patterns not otherwise visible.

**GIS 200 Remote Sensing Technologies**

Remote sensing is the science of deriving information about the earth’s land and water areas from images acquired at a distance. It usually relies upon measurement of electromagnetic energy reflected or emitted from the features of interest. Advances in detector technology, the public availability of improved datasets from new instruments and new approaches to data analysis will be presented in this course. As such, the ability to work with and interpret remote sensing data is a valuable addition to any spatial project. The emphasis in this class will be on traditional remote sensing techniques such as

aerial photography and satellite imagery. However, an introduction to uses of radar, microwave, gamma ray and neutron remote sensing techniques will also be provided. Explanation of and practical applications of the global positioning system (GPS) are also covered. *Prerequisites: GIS 100 and ISG 100.*

*NOTE: Prerequisites, as listed, may be waived by the course instructor or GIS program coordinator if one can demonstrate the required level of competency.*

### **GIS 300 Geospatial Capstone**

Utilizing knowledge from the previous courses in the sequence of the GIS Certificate Program, this course will expand upon spatial analyses and include applications for GIS. Students will gather data, build an original database and construct a project including an analysis of the information gathered to solve a practical problem. Projects will be presented and stored in the form of an electronic portfolio. Emphasis centers on hands-on training and solving practical spatial problems. *Prerequisites: GIS 100, GIS 200, ISG 100 and ISG 200.*

### **IS 424 Introduction to Systems Analysis and Design**

A study of the phases of analysis, design and implementation of information systems. Topics include fact-gathering techniques, design of output, input, files, presentation techniques, system processing, project management, system testing and documentation. A structured approach to system design and development is emphasized.

### **IS 425 Management Information Systems**

Fundamentals of information systems in organizations, with a focus on the impact of information systems on organizational behavior, communications and managerial style. The use, misuse and management of computer-based systems and their integration with organizational goals are emphasized. Information systems in the functional areas of marketing, production and finance are studied. The case study method is used.

### **ISG 100 GIS Programming**

This course will introduce the student to computer programming. It is oriented toward Geographical Information Systems (GIS) applications. Using Python, the course initially covers essential programming concepts such as how to set and use variables; how to program using sequence, selection and repetition structures; and how to write and call functions. The basics of using the ArcGIS ModelBuilder component are discussed, including exporting models to Python. Finally, an introduction to writing geoprocessing scripts in Python is presented.

**ISG 200 Implementing Geodatabases**

This course will introduce the student to the Microsoft Access database. The course initially covers essential relational database theory and normalization. SQL, a computer industry-standard syntax language for querying and manipulating a relational database, is then introduced. Next, the geodatabase model is presented, including feature classes and datasets, relationship classes and raster data. A number of case studies are presented. Finally, the student will get a hands-on introduction to building a geodatabase. *Prerequisites: GIS 100 and ISG 100.*

**IT 228 Computer Organization and Architecture**

This course discusses the organization and architecture of the computer, including the functioning of the CPU, RAM, ROM, Boolean logic, truth tables and I/O. Issues related to interfacing the computer to a network are covered, as is the role played by the operating system in controlling the hardware.

**IT 232 Introduction to Programming in Java**

The use of Java in performing object-oriented programming (OOP) is discussed, with emphasis on coding algorithms that solve business problems. Also covered: features of the Java language, such as classes, objects, variables, control constructs, etc.

**IT 312 Fundamentals of Networking**

Presents a thorough discussion of computer networks and how they function under the direction of a network operating system (NOS). Also covered: the use and installation of NOSs, such as Windows Server and Linux, and protocols such as TCP/IP and network addressing.

**IT 348 Databases**

The types and uses of databases are covered. Students learn how to create a “realistic” relational database using software such as SQL Server, Access, Oracle or a similar package.

**IT 408 Web Design and Development**

Discusses how to create a website on the Internet or an internetwork, with emphasis on establishing a site in a business environment. Topics include HTML, XML and JavaScript client-side programming.

**IT 422 Client/Server Programming**

Discusses website development with server side programming, using Active Server Pages or Java Server Pages. Also covered: the creation of static versus dynamic web pages.

**IT 482 IT Project Development (Capstone)**

A discussion of the lifecycle in the design, implementation and maintenance of a significant IT project implemented in a business environment.

**PHL 310 Ethics and Business**

*1.00 credit*

A study of ethical theory as applied to individual and corporate behavior in business as it functions in a complex society.

**PSY 315 Lifespan Development**

This course provides an analysis of biological, cognitive, personality and social development from conception to death. Illustrative topics may include the nature-nurture controversy, attachment, peer relationships, identity, vocations, marriage and parenting, midlife transition, aging, death and dying. Theoretical models and research methodologies designed to address these issues will be highlighted throughout the course.

**PSY 325 Psychology and Culture**

An examination of the theories, research and applications from the fields of cross-cultural psychology, indigenous psychology, cultural psychology, ethnic psychology and psychological anthropology. Students will analyze, synthesize and articulate an intercultural perspective on psychological processes and functioning through exploring their own and dominant U.S. cultural backgrounds, interviewing others with cross-cultural or intercultural experiences, making comparisons using a broad definition of culture and reading about psychological research of cultures other than their own. Students will be encouraged to raise questions about mainstream psychological knowledge and their knowledge of “self” and self-culture in order to increase awareness, tolerance, acceptance, understanding, sensitivity, adaptation to, respect and contextual evaluation of cultural diversity. *Prerequisite: PSY 210.*

**PSY 326 Industrial and Organizational Psychology**

An introduction to the principles and methods of psychology as applied to problems of business, industrial and other types of organizations. Topics include leadership, motivation, group leadership, personnel decisions, training, job analysis, design, evaluation and satisfaction. *Prerequisites: PSY 210.*

**PSY 327 Abnormal Psychology**

An introduction to the study of maladaptive behavior. Topics include diagnosis, assessment, classification and treatment of these disorders. An overview of the application of basic psychological theories and normal stress responses will be covered.

**PSY 328 Clinical and Counseling Psychology**

Introduces the theories and research treatments of adjustment and maladaptive behaviors. Topics include assessment, treatment approaches and the evaluation of treatments, the role of the therapist and social systems of treatment. *It is recommended that PSY 312 or 327 be taken prior to this course.*

**PSY 355 Statistics for Scientific Research**

Basic statistical methods in current use in research in the behavioral sciences. Emphasis is placed upon developing the basic concepts and skills needed to perform and interpret standard elementary statistical tests on numerical data.

**PSY 356 Research Methods in Psychology**

The nature and methods of inquiry into human and animal behavior are examined through the design and implementation of psychological research. Topics include descriptive and experimental methods, analysis and interpretation of research data and ethical issues in research. Some focus on use of SPSS software. All students design and conduct a study as a psychology laboratory experience outside of class meetings.

**PSY 422 Psychological Testing**

Survey course of the history, utility, ethics and practical applications of psychological testing. Concepts of standardization, reliability and validity are presented. Commonly used tests of intelligence, personality, aptitude and interests are presented. The standards for educational and psychological testing will be included as a course topic. An assessment project is assigned.

**PSY 496 Senior Capstone Seminar**

An advanced seminar with varying topics that change each term. The seminars are led each term by a different full-time faculty member of the department. The emphasis is on complex issues in psychology and the use of primary sources. A major requirement of the seminar is to write an APA-style review paper that critiques, analyzes and synthesizes the extant literature related to the topic of the seminar.



## ADDITIONAL PROGRAMS

The School for Professional Studies also houses the following programs.

### Elmhurst Partners

Elmhurst College created Elmhurst Partners as its corporate training arm, advancing the College's commitment to adult education and lifelong learning. Elmhurst Partners provides companies with targeted employee development solutions using standard courses, customized training initiatives and specialized human performance consulting. Drawing on the expertise of professionals with broad business and academic experience in training, competence, knowledge and change management, Elmhurst Partners offers organizations a wide range of learning options.

Elmhurst Partners also welcomes the opportunity to develop specialized programs for groups seeking advanced education and training within the college setting.

### Elmhurst Learning and Success Academy (ELSA)

The Elmhurst Learning and Success Academy (ELSA) is a four-year, noncredit program that offers a full-time college experience for young adults, ages 18 to 28, with cognitive and developmental disabilities. ELSA is a post-secondary program; therefore, students need to have a high school diploma or certificate of completion.

The program emphasizes three primary areas within the curriculum: academics and career exploration, independent living skills, and social and recreational experience. A limited number of ELSA students may also live in the College's residence life system. To be considered for housing, students must attend the program full time, complete the housing assessment conducted by ELSA staff, and have legal guardianship over themselves.

Other than official NCAA Division III athletics and some fraternity and sorority organizations, ELSA students can participate fully in college life at Elmhurst.

Courses are taught by faculty and upper-level students, though ELSA students also have opportunities to take college-level courses as ELSA electives for credit. ELSA also offers a business, technology and communication certificate that students can earn, made up of three traditional college courses and a business internship. Upon graduation, ELSA students receive a certificate of completion and the business, technology and communication certificate if they completed that curriculum.

# Graduate Study

**E**lmhurst College offers more than 20 graduate-level degree and certificate programs in a variety of formats, including online, on campus, hybrid and EC Flex. Graduate students at Elmhurst learn the cross-disciplinary skills they need to reach the next level. In partnership with faculty who are accomplished scholars and practitioners, students develop fresh solutions to real-world challenges, practice their skills in real-world projects, and learn to lead in a collaborate world.

## Master's Degree Programs

Business Administration (MBA)  
Communication Sciences & Disorders (M.S.)  
Computer Information Systems (M.S.)  
Data Science (M.S.)  
Early Childhood Education (MAT)  
Early Childhood Special Education (M.Ed.)  
Geographic Information Systems (GIS) (M.S.)  
Health Care Management and Administration (M.H.A.)  
Health Informatics (M.S.)  
Industrial/Organizational Psychology (M.A.)  
Master's Entry in Nursing Practice (M.S.N.)  
Nursing (M.S.N.)  
Occupational Therapy (M.O.T.)  
Project Management  
Public Health (M.P.H.)  
Special Education (M.S.Ed.)  
Supply Chain Management (M.S.)  
Teacher Leadership (M.Ed.)

## Certificate Programs

Application Development  
Data Science  
Enterprise Optimization  
Geographic Information Systems (GIS)

Human Geography for AP®  
Market Research  
Network Administration  
Project Management  
Post-Master's Certificate for Nursing Education  
Post-Baccalaureate Certificate in Clinical Leadership

### **Endorsement Programs**

ESL and Bilingual  
Special Education (LBSI)  
Teacher Leader

### **Advanced Coursework & Approvals in Education**

Bilingual Special Education Approval  
Developmental Therapist  
Early Childhood Special Education Approval

### **The Cohort Model**

Some Elmhurst graduate programs are based on the cohort, or team-focused, model, in which students go through the program together, as members of a cohort group, from the initial term of enrollment to graduation. In this model, students not only complete a master's degree but also develop team and leadership skills in a supportive community.

The remaining programs are offered in different formats, including on campus, online or in a flexible format. Students consult with the program director each term prior to registration for classes.

### **Admission to Graduate Study**

Graduate programs at Elmhurst College are offered at the master's level. It is expected that candidates for admission to graduate study at the College were academically successful at the undergraduate level and are now ready to move on to a successful graduate-level experience. Applicants will be reviewed on the basis of profile material submitted. Admission to graduate study will be offered to those students whose profiles reflect the most promise for success at the graduate level and the ability to contribute to, as well as learn from, graduate study.

Graduate admission is housed in the School for Professional Studies, an office dedicated to serving the needs of graduate students at the College.

To receive an application for admission to graduate study, please contact:

School for Professional Studies  
Elmhurst College  
190 Prospect Avenue  
Elmhurst, Illinois 60126-3296  
(630) 617-3300  
sps@elmhurst.edu

Applications may also be submitted online by visiting the College's web site at [www.elmhurst.edu](http://www.elmhurst.edu).

Application materials for the following programs are processed by a centralized application service:

- Master of Science in Communication Sciences and Disorders
- Master of Occupational Therapy
- Master's Entry in Nursing Practice

Review the specific program pages for information about applying to these programs.

Qualified applicants for graduate study must provide evidence of good standing at the college or university from which they earned the undergraduate degree.

**To apply for graduate admission, please follow these steps:**

- Complete the Application for Admission to Graduate Study.
- Submit recommendations from three individuals who can comment on the quality of your oral and written communication skills and your ability to be successful in graduate study.
- Submit a 1,000-word Statement of Purpose describing personal and professional goals that will be met by the completion of a graduate degree. Applicants to the Master of Business Administration (MBA) program must respond to a specific question directly related to their field of study and prepare a business writing analysis in response to a specific business scenario. The questions and business scenario are presented on the MBA program sheet and the Application for Admission to Graduate Study, both of which are available from the School for Professional Studies.
- Submit a current resume.
- Applicants to the Master of Arts in Industrial/Organizational Psychology, Master of Occupational Therapy and Master of Science in Communication

Sciences and Disorders programs must submit GRE scores taken within the past five years.

- Submit official transcripts from all undergraduate and graduate institutions attended.
- Individual graduate programs may have additional application requirements. Refer to the specific program sheet for additional information.
- International students must submit official transcripts (in English) with an official evaluation of those transcripts by a foreign credentials evaluation agency and proof of English proficiency as evidenced by a minimum score of 550 on the paper-based TOEFL (Test of English as a Foreign Language), 213 on the computer-based test or 79 on the Internet-based test. Students may also show English proficiency by scoring 77 on the Michigan English Language Assessment Battery (MELAB) or a 6.5 on the International English Language Testing System (IELTS). World Educational Services is an evaluation agency ([www.wes.org](http://www.wes.org)). Educational Credential Evaluators is an alternative evaluation agency ([www.ece.org](http://www.ece.org)).

### **Transfer of Graduate Credit**

In some cases, previously earned graduate coursework may transfer to Elmhurst and may satisfy requirements for an Elmhurst master's degree. A maximum of two courses or six semester hours of credit may transfer with the approval of the program director.

### **Waivers and Substitutions**

The program director will determine waivers and substitutions for undergraduate prerequisite courses. Any deviation from the required course of study as described in the Elmhurst College catalog must be approved by the program director.

### **Waiting List Policy**

Because each graduate program, by design, has a limited number of spaces, admissible students may be placed on a waiting list once the program is fully enrolled. If space becomes available in a program, the program director and the director of adult and graduate admission will notify students on the waiting list with regard to admission. Students remaining on the waiting list at the beginning of the Fall Term may be given the opportunity to defer their admission until the next class start. All students with waiting list status will have final notification regarding admission or deferral by August 1.

### **Contract Admission to Graduate Study**

A student may be considered for contract admission to graduate study at Elmhurst College under two conditions:

- A current Elmhurst College student may be contractually admitted to graduate study to prepare academically for graduate work as part of the student's undergraduate program, with the assurance of being eligible for regular admission to graduate study upon completion of required coursework and the bachelor's degree.
- Alternatively, an applicant to graduate study in need of program-specific prerequisites may be contractually admitted to a graduate program to complete coursework, with the assurance of being eligible for regular admission to the graduate program upon completion of prerequisites.

### **Provisional Admission to Graduate Study**

A student may be considered for provisional admission to graduate study at Elmhurst College if the student can document admissibility to the program but is unable to present all required official documentation for regular admission at the time of review.

### **Non-Degree Admission to Graduate Study**

Several graduate programs offer non-degree-seeking status to students who wish to enroll in one or more graduate courses without seeking a master's degree. The application procedure requires the student to submit to the School for Professional Studies an application for admission to graduate study, a current résumé and documentation that the bachelor's degree was earned. The program director may choose to speak with the student by phone or in person before making the admission decision.

Non-degree-seeking students will be permitted to register for graduate courses, on a space-available basis. The non-degree-seeking graduate student will register at the discretion and with the advice of the program director.

Non-degree-seeking students may apply for degree-seeking status at any time by completing the formal application process. Programs vary regarding the amount of non-degree credit that may be applied toward the master's degree and the time limit to complete the master's degree. It is the responsibility of the student to discuss these limitations with the program director and to establish an appropriate academic plan.

### **Tuition**

Tuition for graduate study for the 2017–2018 academic year is based on the program in which the student is enrolled and by the number of semester hours required for that program.

<b>GRADUATE PROGRAM</b>	<b>PER YEAR</b>
Communication Sciences & Disorders	\$31,000
Master's Entry in Nursing Practice	\$29,500
Occupational Therapy	\$31,500
<b>GRADUATE PROGRAM</b>	<b>PER SEMESTER HOUR</b>
Computer Information Systems	\$775
Data Science	\$845
Early Childhood Education	\$490
Early Childhood Special Education	\$490
Geographic Information Systems	\$775
Health Care Management and Administration	\$845
Health Informatics	\$775
Industrial/Organizational Psychology	\$775
MBA	\$845
Nursing	\$725
Project Management	\$845
Public Health	\$725
Special Education	\$490
Supply Chain Management	\$845
Teacher Leadership	\$490

<b>GRADUATE CERTIFICATE PROGRAMS</b>	<b>PER SEMESTER HOUR</b>
Application Development	\$775
Data Science	\$845
Enterprise Optimization	\$845
Geographic Information Systems	\$775
Human Geography for AP <sup>1</sup>	\$450
Market Research	\$845
Network Administration	\$775
Clinical Leadership in Nursing	\$725
Nursing Education (Post-Master's)	\$725
Project Management	\$845
Special Education Endorsement	\$490
Teacher Leadership Endorsement	\$490

<b>FEES</b>	<b>PER TERM</b>
Academic Technology Fee	\$150

Students are required to either pay their balance in full by the initial due date for a term (the 15th of the month prior to the start of term), or enroll in one of the following payment plans:



**Auto-Pay Plan** Set up five automatic monthly payments from your checking or savings account. No cost to enroll and no monthly service fees.

**Non-Auto Pay Plan** Make five monthly payments in one of the following ways:

- By check through the mail or in person at the Office of Student Financial Services
- With an online bank transfer through TouchNet Connect
- Pay online with a credit card through TouchNet Connect (a user fee of 2.75% with a minimum fee of \$3.00 is charged by the third-party processor on all credit card transactions).

*No cost to enroll and no monthly service fees.*

*Payments are due on the 15th of each month. A \$90 late fee is charged for payments not received on time. Accounts not enrolled on a payment plan and not paid in full will be charged a 1% service fee each month. Payments returned due to insufficient funds will be assessed a \$30 NSF fee.*

### Outside Billing

When a student's employer or other agency, under its tuition benefit plan, authorizes a billing and will pay the tuition directly to Elmhurst College, service charges relating to the payment will be waived or removed provided the payment is received within six weeks of the beginning of the term.

In order to participate in this program, the student must submit an official letter of authorization or tuition voucher to the Office of Student Financial Services prior to or with registration. The Office of Student Financial Services bills the employer or other funding agency directly.

Elmhurst College reserves the right to qualify the plan or reject applications that lack the appropriate authorization. Information regarding this payment alternative can be obtained from the Office of Student Financial Services.

### Tuition Reimbursement Plan

Some employers offer direct reimbursement of tuition to their employees upon the successful completion of the term. Students eligible for tuition reimbursement from their employer may elect to participate in our Tuition Reimbursement Plan. Under this plan, payment of tuition covered by an employer will be deferred until six weeks after the end of the term. Students will be required to enroll in this program on a per-term basis.

To enroll, students will be required to pay a \$25.00 fee per term upon request for enrollment in the program, as well as provide a letter from their employer indicating that they are eligible for this benefit. The letter must be

received by the Office of Student Financial Services prior to the start of each term, outline the amount of reimbursement the student is eligible for in that specific term, and be on the employer's letterhead.

### **Financial Aid**

Graduate students may be considered for a merit-based graduate fellowship or scholarship after being admitted into a graduate program. A fellowship or scholarship award may be valued from \$1,350 to \$2,500 per year.

Additional financial assistance may be available to students who complete the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov) (school code 001676). Submitted FAFSA applications will be considered for the need-based Elmhurst Graduate Award and federal student loans. A graduate student enrolled in at least six credit hours per semester is eligible to receive up to \$20,500 in federal unsubsidized student loans. Students enrolled in any of the three full-time comprehensive programs (Master of Science in Communication Sciences and Disorders, Master of Occupational Therapy, and Master of Science in Nursing: Master's Entry in Nursing Practice) are also eligible to apply for Graduate Plus Loans that will allow students to borrow an amount above and beyond the \$20,500 available to students in the part-time graduate programs.

### **Graduate Study Policy Statements**

#### **Academic Good Standing**

The College designates graduate students in good standing if they make satisfactory progress toward the completion of program requirements.

To be in good standing, graduate students must:

- Complete all courses with a grade of C or better;
- Earn no more than one C or C+ grade; and
- Complete additional requirements as outlined by the specific program.

A second C or C+ grade, a C- grade, a D grade or an F grade will result in dismissal from the graduate program and the College. The program director will notify the student, in writing, of the dismissal decision.

The academic good standing policy for the Computer Information Systems program is significantly different. Students in this program should refer to the specific program sections of this catalog.

NOTE: Each student must maintain academic good standing in his or her respective program as defined by the graduate program. In all cases, individual program policies concerning academic good standing take precedence. It is the student's responsibility to know the policies of his or her program.

**Reinstatement**

Students who have been dismissed and wish to be considered for readmission to graduate study at Elmhurst College must apply for readmission to the College and the graduate program. Readmission consideration will be at the discretion of the program director and the director of adult and graduate admission.

**Incomplete Grades**

A grade of Incomplete (I) may be given to students who demonstrate to the course instructor that extraordinary circumstances prevent the completion of the course assignments within the regular term. Students who wish to be considered for an Incomplete grade must obtain the consent of the instructor.

The approval for an Incomplete grade must be in writing and signed by the student and the instructor of the course. Appropriate forms are available through the Office of Registration and Records. The Incomplete grade must be submitted when final grades are due for the term on a Request for Incomplete Grade Form.

An Incomplete grade becomes a failing grade (F) or unsatisfactory (U) if the work is not completed within three weeks of the final meeting of the course for the academic term. Requests for an extension of time to resolve an Incomplete grade must be approved in writing by the instructor and the program director and submitted to the Office of Registration and Records. Incomplete grades may be held for a maximum of one year. The time limit for internships is determined by each program.

**Repetition of Courses**

In non-cohort programs, students must receive permission from the program director to repeat a course. Students may repeat a course no more than one time and may repeat a maximum of two courses only. In cohort programs, a student who wishes to repeat a course out of sequence or delay enrollment to repeat a course in sequence with a new cohort group must discuss this with the program director. In all cases involving the repetition of courses, individual program policies take precedence. It is the student's responsibility to know the policies of his or her program.

**Withdrawal from Courses**

In general, students who withdraw from a cohort-model graduate course must also withdraw from the graduate program and the College. A graduate student who withdraws from a course without requesting a Leave of Absence will be required to reapply for admission to the College through the director of graduate admission in the School for Professional Studies and the appropriate program director.

Students must consult with the program director and follow appropriate withdrawal or Leave of Absence procedures. The associate dean for graduate study establishes the effective date of the withdrawal for graduate students. Withdrawal charges will be computed according to the length of the course and the number of calendar days into the term. For more information, contact the Office of Student Financial Services.

**Leave of Absence**

A Leave of Absence may be granted to a student in good academic standing who can demonstrate to the program director that extraordinary circumstances prevent continued enrollment and full participation in the academic program. A student may request a Leave of Absence by completing an application for a Leave of Absence, which is available from the program director or online.

If a Leave of Absence is approved by the associate dean for graduate study, program-specific re-entry requirements established in consultation with the program director must be satisfied.

A Leave of Absence is granted for a maximum period of six months. If your leave will be longer than six months, you must apply for an extension at the end of your first six months. Leaves can only be extended once. Application for readmission to the program of study is not required, although the student must meet with the program director to determine the appropriate time to register for classes. A student on a Leave of Absence may follow early registration procedures.

The student who is granted a Leave of Absence will receive a written document that specifies the terms or conditions of the leave.

**Degree Completion Deadline**

Graduate students must complete all requirements for the awarding of the degree within five years of initial enrollment in their course of study. Failure to complete all requirements within the five-year period requires an application for readmission to the program. All requirements for the degree that are in place at the time of readmission to the program must be completed for the awarding of the degree. The program director will determine course equivalency of all graduate work completed prior to readmission to the program.

# Master of Business Administration

M. Kelly Cunningham, Siaw-Peng Wan, Gary Wilson, *MBA Team*  
*7.50 credits (30 semester hours)*

**T**he Master of Business Administration program is designed to provide the knowledge and skills needed to become an effective manager in a variety of organizational settings. It is a broad-based, career advancement degree rather than technical training for a particular job within an organization. The curriculum is guided by two central themes: 1) analytical skills for decision-making, and 2) organizational skills for policy implementation. The theoretical and technical knowledge gained is supported by the integration of traditional liberal arts-related concepts such as ethics, decision-making skills, communication skills, team competencies, negotiation skills and skill in the use of information technology.

The MBA program is designed for business or even non-business professionals who have completed an undergraduate degree and have three or more years of full-time business experience. Students entering the MBA program must have completed undergraduate courses in financial reporting analysis and accounting. The College offers an online prep course to fulfill the finance and accounting prerequisites.

The on-campus MBA program follows a cohort model for the required core courses. The MBA program is also offered online with the same admission requirements and sequence.

Practical work experience, such as an internship or practicum, is highly recommended for all students in the program who are not currently employed. The purpose of the internship/practicum is to help the student become familiar with the applications and practices in the field of study.

### **Learning Goals**

The MBA is designed to provide the opportunity to develop:

- The analytical tools for decision making in a business world of complex business issues and problems;
- The organizational skills for the effective implementation of policy in the context of the organization;
- An understanding of the body of knowledge in the functional areas of business;
- The skills of leadership, teamwork and supervision;
- Skills of effective oral and written communication, presentation and critical thinking;
- An understanding of, and ability to use, technology such as Microsoft Excel as a tool of effective management;
- Abilities for ethical decision making; and
- The ability to function effectively in a diverse and global business environment.

### **Program Requirements**

The MBA course requirement consists of six common core courses and four electives that may be concentrated in an area of specialization. Students entering the program will be expected to complete the core courses in a “cohort model” during Fall Term, January Term, Spring Term and the Summer Term of their first year. Electives may be concentrated in several designated areas of specialization. Experiential and portfolio credit cannot be applied to any core requirements or electives in the program. A maximum of two course transfer credits may be applied to the elective requirements upon approval of the director of the MBA program. Only coursework completed at a grade level of B or better will be considered for transfer credit. Graduate students who have completed courses in an Elmhurst College graduate program as non-degree students will be allowed to apply those courses to a graduate program in the Department of Business, upon acceptance as a degree-seeking student and approval of the program director. Waivers and substitutions for undergraduate prerequisite courses will be determined by the program director.

Online students complete the six core courses, followed by four suggested online courses. Both online and cohort models require 10 courses for graduation.

**Core Courses**

MBA 500 Organizational Management  
 MBA 501 Financial and Managerial Accounting  
 MBA 502 Analytical Tools for Management Decisions  
 MBA 503 Marketing Management  
 MBA 504 Financial Management  
 MBA 505 Strategies for Creating a Competitive Advantage

**Core Courses: Year One**

Fall Term: MBA 500, MBA 501  
 January Term: MBA 502  
 Spring Term: MBA 503, MBA 504  
 Summer Term: MBA 505, elective possible

**Course Offerings****MBA 500 Organizational Management**

This course covers a broad range of topics surrounding the management of organizations. Course topics include behavior in organizations, strategic human resource management, current production and operations techniques, and organizational structure and design. Change management techniques will be discussed. Course activities will develop and strengthen students' organizational decision-making, analytical and communication skills.

**MBA 501 Financial and Managerial Accounting**

This course provides an in-depth exposure to the principles of financial and managerial accounting and the preparation, interpretation and analysis of general purpose financial statements for parties external to the organization. Topics such as cost behavior, activity-based costing, pricing, break-even and decision analysis, and budgeting and control are also covered. Emphasis is on the analysis and interpretation of accounting information and how financial statements interrelate, rather than on the preparation of different statements.

**MBA 502 Analytical Tools for Management Decisions**

This course adopts a hands-on and problem-based approach in offering students an overview of a number of data analysis and decision-making tools commonly encountered by managers in a business environment. The course will focus on helping students apply, with the aid of Microsoft Excel and other computer software programs, analytical tools such as statistical analysis, hypothesis testing, regression analysis, optimization techniques and project management.

**MBA 503 Marketing Management**

This course is designed to examine the scope of marketing and the assessment of marketing opportunities in the current global business environment. In particular, the course will focus on the development of marketing mix strategies as they relate to the firm's overall strategic marketing plan, implementation, control and effectiveness. Topics include: target market definition and analysis, segmentation, competitor analysis, strategic decisions involved in developing the marketing program, consumer buyer behavior, business to business marketing, global business, the role of marketing research and marketing information systems in the marketing decision-making process, and various media strategies.

**MBA 504 Financial Management**

This course is designed to examine the ways financial managers make their decisions at the corporate level. This course will focus on the decision-making process regarding cost of capital, capital budgeting, cash flow analysis, capital structure and other financial decisions.

**MBA 505 Strategies for Creating a Competitive Advantage**

This course focuses on how managers of organizations use the strategic management process to create and maintain a competitive advantage. Course topics include the analysis of external and internal environments, the impact of globalization on organizations, strategic decision making and competitive dynamics. Students actively participate in case study analysis, group decision making and computer simulation activities. *Prerequisites: MBA 500, 501, 502, 503, 504.*

**MBA Electives****MBA 508 Special Topics**

This course will be offered occasionally as an MBA elective course in order to study topics of current relevance and interest that are not contained in the general curriculum. *Prerequisites: completion of the MBA core and permission of instructor.*

**MBA 509 Project Management**

Project management teaches students the art and science of project management as applied to a variety of business and technology settings. Students will learn and practice project techniques that relate to the five phases of project management: initiating, planning, executing, monitoring and controlling, and closing projects. The program allows students to immediately practice course concepts in various activities in which they will create key project documents, including a business case, project charter, scope statement, WBS and a project plan.



**MBA 517 Sales Techniques and Selling Strategies**

This course is built on the notion of the important role of “selling” in business. The demands to meet customer needs in a professional and ethical manner will be the focus of the class. Various selling techniques will be explored, along with a concentration on the selling process and effective sales presentations. The class will also dig deep into the psychology of selling from both the seller and buyer point of view. The importance of time management will also be explored, along with the role compensation and incentives play in effective selling.

**MBA 545 Financial Statements Analysis**

This course is designed to introduce students to the analysis of financial statements using ratios and modern financial theory. Emphasis will be on determining the health of an organization and the impact of certain events on the business and its financial statements.

**MBA 550 Cultural Diversity in Organizations**

This course examines the nature and role of culture and diversity in the workplace, ways to successfully leverage diversity, the implications of diversity for business operations, and understanding cultural differences in light of the global economy. Students will perform a comprehensive diversity analysis of a chosen organization and craft recommendations based on the analysis. In addition, they will create personal profiles and increase sensitivity to personal issues that affect the workplace.

**MBA 552 Leadership**

*.75 credit*

An examination of various leadership, managerial and administrative concepts and philosophies. The course places emphasis on the development of attitudes and values appropriate to professional management. The course uses an action learning approach to integrate the various theories and concepts presented.

**MBA 553 Organizational Behavior**

*.75 credit*

Course explores human behavior in organizations, using a “micro”-level focus to investigate issues affecting individual behavior, interpersonal relations, groups and organizations. Students work in a variety of small groups and participate in experiential learning designs.

**MBA 555 Negotiations**

*.75 credit*

This course examines the structure, process and nature of negotiations through experiential methods to (1) develop an understanding of negotiation models, strategies, conflict resolution, communications styles, situational analysis and elements of power and influence; and (2) develop negotiation skills.

**MBA 558 Leading Change Management**

This course is targeted toward external and internal consultants, as well as managers and other change agents within organizations. Leading Change Management fosters improved competency in the skills necessary during all phases of the change process—from diagnosis to interventions through evaluation. Organizational change issues are critically examined, and case studies, exercises and assessments are utilized, to better understand change from organizational, group and individual levels. Change models serve as frameworks that emphasize the importance of interactive consultative processes. A major organizational change project is required of all students. This is a leadership course focusing on strategies and strategic issues of change management within organizations. *Offered online.*

**MBA 559 Leading Innovation and Technological Change**

The ability to manage technological innovation has become an increasingly essential requirement for business people regardless of functional specialty. The objective of this course is to explore ways to create environments that are conducive to technological innovation. Throughout the course, students examine practices, models and approaches that new and established organizations employ to promote innovative practice, technological change and new technologies. The following topics will be covered: the innovation process, managing technical professionals, the impact of organizational design on innovation, knowledge management, cross-functional teams and exploiting new technologies within a focus of organizational strategy. Students will research new technologies and discuss potential business applications and issues associated with technologies. *Offered online.*

**Areas of Specialization**

The electives and areas of specialization of the MBA have been developed in cooperation with other graduate programs at the College and new and existing courses in the Department of Business. The choice of an area of specialization must be approved by the program director.

**Management Information Systems (MIS)**

MBA 528 (CS 501) Windows Application Programming

MBA 526 (CS 504) Computer Network Concepts

MBA 529 (CS 530) Database Systems and Programming

MBA 527 (BUS 551) Organizational Behavior and Project Management

**Management of People (i.e., Industrial/Organizational Psychology)**

This specialization combines courses from the Master of Arts in Industrial/Organizational Psychology and the Department of Business.

Students wishing to specialize in Management of People need prerequisites equivalent to PSY 210 Introduction to Psychological Science, PSY 356 Research Methods in Psychology, MBA 502 Analytical Tools for Management Decisions and the joint approval of the director of the industrial/organizational psychology master's program and the MBA program.

MBA 530 (PSY 530) Organizational Theory

MBA 531 (PSY 531) Organizational Development

MBA 539 (PSY 539) Work Motivation

MBA 554 (BUS 354) Human Resource Management

MBA 553 (BUS 453) Organization Behavior

**Finance**

MBA 541 (BUS 441) Corporate Finance

MBA 542 (BUS 442) Investment Theory and Portfolio Management

MBA 545 Financial Statements Analysis

MBA 508 Special Topics: Finance

MBA 509 Project Management

**Marketing Research**

MMR 583 Marketing Research

MMR 584 Social/Digital Media

MMR 585 Research Practicum I

MMR 586 Research Practicum II

**Project Management**

MBA 509 Project Management

MPM 501 Project Management Fundamentals in Practice I

MPM 502 Project Management Fundamentals in Practice II

MPM 503 Tools and Techniques of the Project Manager

**Supply Chain Management (SCM)**

Students may select an approved four of the following three-semester-hour “sets” of courses at the graduate level.

**Set 1:** MBA 588 (SCM 512) Outsource Decisions: Selecting a Third-Party Logistics Firm and MBA 589 (SCM 513) Forecasting in the Supply Chain. *Meets once a week, Fall Term.*

**Set 2:** MBA 590 (SCM 550) Transportation Management Strategies and MBA 591 (SCM 551) Marketing and Supply Chain Networks. *Meets once a week, Fall Term.*

**Set 3a:** MBA 592 (SCM 520) Quality Process Management and MBA 593 (SCM 521) Inbound Logistics Strategies. *Meets twice a week, January Term.*

**Set 3b:** MBA 594 (SCM 560) E-Commerce and the Supply Chain and MBA 595 (SCM 561) Customer Relationships. *Meets twice a week, January Term.*

**Set 4:** MBA 596 (SCM 531) Manufacture Decisions and MBA 597 (SCM 530) Supplier Certification in the Supply Chain. *Meets once a week, Spring Term.*

**Set 5:** MBA 598 (SCM 540) Inventory Strategies and MBA 599 (SCM 541) Warehouse Management Strategies. *Meets once a week, Summer Term.*

*Note: Students can choose either Set 3a or Set 3b (but not both).*

**General Management**

An approved selection of four courses taken at the graduate level from the following list. *Courses must be approved by the MBA director.*

**CS/IS**

MBA 528 (CS 501) Windows Application Programming

MBA 526 (CS 504) Computer Network Concepts

MBA 529 (CS 530) Database Systems and Programming

**Finance**

MBA 541 Corporate Finance

MBA 542 Investment Theory and Portfolio Management

MBA 545 Financial Statements Analysis

MBA 508 Special Topics: Finance

MBA 509 Project Management

**Management**

MBA 550 Cultural Diversity in Organizations

MBA 552 Leadership

MBA 553 Organizational Behavior

MBA 509 Project Management

MBA 555 Negotiations

MBA 558 Leading Change Management (*online*)

MBA 559 Leading Innovation and Technological Change (*online*)

MBA 517 Sales Techniques and Selling Strategies

### **Policy on Cross-Listed Undergraduate/Graduate Courses**

- Elmhurst College graduates will not be allowed to repeat an undergraduate course for graduate credit. Transfer students will be discouraged from repeating courses from their undergraduate program.
- Permission to register for an undergraduate course for graduate credit must be approved by the graduate program director.

# Master of Science in Communication Sciences and Disorders

Brenda K. Gorman, *Director*  
15.00 credits (60 semester hours)

**T**he master's program in communication sciences and disorders (CSD) at Elmhurst prepares students for rewarding careers as speech-language pathologists in professional settings such as schools, hospitals, clinics, research institutions, private practice and more.

Designed primarily for students with bachelor's degrees or post-baccalaureate leveling preparation in communication sciences and disorders, the graduate program prepares students for national certification by the American Speech-Language-Hearing Association (ASHA) and for state licensure.

Students enrolled in the communication sciences and disorders program attend classes full time on the arboretum campus of Elmhurst College in Chicago's western suburbs. Most students can complete the program in 20 months (Fall Year 1 to Spring Year 2); students may also complete the program in Summer Year 2, if needed. The program takes a cohort approach, fostering teamwork skills and strong bonds among classmates.

Opportunities abound for clinical experiences in a variety of locations, from public schools to hospitals to rehabilitation facilities to Elmhurst College's own Speech-Language-Hearing Clinic.

Throughout the CSD curriculum, Elmhurst faculty members promote the use of evidence-based practice decisions while maintaining a mutually respectful environment. In addition to promoting scholarship and intellectual curiosity, the faculty emphasize the impact of communication disorders on individuals and families.

The master's program in communication sciences and disorders at Elmhurst College is a candidate for accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, Maryland 20850, 800-498-2071 or 301-296-5700. Candidacy is a "pre-accreditation" status with the CAA awarded to developing or emerging programs for a maximum of five years.

### **Course Offerings**

*One unit of credit equals four semester hours.*

#### **CSD 500 Clinical Practicum I**

*.75 credit*

Students provide assessment and intervention services to pediatric and/or adult clients in the campus clinic in areas such as speech production, receptive language, expressive language, cognitive-communication, fluency and/or voice disorders. Students use assessment data to construct appropriate intervention plans, develop lesson plans, deliver therapy to address desired goals, and conduct ongoing assessment of client progress. Students administer informal and standardized assessments, interpret assessment information, and write diagnostic and treatment reports.

#### **CSD 501 Clinical Practicum II**

*.75 credit*

Students provide assessment and intervention services to pediatric and/or adult clients in the campus clinic in areas such as speech production, receptive language, expressive language, cognitive-communication, fluency, voice, swallowing and/or feeding disorders. Students use assessment data to construct appropriate intervention plans, develop lesson plans, deliver therapy to address desired goals, and conduct ongoing assessment of client progress. Students administer informal and standardized assessments, interpret assessment information, and write diagnostic and treatment reports. Students build on their knowledge and skill from CSD 500 to demonstrate a higher level of clinical competence. *Prerequisite: CSD 500.*

#### **CSD 502 Clinical Practicum III**

*.50 credit*

Students provide assessment and intervention services to pediatric and/or adult clients in the campus clinic in areas related to speech production, receptive language, expressive language, cognitive-communication, voice, fluency, swallowing and/or feeding disorders. Students use assessment data to construct appropriate

intervention plans, develop lesson plans, deliver therapy to address desired goals, and conduct ongoing assessment of client progress. Students administer informal and standardized assessments, interpret assessment information, and write diagnostic and treatment reports. Students build on their knowledge and skill from CSD 500 and CSD 501 to achieve a level of competence expected for progression to an off-campus clinical placement. *Prerequisite: CSD 501.*

#### **CSD 503 Practicum in Education Settings**

*.50 credit; part-time*

External practicum supervised by an off-campus supervisor. Open only to graduate students who have met all other requirements for initial certification by the Illinois State Board of Education. This course is designed to acquaint the student with practice in an approved educational environment.

#### **CSD 504 CSD Practicum in Medical Settings**

*.50 credit; part-time*

External practicum supervised by an off-campus supervisor. Graduate medical practicum experience emphasizing planning, conducting therapy programs, obtaining case histories, conferring with other professionals, writing reports and making recommendations.

#### **CSD 507 Research Methods in Communication Sciences and Disorders**

*.75 credit*

Objectives are to help the student understand basic statistical concepts related to test development and interpretation, and research design. Focus will be on the scientific method as a problem-solving process, developing experimental procedures for answering research questions, the process of evidence-based practice, learning to establish and test hypotheses, and summarizing and interpreting data.

#### **CSD 508 Counseling/Professional Issues in CSD**

*.50 credit*

Review of counseling and professional practices associated with communication and feeding/swallowing disorders. Develop appropriate interviewing and counseling skills for clients and their families. Contemporary professional issues in CSD will be discussed.

#### **CSD 509 Language/Literacy Young Children: Assessment and Treatment**

*.75 credit*

Information is provided about disordered communication in children from birth through kindergarten. Course material includes information about



important legislation, the relationship between language and literacy, service delivery models, risk factors, assessment, intervention, needs of families, and specific populations of children with special needs. Information for providing early intervention services is provided from related disciplines such as occupational therapy and physical therapy. Students will learn strategies for effectively serving clients in our multilingual society.

**CSD 510 Advanced Studies in Phonology and Articulation**

*.75 credit*

This course is designed to build upon the foundational knowledge and skills acquired in the undergraduate-level course in phonology and articulation. Advanced level assessment and intervention methods for speech sound disorders (SSD) in clients with articulation disorders, phonological processing disorders, inconsistent speech sound disorder, cleft palate, orofacial myofunctional disorder, hearing impairment, and motor speech disorders such as childhood apraxia of speech will be discussed. Students will learn strategies for effectively serving clients in our multilingual society.

**CSD 511 Cultural and Linguistic Issues in CSD**

*.50 credit*

Familiarity with cultural patterns and communication styles; study of the needs, values, preferred mode of communication, and the cultural-linguistic background of a multicultural client base; awareness of appropriate instruments for assessment and intervention.

**CSD 513 CSD Practicum in Educational Settings**

*1.50 credits; half-term*

External practicum supervised by an off-campus supervisor. Open only to graduate students who have met all other requirements for initial certification by the Illinois State Board of Education. This course is designed to acquaint the student with practice in an approved educational environment.

**CSD 514 CSD Practicum in Medical Settings**

*1.50 credits; half-term*

External practicum supervised by an off-campus supervisor. Graduate medical practicum experience emphasizing planning, conducting therapy programs, obtaining case histories, conferring with other professionals, writing reports and making recommendations.

**CSD 515 Language Disorders in Adults***.75 credit*

Students will gain an understanding of the neuroanatomy and neuropathologies as they relate to language functions and disorders of the brain; also includes methods for assessment and treatment of neurogenic language disorders.

**CSD 516 Language/Literacy School-Age and Adolescent Language Disorders***.75 credit*

An in-depth exploration of the etiology, evaluation, and remediation of language and literacy disorders in school-age and adolescent children. Important legislation, response to intervention, service delivery models, risk factors, and specific special-needs populations are discussed.

**CSD 519 Neurology***.75 credit*

This course provides an in-depth overview of neurological processes as they relate to speech, language, cognition and swallowing disorders as well as principles and methods of prevention and intervention.

**CSD 521 Dysphagia and Feeding Disorders***.75 credit*

Review of the mechanics of normal swallowing, disorders of swallowing, etiology and diagnosis, assessment tools and principles and methods of rehabilitation and prevention are addressed in children and adults. Contemporary issues related to dysphagia evaluation and management such as counseling and ethical consideration in evaluation and management are discussed throughout the course.

**CSD 522 Alternative/Augmentative Communication***.50 credit*

This course provides an introduction to the evidence-based practices for clinical evaluation and treatment for individuals with complex communication needs including augmentative and alternative communication system elements and design, assessment, and intervention principles.

**CSD 523 CSD Practicum in Educational Settings***3.00 credits; full-term*

External practicum supervised by an off-campus supervisor; open only to graduate students who have met all other requirements for initial certification by the Illinois State Board Education. This course is designed to acquaint the student with practice in an approved educational environment.

**CSD 524 CSD Practicum in Medical Settings**

*3.00 credits; full-term*

External practicum supervised by an off-campus supervisor. Graduate medical practicum experience emphasizing planning, conducting therapy programs, obtaining case histories, conferring with other professionals, writing reports and making recommendations.

**CSD 525 Public School Methods in a Diverse Society**

*.50 credit*

Issues and professional responsibilities related to speech-language pathology in the public schools.

**CSD 526 Voice Disorders**

*.50 credit*

A study of etiology, symptomatology and treatment procedures for voice disorders, including those that result from laryngeal pathologies. This course is also designed to provide students with a practical foundation in the area of craniofacial anomalies, specifically, etiologies, embryology, genetics, impact of anomalies on speech, assessment procedures, and intervention techniques.

**CSD 527 Fluency Disorders**

*.50 credit*

Overview of theories and etiologies of dysfluencies; assessment of children and adults; remediation techniques and procedures for adults and children; consideration of fluency-enhancing electronic devices and fluency-enhancing pharmaceuticals.

**CSD 528 Motor Speech Disorders Across the Lifespan**

*.75 credit*

This course covers basic principles and current theories of speech motor control, including biological and neurological aspects. The etiology and characteristics of the different dysarthria subtypes, as well as apraxia of speech, including anatomic, physiologic, aerodynamic and acoustic features are examined. Principles and methods of assessment and intervention in motor speech disorders are discussed. Evidence-based practice is applied to case scenarios.

**CSD 530 Thesis Research**

*.25–1.00 credit*

Research in communication sciences and disorders culminating in a written research paper and oral defense. *Repeatable for credit.*

**CSD 590 Research Option II**

*.25–1.00 credit*

Completion of a research paper without data collection and analysis; an in-depth literature review to answer specific research questions. *Repeatable for credit.*

**CSD 592 Independent Study in Speech-Language Pathology**

*.25–1.00 credit*

Open to graduate students in CSD. Studies may include readings and clinical study or research. *Consent of instructor required. Repeatable for credit.*

# Master of Science in Computer Information Systems

Ali Ghane, *Director*  
7.50 credits (30 semester hours)

**T**he Master of Science in Computer Information Systems is designed to prepare students for the rapidly evolving discipline of information technology (IT). The program provides students with an in-depth knowledge of both networking and programming, emphasizing the applications of each in today's business environment. This degree will equip students with a knowledge and a skill set that has immediate application within the job market.

Specific topics include: transmission media, network topologies, hardware and software features of local and wide area networks, and the design and implementation of network systems. The program will also cover Voice Over IP (VoIP), cloud computing, application programming in the latest version of Microsoft's Visual Basic, database development and programming in the latest version of Microsoft SQL Server, as well as Web and mobile application development using ASP.NET and Web Services.

The program admits students with a bachelor's degree in varied backgrounds who are interested in computer information systems.

The Elmhurst College MCIS degree is recognized as a Professional Science Master's (PSM) degree. A PSM degree is an innovative two-year graduate degree designed to allow students to pursue advanced training and excel in science while simultaneously developing highly valued business skills. PSM programs prepare students for science careers in business, government or nonprofit organizations, where workforce needs are increasing. Programs

are characterized by “science-plus,” combining rigorous study in science or mathematics with skills-based coursework in management, policy or law.

### Learning Goals

The program has been carefully crafted to help students achieve the following learning goals:

- Acquire the hardware and software knowledge needed to design, program, implement and administer a computer network system within an organization;
- Gain expertise in structuring distributed database systems across a network;
- Enhance communication skills, problem-solving skills and a sense of the importance of network communications to the information needs of today’s society;
- Develop an understanding, appreciation and respect for ethical issues that are interwoven into the widespread sharing of data and information on both national and international scales;
- Learn the ins and outs of LANs, WANs, application and web programming, distributed databases, network security and client/server systems;
- Develop an understanding of the fundamentals of organization management;
- Analyze—and meet—the technical needs of working organizations; and
- Master the theory and practice of team building.

The master’s degree requires the student to complete 10 courses in just under a two-year period. Courses are offered in eight-week accelerated sessions. Students have the option of taking the courses in a hybrid format or online.

Practical work experience, such as an internship or practicum, is highly recommended for all students in the program who are not currently employed. The purpose of the internship/practicum is to help the student become familiar with the applications and practices in the field of study.

### Requirements

Students are required to maintain a 3.0 cumulative grade-point average throughout the program. Students with less than a cumulative 3.0 grade-point average will be placed on probation for one term to allow them to raise their grade-point average. Students with less than a 3.0 grade-point average after one probationary term will be dismissed from the program. Grades of D or F will not be applied toward the program’s graduation requirements.

## Course Offerings

*One unit of credit equals four semester hours.*

Due to the fast changing nature of technology, the topics and contents of courses are subject to change.

### CS 501 Windows Application Programming

Environment, programming and application of Microsoft's Visual Basic are discussed. Students use the latest version of Microsoft's Visual Basic to develop Windows application programs. Class modules are introduced to promote object-oriented design. Techniques of data binding are discussed to allow seamless movement of data between GUIs (graphical user interfaces) and databases.

### CS 504 Computer Network Concepts

This course discusses network architecture, components, protocols, design and topology. Included in this discussion are the topics of data communication fundamentals, TCP/IP, OSI models, gateways, bridges, routers, domains, packets and datagrams, as well as transmission media and related network concepts. IPv4 and IPv6 addressing are also described.

### CS 511 Local Area Networks

The architecture, components, design and installation of local area networks (LANs) are discussed. Included in the discussion are the topics of DNS, DHCP, Active Directory, file and print sharing, data storage, WINS, IIS, backup and VPN. Administering networks using a network operating system such as Windows Server is also discussed.

### CS 530 Database Systems and Programming

Concepts and applications of databases are discussed. The student learns how to design, create and program using the relational database management system Microsoft SQL Server. Students consider data integrity and security and learn to provide users with business queries, forms and reports. In addition, the use of Microsoft's Visual Basic to create a custom front end to a back-end database is introduced.

### CS 545 Wide Area Networks

This course discusses the concepts, architecture, topologies, applications and security of wide area networks (WANs). Data communication concepts applied in wide-area networks, as well as transmission media, protocols, installation and components of WANs are presented. Practical information on how to set up Linux-based intranet/Internet services (e.g., DNS, SMTP, Apache Web Server, etc.) is also given.

**CS 550 Web Development**

The student learns how to program in appropriate web-based languages (e.g., HTML, JavaScript, CSS, ASP.NET and RESTful Web Services). As part of this programming experience, the student is taught how to design and develop web applications that access data in the latest version of Microsoft's SQL Server using Microsoft's Visual Basic. In addition, students discuss design and development considerations, as well as concepts and techniques for building mobile web apps.

**CS 570 Internetworking Technologies**

This course discusses the fundamental technologies such as the industry, products and procedures involved in creating and administering internetworks. Various network technologies designed to be interconnected by routers, switches and other networking devices to create an internetwork are also discussed. Included are topics such as VLAN, routing models, design and implementation of internetworking with TCP/IP, and IPX/SPX using Cisco Internetworking Operating Systems (IOS) and Cisco routers and switches.

**CS 575 Special Topics in Computer Information Systems**

Faculty and advanced graduate students study a specific topic chosen for its particular experimental, theoretical, philosophical, technical or scientific interest.

**CS 590 Independent Study**

An optional course to be used at the discretion of the department chair or program director, normally restricted to second-year students in the program.

**BUS 551 Organization Behavior**

This course examines human behavior in organizations, using a "micro"-level focus to explore issues affecting individual behavior, interpersonal relations, groups and organizations. Coursework addresses the theory and practice of organizational behavior as it relates to the individual and the organization itself. Students learn how to apply concepts in the workplace and develop their interpersonal skills via group tasks and discussions. The course emphasizes organizational behavior, including motivation, leadership, effective communications, team dynamics, conflict management, facilitation, problem solving, decision making, diversity, culture, organization design and change management.

**MBA 509 Project Management**

*See Master of Business Administration section of this catalog.*



# Master of Science in Data Science

James Kulich, *Director*  
7.50 credits (30 semester hours)

**T**he Master of Science in Data Science (MDS) curriculum integrates analytical, computer science and business skills crucial to success in the emerging field of big data. This innovative approach is designed to prepare students to acquire the necessary technical skills in analytical and computational methods while simultaneously developing vital business skills, providing an exceptionally strong, comprehensive foundation of knowledge to begin practice in data science.

The Elmhurst College MDS degree provides a student with both a strong theoretical base and a wide range of practical experience in developing actionable models across modern structured and unstructured data environments. Students systematically consider the theoretical underpinnings of a wide range of predictive modeling techniques, learn approaches to effective data preparation and management, and gain hands-on experience using powerful data mining software tools and programming languages. Most courses are project-based, allowing students to tailor their learning to meet their individual needs.

The Elmhurst College MDS curriculum is updated regularly with new software technologies that are widely used throughout the industry. Some examples include R, RapidMiner, IBM SPSS Data Modeler; software frameworks for large-scale datasets such as Hadoop using Map-Reduce; databases and query languages such as Microsoft SQL Server and noSQL; data visualization tools such as Tableau; and programming language translators and development environments such as Python and Java.

**Admission**

The MDS program welcomes applicants from all industries and backgrounds who hold an undergraduate degree in any major from a regionally accredited institution. Please note that a basic course in statistics (with a grade of C or better) and prior coursework in programming are prerequisites to the program. Prerequisites can be met at Elmhurst College through the successful completion of MTH 345 Elementary Statistics and CS 200 Programming Fundamentals (online, non-credit). Or, prerequisites may be completed as part of the student's undergraduate coursework or transferred from another college or university. In addition, students must have at least one year of professional work experience. Program directors reserve the right to waive these requirements based on the required admission interview.

The MDS program is a part-time program that can be completed in two years. Offered through the Elmhurst College Online Center, the program is offered fully online with classes that are flexible enough to accommodate the schedules of professionals with work and family commitments. Students complete coursework through sequential eight-week sessions.

**Learning Goals**

Through the MDS program, students will:

- Acquire a fundamental understanding of the analytical techniques and software tools necessary to effectively generate useful information from structured and unstructured datasets of any size;
- Gain experience in using the tools and techniques of data science to structure and complete projects focused on obtaining actionable insights from complex data;
- Dive deeply into a chosen area of practice to fully prepare to use knowledge gained in the program to add significant value in a professional setting; and
- Be able to utilize knowledge and skills to continue learning and adapting to new data science technologies.

**Requirements**

Students are required to maintain a 3.00 cumulative grade-point average throughout the program. Students with less than a 3.00 grade-point average will be placed on probation for one term to allow them to raise their grade-point average. Students with less than a 3.00 grade-point average after one probationary term will be dismissed from the program. Grades of D or F will not be applied toward the program's graduation requirements.

## Course Offerings

*One unit of credit equals four semester hours.*

### **MDS 523 Data Warehousing**

Topics include an integrated and detailed comparison of relational, hierarchical and network database systems. Database design and physical storage requirements, including distributed database design and related management issues, are discussed. High-level query languages using artificial intelligence techniques are reviewed along with other topics such as database compression, encryption and security.

### **MDS 534 Data Mining and Business Intelligence**

Business intelligence represents a conceptual framework for decision support. It combines analytics, data warehouses, applications and methodologies to facilitate the transformation of data into meaningful and functional information. The major objective of business intelligence is to enhance the decision-making process at all levels of management. Data mining is a process that utilizes statistical analysis, probability theory, mathematical modeling, artificial intelligence and machine learning techniques to extract useful information and subsequent knowledge from large data repositories, commonly referred to as “big data.” This course examines a number of emerging methods proven to be of value in recognizing patterns and making predictions from an applications perspective. Students will be provided the opportunity for hands-on experimentation using software and case studies.

### **MDS 535 Programming Languages and Environments**

This course covers the application of appropriate high-level programming languages for expressing software design patterns used for extracting and processing big data within the Hadoop environment. These high-level languages include imperative, object-oriented languages such as PIG, HIVE and Scala. Examples will also be presented in Java and Python. The languages will be presented in support of big data processing relying on the map-reduce paradigm. Additional libraries will be explored in order to support activities of data mining as well as machine learning.

### **MDS 546 Quantitative Methods**

The ability to move data along the continuum from information to insight to action requires a strong foundation of skills in various quantitative methods. This course begins with a systematic and integrated overview of concepts from probability theory, statistics and mathematical modeling such as probability distributions, cumulative probability distributions, descriptive statistics,

hypothesis testing, correlation analysis, linear regression, multivariate regression and mathematical model design. The course then proceeds to examine modern tools for conducting analyses using these quantitative methods on both small-scale and large-scale datasets. Case studies from a variety of settings are used to develop students' abilities to successfully apply the techniques learned in this course to practical circumstances that often, because of the ambiguities involved, present limitations to the power of these mathematical tools. Topics from this course also provide the foundation for some subjects covered in the analytical methods course and the data mining and business intelligence course.

#### **MDS 549 Data Mining Project**

Each student completes a project incorporating the practical application of several of the program's data mining techniques to one or more data sets chosen by the student or provided by the instructor. In addition to the correct use of the techniques and interpretation of the results, emphasis is placed on the student's ability to gauge the resultant impact on the organization's business intelligence processes and procedures. Prior to the submission of the final project, students submit a proposal describing the application and the data mining tools to be utilized.

#### **MDS 556 Analytical Methods**

This course builds upon the foundation established in the quantitative methods course to develop the advanced analytical methods required for in-depth applications of data science. Topics covered include advanced techniques in statistics and predictive modeling such as feature engineering, variations of multilinear and logistic regression, principal component analysis, advanced approaches to clustering and segmentation, time series forecasting, and biological methods such as neural networks and genetic algorithms. Course topics will be introduced from both a theoretical framework and through the use of case studies in applied settings.

#### **MDS 560 Business Intelligence for Enterprise Value**

This course provides a business-oriented framework for the data scientist to identify, prioritize and perform data analytical projects that drive business value and enhance competitive advantage. The course examines the data ecosystem, both external and internal to the enterprise, as well as business processes and networks upon which analytical projects can be used to reduce organizational risk and drive the creation of economic value. Topics covered include: marketing, sales and customer data exploration, supply chain data exploration, operations data exploration, financial data exploration and project management methods to

convert information gain into business value. A variety of business process data sets will be examined using analytical tools, including Tableau, SAP Predictive Analytics and IBM Watson. Students will conduct the steps of an analytical workflow on a selected business process and create a project plan to drive value.

#### **MDS 561 Data Analysis for Project Management Maturity**

This course focuses on combining data science with a student's prior project management training and experience to raise project management maturity in an organization. The course covers approaches for using data science tools and techniques to optimize quality, minimize risk and ensure vigilant decision making across projects in an enterprise portfolio. Topics covered include Monte Carlo methods for methodology evaluation, earned value analysis and dashboards, and data-mining techniques for establishing measured, repeatable and optimized project management processes. The project management maturity roadmap and the role of the PMO are also discussed in depth.

*Prerequisites: MDS 546, MDS 534, MPM 501, MPM 502. Students who are certified project management professionals can waive the project management course requirements.*

#### **MDS 562 Data Analysis for Business Transformation Projects**

This course covers advanced project management strategies and data science techniques needed for managing large scale organizational change and business transformation projects. Students plan and control each phase of a project implementation life cycle containing multiple streams of work. Emphasis is placed upon the use of data analysis and reporting for decision making in the complex quality and risk management situations encountered in technology-based, organizational change projects. *Prerequisite: MDS 561.*

#### **MDS 564 Advanced Data Mining and Analytics**

This course emphasizes the application of the primary topics covered in MDS 534 Data Mining and Business Intelligence and MDS 556 Analytical Methods within large case studies while learning to choose the appropriate programming language(s), software design pattern(s) and/or software tools, which are covered in CS 535 Programming Models and Environments. In these case studies students utilize data mining tools where appropriate and utilize advanced techniques in statistics and mathematical modeling for supporting conclusions and decisions. Students utilize software tools to visually present conclusions and decisions. Case studies are chosen from a wide spectrum of problem domains.

**MDS 570 Special Topics in Data Science**

This course provides opportunities for students to study specialized topics in data science. Examples include time series forecasting and data science applications of linear algebra.

**MDS 576 Research Methods in Data Science**

This course serves as the capstone for the program. Students will apply concepts learned and skills developed in the other required courses to complete a major project that demonstrates the full range of their data science knowledge and capabilities.

**MDS 581 Thesis I**

This course is the first of two courses required to complete a thesis option in the master's program in data science.

**MDS 582 Thesis II**

This course is the second of two courses required to complete a thesis option in the master's program in data science.

**Electives**

Students must complete two graduate-level electives at Elmhurst.

# Master of Arts in Teaching (MAT) in Early Childhood Education

Therese Wehman, *Director*  
17.25 credits (69 semester hours)

**E**lmhurst College's MAT program in early childhood education is a full-time Initial Educator Licensure option for individuals seeking to obtain initial teaching licensure in early childhood education in Illinois. This is an on-campus program that takes two years of full-time work to complete.

Students who complete the MAT program also receive an ELS Endorsement and the Early Childhood Special Education Letter of Approval on their initial professional educator license along with the ability to apply for a Developmental Therapist credential in the Early Intervention Service System in Illinois. Ten of the core courses are dually listed with the undergraduate program in early childhood education.

The MAT program in early childhood education is interdisciplinary in nature and is designed to prepare professionals to work with young children birth to age 8 and their families at a time when intervention is critical to positively changing individual lives and benefiting society. The program will provide instruction, curriculum and field experiences that reflect and integrate the knowledge base of typical early childhood development and atypical development.

The program is designed around four core principles:

- Quality learning occurs best within the context of caring relationships.
- Self-reflection and self-knowledge are important professional competencies needed to work successfully with young children and their families.

- Forming collaborative partnerships with families is central to working with all young children.
- At the heart of this program is a commitment to the philosophy of family-centered care. Because young children develop within families, understanding and supporting their families is as important as understanding and supporting the children themselves.

The curriculum focuses on strategies that promote interdisciplinary collaboration and family-centered services, and that develop personnel who are sensitive to cultural diversity. Integrated fieldwork will involve students in experiences with typically and atypically developing infants from birth to 3 years of age and young children 3 to 8 years of age in a variety of natural home and community environments and school-based settings. All students graduating with the MAT in early childhood education will be eligible to receive the Gateways to Opportunity Level 5 Credential in both the Infant-Toddler and the Early Childhood areas. A separate application for these credentials must be made through the Gateways to Opportunities Program upon completion of the MAT program.

### **Learning Goals**

Upon completion of the program, students will be able to:

- Apply content knowledge, skills and attitudes that reflect best practices in infant/early intervention (for infants and toddlers ages birth to 3), early childhood and early childhood special education (for children 3 to 5 years of age) and early primary (kindergarten to grade 2) settings;
- Acquire and use new information through review and synthesis of current research, methodology, technology and materials;
- Deliver early intervention services to infants and toddlers with special needs and their families within an environment that facilitates both the child's and family's development to the maximum extent possible;
- Provide services to young children ages 3 to 8 in appropriate early childhood community and classroom environments, with a developmentally and individually appropriate curriculum and a teaching methodology that is based on the knowledge of individual children, the family and the community; and
- Use effective communication and interpersonal skills to cooperate and collaborate with families, professionals, public schools, and other agencies and groups in order to provide appropriate educational programs and services for each child.



## Unique Program Features

### The Family Involvement Specialist

To ensure the participation of a family voice in program development, our faculty includes a family involvement specialist—the parent of a child with a disability. The specialist plans courses, co-teaches classes with faculty, collaborates with field site placement professionals, and supervises students in the family mentor program.

### The Family Mentor Program

This program creates a dynamic learning partnership between families and graduate students. In year one, each student is linked with a family mentor who engages students in a set of specific learning tasks that correspond with graduate coursework. Linking students directly with families as partners in learning encourages students to integrate a family-centered philosophy into their work.

## Course Offerings

### MEC 501 Early Intervention Methods

*.50 credit*

Using an interdisciplinary case study approach, this course examines the philosophy, goals and clinical approaches used in working with infants/toddlers who are “at risk” and disabled and their families. Special focus is placed on the design and implementation of family-centered services, the development of collaborative team processes among professionals, and the implementation of the IFSP. *This course includes a field experience clinical component.*

### MEC 503 Infant Assessment Birth to Age 3: Typical and Atypical

*.50 credit*

This course highlights a developmental approach to observation and assessment of typical and atypical infants and toddlers. Students focus on underlying developmental processes in cognitive, language, motor and social/emotional development. Students learn to assess children’s strengths as well as needs and examine selected screening and informal and formal assessment tools. The involvement of families in assessment and collaborative goal setting is stressed. *This course includes a field experience clinical component.*

**MEC 506 Development of the Young Child, Birth to Age 5: Typical and Atypical***.75 credit*

This course presents major developmental theories and models of cognitive, psychosocial, emotional and play development of young children birth to age 5. Personality is traced from birth to age 5. Students will study the interrelated nature of development and culture and the characteristics of and influences of disabilities and risk factors on development. *This course includes a field experience clinical component.*

**MEC 507 Typical and Atypical Language Development Birth to Age 5 and Emergent Literacy***.75 credit*

Study of the typical and atypical language development in young children, including specific language/communication delays. Course includes examination of the relationship between language/communication delays and other areas of development, specifically emergent literacy, exploring the use of alternative communication systems to foster communication. *This course includes a field experience clinical component.*

**MEC 508 Practicum I: Early Intervention and Family Mentor Field Experiences and Seminar***.50 credit*

This first practicum provides students with Early Intervention Family Mentor Field Experience and supports students in their beginning exposure to working with Developmental Therapists in the Early Intervention field. It is a 10-session seminar on working in the Early Intervention field with families of children ages birth to 3 who have disabilities. This seminar will provide a forum for students to meet with their cohort and reflect upon their birth–3 Family Mentor experience and clinical field experience in relation to course wrap around assignments, such as Infant Assessment, Early Intervention Methods, and Typical and Atypical Development. This seminar will support students in areas of self-reflective practice, building relationships with families and providers, understanding family priorities, resources, routines and all aspects in the development of Individualized Family Service Plans (IFSP). Students will also complete introductory work on their e-portfolios in this seminar. *Clinical component: requires 30 hours of work with developmental therapists and family mentors.*

**MEC 512 Early Childhood Assessment***.75 credit*

Strategies, procedures, and formal and informal instruments for assessing young children's social, emotional, cognitive, communication and motor skills; family concerns, priorities and resources; and school, home and community learning environments; and methods for conducting formative and summative individual and program evaluation. *This course includes a field experience clinical component.*

**MEC 514 Early Childhood Special Education Methods***.75 credit*

This course focuses on developmentally and individually appropriate methods for fostering the social, emotional, cognitive, communication, adaptive and motor development and learning of young children with special needs in various settings such as the home, the school and the community. *This course includes a field experience clinical component.*

**MEC 516 STEAM (Science/ Social Science, Technology, Engineering, Fine Arts and Mathematics/Motor) Curriculum for 3- to 5-Year-Olds***.75 credit*

This is an integrative classroom methods course focused on developmentally appropriate planning and content area instruction for children ages 3 to 5 in math, science, social science, fine arts, physical development and health curricula. Candidates will learn how to plan meaningful content area lessons that are based on best practices and current standards. They will also learn how to critically reflect upon instruction to improve lessons and plan next steps. *This course includes a field experience clinical component.*

**MEC 518 Early Intervention Birth to Age 3 Internship and Seminar***.50 credit*

This practicum provides students with a 250-clock-hour clinical internship in Early Intervention working hands on with infants and toddlers with disabilities and their families in natural environments. Students will be given the opportunity to develop, refine and demonstrate those competencies that are essential for effective intervention planning and implementations in the field of Early Intervention B-3 as Developmental Therapists. Students will receive clinical supervision from faculty at the College across their semester of internship work. Students will also be evaluated by their Mentor Developmental Therapists on their work in the field. A supportive, collegial seminar

designed to foster self-reflection and professionalism is scheduled to meet bi-weekly for eight sessions during the 16 weeks of practicum placement. *A total of 250 clock hours is required to receive an Illinois Developmental Therapy Credential.*

**MEC 521 Practicum II: Early Childhood Special Education Field Experiences/Seminar**

*.25 credit*

This eight-week seminar will provide students a forum to discuss their 30 hours of field work required in an early childhood special education classroom setting this semester. Focus of seminar discussions will include observations, initial lesson planning, implementation of instructional strategies and assessing student learning outcomes in early childhood special education classrooms. An overview of Graduate e-portfolio assignments and check point 1 requirements will also be covered. *Clinical hours required: 30 hours in ECSE classrooms.*

**MEC 528 Working with Families of Typical and Atypical Young Children in Community Relationships**

*.75 credit*

This course covers theories of interpersonal relationships, the family life cycle, parenthood as a developmental process, cultural influences on child rearing practices and the effects of disability on a family. The family stress, coping and adaptation process and family systems theory are also included. Students will learn about planning family-focused interventions and developing strategies for working collaboratively with parents/families in a variety of settings. *This course includes a field experience clinical component.*

**MEC 534 Primary Literacy**

*.75 credit*

A study of the language and literacy curriculum, materials, texts and technology for the primary grades (K-3) focusing on foundational knowledge, research-based instructional methods, monitoring student learning through assessment, content area reading, and constructing a supportive language and literacy environment. Teacher candidates apply research-based instructional methods successful for supporting all learners' literacy across the content areas. Assignments provide opportunities to administer, evaluate and communicate a wide range of developmentally appropriate literacy assessments to monitor student learning and plan instruction designed to meet the needs of diverse learners. *This course includes a field experience clinical component.*

**MEC 541 Primary Classroom Methods in Elementary Mathematics, Science and Social Science**

An integrative classroom methods course focused on developmentally appropriate planning and content-area instruction for primary grades math, science and social science curricula. Candidates will learn how to plan meaningful content-area lessons that are based on best practices and current standards. They will also learn how to critically reflect upon instruction to improve lessons and plan next steps. The course meets for six hours a week, three of which are devoted to education lab experiences. *This course includes a field experience clinical component.*

**MEC 542 Practicum III: Early Childhood Special Education and Early Primary Field Experiences and Seminar**  
.50 credit

This is an advanced 10-session seminar that wraps around licensure students' field-based experience in Early Childhood Special Education and Early Primary K-2 classroom settings in public schools. It is designed to apply knowledge and skills from coursework with a focus on providing effective instructional practice, creating optimal learning environments, engaging in professional collaborations and learning about school policies and procedures and reflective practice skills. Also included in this seminar will be an overview of graduate e-portfolio assignments and checkpoint 2 requirements along with planning for edTPA and the Action Research Project. *Clinical hour requirement: 30 in ECSE classroom and 30 in primary classroom.*

**MEC 545 Research Methods and Statistics in Early Childhood**

.75 credit

This course is designed to provide an understanding of different approaches to research with emphasis placed on the action research process. The application that research has to practice is examined along with statistical methods applied to social data. Descriptive statistics, probability distributions, hypothesis testing, confidence intervals, correlation and regression are covered. The uses of research and statistical methods and presentation of data in early childhood research are discussed. All students will design an action research project.

**MEC 570A Student Teaching Early Childhood Special Education: Preschool Classroom****MEC 570B Student Teaching in Primary Classroom (K-2)**

1.5 credits

These two eight-week, full-time student teaching experiences provide graduate students seeking a professional teaching license in Early Childhood Education with an Early Childhood Special Education preschool placement and an Early Primary (K-2) placement in school-based programs for preschool-aged children with disabilities and their families and Early

Primary educational experiences. Students will be given the opportunity to develop, refine and demonstrate those competencies that are essential for effective intervention planning and implementations in these Early Childhood Special Education and Early Primary K-2 settings. Students will be evaluated on the basis of the behaviors described on the Early Childhood Special Education Evaluation form in addition to satisfactory completion of all assignments. All students seeking a professional educator license will also be completing an edTPA during one of their school-based student teaching placements. A supportive, collegial seminar designed to foster self-reflection and professionalism is scheduled to meet bi-weekly for eight sessions during the 16 weeks of student teaching placements.

### **ESL Endorsement Courses**

#### **MTL 544 Cross-Cultural Studies in Teaching English Language Learner**

*.75 credit*

This course is designed for teachers to examine the relationship among culture, classroom practices and policy, and how this relationship influences the education of English language learners. Teachers begin by examining their own culture and their cultural assumptions and biases and how those influence teaching and learning in the classroom. Issues of equity, access and cross-cultural understandings are examined as well. Teachers will evaluate and design content materials and methods for implementing a multicultural approach to curriculum in the classroom.

#### **MTL 558 Theoretical Foundations of Teaching English Language Learners**

*.75 credit*

This course is an introduction to and immersion into the theoretical frameworks of English as a Second Language (ESL) and bilingual education and the research, movements and policies that inform them. A variety of ESL/bilingual models and programs in pre-K through 12 schools and classrooms will be identified, analyzed and evaluated through multiple assignments and media. Students will demonstrate an understanding of the relationship between theory and practice and will define their roles as teachers of and advocates for English learners. *This course requires field experience hours in an ESL and/or bilingual P-12 classroom.*

**MTL 569 Linguistics for Second Language Learning**

*.75 credit*

The purpose of this course is to introduce linguistic concepts as they apply to teaching in a variety of contexts, including (but not limited to) monolingual and bilingual classrooms. In addition, this course is designed to provide teachers with a meta-linguistic awareness in order to facilitate learning and instruction. This course will help us understand, think and talk about the complexities of language, learning and human development. The fields of linguistics, applied linguistics and linguistic anthropology are dedicated to questions about the nature, function and purposes of language, and we will be using readings anchored in these disciplines to navigate our journey. *This course requires field experience hours in an ESL and/or bilingual P-12 classroom.*

**MTL 579 Methods and Materials for Teaching English Language Learners**

*.75 credit*

This is an advanced course in the teaching of bilingual and sheltered English instruction to English language learners (ELLs). Students will learn different approaches and methodologies used to support the development of listening, speaking, reading and writing in social and academic contexts. The course provides opportunities for students to develop curricula for ELLs in bilingual and ESL classrooms, and examine instructional delivery through videotaping and analyzing practice. *This course requires field experience hours in an ESL and/or bilingual P-12 classroom. Prerequisite: MTL 558.*

**MTL 587 Assessment of English Language Learners**

*.75 credit*

This course will focus on the discussion of basic principles and current approaches to assessment of language learning students in ESL and bilingual P-12 educational settings, including the policies, procedures and issues that inform the assessment of ELLs. Students will learn about the different purposes of process and product assessment tools, authentic and curriculum-based forms of assessment, issues in the assessment of English Language Learners (ELLs), and assessment of academic content knowledge. Students will have opportunities to examine critically and practice administering assessment tools used in current educational contexts. Students will learn to identify language needs and how to differentiate them from developmental needs. *This course requires field experience hours in an ESL and/or bilingual P-12 classroom.*

**MTL 592 Action Research and Application of Bilingual Methods**

*.75 credit*

This is an advanced course in the inquiry and application of bilingual and ESL methods. Students will study their own teaching of bilingual and ESL methodologies designed to support the development of listening, speaking, reading and writing in social and academic concepts. Through the implementation of an action research model of teacher inquiry, teachers will examine critically their bilingual and ESL instructional practices and develop a situated and transformative action plan for future teaching that is anchored in sociocultural views of learning. Teachers will learn how to use action research methods to collect data on teaching practices and for graduate research projects. *This course requires field experience hours in an ESL and/or bilingual P-12 classroom. Prerequisites: MTL 544, MTL 558, MTL 569 and MTL*



# Master of Education (M.Ed.) in Early Childhood Special Education

Therese Wehman, *Director*  
9.25 credits (37 semester hours)

**E**lmhurst College's master of education (M.Ed.) in early childhood special education is an on-campus, two-year, part-time non-licensure program that offers coursework focused on working with infants, toddlers and preschoolers with special needs and their families. The program meets the criteria for applying for the Developmental Therapist credential in the Early Intervention System in Illinois. Seven core courses are dually listed with Elmhurst's undergraduate program in early childhood education.

The M.Ed. program in early childhood special education is interdisciplinary in nature and is designed to prepare professionals to work with young children birth to age 5 with delays and disabilities and their families when intervention is critical to positively changing individual lives and benefiting society. The program is a collaboration between the disciplines of early childhood education and special education that will provide instruction, curriculum and field experiences that reflect and integrate the knowledge bases of both disciplines. Courses will build an understanding of the developmental process, the relationship and impact of disability on development, and the practices that create effective supportive living and learning environments for infants and young

children with special needs and their families. This graduate program is designed around four core principles.

- Quality learning occurs best within the context of caring relationships.
- Self-reflection and self-knowledge are important professional competencies needed to work successfully with young children and their families.
- Forming collaborative partnerships with families is central to working with young children with disabilities.
- At the heart of this program is a commitment to the philosophy of family-centered care. Because young children develop within families, understanding and supporting their families is as important as understanding and supporting the children themselves.

The curriculum focuses on strategies that promote interdisciplinary collaboration and family-centered services, and that develop personnel who are sensitive to cultural diversity. Integrated fieldwork will involve students in experiences with infants from birth to 3 and young children 3 to 8 years of age with delays and disabilities in a variety of natural home and community environments and school-based settings. All students graduating with the M.Ed. in early childhood special education will be eligible to receive the Gateways to Opportunity Level 5 Infant-Toddler Credential and a Level 4 Early Childhood Credential. A separate application for these credentials must be made through the Gateways to Opportunities Program upon completion of the M.Ed. program.

### **Learning Goals**

Upon completion of the program, students will be able to:

- Apply content knowledge, skills and attitudes that reflect best practice in infant/early intervention (for infants and toddlers ages birth to 3) and early childhood and early childhood special education (for children 3 to 5 years of age) settings;
- Acquire and use new information through review and synthesis of current research, methodology, technology and materials;
- Deliver early intervention B-3 services to infants and toddlers with special needs and their families within an environment that facilitates both the child's and family's development to the maximum extent possible;
- Provide services to young children ages 3 to 5 in appropriate early childhood community and classroom environments, with a developmentally and individually appropriate curriculum, and a teaching methodology that is based on the knowledge of individual children, the family and the community; and

- Use effective communication and interpersonal skills to cooperate and collaborate with families, professionals, public schools, and other agencies and groups in order to provide appropriate educational programs and services for each child.

## Unique Program Features

### The Family Involvement Specialist

To ensure the participation of a family voice in program development, our faculty includes a family involvement specialist—the parent of a child with a disability. The specialist plans courses, co-teaches classes with faculty, collaborates with field site placement professionals, and supervises students in the family mentor program.

### The Family Mentor Program

This program creates a dynamic learning partnership between families and graduate students. In year one, each student is linked with a family mentor who engages students in a set of specific learning tasks that correspond with graduate coursework. Linking students directly with families as partners in learning encourages students to integrate a family-centered philosophy into their work.

## Course Offerings

### MEC 501 Early Intervention Methods

*.50 credit*

Using an interdisciplinary case study approach, this course examines the philosophy, goals and clinical approaches used in working with infants/toddlers who are “at risk” and disabled and their families. Special focus is placed on the design and implementation of family-centered services, the development of collaborative team processes among professionals, and the implementation of the IFSP. *This course includes a field experience clinical component.*

### MEC 503 Infant Assessment Birth to Age 3: Typical and Atypical

*.50 credit*

This course highlights a developmental approach to observation and assessment of typical and atypical infants and toddlers. Students focus on underlying developmental processes in cognitive, language, motor and social/emotional development. Students learn to assess children’s strengths as well as needs and examine selected screening and informal and formal assessment tools. The involvement of families in assessment and collaborative goal setting is stressed. *This course includes a field experience clinical component.*

**MEC 506 Development of the Young Child, Birth to Age 5: Typical and Atypical**

*.75 credit*

This course presents major developmental theories and models of cognitive, psychosocial, emotional and play development of young children birth to age 5. Personality is traced from birth to age 5. Students will study the interrelated nature of development and culture and the characteristics of and influences of disabilities and risk factors on development. *This course includes a field experience clinical component.*

**MEC 507 Typical and Atypical Language Development Birth to Age 5 and Emergent Literacy**

*.75 credit*

Study of the typical and atypical language development in young children, including specific language/communication delays. Course includes examination of the relationship between language/communication delays and other areas of development, specifically emergent literacy, exploring the use of alternative communication systems to foster communication. *This course includes a field experience clinical component.*

**MEC 508 Practicum I: Early Intervention and Family Mentor Field Experiences and Seminar**

*.50 credit*

This first practicum provides students with Early Intervention Family Mentor Field Experience and supports students in their beginning exposure to working with Developmental Therapists in the Early Intervention field. It is a 10-session seminar on working in the Early Intervention field with families of children ages birth to 3 who have disabilities. This seminar will provide a forum for students to meet with their cohort and reflect upon their birth–3 Family Mentor experience and clinical field experience in relation to course wrap around assignments, such as Infant Assessment, Early Intervention Methods, and Typical and Atypical Development. This seminar will support students in areas of self-reflective practice, building relationships with families and providers, understanding family priorities, resources, routines and all aspects in the development of Individualized Family Service Plans (IFSP). Students will also complete introductory work on their e-portfolios in this seminar. *Clinical component: requires 30 hours of work with developmental therapists and family mentors.*

**MEC 512 Early Childhood Assessment**

*.75 credit*

Strategies, procedures, and formal and informal instruments for assessing young children's social, emotional, cognitive, communication and motor skills; family concerns, priorities and resources; and school, home and

community learning environments; and methods for conducting formative and summative individual and program evaluation. *This course includes a field experience clinical component.*

**MEC 514 Early Childhood Special Education Methods**

*.75 credit*

This course focuses on developmentally and individually appropriate methods for fostering the social, emotional, cognitive, communication, adaptive and motor development and learning of young children with special needs in various settings such as the home, the school and the community. *This course includes a field experience clinical component.*

**MEC 518 Early Intervention Birth to Age 3 Internship and Seminar**

*.50 credit*

This practicum provides students with a 250-clock-hour clinical internship in Early Intervention working hands on with infants and toddlers with disabilities and their families in natural environments. Students will be given the opportunity to develop, refine and demonstrate those competencies that are essential for effective intervention planning and implementations in the field of Early Intervention B-3 as Developmental Therapists. Students will receive clinical supervision from faculty at the College across their semester of internship work. Students will also be evaluated by their Mentor Developmental Therapists on their work in the field. A supportive, collegial seminar designed to foster self-reflection and professionalism is scheduled to meet bi-weekly for eight sessions during the 16 weeks of practicum placement. *A total of 250 clock hours is required to receive an Illinois Developmental Therapy Credential.*

**MEC 521 Practicum II: Early Childhood Special Education Field Experiences/Seminar**

*.25 credit*

This eight-week seminar will provide students a forum to discuss their 30 hours of field work required in an early childhood special education classroom setting this semester. Focus of seminar discussions will include observations, initial lesson planning, implementation of instructional strategies and assessing student learning outcomes in early childhood special education classrooms. An overview of Graduate e-portfolio assignments and check point 1 requirements will also be covered. *Clinical hours required: 30 hours in ECSE classrooms.*

**MEC 528 Working with Families of Typical and Atypical Young Children in Community Relationships***.75 credit*

This course covers theories of interpersonal relationships, the family life cycle, parenthood as a developmental process, cultural influences on child rearing practices and the effects of disability on a family. The family stress, coping and adaptation process and family systems theory are also included. Students will learn about planning family-focused interventions and developing strategies for working collaboratively with parents/families in a variety of settings. *This course includes a field experience clinical component.*

**MEC 543 Practicum III: Early Childhood Special Education Field Experiences and Seminar***.25 credit*

This is an advanced eight-session seminar that wraps around non-licensure students' field-based experience in Early Childhood Special Education classroom settings in public schools. It is designed to apply knowledge and skills from coursework with a focus on providing effective instructional practice, creating optimal learning environments, engaging in professional collaborations and learning about school policies and procedures and reflective practice skills. Also included in this seminar will be an overview of graduate e-portfolio assignments and checkpoint 2 requirements along with planning for the Action Research Project. *Clinical hour requirement: 30 hours in ECSE classroom.*

**MEC 545 Research Methods and Statistics in Early Childhood***.75 credit*

This course is designed to provide an understanding of different approaches to research with emphasis placed on the action research process. The application that research has to practice is examined along with statistical methods applied to social data. Descriptive statistics, probability distributions, hypothesis testing, confidence intervals, correlation and regression are covered. The uses of research and statistical methods and presentation of data in early childhood research are discussed. All students will design an action research project.

**MEC 546 Foundations in Early Childhood Mental Health***.75 credit*

This course is an introduction to the field of early childhood mental health—the study of how a young child's development is impacted by his/her social-emotional development and early relationships. The theoretical bases of infant/early childhood mental health will be explored. We will discuss evidence-based assessment and intervention practices and address the importance of public policy and systems issues impacting mental health

practices for young children and families. We will also cover key concepts of mental health of young children and their families, including attachment, temperament, social-emotional development, the context of family, culture and community, risk and resilience, and the effects of violence and abuse on early brain development.

### **MEC 571 Clinical Practicum in Early Childhood Special Education**

#### *1.5 credits*

This eight-week, full-time practicum experience provides non-licensure graduate students with an early childhood special education preschool practicum placement in a school-based program for preschool-aged children with disabilities and their families. Students will have the opportunity to develop, refine and demonstrate those competencies that are essential for effective intervention planning and implementations in this early childhood special education classroom setting. Students will be evaluated on the basis of the behaviors described on the Early Childhood Special Education Practicum Evaluation form in addition to satisfactory completion of all assignments. A supportive, collegial seminar designed to foster self-reflection and professionalism is scheduled to meet bi-weekly for eight sessions during this semester.

# Master of Science in Geographic Information Systems

Judith K. Bock, *Director*

**T**he graduate program in geographic information systems (MS-GIS) features two possible tracks: 1) a six-course graduate certificate track and 2) a 10-course full thesis track. The program is entirely online and offers students the unique opportunity to create and undertake a customized, enterprise-level, geospatial experience to fulfill a graduate certificate or a full thesis study to obtain a master's degree.

## **Program Objectives**

- Provides a graduate-level certificate program for GIS/geospatial professionals who are seeking to further their education or re-tool to learn the technologies and spatial skill sets used in a variety of applications in the GIS/geospatial industry;
- Provides a master's degree program for GIS/geospatial professionals who are seeking to further their education and advance in their profession in a variety of disciplines where this advanced degree will be applicable;
- Creates a national online program where a Professional Science Master's (PSM) designation can be attained, including business applications and skills by way of graduate business courses; and
- Offers a continuing option for the GIS Graduate Certificate program student to continue education past the certificate level to attain an advanced degree.



**Admission**

A baccalaureate degree in any field from an accredited college/university is required of all students to be admitted into the program. Those with a degree in geography, geospatial technologies or GIS may have the AGS 500 prerequisite waived, based on prior coursework experience. Sufficient work experience in the GIS/geospatial technologies industry, combined with a minimum of a baccalaureate degree, may also be sufficient cause for waiving AGS 500, as determined by the program director. Graduates of the Elmhurst College Online GIS Certificate Program may have AGS 500 waived, providing they have a baccalaureate degree.

**Coursework**

**Graduate Certificate**

*Certificate coursework includes six courses:*

- |   |  |
|---|--|
| AGS 500 Fundamentals of Geospatial Technologies | AGS 540 Spatial Analysis and Web Mapping   |
| AGS 510 Remote Sensing Technologies             | AGS 580 E-Portfolio and Research Symposium |
| AGS 520 Geospatial Programming                  |  |
| AGS 530 Principles of Geodatabases              |  |

**Thesis Track**

*Master's degree coursework includes 10 courses:*

- |  |   |
|--|---|
| AGS 500 Fundamentals of Geospatial Technologies  | AGS 580 E-Portfolio and Research Symposium  |
| AGS 510 Remote Sensing Technologies  | AGS 590 Geospatial Thesis   |
| AGS 520 Geospatial Programming   | OR  |
| AGS 530 Principles of Geodatabases   | AGS 592 Geospatial Capstone Project in MS-GIS   |
| AGS 540 Spatial Analysis and Web Mapping   |   |
| AGS 550 Advanced Spatial Analysis  | <i>Plus:</i>  |
| AGS 560 Graduate Internship Experience (current work/employment time may be extended and enhanced to fulfill internship with permission of program director) | MBA 509 Project Management (MBA course for Professional Science Master's credential or sub-discipline elective) |

## Course Offerings

*One unit of credit equals four semester hours.*

All courses are eight weeks in duration. Courses are considered “accelerated,” with 16 weeks’ worth of coursework in eight weeks. Students take one course at a time. All courses are aligned with the U.S. Department of Labor Geospatial Technology Competency Model (GTCM).

### **AGS 500 Fundamentals of Geospatial Technology**

*.75 credit*

This course provides a review of the geospatial technologies industry and the use of Geographic Information Systems (GIS) applications and analysis. It includes core concepts, such as data acquisition and management, topology, accuracy, metadata, output, quality control, analysis methods, new and traditional software options, web mapping, and GIS implementation/management for research and production. There is an emphasis on spatial skills. Required course for both graduate certificate and thesis tracks. *May be waived with appropriate degree, coursework or industry experience or at the discretion of the program director.*

### **AGS 510 Remote Sensing and Imagery Interpretation**

*.75 credit*

This course is an introduction to the basic concepts of image processing and understanding using remotely sensed images. Applications focus on pre-processing of satellite and aerial images, remote sensing and image/video enhancement. The course will provide foundations and explore passive and active collection methods (RADAR and LiDAR), digital image composites and band combinations, image display and visualization, image enhancements and rectification, image segmentation, classification, and digital stereoscopy and evaluation techniques. Required course for both graduate certificate and thesis tracks. *Prerequisite: AGS 500 or equivalent.*

### **AGS 520 Fundamentals of Geospatial Programming**

*.75 credit*

This course provides an introduction to automating data preparation, workflow, spatial processing (via Python), basic programming, Python syntax, variables, strings, keywords, integrated development environments, exporting ModelBuilder models to scripts, programming components of flow control, built-in data structures, debugging, file i/o, user-defined functions and modules, built-in modules, introduction to object-oriented programming, and using object classes. It also includes performing GIS analysis, batch processing, manipulating attribute tables, customizing ArcGIS Desktop with script

tools and buttons by managing map layers and adding layers to maps with Python. Required course for both graduate certificate and thesis tracks.

*Prerequisite:* AGS 510.

### **AGS 530 Principles of Geodatabases**

*.75 credit*

This course includes geodatabase modeling, relational models, object-oriented data modeling with universal modeling language (UML), distributed database concepts and implementation, query language, transactions, recovery, security, ArcSDE with SQL (and/or Oracle) server, web delivery (including open source software), interoperability, Open Geospatial Consortium (OGC) standards, and web services activities. Required course for both graduate certificate and thesis tracks. *Prerequisite:* AGS 520.

### **AGS 540 Spatial Analysis and Web Mapping**

*.75 credit*

The first of a two-course sequence with AGS 550, this course introduces the student to data acquisition, integration, display and 3-D visualization, neighborhood and proximity operators, map algebra, cost surfaces, least cost path, emergency response applications, spatial interpolation and approximation, topographic analysis, line of sight, viewshed analysis, landform analysis, modeling of geospatial processes, and hands-on experience with several ArcGIS extensions. Required course for both graduate certificate and thesis tracks.

*Prerequisite:* AGS 530.

### **AGS 550 Advanced Spatial Analysis**

*.75 credit*

The second in a two-course sequence with AGS 540, this course includes a high-level review of geospatial data acquisition systems, sensors and associated processing technologies and high-level analysis of spatial visualizations. Course considers geospatial metadata generation principles, interoperability, and major tools for manipulation with geospatial data, as well as advanced spatial analysis activities. Required course for thesis track. *Prerequisite:* AGS 540.

### **AGS 560 Graduate Internship**

*.75 credit*

This course experience requires the employment of the student in an internship, working for a GIS professional in the geospatial industry. The student will have a close working relationship with the employer and graduate advisor during the internship experience. Those already employed may work with employer, in an additional work-related setting and/or by completing a

relevant project for employer, to learn and/or enhance GIS skills. Required course for thesis track. *Prerequisite: AGS 550.*

#### **AGS 580 E-Portfolio and Research Seminar**

*.75 credit*

Students will participate in the construction of an e-portfolio, detailing geospatial skills and experiences in preparation for their entrance into the geospatial workforce. This is the culminating course for certificate track students. Thesis track students will also begin planning for the geospatial research thesis. Required course for both graduate certificate and thesis tracks. *Prerequisite: AGS 540.*

#### **AGS 590 Geospatial Thesis**

*.75 credit*

Students will undertake a geospatial research thesis in consultation with thesis advisor and one external advisor. Once completed, the student will successfully defend thesis before a graduate thesis committee. Successful completion of the course includes a formal binding of the thesis and submission to the library. Required course for thesis track. *Prerequisite: AGS 580.*

#### **AGS 591 Geospatial Capstone**

*.75 credit*

This course is the capstone for students with a specialization in Advanced Placement Human Geography within the graduate geospatial information systems program. Based on previous coursework in both GIS and APHG, students will develop a teaching module that builds upon the spatial concepts and thinking learned in previous coursework to instruct participants how to incorporate data collection and analysis with GIS technology. Students will write a manuscript, detailing the teaching module, to be subsequently submitted to a peer-reviewed journal for publication. Participants will successfully defend their manuscript to a committee of human geography and geospatial educators.

#### **AGS 592 Geospatial Thesis**

*.75 credit*

Based on content and skills taught in previous courses, students will develop a geospatial capstone project in consultation with their course instructor. The topic and methodology chosen for the project must relate to the student's coursework and interests. Students currently employed in a GIS position may elect to use their current position for the project. Students will present their capstone project to the graduate committee for review. Required course for

master's tracks. May be repeated for credit. *Prerequisites: AGS 500 or equivalent experience, 510, 520, 530, 540, 550, 560, 580, an approved elective course.*

### **MBA 509 Project Management**

*.75 credit*

This elective course teaches students the art and science of project management, as applied to a variety of business and technology settings. Students will learn and practice project techniques that relate to the five phases of project management: initiating, planning, executing, monitoring and controlling, and closing projects. The program allows students to immediately practice course concepts in various activities to create key project documents, including a business case, project charter, scope statement, WBS, and a project plan. Required for Professional Science Masters (PSM) designation in thesis track. May be taken at any time by master's thesis track students. May be replaced with another geospatial or approved elective, if student is not attaining PSM designation. *No prerequisite.*

### **\* Sub-Discipline Electives**

#### **AGS 553 Crime Mapping**

*.75 credit*

The purpose of this course is to provide students with the theoretical, analytic and technical skills necessary for studying crime in a geographic context. The course will involve a combination of approaches to the subject, including readings, hands-on lab exercises, using mapping software and independent research projects. May be substituted for MBA 509 to complete master's degree without PSM designation. *Prerequisite: MS-GIS students: AGS 540; CSI students: AGS 500 or equivalent.*

#### **AGS 554 Topics in Geospatial Intelligence (GeoINT)**

*.75 credit*

This course covers topics relevant to geospatial intelligence, especially addressing emerging trends in the field, focused intelligence applications, and relevant technological advances specific to intelligence gathering, analysis and planning. Sample topics addressed in this course include geo-sensor networks, landmine detection using remote sensing techniques, the use of unmanned aerial vehicles (UAV) and drones in intelligence operations, and the use of virtual reality techniques for geospatial information modeling and analyst training. May be substituted for MBA 509 to complete master's degree without PSM designation. *Prerequisite: AGS 540.*

**MPH 535 GIS in Health Care**

*.75 credit*

This course seeks to impart a working knowledge of geographic information systems for students seeking to complement a quantitative analysis skill set in pursuit of a career in public health, medicine, nursing, hospital administration or health research. May be substituted for MBA 509 to complete master's degree without PSM designation. *Prerequisite: MS-GIS students: AGS 540; health care students: none*

# Master in Health Care Management and Administration

Gary Wilson, *Co-Director*  
Vince Vitale, *Co-Director*  
8.50 credits (34 semester hours)

**H**ealth care administration offers some of today's hottest careers, with job growth projected to expand more than 23% by 2022. A master's degree in this field from Elmhurst College will develop your skills and prepare you to lead interdisciplinary teams in today's dynamic health care industry.

At Elmhurst, you'll develop your leadership skills in change management and team development within health care environments. You'll learn to analyze and manage finances, assess health care quality and implement plans for patient care improvement. You'll gain a deep understanding of health policies, and you'll gain the knowledge and skills you need to lead organizations that provide compassionate and efficient patient care.

The master in health care management and administration is a part-time program that can be completed in as little as 26 months. Offered through the Elmhurst College Online Center, the program is fully online with flexible classes to accommodate the schedules of professionals with work and family commitments. All classes are eight weeks long.

## Program Outcomes

The program prepares students to:

- Use leadership skills (visioning, change management and team development) within health care environments

- Analyze and manage finances within health care environments
- Assess health care quality and implement plans for patient care improvement
- Assess population health and status
- Formulate, implement and evaluate health policy
- Apply organizational development strategies and organizational behavior theory to health care environments
- Analyze, manage, evaluate and redesign the structure of health care environments
- Manage human resources within the health care environment, including the specific elements relevant to health care professionals
- Use the business knowledge, skills and dispositions necessary to lead organizations that provide compassionate and efficient patient care

### **Required Courses**

MBA 501 Financial and Managerial Accounting  
MBA 502 Analytical Tools for Management Decisions  
HCA 500 Introduction to Health Care Management  
HCA 502 Health Care Finance  
HCA 504 Health Services Marketing  
HCA 506 Health Care Law, Policy and Ethics  
HCA 508 Health Care Systems and Health Policy  
MPH 530 Epidemiology  
MHI 500 Introduction to Health Informatics  
HCA 590 Field-based Project  
HCA 599 Capstone

### **Sample Course Sequence**

#### **YEAR ONE**

##### **Fall Term A**

MBA 500 Organizational Management\*

##### **Spring Term A**

MPH 530 Epidemiology

##### **Fall Term B**

MBA 501 Financial and Managerial  
Accounting

##### **Spring Term B**

MHI 500 Introduction to Health  
Informatics

##### **January Term**

MBA 502 Analytical Tools for  
Management Decisions



**YEAR TWO**
**Fall Term A**

HCA 508 Health Care Systems and Health Policy

**Spring Term A**

HCA 502 Health Care Finance

**Fall Term B**

HCA 500 Introduction to Health Care Management

**Spring Term B**

HCA 506 Health Care Law, Policy and Ethics

**January Term**

HCA 504 Health Services Marketing

**YEAR THREE**
**Fall Term A**

HCA 590 Field-based Project

**Fall Term B**

HCA 599 Capstone

*\*May be waived*

**Course Offerings**

*One unit of credit equals four semester hours.*

**HCA 500 Introduction to Health Care Management (EC Flex)**

This course is designed to help students prepare for management opportunities in a variety of health care organizations, including inpatient and outpatient facilities, for-profit, not-for-profit, and governmental organizations. The material focuses on the role and nature of the organization, its structure and function, and contribution to the overall health functions of the country. Future changes to the organization of the U.S. health care industry will be identified and examined. The students will develop skills and learn techniques for effective assessment of service operations. *Prerequisites: MBA 501, MBA 502.*

**HCA 502 Health Care Finance (EC Flex)**

This course introduces students to relevant funding and revenue sources for health care delivery in both for-profit and not-for-profit environments, and their impact on quality and access to care. Students will examine documents that demonstrate the overall financial stability of health care organizations. In addition, students will research additional funding sources related to clinical research and access to care and the impact of these funding sources in a variety of settings. *Prerequisite: HCA 500.*

**HCA 504 Health Services Marketing (EC Flex)**

Examines the principles and methods of branding health care services, developing effective yet ethical marketing plans for health care organizations that maximize mission and strategic position, and discusses the need to educate health care providers regarding the specific marketing plans of an organization. *Prerequisite: HCA 500. A marketing course, either at the undergraduate or graduate level, is recommended.*

**HCA 506 Health Care Law, Policy and Ethics (EC Flex)**

Examines the changing legal and ethical trends in delivery of health care. Concepts of social justice, beneficence, non-maleficence and autonomy are emphasized. The student will develop skills related to risk management, ethical decision making, employment law and effective health care communication. *Prerequisite: HCA 500.*

**HCA 508 Health Care Systems and Health Policy (EC Flex)**

The aim of this course is to explore the historical development of, and current issues within, the U.S. health care system and U.S. health policy.

**HCA 590 Field-based Project**

This course provides students an opportunity to demonstrate the practical knowledge and skills, acquired through their course of study, that are required for professional practice in health care administration. In addition to online activities, each student participates in a 75-hour fieldwork experience with a faculty-approved preceptor and site. This experience centers on an authentic project. *Prerequisites: HCA 500, 502, 504, 506, 508, MHI 500, MPH 530.*

**HCA 599 Capstone**

The student will integrate knowledge and skills from previous coursework and field experiences. This class focuses on the key issues impacting the administration of today's health care organizations and explores how those issues impact the delivery of care. Students will work on authentic problems through team-based projects in conjunction with local health care providers. *Prerequisite: HCA 590.*

**MBA 501 Financial and Managerial Accounting (online or on campus)**

This course provides an in-depth exposure to the principles of financial and managerial accounting and the preparation, interpretation and analysis of general purpose financial statements for parties external to the organization. Topics such as cost behavior, activity-based costing, pricing, break-even and decision analysis and budgeting and control are also covered. Emphasis is on

the analysis and interpretation of accounting information and how financial statements interrelate, rather than on the preparation of different statements.

#### **MBA 502 Analytical Tools for Management Decisions**

*(online or on campus)*

This course adopts a hands-on and problem-based approach in offering students an overview of a number of data analysis and decision-making tools commonly encountered by managers in a business environment. The course will focus on helping students apply, with the aid of Microsoft Excel and other computer software programs, analytical tools such as statistical analysis, hypothesis testing, regression analysis, optimization techniques and project management.

#### **MHI 500 Introduction to Health Informatics (online)**

This course provides an overview of the major areas of health informatics, including clinical medical applications, nursing, pharmacy and health care management. Students are introduced to the study of the processes and organizational structures of project management together with human, software, hardware and communication resources needed for the acquisition, storage, retrieval and use of information in the general disciplines of health and biomedicine. Ethical theories, social policies and legal (regulatory) issues are introduced and discussed throughout the course.

#### **MPH 530 Epidemiology (online)**

This course prepares students to understand the distributions and determinants of disease, disabilities and death in human populations using an ecological model; the characteristics and dynamics of human populations; and the natural history of disease and biological basis of health. *Prerequisite: graduate or undergraduate statistics course.*

# Master in Health Informatics

Ali Ghane, *Co-Director*

Ralph Wakerly, *Co-Director*

*7.50 credits (30 semester hours)*

**T**he M.S. in Health Informatics (MHI) program integrates the study of the design, development and application of IT-based deployment, management and planning of health care services. It is the project management of human, software, hardware and communication resources that are needed for the acquisition, storage, retrieval and use of information in the general disciplines of health and biomedicine. Health informatics is an interdisciplinary field. The program objectives and course selection (shown below) include key aspects of information systems, public health and business.

The MHI program includes the study of processes and organizational structures of project management and their applications. Integral to the study of the design techniques, implementation strategies and use of health information systems are ethical theories, social policies and legal issues.

This program is designed to prepare students with a thorough understanding of the core concepts of health informatics and to help them develop the skills needed to apply them at a leadership level. Through projects and a capstone, students have the opportunity to pursue specific areas of interest, such as clinical technician, informatics pharmacist, imaging informatics and biomedical informatics.

This program prepares adult students who have experiences in many disciplines. The MHI program helps health care practitioners (such as nurses, radiologists, pharmacists) pursue the software development and information technology aspects

of these disciplines. This program also serves software engineers/developers and data scientists who want to apply their knowledge to the health care field, as well as business people wishing to switch to the health care industry.

The program includes 10 courses. Each course is delivered in an eight-week, online format. All courses are .75 credit.

Students will be advised as to the optimal path for them to complete the program with respect to their background, family responsibilities, work commitments and/or preferred duration to complete the program. Students who begin the program in the Fall Term and take one course at a time in the Fall A/B and Spring A/B terms can complete the program in 28 months.

Soon-to-be or recent graduates with a related B.A. or B.S. degree will be considered, although at least one year of business or health care–related experience will be preferred. The MHI program welcomes applicants from all industries and backgrounds who hold an undergraduate degree in any major from a regionally accredited institution. An admission interview will be required for all applicants.

The program is a part-time program that can be completed in just over two years. Offered through the Elmhurst College Online Center, the program is offered fully online with classes that are flexible enough to accommodate the schedules of professionals with work and family commitments.

### **About the Program**

According to the Bureau of Labor and Statistics, the demand for medical and health services managers will grow by 23% between 2012 and 2022, far outpacing the average for all occupations. There is a very promising job outlook for software developers who can apply their knowledge in the context of health information applications. A master's degree in MHI from Elmhurst will prepare you to join the growing field of IT-based innovations in the delivery, management and planning of health care services.

### **Learning Goals**

Graduates of the health informatics management program will be able to:

- Develop, implement, manage and evaluate information technology solutions to improve overall business performance and patient health;
- Synthesize theory and evidence-based practices to design health information technology systems that are innovative and user-friendly, and that fit the organizational context;
- Integrate electronic medical records with patient care for decision-making support, knowledge management, strategic planning, and outcomes assessment to optimize the quality and cost efficiencies in the health care system;

- Formulate policies and technologies to secure patient records and protect data integrity in compliance with privacy laws, regulatory mandates and ethical use; and
- Utilize an understanding of health care terminology and culture to facilitate communication between technical staff and clinical providers.

### Requirements

Students are required to maintain a 3.00 cumulative grade-point average throughout the program. Students with less than a 3.00 grade-point average will be placed on probation for one term to allow them to raise their grade-point average. Students with less than a 3.00 grade-point average after one probationary term will be dismissed from the program. Grades of D or F will not be applied toward the program's graduation requirements.

### Curriculum

Depending on availability of course offerings and a student's availability, some courses may be taken during summer school, allowing a student to finish in two and a half academic years.

HCA 508 Health Care Systems and Health Policy	MHI 514 Decision Support Systems in Health Care Systems
MBA 509 Project Management	MHI 530 Health Care Information Technology Infrastructure
MDS 523 Data Warehousing	MHI 580 Health Informatics Security, Regulations and Standards
MHI 500 Introduction to Health Informatics	MHI 590 Advanced Health Informatics
MHI 505 Ethical, Legal and Social Aspects of Health Care Information Systems	MHI 599 Capstone

### Course Offerings

*One unit of credit equals four semester hours.*

#### **MHI 500 Introduction to Health Informatics**

*.75 credit*

This course provides an overview of the major areas of health informatics, including clinical medical applications, nursing, pharmacy and health care management. Students are introduced to the study of the processes and organizational structures of project management together with human, software, hardware and communication resources needed for the acquisi-

tion, storage, retrieval and use of information in the general disciplines of health and biomedicine. Ethical theories, social policies and legal (regulatory) issues are introduced and discussed throughout the course.

#### **MHI 505 Ethical, Legal and Social Aspects of Health Care Information Systems**

*.75 credit*

Ethical theories, current legal (regulatory) issues and social policies are studied and discussed through cases throughout the course. Although ethical, legal and social issues are integrated in several courses in this program, this course provides a deeper study of these topics. Professional organizations' codes of ethics are presented and serve as reference points for study and discussion. The general concepts, issues and policies are studied and applied in the context of case studies and current events. Central to this course are the societal implications and complexity of developing secure, reliable, correct and legally compliant software, database systems and data warehouses.

#### **MHI 514 Decision Support Systems in Health Care Systems**

*.75 credit*

An introduction to the usage, design, implementation and deployment of decision support systems (DSSs) in the context of several areas of health informatics, such as clinical medical settings, nursing, pharmacy and health care management. Course topics include relevant techniques of knowledge generation and representation, machine learning concepts and algorithms (e.g. supervised and unsupervised learning techniques), and the associated mathematical and statistical models that underlie many DSSs. Several types of DSSs used in the above-mentioned health informatics fields and the application of formal techniques are also examined. The social, legal (regulatory) and ethical issues connected with the usage, design and deployment of DSSs are also discussed throughout the course.

#### **MHI 530 Health Care Information Technology Infrastructure**

*.75 credits*

This course is an examination of the characteristics and components of health care IT systems. Students will develop decision-making and implementation skills as they explore the resources needed to explain system architecture, databases, networks and data communication, end user devices, and decision support systems. *Prerequisite: MHI 500.*

**MHI 580 Health Informatics Security, Regulations and Standards**

*.75 credits*

This course discusses privacy and security regulations for health care information transactions including policy, procedures, guidelines, security architectures, risk assessments, disaster recovery and business continuity. Particular attention is given to the Health Insurance Portability and Accountability Act (HIPAA) and the Health Information Technology for Economic and Clinical Health (HITECH) Act. Students will also explore the privacy and security threats of health care information, including PHI, PPI and other related health care business information. Other topics will include health information storage, exchange between systems and agencies, and contemporary legal and ethical issues associated with health informatics. *Prerequisites:* HCA 508, MHI 500, MHI 505.

**MHI 590 Advanced Health Informatics**

*.75 credits*

This course provides essential knowledge and skills regarding advanced applications, technologies, processes and strategies for managing the health informatics function. This includes techniques and processes that link information management to the organization's strategic plan and ensure effective management of the informatics function. Advanced solutions and concepts to be covered include those that are top of mind among today's health care informatics leaders. Students will apply the knowledge learned to address real-life problems in the medical community. Students will also learn how to improve health care delivery and health care decision-making via effective information management solutions and processes. *Prerequisites:* HCA 508, MBA 509, MDS 523, MHI 500, MHI 505, MHI 514, MHI 530, MHI 580.

**MHI 599 Capstone**

*.75 credit*

Students complete a significant software-based project using databases and/or data warehouses to integrate all MHI program outcomes. The project can be built upon smaller projects developed in the completed MHI courses and/or can be directly relevant to an external health care facility. The instructor or program director approves the project proposal and whether the project is completed in a team or individually. Throughout the term of the Capstone offering, students provide milestone project deliverables. At the end of the course, students submit documentation, source code and information system test cases and give a required final presentation.



# Master of Arts in Industrial/Organizational Psychology

Carrie Hewitt, *Director*  
9.00 credits (36 semester hours)

**T**he Master of Arts in Industrial/Organizational Psychology program was developed to provide students with the knowledge, skills and abilities that will enable them to use psychological principles to solve problems affecting organizations and workers. It was designed following the guidelines and recommendations of the Society for Industrial/Organizational Psychology, the professional group responsible for I/O standards and policy.

The program combines rigorous academic training with practical experience in such critical areas as applying the appropriate methods of analyzing jobs, identifying issues associated with employee selection, and deciding effective methods of training for workers at different organizational levels. It is designed to develop the skills critical to success in any organization: oral and written communication, teamwork and ethical decision making.

The program admits both working professionals and recent college graduates with good academic backgrounds who have taken three undergraduate courses in psychology: introductory psychology, statistics and research methods. For interested applicants without the prerequisite courses, the College offers all three courses during the Fall, Spring and Summer terms. Students should also be motivated to improve their interpersonal, behavioral and technical skills. Graduates of the program can secure positions in a variety of organizations in business, education or human services.

**Learning Goals**

The program strives to educate students who:

- Engage in ethical and lawful decision making and problem solving about people at work;
- Understand the theoretical frameworks of psychology that can be applied to make an organization more effective and efficient;
- Acquire the necessary interpersonal, behavioral and technical skills for application in any work setting;
- Demonstrate effective writing, reading, thinking and speaking skills; and
- Perform effectively in a work experience developed by partnership of the College with a private or public sector organization.

The master's degree requires four terms (32 semester hours) of formal coursework and one credit (four semester hours) of an internship/experiential component or PSY 580 for a total of 9.00 credits (36 semester hours). Students can complete the internship/experiential component during their two years of coursework, unless they choose to pursue a component that takes more than the two years. Students enter as a cohort and move through 12 courses in two academic years as a group. Courses have been developed as sequenced learning; thus, if a student cannot complete a course during any term, he or she must drop out of the cohort.

**Course Offerings**

*One unit of credit equals four semester hours.*

**PSY 501 Applied Psychology of Personnel Management**

An in-depth overview of all areas of industrial psychology: ethical guidelines, case and statutory law, job analysis, selection, training, motivation and job satisfaction. Students analyze and design presentations of research reports, case studies and application readings.

**PSY 511 Problem-Solving Methods in I/O Psychology**

*.50 credit*

A seminar on problem-solving research methods used in I/O psychology. Topics include: ethics in research, quasi-experimentation design, program evaluation, use of appropriate statistical method and workplace applications.

**PSY 512 Problem-Solving Analysis in I/O Psychology**

An overview of descriptive and inferential statistical techniques for problem solving and decision making in I/O applications. Students will use Excel spreadsheet and SPSS software to gain familiarity with various univariate and multivariate statistics.

**PSY 517 Small Group Theory and Process**

*.50 credit*

Introduces and demonstrates small group theory, research and practice. Emphasis is on improving students' ability to interact in work groups through simulations of workplace situations. Topics to be covered include: group leadership, power, conformity, conflict resolution and group decision making.

**PSY 520 Employee Selection Procedures**

A survey of job selection procedures used to assess individuals for hiring, promotion and other employment decisions. Topics include decision theory and the lawful, ethical and professional basis of such procedures as interviews, ability tests, personality inventories and other less-structured methods.

**PSY 521 Criterion Theory, Job Analysis and Performance Appraisal**

A study of the methods used to develop measures that evaluate the performance of individuals, groups and the overall productivity of organizations. Students will gain experience conducting job analyses and constructing performance appraisal measures.

**PSY 523 Training: Theory, Design and Evaluation**

*.50 credit*

An examination of the design, implementation and evaluation of effective training programs in organizations based on modern learning theory and principles of adult learning.

**PSY 525 Measurement of Individual Difference**

*.50 credit*

An examination of classical test theory, measurement and standards of psychological testing that are the foundation for the ethical and professional assessment of individual difference. Topics include the application to the areas of employee selection, performance and training.

**PSY 530 Organizational Theory**

*.50 credit*

An examination of the structures and social systems of organizations through current theories and case studies. Topics include: organizational power and politics, organizational roles and norms, policy formation, and organizational justice, or the fair treatment of employees in organizations.

**PSY 531 Organizational Development***.50 credit*

An examination of the theories, research, impact and practice of organizational change, particularly the effects of such changes on employees. Students will gain experience at formulating change strategies through work with case studies and research reports.

**PSY 537 Assessing Job Attitudes, Opinions and Beliefs***.50 credit*

An examination of the determinants and consequences of job satisfaction, involvement, culture, commitment and other job-related attitudes. Students will study a variety of methods of measurement, including the development and use of questionnaires.

**PSY 539 Work Motivation***.50 credit*

A study of the major theoretical areas of work motivation: need, cognitive and social learning. Emphasis is on the application of these theories to an increasingly diverse workforce.

**PSY 580 Industrial/Organizational Psychology Capstone**

This course fulfills the final requirement of the graduate program. Students must engage in either an applied or research-oriented project in I/O psychology. The project may be a single project for the class, several team projects or individual projects. Students are expected to utilize the literature base from the coursework as well as seek out new information as needed. Students will study cases of problems in organizations and develop solutions based on science.

**PSY 590-593 Internship/Experiential Component**

Supervised fieldwork in an industrial/organizational work setting. Three alternatives are available to students: 1) internship in a new organization, 2) intern project in a current work setting, and 3) intern project with work brought to Elmhurst by I/O faculty. Topics and sites are to be developed with I/O faculty and submitted to the Department of Psychology for final approval. Upon completion of this component, students will submit a manuscript that conforms to department criteria for experiential component papers. Students must complete all four courses.

**PSY 599 Thesis (Optional)**

An independent research project conducted under the guidance of an I/O faculty member, with the approval of the departmental committee, and conforming to departmental criteria for thesis.

# Master of Science in Nursing

Mary Oesterle, *Director*  
8.25 credits (33 semester hours)

**T**he Master of Science in Nursing (M.S.N.) prepares professional nurses for clinical leadership. In the M.S.N. program, students select an area of concentration as a Clinical Nurse Leader (CNL), Nurse Educator or Nurse Administrator. The graduate of this program is prepared to synthesize knowledge and demonstrate behaviors consistent with advanced preparation in nursing.

The Master of Science in Nursing Program at Elmhurst College is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>). For mission, goals and philosophy of the Department of Nursing and Health Sciences, refer to the Nursing section of this catalog.

The master's program curriculum focuses on advanced roles in nursing and is designed to be consistent with current standards and practice guidelines. Nurses returning for graduate education are viewed as professionals who take an active, self-directed role in the learning process. Graduate nursing students are expected to think critically, maintain the highest ethical standards and value human diversity.

The mission, purposes and curriculum reflect the Essentials of Master's Education in Nursing (American Association of Colleges of Nursing, 2011), Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice (American Association of Colleges of Nursing, 2013), Core Competencies of Nurse Educators (National League for Nursing, 2005), AONE Nurse Executive Competencies (American Organization of Nurse Executives, 2015) and the Illinois Nurse Practice Act (Illinois Department of Financial and Professional Regulation, 2007).

**Purposes of the Master of Science in Nursing Program**

- Prepare graduates with advanced nursing knowledge and skills for practice with individuals and populations;
- Prepare graduates to assume clinical leadership roles in nursing; and
- Provide the foundation for doctoral study.

**Graduate Learning Outcomes**

Upon completion of the program, the student will be able to:

- Synthesize liberal education and nursing knowledge within a systems framework for advanced nursing roles;
- Utilize critical thinking and decision-making skills for optimal individual and population outcomes in advanced nursing roles;
- Demonstrate professional values and standards in ethical practice with individuals and populations and to advance the profession of nursing;
- Implement evidence-based practice in advanced nursing roles with diverse populations;
- Demonstrate accountability and professional development for informed, reflective practice in advanced nursing roles;
- Analyze the organization, policy and financing of systems and their effect on individuals and populations for optimal outcomes;
- Utilize effective communication, inter- and intra-professional collaborative skills and information technologies in advanced nursing roles; and
- Demonstrate leadership within systems to plan change and promote quality outcomes for individuals and populations.

**Admission Requirements**

- Official transcripts from all graduate and undergraduate institutions attended; applicants for the M.S.N. program must hold a bachelor's degree in nursing from an accredited institution with a minimum cumulative GPA of 3.0 out of 4.0
- Successful completion of undergraduate/college-level courses in nursing research and statistics (statistics within the past five years or must demonstrate competency)
- Current R.N. licensure in Illinois
- Students in the M.S.N. program are expected to be employed as licensed Registered Professional Nurses in the U.S. International students must be eligible to obtain and maintain valid employment authorization from the United States Citizenship and Immigration Services (USCIS) following admission to the program.

- Recommendations from three people who can attest to the applicant's professional and clinical nursing performance
- Goal statement: a one- to two-page essay describing personal and professional goals and how graduate nursing study at Elmhurst College will enable achievement of those goals
- A current résumé documenting the applicant's work history, including levels of responsibility, areas of professional growth and prior professional educational experiences
- An interview with the director of the graduate nursing program or designated graduate program faculty
- College-level oral and written communication skills
- Computer literacy (Microsoft Word, email, Internet skills)

Conditional, provisional and non-degree admission to graduate study in nursing are stated in the Student Handbook for the Master of Science in Nursing Program.

#### **Academic Standing and Progression Policies**

Graduate nursing students are accountable for all standards and policies stated in the *Student Handbook for the Master of Science in Nursing Program*.

#### **Academic Standing**

To be in good academic standing, graduate nursing students must:

- Complete all courses with a grade of C or better
- Earn no more than one C grade

#### **Repeating a Course**

A student may repeat one graduate nursing course no more than one time to remove a grade of C. A grade of A or B must be earned to remove a grade of C.

#### **Dismissal from the Nursing Program for Academic Reasons**

- A second grade of C will result in dismissal from the graduate program and the College.
- A grade of D or an F grade will result in dismissal from the graduate program and the College.

#### **Dismissal from the Nursing Program for Failure to Meet Professional Standards**

See the *Student Handbook for the Master of Science in Nursing Program* for the policy on dismissal for failure to meet professional standards.

**Reinstatement**

Graduate nursing students who have been dismissed and wish to be considered for readmission to graduate study at Elmhurst College must apply for readmission to the College and the graduate nursing program. See the Student Handbook for the Master of Science in Nursing Program for the policy on readmission.

**Program Requirements/Options of Study**

The Master of Science in Nursing program consists of a set of core, advanced competence and role concentration courses for a total of 33 semester hours. The program offers a choice of three areas of concentration in Clinical Leadership in Nursing: Clinical Nurse Leader, Nurse Educator or Nursing Administration.

**Clinical Leadership in Nursing****Area of Concentration: Clinical Nurse Leader**

*8.25 credits (33 semester hours)*

This study option prepares the graduate for a leadership role at the point of care to achieve optimal clinical outcomes for individuals and populations. Core courses provide the student with a framework for clinical leadership in an advanced role in nursing. Advanced competence courses provide the foundation for the role of leader in the care environment and in management of outcomes. Concentration courses focus on knowledge and skills for leadership in clinical practice with interprofessional teams. Clinical residency develops depth in practice as a clinical leader in the care environment. Upon completion of this concentration, students will be eligible to sit for Clinical Nurse Leader certification.

**Graduate Nursing Core**

NRS 501 Theories in Nursing and Clinical Leadership  
NRS 502 Health Care Systems: Organization, Policy and Finance  
NRS 503 Applied Research for Clinical Leadership  
NRS 504 Clinical Prevention and Population-Based Practice  
NRS 523 Clinical Leadership Role Development

**Advanced Competence**

NRS 521 Foundations for Advanced Clinical Role  
NRS 524 Practicum: Advanced Clinical Role  
NRS 532 Technology for Health Care Education and Practice  
NRS 538 Management of Clinical Outcomes



**Role Concentration**

NRS 540 Residency: Clinical Leadership in the Care Environment  
(1.50 credits; 6 semester hours)

**Clinical Leadership in Nursing**

**Area of Concentration: Nurse Educator**

8.25 credits (33 semester hours)

This study option prepares the graduate for a clinical leadership role as a nurse educator in a variety of settings. Graduates may assume roles as clinical faculty in schools of nursing as well as nurse educators in staff development and continuing education departments in health care agencies. Core courses provide the student with a framework for clinical leadership in an advanced role in nursing. Advanced competency courses provide the foundation for the role of leader in clinical care and management of outcomes. Concentration courses focus on knowledge and skills in curriculum design, implementation and evaluation. A clinical residency with a master teacher provides teaching experience in academic and/or health care settings.

**Graduate Nursing Core**

NRS 501 Theories in Nursing and Clinical Leadership

NRS 502 Health Care Systems: Organization, Policy and Finance

NRS 503 Applied Research for Clinical Leadership

NRS 504 Clinical Prevention and Population-Based Practice

NRS 523 Clinical Leadership Role Development

**Advanced Competence**

NRS 521 Foundations for Advanced Clinical Role

NRS 524 Practicum: Advanced Clinical Role

NRS 532 Technology for Health Care Education and Practice

NRS 538 Management of Clinical Outcomes

**Role Concentration**

NRS 533 Curriculum Development and Evaluation for Nurse Educators

NRS 534 Residency: Clinical Leadership in Nursing Education

**Clinical Leadership in Nursing**

**Area of Concentration: Nursing Administration**

8.25 credits (33 semester hours)

This study option prepares the graduate for a leadership role in nursing administration. Core courses provide the student with a framework for clinical leadership in an advanced role in nursing. Advanced competence courses

provide the foundation for the role of leader in administration or management. Clinical residency develops depth in practice as an administrator. Upon completion of this concentration, students meet the academic requirements to be eligible to sit for a nurse administrator certification examination.

**Graduate Nursing Core**

NRS 501 Theories in Nursing and Clinical Leadership

NRS 502 Health Care Systems: Organization, Policy and Finance

NRS 503 Applied Research for Clinical Leadership

NRS 504 Clinical Prevention and Population-Based Practice

NRS 523 Clinical Leadership Role Development

**Advanced Competence**

NRS 524 Practicum: Advanced Clinical Role

NRS 532 Technology for Health Care Education and Practice

NRS 535 Topics in Nursing Administration and Management

NRS 538 Management of Clinical Outcomes

**Concentration**

NRS 536 Advanced Topics in Nursing Administration and Management

NRS 537 Residency: Clinical Leadership in Nursing Administration

**Course Sequencing**

Students may complete the program in two years. Other sequencing options allow for up to three years for program completion. Most courses are offered in an eight-week format. Courses are supplemented with an online format to promote efficient time management.

**Course Offerings****NRS 501 Theories in Nursing and Clinical Leadership**

*.75 credit*

Establishes the framework for advanced nursing and a clinical leadership role. Concepts, theories and principles from nursing and related disciplines are examined from a systems perspective. The application of theory in ethical practice is explored to promote optimal outcomes and clinical leadership.

**NRS 502 Health Care Systems: Organization, Policy and Finance**

*.75 credit*

Examines the structure, function and forces that shape U.S. and global health care delivery systems. Explores current and emerging technologies to support

safe practice environments that optimize patient safety, cost effectiveness and health outcomes for individuals and populations. Identifies policy decision making in relation to advanced nursing role. This course provides essential content to exercise clinical leadership in inter-professional teams in health care organizations and to advocate for individuals, diverse populations and the discipline of nursing.

#### **NRS 503 Applied Research for Clinical Leadership**

*.75 credit*

Provides the foundation for decision making in advanced nursing and clinical leadership. Emphasis is placed on generating problem-focused questions that are relevant to practice with populations. Skills and competencies in informatics, research design and statistical analysis are enhanced. Systematic appraisal of evidence and the application of evidence to foster change and achieve optimal outcomes are addressed. The relationship of the role of a clinical leader in evidence-based, ethical practice is examined. *Prerequisites: undergraduate statistics (within the past five years or must demonstrate competency) and research courses.*

#### **NRS 504 Clinical Prevention and Population-Based Practice**

*.75 credit*

Develops a population-based framework for health promotion and disease prevention. Epidemiological principles are examined. Concepts related to health and disease, burden of illness, vulnerable populations and cultural diversity are addressed. Population-based data are analyzed. Application of evidence-based methods in clinical intervention with a select population is examined. Inter-professional practice and ethical considerations in health care are explored. *Prerequisites: undergraduate statistics (within the past five years or must demonstrate competency) and research courses.*

#### **NRS 521 Foundations for Advanced Clinical Role**

Provides the foundation for practice in an advanced nursing role. Advanced knowledge of health assessment, pathophysiology and pharmacotherapeutics to support clinical reasoning is developed within an integrated learning model. The scope of content addresses culturally diverse clients across the lifespan, and includes both didactic and laboratory learning experiences. Competency in advanced history taking and physical examination skills is developed. *Prerequisites: NRS 501, 502, 503, 504 and 523.*

**NRS 523 Clinical Leadership Role Development***.50 credit*

Examines clinical leadership in an advanced nursing role. Theories and skills to facilitate clinical leadership role development within complex systems are analyzed. Differentiation of roles in the health professions, certification and licensure are discussed. Professional role behaviors are examined, including group/team skills, advocacy, accountability, change and ethical conduct.

**NRS 524 Practicum: Advanced Clinical Role***.75 credit*

Focuses on critical thinking and decision making for optimal outcomes with a select population across the care continuum. Evidence-based practice and ethical considerations in care management are analyzed. Communication and collaboration issues in a clinical leadership role are explored. A practicum of 90 clinical hours provides the opportunity for application of, and reflection on, knowledge from core and select advanced competence courses. *Prerequisite: NRS 538, NRS 521 or NRS 535 (may be taken concurrently).*

**NRS 532 Technology in Health Care Education and Practice***.75 credit*

Builds on the theories and principles of teaching/learning for an advanced nursing role that have been developed in the foundational courses. As an advanced competence course, emphasis is on knowledge and skills for teaching, learning and communication in technology-enabled environments. Focus includes management of relevant data and use of information to support professional nurses and to care for patients in multiple settings. Ethical and legal issues related to information technology are explored from the perspective of an advanced nursing role.

**NRS 533 Curriculum Development and Evaluation for Nurse Educators***.75 credit*

Examines the relationship among curriculum design, course development and outcomes. Curriculum development, including mission, philosophy and stakeholders, is explored from the perspective of the nurse educator role. Systematic processes for program assessment are examined. Standards from external accreditation agencies and ethical and legal issues unique to education, evaluation and the profession of nursing are discussed. *Prerequisites: NRS 524, NRS 532 and NRS 538.*

**NRS 534 Residency: Clinical Leadership in Nursing Education**

*.75 credit*

Designed as a capstone experience with opportunities to synthesize the knowledge and skills developed throughout the program. The student is mentored by a master teacher to develop expertise in the nurse educator role in a setting that is an area of interest. Settings include academic nursing programs, secondary and tertiary health care agencies and community-based primary care organizations. Students complete 180 clinical hours in this residency. Seminar is structured to explore issues and reflect on role implementation. *Prerequisites: all core, advanced competence and concentration courses, and consent of the program director; NRS 533 may be taken concurrently.*

**NRS 535 Topics in Nursing Administration and Management**

NRS 535 focuses on the knowledge and skills that provide the foundation for a leadership role in nursing administration. Emphasis is placed on the critical thinking and application of principles of leadership; communication and relationship management; professionalism; knowledge of the healthcare environment; and business skills and principles. *Prerequisites: NRS 501, 502, 503, 504 and 523.*

**NRS 536 Advanced Topics in Nursing Administration and Management**

*.75 credit*

NRS 536 focuses on strategic thinking for implementation of a leadership role in nursing administration. Emphasis is placed on competencies and decision making related to communication and relationship management; professionalism; leadership; knowledge of the healthcare environment; and business skills and principles. *Prerequisites: NRS 535 and 538.*

**NRS 537 Residency: Clinical Leadership in Nursing Administration**

*.75 credit*

Designed as a capstone experience with opportunities to synthesize the knowledge and skills developed throughout the program. Residency is a mentored experience with designated preceptors in sites that are consistent with the student's practice interest and that support full implementation of a clinical leadership role. Settings include secondary and tertiary health care agencies and community-based primary care organizations. Students complete 180 clinical hours in this residency. Seminar is structured to explore issues and reflect on role implementation. *Prerequisites: all core, advanced competence and concentration courses, and consent of program director. NRS 536 may be concurrent.*

**NRS 538 Management of Clinical Outcomes***.75 credit*

Focuses on management of outcomes for individuals and populations. Health care systems are analyzed at the point of care to anticipate client risk, identify patterns of problem occurrence, target areas in need of intervention and examine cost. Skills are developed in micro-systems assessment and the use of information systems and technology. Outcomes related to quality, risk and cost are reviewed in relationship to benchmarks. Recommendations for changes in practice for optimal outcomes are explored. *Prerequisites: NRS 501, 503, 504 and 523.*

**NRS 540 Residency: Clinical Leadership in the Care Environment***1.50 credits*

Designed as a capstone experience with opportunities to synthesize the knowledge and skills developed throughout the program. Focuses on clinical leadership in providing lateral integration of care at the point of care to promote optimal outcomes. Residency is a mentored experience with designated preceptors in sites that are consistent with the student's practice interest and that support full implementation of the clinical nurse leader role. Clinical nurse leader role functions include client advocate, health professional, team manager, information manager, system analyst/risk anticipator, clinician, outcomes manager and educator. Residents complete 360 clinical hours. Seminar is structured to explore issues and reflect on role implementation. *Prerequisites: all core and advanced competence courses, and consent of the program director.*

**RN-MSN OPTION**

The RN-MSN option is designed for registered nurses (RNs) with baccalaureate degrees outside nursing. This is an entry option to the graduate program that places emphasis on achievement of baccalaureate competencies. Select courses have been identified as the bridge to demonstration of baccalaureate competencies and preparation to progress to graduate-level courses in nursing.

**Admission Requirements**

Admission requirements include all stated requirements for the Master of Science in Nursing program, as well as some additional requirements for the entry option (denoted by asterisk):

- Official transcripts from all undergraduate and graduate institutions attended.
- ADN Program: GPA 3.0 on a 4 point scale\*
- Baccalaureate Program (BA or BS): GPA: 3.0 on a 4 point scale
- Current RN license
- Students in the MSN program are expected to be employed as a licensed Registered Professional Nurse in the U.S. International students must be eligible to obtain and maintain valid employment authorization from the United States Citizenship and Immigration Services (USCIS) following admission to the program.
- Clinical practice in last two years (one year full-time equivalent)\*
- Recommendations from three persons who can attest to the applicant's professional and clinical nursing performance; one must be from the applicant's current clinical supervisor.\*
- Goals statement: one- to two-page essay describing personal and professional goals and how graduate study at Elmhurst College will enable achievement of those goals.
- A current résumé documenting the applicant's work history, including levels of responsibilities, areas of professional growth and prior professional educational experiences.
- An interview with the graduate program director or designated graduate program faculty.
- College-level oral and written communication skills
- Computer literacy (Microsoft Word, email, Internet skills)

### **Prerequisite Courses**

Successful completion of college-level courses in the following areas:

- Statistics (within the past five years or must demonstrate competency)
- Research
- Health Assessment (or must demonstrate competency)

### **Required Bridge Course**

NRS 320 Concepts of Professional Nursing Practice

Successful completion with a grade of B or better is required to progress to MSN courses. Students who do not achieve this grade may continue in the RN-BS curriculum.

### **Post-Master's Certificate: Nurse Educator**

The post-master's certificate is designed to provide nurses with a master's or doctoral degree in nursing with knowledge and skills to be effective nurse educators. This program includes didactic as well as clinical experiences

to promote competency as an educator in a variety of roles in academic or clinical settings. The three-course sequence (9 semester hours) is offered over January and Spring terms and includes a clinical residency. The residency (180 clinical hours) includes a synthesis project and a structured experience to be mentored by a master teacher in the student's area of interest.

### Admission Requirements

- Master's degree or higher in nursing
- Official transcripts from master of science or doctoral degree in nursing program
- Work experience in nursing within the past five years
- Goal statement: a one- or two-page essay describing personal and professional goals and how the nurse educator certificate at Elmhurst College will enable the achievement of those goals
- A current résumé documenting the applicant's work history, including levels of responsibility, areas of professional growth and prior professional experience

### Course Offerings

#### **NRS 532 Technology in Health Care Education and Practice**

*.75 credit*

Builds on the theories and principles of teaching/learning for an advanced nursing role that have been developed in the foundational courses. As an advanced competence course, emphasis is on knowledge and skills for teaching, learning and communication in technology enabled environments. Focus includes management of relevant data and use of information to support professional nurses and to care for patients in multiple settings. Ethical and legal issues related to information technology are explored from the perspective of an advanced nursing role.

#### **NRS 533 Curriculum Development and Evaluation for Nurse Educators**

*.75 credit*

Examines the relationship among curriculum design, course development and outcomes. Curriculum development, including mission, philosophy and stakeholders, is explored from the perspective of the nurse educator role. Systematic processes for program assessment are examined. Standards from external accreditation agencies and ethical and legal issues unique to education, evaluation and the profession of nursing are discussed. *Prerequisite: NRS 532 and consent of the program director.*



**NRS 534 Residency: Clinical Leadership in Nursing Education**

*.75 credit*

Designed as a capstone experience with opportunities to synthesize the knowledge and skills developed throughout the program. The student is mentored by a master teacher to develop expertise in the nurse educator role in a setting that is an area of interest. Settings include academic nursing programs, secondary and tertiary health care agencies and community-based primary care organizations. Students complete 180 clinical hours in this residency. Seminar is structured to explore issues and reflect on role implementation. *Prerequisites: NRS 532 and consent of the program director; NRS 533 may be taken concurrently.*

**Post-Baccalaureate Certificate: Clinical Leadership in Nursing**

The post-baccalaureate certificate in clinical leadership in nursing is designed to provide nurses who have a baccalaureate degree in nursing with advanced skills and competencies to provide leadership at the point of care in the clinical setting. Those completing the certificate program will be prepared with advanced knowledge of theory application, leadership concepts, evidence-based practice, health care systems and management of clinical outcomes. The five-course sequence (14 semester hours) may be completed in one calendar year. Upon completion of the post-baccalaureate certificate courses, with a grade of B or higher, students are eligible to matriculate into the Master of Science in Nursing program.

**Admission Requirements**

See admission requirements for Master of Science in Nursing Degree.

**Course Offerings****NRS 501 Theories in Nursing and Clinical Leadership**

*.75 credit*

Establishes the framework for advanced nursing and clinical leadership role. Concepts, theories and principles from nursing and related disciplines are examined from a systems perspective. The application of theory in ethical practice is explored to promote optimal outcomes and clinical leadership.

**NRS 502 Health Care Systems: Organization, Policy and Finance**

*.75 credit*

Examines the structure, function and forces that shape U.S. and global health care delivery systems. Explores current and emerging technologies to support safe practice environments that optimize patient safety, cost effectiveness and

health outcomes for individuals and populations. Identifies policy decision making in relation to advanced nursing role. This course provides essential content to exercise clinical leadership in inter-professional teams in health care organizations and to advocate for individuals, diverse populations and the discipline of nursing.

**NRS 503 Applied Research for Clinical Leadership**

*.75 credit*

Provides the foundation for decision making in advanced nursing and clinical leadership. Emphasis is placed on generating problem-focused questions that are relevant to practice with populations. Skills and competencies in informatics, research design and statistical analysis are enhanced. Systematic appraisal of evidence and the application of evidence to foster change and achieve optimal outcomes are addressed. The relationship of the role of a clinical leader in evidence-based, ethical practice is examined. *Prerequisites: undergraduate statistics (within the past five years or demonstrate competency) and research courses.*

**NRS 523 Clinical Leadership Role Development**

*.50 credits*

Examines clinical leadership in an advanced nursing role. Theories and skills to facilitate clinical leadership role development within complex systems are analyzed. Differentiation of roles in the health professions, certification and licensure are discussed. Professional role behaviors are examined, including group/team skills, advocacy, accountability, change and ethical conduct.

**NRS 538 Management of Clinical Outcomes**

*.75 credit*

Focuses on management of outcomes for individuals and populations. Health care systems are analyzed at the point of care to anticipate client risk, identify patterns of problem occurrence, target areas in need of intervention and examine cost. Skills are developed in microsystem assessment and in the use of information systems and technology. Outcomes related to quality, risk and cost are reviewed in relationship to benchmarks. Recommendations for changes in practice for optimal outcomes are explored. *Prerequisites: NRS 501, 503 and 523.*

# Master of Science in Nursing: Master's Entry in Nursing Practice

Elizabeth Davis, *Director*

*For non-nurses with a baccalaureate degree in another field*

**T**he Master's Entry in Nursing Practice (MENP) is a rigorous full-time program that is completed in two years. This program is conducted in a hybrid format consisting of on-campus and online learning, with simulation laboratory time and clinical time. Classes meet Monday through Friday during the day, and evening and weekend clinical hours may be required.

The coursework will enable the student to achieve the baccalaureate competencies leading to the initial licensure process and the terminal objectives of the master's degree program with a role concentration so that graduates may sit for Clinical Nurse Leader (CNL) certification.

*NOTE: It is expected that students in the program are not currently employed during their time of study.*

## **Learning Outcomes**

The graduate learning outcomes are those of the Master of Science in Nursing Program:

- Synthesize liberal education and nursing knowledge within a systems framework for advanced nursing roles;
- Utilize critical thinking and decision-making skills for optimal individual and population outcomes in advanced nursing roles;
- Demonstrate professional values and standards in ethical practice with individuals and populations and to advance the profession of nursing;

- Implement evidence-based practice in advanced nursing roles with diverse populations;
- Demonstrate accountability and professional development for informed, reflective practice in advanced nursing roles;
- Analyze the organization, policy and financing of systems and their effect on individuals and populations for optimal outcomes;
- Utilize effective communication, inter- and intra-disciplinary collaborative skills and information technologies in advanced nursing roles; and
- Demonstrate leadership within systems to plan change and promote quality outcomes for individuals and populations.

### Prerequisites

Students who wish to complete the master's entry in nursing practice program should hold a baccalaureate degree in any field with a minimum GPA of 3.2 out of 4.0.

Candidates for the program must have completed the following prerequisites within the past five years and with a grade of C or better:

- Anatomy and Physiology (two semesters with lab)
- General Chemistry (laboratory course)
- Microbiology (laboratory course)
- At least one course in psychology or sociology

Applicants must also have college-level oral and written communication skills and computer literacy (Microsoft Word, email, Internet skills).

### Academic Standing and Progression Policies

Students in this program are accountable for all standards and policies stated in the *Master's Entry in Nursing Practice Student Handbook*. Other academic policies are the same as for the MSN program.

### Course Sequence

#### Fall Term

NRS 508 Foundations for Professional Nursing Practice  
 NRS 520 Advanced Health Assessment  
 NRS 525 Advanced Pathophysiology  
 NRS 526 Advanced Pharmacology

#### January Term

NRS 501 Theories in Nursing and Clinical Leadership

**Spring Term**

NRS 507 Professional Perspectives in Nursing I  
 NRS 509 Adult Health I: Alterations Across the Lifespan  
 NRS 510 Adult Health II: Alterations Across the Lifespan  
 NRS 527 Epidemiology and Biostatistics  
 NRS 528 Research and Evidence-Based Practice

**Summer Term**

NRS 513 Family Health Nursing  
 NRS 514 Mental Health Nursing  
 NRS 538 Management of Clinical Outcomes

**Fall Term**

NRS 502 Health Care Systems: Organization, Policy and Finance  
 NRS 511 Adult Health III: Complex Health Alterations Across the Lifespan  
 NRS 512 Clinical Prevention and Population Health  
 NRS 515 Professional Perspectives in Nursing II

**January Term**

NRS 532 Technology in Health Care Education and Practice

**Spring Term**

NRS 530 Professional Perspectives in Nursing III  
 NRS 531 Leadership in Systems and Organizations  
 NRS 540 Clinical Nurse Leader Residency

**Course Offerings**

*One unit of credit equals four semester hours. Courses are one credit unit unless otherwise specified.*

**NRS 501 Theories in Nursing and Clinical Leadership**

*.75 credit*

Establishes the framework for advanced nursing and a clinical leadership role. Concepts, theories and principles form nursing and related disciplines are examined from a systems perspective. The application of theory in ethical practice is explored to promote optimal outcomes and clinical leadership. *Prerequisites: NRS 508, NRS 520, NRS 525 and NRS 526.*

**NRS 502 Health Care Systems: Organization, Policy and Finance**

*.75 credit*

Examines the structure, function and forces that shape U.S. and global health care delivery systems. Explores current and emerging technologies to support safe practice environments that optimize patient safety, cost effectiveness and health outcomes for individuals and populations. Identifies policy decision making

in relation to advanced nursing role. This course provides essential content to exercise clinical leadership in inter-professional teams in health care organizations and to advocate for individuals, diverse populations and the discipline of nursing. *Prerequisites: NRS 513, NRS 514 and NRS 538.*

#### **NRS 507 Professional Perspectives in Nursing I**

*.50 credit*

Examines the role of the CNL in addressing issues of quality improvement and safety in health care delivery systems. Advocacy and accountability for safe, quality, patient-centered care within standards of nursing practice are stressed. *Prerequisite: NRS 501.*

#### **NRS 508 Foundations for Professional Nursing Practice**

Examines knowledge, skills and attitudes essential to professional nursing practice with individuals, families and populations across the lifespan. Clinical reasoning skills for the professional nursing role are developed using the concepts of quality, safety, evidence-based practice and patient-centered care within the health-illness continuum. Ethical principles and social determinants of health are introduced as framework for professional nursing practice. Clinical practicum/lab provides opportunity for application of these concepts as a provider of care in a variety of health care systems.

#### **NRS 509 Adult Health I: Alterations Across the Lifespan**

Examines patient-centered nursing care for select chronic health alterations. Students develop the professional roles of provider and designer of nursing care using an evidence-based approach. Clinical practicum/lab builds on previous knowledge, skills and attitudes and provides opportunity for application of course concepts in a variety of health care systems. *Prerequisite: NRS 501.*

#### **NRS 510 Adult Health II: Alterations Across the Lifespan**

Examines patient-centered nursing care for select acute health alterations. Students develop professional roles of provider and designer of nursing care using an evidence-based approach. Clinical practicum builds on previous knowledge, skills and attitudes and provides opportunity for application of course concepts in a variety of health care systems. *Prerequisites: NRS 501 and NRS 509. NRS 507, NRS 527 and NRS 528 may be concurrent.*

#### **NRS 511 Adult Health III: Complex Health Alterations Across the Lifespan**

Patient-centered nursing care for the management of clients with complex health problems is addressed in a variety of settings. Selected complex health alterations are used as the context within concepts of case management,

care transition and discharge planning. Clinical practicum builds on previous knowledge, skills and attitudes and provides opportunity for application and synthesis of course concepts. Emphasis is on increasing leadership, collaboration in inter-professional teams, and ethical practice. *Prerequisites: NRS 513, NRS 514 and NRS 538.*

#### **NRS 512 Clinical Prevention and Population Health**

Individual, community and population centered care using the Clinical Prevention and Population Health Framework is addressed. Principles of teaching, learning and health promotion to design, implement and evaluate health education are examined. Clinical practicum builds on previous knowledge, skills and attitudes and provides opportunity for application and synthesis of course concepts. Professional nursing roles of advocate, clinical leader and educator within an interdisciplinary model are emphasized. *Prerequisites: NRS 513, NRS 514 and NRS 538.*

#### **NRS 513 Family Health Nursing**

Examines patient and family centered nursing care for select conditions and health alterations specific to reproductive-age women, newborns, children and families across the health-illness continuum. Students develop the professional roles of provider and designer/manager/coordinator of nursing care using an evidence-based approach. Clinical practicum builds on previous knowledge, skills and attitudes and provides opportunity for application and synthesis of course concepts in a variety of health care systems. *Prerequisites: NRS 507, NRS 509, NRS 510, NRS 527 and NRS 528.*

#### **NRS 514 Mental Health Nursing**

Examines patient and family centered nursing care for select psychiatric/mental health conditions across the health-illness continuum. Students develop the professional roles of provider and designer/manager/coordinator of nursing care using an evidence-based approach. Clinical practicum builds on previous knowledge, skills and attitudes and provides opportunity for application of course concepts in a variety of health care systems. *Prerequisites: NRS 507, NRS 509, NRS 510, NRS 527 and NRS 528.*

#### **NRS 515 Professional Perspectives in Nursing II**

*.50 credit*

Examines the clinical nurse leader role in communication and care coordination. Skills in conflict management and team collaboration are explored. Emphasis is placed on leadership in the management of care at the microsystem level. *Prerequisites: NRS 513, NRS 514 and NRS 538.*

**NRS 520 Advanced Health Assessment***.75 credit*

Focuses on the knowledge that is foundational for clinical decision making in an advanced nursing role. A systematic, patient-centered approach to health assessment across the lifespan is emphasized. Students develop skills in interviewing, history-taking and physical examination. Lab experiences provide the opportunity to demonstrate advanced assessment skills.

**NRS 525 Advanced Pathophysiology***.75 credit*

Provides the scientific foundation for practice in an advanced nursing role. Focuses on etiology, pathogenesis and clinical presentation of common disease processes across the life span. This course provides the scientific rationale for clinical decision making and care management.

**NRS 526 Advanced Pharmacology***.75 credit*

Focuses on major drug classifications, including indications, actions, interactions and side effects. Principles of pharmacokinetics and pharmacodynamics provide the foundation for an evidence-based, patient-centered approach to clinical decision making and care management across the lifespan. Includes selected clinical applications of advanced pharmacology with related pathophysiology using a case study model.

**NRS 527 Epidemiology and Biostatistics***.75 credit*

This course is an introduction to epidemiological and statistical knowledge and skills that are fundamental to an advanced nursing role. Concepts essential for evidence-based practice, clinical prevention and population health are covered. *Prerequisite: NRS 501.*

**NRS 528 Research and Evidence-Based Practice***.75 credit*

Provides the foundation for evidence-based decision making in the advanced role of clinical nurse leader. Knowledge of research design and essential competencies related to research in professional nursing are developed. Retrieval and systematic appraisal of evidence and the application of evidence to foster change and achieve optimal outcomes in nursing practice are addressed. *Prerequisite: NRS 501.*



**NRS 530 Professional Perspectives in Nursing III***.75 credit*

Focuses on transition as a graduate into professional nursing practice. Emphasis is placed on promotion of lifelong learning and incorporation of ethical, legal and professional accountability for practice. Readiness for practice is examined.

*Prerequisite:* NRS 532. *Concurrent enrollment with NRS 540.*

**NRS 531 Leadership in Systems and Organizations***.75 credit*

Focuses on the leadership role of the professional nurse as a clinical nurse leader. Role transition is supported by examination of the front-line clinical competencies of nursing leadership, clinical outcomes management, and care environment management at the microsystem level. Integration of systems theory, change theory, leadership and management theories, and social responsibility in professional nursing practice is emphasized. Organizational, economic, regulatory and interpersonal factors that impact nursing practice are explored. Skills in coordination, delegation, management and utilization of resources are addressed. Students analyze essential patient advocacy and education competencies to ensure delivery of quality care as a professional nurse. *Prerequisite:* NRS 532. *Concurrent enrollment with NRS 540.*

**NRS 532 Technology in Health Care Education and Practice***.75 credit*

Builds on the theories and principles of teaching/learning for an advanced nursing role that have been developed in the foundational courses. As an advanced competence course, emphasis is on knowledge and skills for teaching, learning and communication in technology-enabled environments. Focus includes management of relevant data and use of information to support professional nurses and to care for patients in multiple settings. Ethical and legal issues related to information technology are explored from the perspective of an advanced nursing role. *Prerequisites:* NRS 502, NRS 511, NRS 512 and NRS 515.

**NRS 538 Management of Clinical Outcomes***.75 credit*

Focuses on management of outcomes for individuals and populations. Health care systems are analyzed at the point of care to anticipate client risk, identify patterns of problem occurrence, target areas in need of intervention and examine cost. Skills are developed in microsystem assessment and the use of information systems and technology. Outcomes related to quality, risk

and cost are reviewed in relationship to benchmarks. Recommendations for changes in practice for optimal outcomes are explored. *Prerequisites: NRS 507, NRS 509, NRS 510, NRS 527 and NRS 528.*

**NRS 540 Clinical Nurse Leader Residency**

*1.5 credits*

Designed as a capstone experience to synthesize knowledge and skills of professional nursing practice developed through the program and integration of the clinical nurse leader role. Focuses on clinical leadership in lateral integration of care at the point of care to promote optimal outcomes. Residency is a precepted clinical immersion experience. Residency supports implementation of clinical nurse leader role functions including advocate, health professional, team manager, information manager, system analysis/risk anticipator, clinician, outcomes manager and educator. Designated clinical faculty maintain frequent communication with students and assume responsibility for assessment and evaluation of student clinical experiences and competencies. Students complete 400 clinical hours. *Prerequisites: Successful completion of all previous coursework with concurrent enrollment in NRS 530 and NRS 531 and consent of program director.*

# Master of Occupational Therapy

Danila Cepa, *Director*  
60 credit hours

**T**he Master of Occupational Therapy program was developed to provide students with the knowledge, skills and abilities to apply the therapeutic use of everyday life activities (occupations) to supporting the health and well-being of those who have, or are at risk for developing, an illness, injury, disease, disorder, condition, impairment, disability and/or activity limitation affecting daily activities within the home, community and other settings. The Master of Occupational Therapy Program is a 24-month, entry-level professional education program leading to a Master of Occupational Therapy (MOT) degree. The program prepares graduate students to become intellectually engaged and socially responsible occupational therapy practitioners, leaders and scholars in the field who have an appreciation for the influence human values and advances in science and technology have on the health, well-being and common good of the region and greater society.

The program combines rigorous academic preparation with practical experiences designed to support the health, well-being and quality of life of persons, groups and populations experiencing restrictions to aspects of performance in a variety of contexts and environments. The program is designed in accordance with the Accreditation Council for Occupational Therapy Education

(ACOTE) Accreditation Standards for a Master's-Degree Level Educational Program for the Occupational Therapist and will develop in students the skills critical to success in general practice, team and ethical decision making, and oral and written communication.

The master of occupational therapy professional entry-level program at Elmhurst College has applied to the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) for program accreditation. The program has received Candidacy Status and has been granted approval to proceed to the Preaccreditation Review step of the Initial Accreditation Process. The granting of Candidacy Status does not assure that the program will be granted Accreditation. ACOTE is located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20824-1220. The telephone number for ACOTE c/o AOTA is (301) 652-AOTA.

### **Learner Outcomes**

#### **Graduates of this program will be able to:**

- Apply knowledge of the liberal arts and sciences to the therapeutic use of occupations as a foundation for engagement in everyday life activities that affect health, well-being and quality of life.
- Evaluate research and evidence to support occupational therapy practice decisions.
- Integrate the theoretical base of occupational therapy and occupational science to implement the therapeutic use of occupation with individuals or groups participating in roles and situations in everyday life activities that affect health, well-being and quality of life.
- Select appropriate evidence-based evaluations and occupation-centered interventions that incorporate the therapeutic use of occupation to achieve expected occupation-related outcomes.
- Collaborate with various inter-professional and intra-professional providers of service involved in planning and implementing intervention plans for individuals and/or populations.
- Uphold the ethical standards, values and attitudes of the occupational therapy profession.
- Contribute, as an effective lifelong consumer of knowledge and information, to the growth and dissemination of practice evidence, linking professional education, practice and research in occupational therapy.
- Defend theoretical perspectives in occupational therapy as a foundation for advocating for occupational therapy services and achieving occupation-related outcomes.

## Course Offerings

*One unit of credit equals four semester hours.*

### **MOT 500 Fundamentals of Contemporary Practice (3)**

The aim of this class is to examine the philosophical foundation and basic tenets of occupational therapy practice. This course will address the core concepts that underlie practice as identified within the Occupational Therapy Practice Framework: Domain and Process. The course will address the implications of history, culture and the sociopolitical environment on theories and practice in occupational therapy and occupational science. Course content will focus on an examination of theories and models guiding practice and a systematic review of the literature and official documents of the profession as a foundation for supporting ethical practice decisions. The role of personal and professional responsibility in professional development and engagement is emphasized. Students will be introduced to the process of professional credentialing (including certification and licensure), accreditation practices and standards, and the effect public policy has on these processes.

### **MOT 504 Research Methods (3)**

The aim of this class is to introduce students to the scientific method as a problem-solving process, developing experimental procedures for answering research questions, the process of evidence-based practice, learning to establish and test hypotheses, and summarizing and interpreting data.

### **HCA 508 Health Care Systems & Health Policy (3)**

This is a core class for the master's program in health informatics. The aim of this course is to explore the historical development of, and current issues within, the U.S. health care system and U.S. health policy. By examining major stakeholders (e.g., the government, managed care organizations, private insurance providers) and health policies—particularly with regard to cost, quality and access to care—we will compare the strengths and weaknesses of each, as well as their impact on individual patients and the health care system as a whole. We will analyze and critically assess the planning, finance, organization, administration and evaluation of health policy in relation to the U.S. health care system.

### **MOT 512 Health and Occupation (3)**

The aim of this class is to examine occupation as a social determinant of health. Course content will address population health issues and the influence of occupation on the promotion of health and the prevention of disease and disability. The contribution of occupational science and occupational therapy to

the health and well-being of society is explored. Factors that influence service provision, management, context and the approaches used to promote health are examined through a broad exposure to the delivery models and systems used in current and emerging practice. *Prerequisite: HCA 508.*

**MOT 516 Fieldwork IA: Factors Influencing Health and Illness (2)**

The aim of this level I fieldwork class is to introduce students to the needs of persons, groups and populations in the context of practice and focus on the psychological and social factors that influence engagement in occupation. This experience will enhance students' exploration of the biological, psychological, social and cultural factors that contribute to health, and influence the life satisfaction of service recipients within emerging practice areas. Students will gather information through an occupational profile used to identify ways in which health literacy, subjective experiences of health, illness and disability impact recipient choices and influence recipient-provider interactions.

**MOT 520 Clinical Neuroscience I (3)**

The aim of this class is to provide students with a foundation in human development, learning and behavior. The course will focus on neurobiology, disorders of the human nervous system and behavioral phenomena that accompany disturbances in the processing of information and mediating of behavior across the lifespan. Students will explore the etiology, clinical course, management and prognosis of symptoms associated with mental health, sensory and cognitive/learning challenges interfering with the performance of everyday life activities.

**MOT 524 Professional Practice Seminar (1)**

The aim of this class is to engage students in inter-professional and intra-professional discussions and dialogue related to collaborative care and the implications of practitioners' actions on the delivery of services in the region.

**MOT 528 Evaluation I: Mental Health and Learning Challenges (3)**

The aim of this class is to engage students in the evaluation process specific to providing occupational therapy services to persons, groups and populations experiencing challenges with affective, cognitive, perceptual and sensory functions of the body influencing health and well-being across the lifespan. The course will review the etiology, symptoms, clinical course, management and prognosis of symptoms in context of the evaluation of occupational performance. The course will cover the occupational profile, assessment process and procedures, test selection, analysis of occupational performance and identification of targeted outcomes. *Prerequisites: HCA 508, MOT 500, MOT 520.*

**MOT 532 Planning and Intervention I: Mental Health Challenges (3)**

The aim of this class is to involve students in the interventions process specific to persons, groups and populations experiencing mental health challenges across the lifespan. The course will concentrate on selecting approaches to intervention. Approaches examined will include health promotion, remediation, restoration, compensation, adaptation and disability prevention. An emphasis will be placed on intervention planning, implementation and review, while targeting outcomes specific to persons, groups and populations experiencing mental health challenges across the lifespan. *Prerequisite: MOT 528.*

**MOT 536 Planning and Intervention II: Learning Challenges (3)**

The aim of this class is to involve students in the interventions process specific to persons, groups and populations experiencing challenges processing sensory and cognitive information affecting mental functions and learning across the lifespan. The course will concentrate on selecting approaches to intervention. Approaches examined will include health promotion, remediation, restoration, compensation, adaptation and disability prevention. An emphasis will be placed on intervention planning, implementation and review, while targeting outcomes specific to persons, groups and populations experiencing learning challenges across the lifespan. *Prerequisite: MOT 528.*

**MOT 540 Fieldwork Level I B: Building Community Partnerships (2)**

The aim of this class is to involve teams of students, under the supervision of a faculty advisor, in the planning of a collaborative service project that involves participatory research addressing the promotion of health and/or prevention of disease and disability of persons, groups or populations within the local region. Students will have an opportunity to utilize skills associated with the intervention planning and inter-professional collaboration processes within a community setting. The completed project plan will include a review of the literature, and an outline of all necessary steps and activities associated with implementing and measuring outcomes of the project and documenting findings. Students will provide a personal reflective analysis of the process. *Prerequisites: MOT 504, MOT 512, MOT 516.*

**MOT 544 Clinical Neuroscience II (3)**

The aim of this class is to address neurobiology and disorders of the human nervous system that accompany disturbances in the processing of movement-related functions across the lifespan. Students will explore the etiology, clinical course, management and prognosis of symptoms associated with neuromusculoskeletal and movement-related functions interfering with the performance of everyday life activities. *Prerequisite: MOT 520.*

**MOT 548 Functional Anatomy (3)**

The aim of this class is to study the relationship among the skeletal system, muscular system, nerve innervations and joint actions in humans.

*Prerequisite:* MOT 544.

**MOT 552 Evaluation II: Acute and Chronic Physical Health Challenges (3)**

The aim of this class is to engage students in the evaluation process specific to providing occupational therapy services to persons, groups and populations experiencing acute and chronic physical health challenges across the lifespan. The course will review the etiology, symptoms, clinical course, management and prognosis of symptoms in context of the evaluation of occupational performance. The course will cover the occupational profile, assessment process and procedures, test selection, analysis of occupational performance and identification of targeted outcomes. *Prerequisites:* MOT 500, HCA 508, MOT 520 .

**MOT 556 Planning and Intervention III: Acute Physical Health Challenges (3)**

The aim of this class is to involve students in the intervention process specific to persons, groups and populations experiencing acute physical health challenges across the lifespan. The course will concentrate on selecting approaches to intervention. Approaches examined will include health promotion, remediation, restoration, compensation, adaptation and disability prevention. An emphasis will be placed on intervention planning, implementation and review, while targeting outcomes specific to persons, groups and populations experiencing acute physical health challenges across the lifespan. *Prerequisite:* MOT 552.

**MOT 560 Planning and Intervention IV: Chronic Physical Health Challenges (3)**

The aim of this class is to involve students in the intervention process specific to persons, groups and populations experiencing chronic physical health challenges across the lifespan. The course will concentrate on selecting approaches to intervention. Approaches examined will include health promotion, remediation, restoration, compensation, adaptation and disability prevention. An emphasis will be placed on intervention planning, implementation and review, while targeting outcomes specific to persons, groups and populations experiencing chronic physical health challenges across the lifespan. *Prerequisite:* MOT 552.

**MOT 564 Fieldwork Level I C: Serving Populations (2)**

The aim of this class is to involve teams of students in the completion of a collaborative service-learning project with a community partner, under faculty supervision. Students will have an opportunity to utilize skills associated with intervention implementation, intervention review and inter-professional collaboration processes. The completed scholarly project will include a written paper that covers a review



of the literature, the steps and activities associated with implementing the project, and documenting findings and conclusions, with each participant providing a personal reflective analysis of the process. *Prerequisite:* MOT 540.

**MOT 568 Synthesis I: Ability-Based Competencies (2)**

The aim of this class is to provide students with a summative evaluation of the students' academic performance in preparation for level II fieldwork. Students will participate in the presentation of the team service-learning project and will receive summative feedback on ability-based performance outcomes focused on the student's cognitive, affective and psychomotor performance in the program. *Prerequisites:* MOT 524, MOT 528, MOT 532, MOT 536, MOT 552, MOT 556, MOT 560, MOT 564.

**MOT 572 Fieldwork IIA (5)**

The aim of this full-time, 12-week (or equivalent) practicum experience under the supervision of a registered occupational therapist (OTR) is to involve students in the practice of occupational therapy. The fieldwork level II experience provides students with an opportunity to transfer knowledge and skills learned in the academic environment to a professional context. *Prerequisite:* MOT 568.

**MOT 576 Fieldwork IIB (5)**

The aim of this full-time, 12-week (or equivalent) practicum experience under the supervision of a registered occupational therapist (OTR) is to involve students in the practice of occupational therapy. The fieldwork level II experience provides students with an opportunity to transfer knowledge and skills learned in the academic environment to a professional context. *Prerequisite:* MOT 568.

**MOT 580 Synthesis II: Wrap-Up (2)**

The aim of this class is to provide students with an opportunity to use advanced reasoning and reflective practice skills to compare, contrast and analyze the contribution of occupational therapy to the health and well-being of society. Students will examine the transformation of personal perspectives and commitment as future occupational therapy practitioners to continued personal and professional development and engagement contributing to the advancement of the occupational therapy profession. *Prerequisites:* MOT 572, MOT 576.

# Master in Project Management

Bruce D. Fischer, *Director*  
7.50 credits (30 semester hours)

**E**lmhurst's master of project management program (MPM) is designed to teach advanced project-management concepts, improve students' leadership skills and develop their ability to influence people at all levels. Students learn to apply the necessary knowledge and skills to lead and manage complex projects in a wide range of fields and occupations. The curriculum focuses on the entire process of project management, from initiating, planning, executing, monitoring and controlling to closing a project.

Graduates of this program will be prepared to employ their knowledge to support ethical project management and formal structure requirements. They will be able to translate the financial aspects of a corporation into the project management process; advocate for appropriate behavioral and cultural changes through accurate description of their impact on human resources; and use technology as a tool for effective project management.

## Admission

Applicants for the master of project management must have a bachelor's degree in business, computer science, engineering or a related field from a regionally accredited university or college. Students must also have at least three years of general management or project management experience in areas of increasing responsibility.

Those who wish to take the Project Management Professional (PMP) exam are required by the Project Management Institute (PMI) to have a minimum of three years of project management experience consisting of at least 4,500 hours spent leading and directing projects.

### **Program Format**

The master in project management is a part-time program that can be completed in as little as two years. Offered in the evenings, the program allows the student to earn a degree on a schedule that works for them. Students complete coursework in eight-week sessions and may begin in the Spring, Summer or Fall term. Electives may be taken any time during the program.

### **Curriculum**

Students in Elmhurst's master in project management program are required to successfully complete 10 courses (eight core courses and two electives), for a total of 7.50 credits (30 semester hours). Students who complete the MPM program are eligible to enroll in a complimentary PMP Exam Preparation Review Course to prepare for PMP certification.

### **Required Courses**

MBA 500 Organizational Management	MPM 501 Project Management Fundamentals in Practice I
MBA 504 Financial Management	MPM 502 Project Management Fundamentals in Practice II
MBA 509 Project Management	MPM 503 Project Management Tools and Techniques
MBA 558 Leadership and Change Management	MPM 590 PMP Exam Preparation Review Course (optional)
MDS 561 Data Analysis for Project Management Maturity	

### **Electives (choose two)**

MBA 552 Leadership	MDS 534 Data Mining and Business Intelligence
MBA 553 Organizational Behavior	MDS 560 Business Intelligence for Enterprise Value
MBA 554 Human Resource Management	MDS 562 Project Management and Data Analysis for Business Transformation Projects
MBA 555 Negotiations	
MBA 556 Operations Management	

## Course Offerings

*One unit of credit equals four semester hours.*

### Core Courses

#### **MPM 501 Project Management Fundamentals in Practice I**

*.75 credit*

This course is designed to develop students' core skills in initiating and planning projects. The course covers scope development, risk assessment, business case development and determination of stakeholders to initially create the case for the project. The core skills outlined in this course include budget, project schedule, change management, role definition and project approval. They are critical ingredients to the successful start-up of a project and are also essential for the first two performance domains of the Project Management Professional (PMP) Exam. *Prerequisite: MBA 509.*

#### **MPM 502 Project Management Fundamentals in Practice II**

*.75 credit*

This course provides students with core project management skills essential for preparation of the remaining domains within the Project Management Professional (PMP) Exam. Critical skills include managing procurement, managing the execution of project activities, measurement and control activities, and closing the project. *Prerequisite: MBA 509.*

#### **MPM 503 Tools and Techniques of the Project Manager**

*.75 credit*

This course outlines the variety of tools and methods necessary to effectively manage projects. Project plans, Gantt charts, PERT charts, Critical Path Methodology, SDLC (System Development Life Cycle) and other tools are discussed, built and utilized as well as other methodologies that are employed during a project. Students will learn to use Microsoft Project, a key software tool. *Prerequisites: MPM 501 and MPM 502.*

#### **MPM 590 PMP Exam Preparation Review**

*Non-credit; optional*

The PMP review course is designed to prepare students for success on the Project Management Professional (PMP) Exam. This course incorporates the strategies, techniques, study guides and processes necessary for taking the exam. The course includes test-taking strategies as well as sample questions. This is designed for students who have completed the master's or graduate certificate program and have the necessary project management hours to

qualify for the exam and/or those who have met both the education and experience components to sit for the exam and require a review of the data for preparation.

**MBA 500 Organizational Management**

*.75 credit*

This course covers a broad range of topics surrounding the management of organizations. Course topics include behavior in organizations, strategic human resource management, current production and operations techniques and organizational structure and design. Change management techniques will be discussed. Course activities will develop and strengthen students' organizational decision making, analytical and communication skills.

**MBA 504 Financial Management**

This course is designed to examine the ways financial managers make their decisions at the corporate level. This course will focus on the decision-making process regarding cost of capital, capital budgeting, cash flow analysis, capital structure and other financial decisions.

**MBA 509 Project Management**

*.75 credit*

This course teaches students the art and science of project management as applied to a variety of business and technology settings. Students will learn and practice project techniques related to the five phases of project management—initiating, planning, executing, monitoring and controlling, and closing projects. The program allows students to immediately practice course concepts in various activities where they will create key project documents including a business case, project charter, scope statement, work breakdown structure and a project plan.

**MBA 558 Leadership and Change Management**

*.75 credit*

This course is targeted to external and internal consultants, as well as managers and other change agents within organizations. Leading change management fosters improved competency in the skills necessary during all phases of the change process—from diagnosis, to interventions, through evaluation. Organizational change issues are critically examined, and case studies, exercises and assessments are utilized, to better understand change from organizational, group and individual levels. Change models serve as frameworks that emphasize the importance of interactive consultative processes. All students must complete a major organizational change project. This

is a leadership course focusing on strategies and strategic issues of change management within organizations.

**MDS 561 Data Analysis for Project Management Maturity**

This course focuses on combining data science with a student's prior project management training and experience to raise project management maturity in an organization. The course covers approaches for using data science tools and techniques to optimize quality, minimize risk and ensure vigilant decision making across projects in an enterprise portfolio. Topics covered include Monte Carlo methods for methodology evaluation, earned value analysis and dashboards, and data-mining techniques for establishing measured, repeatable and optimized project management processes. The project management maturity roadmap and the role of the PMO are also discussed in depth.

*Prerequisites: MDS 546, MDS 534, MPM 501, MPM 502. Students who are certified project management professionals can waive the project management course requirements.*

**Electives****MBA 552 Leadership**

*.75 credit*

An examination of various leadership, managerial and administrative concepts and philosophies. The course places emphasis on the development of attitudes and values appropriate to professional management. The course uses an action learning approach to integrate the various theories and concepts presented.

**MBA 553 Organizational Behavior**

*.75 credit*

Course explores human behavior in organizations, using a "micro"-level focus to investigate issues affecting individual behavior, interpersonal relations, groups and organizations. Students work in a variety of small groups and participate in experiential learning designs.

**MBA 554 Human Resource Management**

*.75 credit*

Examines human resource policies including staffing, training, job analysis and evaluation, compensation, employee development, union relations and government requirements.

**MBA 555 Negotiations***.75 credit*

This course examines the structure, process and nature of negotiations through experiential methods to (1) develop an understanding of negotiation models, strategies, conflict resolution, communications styles, situational analysis and elements of power and influence; and (2) develop negotiation skills.

**MBA 556 Operations Management***.75 credit*

Operations management covers the broad range of activities performed in the production of a good or service. It covers scheduling, forecasting, inventory control, purchasing, quality control, work measurement, methods improvement, layout, material handling, safety, facilities planning, operations strategy and project management. The course examines the management of the functional area in the organization that either produces a product or provides a service. Since most employees of an organization are in the operations area, the course includes discussion of ways to develop and coach employees to achieve their best results.

**MDS 534 Data Mining and Business Intelligence***.75 credit*

Business intelligence represents a conceptual framework for decision support. It combines analytics, data warehouses, applications and methodologies to facilitate the transformation of data into meaningful and functional information. The major objective of business intelligence is to enhance the decision-making process at all levels of management. Data mining is a process that utilizes statistical analysis, probability theory, mathematical modeling, artificial intelligence and machine learning techniques to extract useful information and subsequent knowledge from large data repositories, commonly referred to as “big data.” This course examines a number of emerging methods proven to be of value in recognizing patterns and making predictions from an applications perspective. Students will be provided the opportunity for hands-on experimentation using software and case studies.

**MDS 560 Business Intelligence for Enterprise Value**

This course provides a business-oriented framework for the data scientist to identify, prioritize and perform data analytical projects that drive business value and enhance competitive advantage. The course examines the data ecosystem, both external and internal to the enterprise, as well as business processes and networks upon which analytical projects can be used to reduce organizational

risk and drive the creation of economic value. Topics covered include: marketing, sales and customer data exploration, supply chain data exploration, operations data exploration, financial data exploration and project management methods to convert information gain into business value. A variety of business process data sets will be examined using analytical tools, including Tableau, SAP Predictive Analytics and IBM Watson. Students will conduct the steps of an analytical workflow on a selected business process and create a project plan to drive value.

**MDS 562 Data Analysis for Business Transformation Projects**

This course covers advanced project management strategies and data science techniques needed for managing large scale organizational change and business transformation projects. Students plan and control each phase of a project implementation life cycle containing multiple streams of work. Emphasis is placed upon the use of data analysis and reporting for decision making in the complex quality and risk management situations encountered in technology-based, organizational change projects. *Prerequisite: MDS 561.*



# Master of Public Health

Terry (Mary Teresa) Johnson, *Director*  
10.50 credits (42 semester hours)

*Exception: Required hours for currently licensed health professionals is 10.25 (41.75 semester hours), as MPH 506 Role Development for Public Health Practice I is waived for these students.*

In an era of environmental hazards, drug-resistant bacteria and rising rates of obesity, the field of public health is more relevant and critical than ever before. In health care, government and beyond, public health professionals work on the front lines of preventing disease and promoting healthy lifestyles in our communities.

The Master of Public Health Program (MPH) at Elmhurst College prepares graduates for dynamic careers in the practice of public health. This professional, multidisciplinary program takes a holistic approach to the study of public health, with a curriculum that uses an ecological framework to explore the intersections among biological, environmental, cultural, socioeconomic, political and health care system influences.

The MPH program addresses the core competencies of public health and helps students align their interests and skills with one of many possible practice areas. MPH students at Elmhurst explore the factors that influence local, national and global legislative and social policies and learn to use evidence-based strategies and resources to address health disparities. Students develop collaborative skills to tackle health-related problems and to prepare for leadership roles in health promotion and disease prevention at the community and population level.

The MPH program at Elmhurst College welcomes applications from students who hold an undergraduate degree in any major. Please note that a basic course in statistics (with a grade of C or better) is prerequisite to several courses within the program.

**Program Format**

The MPH is a part-time program designed to be flexible and convenient for working adults. The program is fully online except for the practicum, which students complete in a local setting.

**Curriculum**

MPH students complete 10.5 credits (42 semester hours), including the MPH core and one elective. Exception: Required hours for currently licensed health professionals is 10.25 (41.75 semester hours), as MPH 506 Role Development for Public Health Practice I is waived for these students. The core includes a three-course sequence of Research-Practicum-Capstone courses in which students focus on a practice area of special interest.

**Course Offerings**

*One unit of credit equals four semester hours.*

**MPH 500 Foundations of Public Health**

*.75 course credit*

This course introduces the history, mission, vision and core functions of public health from a regional, national and global perspective. The Ecological Model of Health serves as the conceptual framework to explore the social, political, economic, medical, legal and ethical factors that create disparities and guides public health practice across populations and environments.

**MPH 502 Biostatistics I**

*.25 course credit*

This course is designed to provide students with a broad overview of descriptive biostatistical methods as used for public health research. It introduces the practical application of descriptive data commonly used to address public health issues. *Prerequisite: General statistics course with grade 'C' or better*

**MPH 503 Biostatistics II**

*.75 course credit*

Building on the skills developed in MPH-502, this course is designed for students to learn to use analytical biostatistics as public health tools. It emphasizes the practical application of data to address public health issues, rather than theoretical and mathematical development. The topics to be covered include concepts of inferential statistics and applications of commonly used statistical tests in public health research and practice. *Prerequisite: MPH 502 Biostatistics I*

**MPH 505 Public Health Services Administration and Management***.75 credit*

This course examines the administration, organization, financing and delivery of public health services, with an emphasis on current health policy and management issues. Students will be exposed to the theories and practice of public administration as they are applied in public health settings.

**MPH 506 Role Development for Public Health Practice I***.25 credit*

This course assists students in individualizing the MHP study experience. Following an individualized inventory of public health–related knowledge, skills and attitudes, each student will collaborate with others in the articulation of a public health role development plan. This plan will be used to guide each student’s focus throughout the MPH curriculum, i.e., in selected course assignments, practicum site selections and capstone topic. MPH 505 may be waived for licensed health professionals.

**MPH 507 Role Development for Public Health Practice II***.25 credit*

This course prepares students to develop the operational knowledge and skills needed to integrate into the professional public health community. It is focused on the tangible aspects of becoming a public health professional.

**MPH 510 Environmental Health Science***.75 credit*

This course prepares students to understand the environmental factors including biological, physical and chemical factors that affect the health of a community, and legal and regulatory approaches to monitoring and improving air, water and soil quality.

**MPH 520 Public Health Policy and Politics***.75 credit*

This course provides an introduction to the structures, institutions and processes of the U.S. government at the federal and state levels, their interrelationships, and roles in shaping public health policy.

**MPH 530 Epidemiology**

*1.00 credit*

This course prepares students to understand the distributions and determinants of disease, disabilities and death in human populations using an ecological model; the characteristics and dynamics of human populations; and the natural history of disease and biological basis of health.

**MPH 550 Fundamentals of Social and Behavioral Sciences**

*.75 credit*

This course prepares students to understand concepts and methods of social and behavioral sciences relevant to the assessment of public health and design of strategies and interventions at a population level.

**MPH 551 Community Health Programming**

*1.00 credit*

This course introduces philosophies, principles and methods for promoting health, and addresses the development of effective health promotion and health education programs. Health educator competencies and program tools will be applied to course content.

**MPH 560 Research and Evidence-Based Practice in Public Health**

*.75 credit*

This course presents the theoretical underpinnings required for evidence-based practice in public health. It provides the knowledge and skills necessary to participate in public health research, collaborate on public health program evaluation, and apply evidence-based practice principles to population health.

*Permission of Program Director required for registration*

**MPH 570 Public Health Practicum**

*1.25 credit*

*Online and at practicum site in student's location.*

This course provides students an opportunity to demonstrate the practical knowledge and skills, acquired through their course of study, that are required for professional practice in public health. In addition to an online reflection journal and discussion board, each student participates in a practicum with a faculty-approved preceptor and site. The practicum site will be a public health agency, such as a local or state public health agency, or local, state, national or international nongovernmental agency or organization. *Prerequisite: MPH 560 Research and Evidence-Based Practice in Public Health and MPH 507 Role Development for Public Health Practice II; Permission of Program Director required for registration*

**MPH 580 Public Health Capstone**

The capstone is a required 0.5 credit course and is a core element of the Master of Public Health (MPH) Program at Elmhurst College. Following the completion of all required courses and the public health practicum, the capstone course provides students the opportunity to integrate and apply newly acquired knowledge and skills to a public health problem/situation identified and addressed/explored during MPH 570 Public Health Practicum. *Prerequisite: MPH core courses, including MPH 560 Research and Evidence-Based Practice in Public Health and MPH 570 Practicum; permission of Program Director required for registration.*

# Master of Science in Special Education

Diana Brannon, *Director*

Lisa Burke, *Program Coordinator*

*Approved for the State of Illinois LBSI endorsement*

*8.50 credits (34 semester hours)*

**T**his special education master's program is designed for experienced teachers from prekindergarten through high school with professional educator licenses in early childhood, elementary, secondary, middle school and K-12 specialty areas, including current special educators.

The coursework advances teachers' practice to enable them to provide research-based special education services in their classrooms and schools. For teachers with the special education licensure, the graduate coursework represents advanced studies in special education assessment, characteristics and methods that they completed for initial licensure.

The program emphasizes advocacy and leadership within school communities and the profession. Teachers are engaged as critical thinkers in studying the current issues and practices in the field of special education as they apply best practices and develop innovative projects for their classrooms and schools.

For teachers who are not already special educators, the program includes approved coursework for the State of Illinois LBSI endorsement, which may be added to the professional license after successful completion of the Learning Behavior Specialist 1 (LBSI, #155) exam.

As part of degree requirements, all graduate students complete an action research capstone project as the final master's thesis, which is focused on a special education topic.

**Program Goals**

In this program, students will:

- Acquire skills for group facilitation and collaboration with a variety of stakeholders, including the students in their classrooms;
- Participate in the development and evaluation of evidence- and research-based practices through critical inquiry; and
- Develop self-reflective and critical thinking skills that promote innovative special education practice and learning using a variety of perspectives.

**Program Format**

Courses are offered in the evening from 6:00 p.m. to 8:30 p.m. during the Fall and Spring terms, and in three-week formats during the summer from mid-June through July. All courses are offered in hybrid format, meeting alternately on campus and online. Graduate students may choose to enroll in two classes each semester to complete the program in 24 months of full-time study or take up to four years to finish on a part-time schedule.

Transfer credit may be used for up to two elective courses requirements. The maximum transfer credit of six semester hours is not automatic, and accepted courses must receive written approval, which will be noted on the transcript. Only courses completed prior to entering the program will be considered for transfer credit.

Graduate students enroll in a capstone seminar during the final Fall or Spring Term prior to graduation. During this seminar, students complete and present their master's projects, which are focused on curriculum and instruction in special education.

**Course Offerings**

*One unit of credit equals four semester hours. All courses are .75 credit (three semester hours), unless otherwise noted.*

**CORE SPECIAL EDUCATION COURSES**

Most courses do not have prerequisites and may be completed in any order. The following six courses are required for the M.S.Ed. in Special Education.

**MTL 514 Characteristics of Learners with Disabilities**

This course is designed for teachers to examine the development and the diverse educational, physical, motor, communication, social-emotional and cognitive needs of students with disabilities. Research on and implications for appropriate diagnosis, service delivery, and instructional methodology are examined. *Summer Term.*

**MTL 524 The Educational Assessment Process and Learners with Disabilities**

An advanced study of the educational assessment processes and strategies with a review of legal provisions, regulations and guidelines. Focus areas include the uses and limitations of formal and informal assessments, the administration and interpretation of information obtained from both formal and informal measures, strategies for modifying and adapting formal measures (local, state, and national), and the Illinois Alternative Assessment Process. *Summer Term.*

**MTL 532 Teaching and Learning in the Diverse Classroom**

This course provides a foundation for developing instructional practices that classroom teachers may use to respond to the issues of the 21st century. Teachers will examine the learning outcomes of P-12 students with and without special needs in inclusive classrooms and the social issues faced by teachers, counselors, and administrators. Additional focus areas will include topics such as professional collaboration, differentiated instruction, strategies for modifying and adapting instruction, cooperative learning, problem-based learning, interdisciplinary instruction, and classroom applications of the theory of multiple intelligences.

**MTL 535 Curriculum and Instruction for Learners with High Incidence Disabilities**

This course offers an investigation of the special methodology, materials and approaches for teaching students with mild to moderate disabilities in the academic curriculum (K-12). Educational assessment strategies, components in individualized education programs, and the design of such programs are also studied. *Fall Term.*

**MTL 537 Curriculum and Instruction for Learners with Low Incidence Disabilities**

An advanced study of the assessment, curriculum development and instruction in meaningful curriculum design including functional academics; critical life skills; and communication, social and mobility areas. Authentic assessment strategies, components in individualized education programs, and the implementation of functional curricula across settings are studied. *Spring Term.*

**MTL 542 Using School Law for Advocacy and Leadership**

In this course, teachers will be introduced to the laws and legal implications of court decisions affecting schools and professional educators. Teachers will analyze and discuss constitutional law, case law and legal issues affecting educational policy and practice.



## ADVOCACY AND LEADERSHIP COURSES

Teachers choose two advocacy and leadership courses to complete the M.S.Ed. in Special Education from the following choices. For course descriptions, see the M.Ed. in Teacher Leadership pages in this catalog.

MTL 521 Building Professional and Community Relationships through Collaboration

MTL 528 Examining Issues and Trends in Teacher Leadership

MTL 536 Linking Assessment to Learning

MTL 538 Improving School Climate and Learning

MTL 544 Cross-Cultural Studies in Teaching English Language Learners  
(*Summer Term; this course is part of the ESL/Bilingual endorsement*)

MTL 567 Advocating for Culturally Relevant Curriculum and Instruction

MTL 596 Evaluating Diversity Issues in Teaching and Learning

MTL 597 Promoting Professional Development for School Improvement

## REQUIRED RESEARCH COURSES FOR THE M.S.ED.

Teachers must complete the following research courses as part of degree requirements. All research projects are focused on special education.

### MTL 513 Analyzing Reading Foundations

Teachers examine the history of reading from three perspectives: (a) reading from a historical perspective, (b) understanding current reading research, and (c) the study of reading as it applies to current classroom practice. There is an emphasis on reading research. Course topics include pivotal research studies, student texts and teaching methods used at different points in time, and trends in our schools that have led to some of the changes in how we teach reading. Teachers will focus on a facet of reading research that will most directly inform their own practices and impact student outcomes. *Alternating Summer Term.*

### MTL 552 Using Research to Improve Practice

In this course, teachers will read, analyze and synthesize the research literature on teaching and learning to examine and transform their focus areas. Teachers will acquire skills for electronically searching, selecting and evaluating the most current research literatures. In addition, they will develop the critical thinking and problem-solving skills needed to answer professional questions using the most valid and reliable professional resources.

**MTL 591 Action Research**

A purpose of this course is to take the classroom practitioner from theory to practice. With professor supervision, teachers will learn how to use action research methods as a means of collecting data that can inform and improve practice as well as be applied in their graduate research projects. Topics will reflect current educational issues and areas of research.

**MTL 598 Seminar in Leadership, Innovation and Critical Inquiry**

*.25, .50 or .75 credit as needed to earn 8.50 credits*

This seminar represents the culminating experience for all teachers. This seminar is completed during the final Fall or Spring term in the program to facilitate the completion of a final master's project in special education.

# Master of Science in Supply Chain Management

Roby Thomas, *Director*  
*9.50 credits (38 semester hours)*

**A**n integrated and collaborative supply chain strategy is increasingly being recognized as an imperative in order for businesses to compete effectively in today's new economy. Customers are demanding customization, higher quality products, responsiveness and reliability; the rapidly expanding globalization of operations and markets is changing the economic landscape; information technology and electronic commerce are revolutionizing the way businesses operate. Progressive firms are recognizing that the future of competition is not going to be between firms but between supply chains. In response, businesses are rebuilding around supply chain management (SCM) with visibility, velocity and value as the cornerstones of an integrated, process-oriented approach to procuring, producing and delivering products and services to customers.

Elmhurst College offers the Chicago area's only graduate program in supply chain management. This graduate program builds on the College's extensive experience as the only Chicago-area provider of an undergraduate degree program in logistics and transportation management and draws strength from the location in one of the major transportation and logistics hubs in the world.

The graduate curriculum provides students with a comprehensive understanding of the entire supply network. The curriculum emphasizes current theories and their applications, the latest industry practices and the use of leading supply chain software suites for supply chain planning.

The program is targeted at industry professionals with three or more years of general or specialized business experience who already have completed a bachelor's degree. Undergraduate studies may not necessarily be in logistics, transportation or even business. Individuals with a B.S. in logistics, business administration or related business field could start directly into the program. Some applicants may require additional foundation work that could be accomplished in the six months or year prior to the start-up of a cohort group. The foundation courses would be the basics in marketing, finance, accounting, statistics and economics. The exact number and types of classes would be determined by the director of the program.

Practical work experience, such as an internship or practicum, is highly recommended for all students in the program who are not currently employed. The purpose of the internship/practicum is to help the student become familiar with the applications and practices in the field of study.

Graduate students who have completed courses in an Elmhurst College graduate program as non-degree students may be allowed to apply those courses to a graduate program in the Department of Business upon acceptance as a degree-seeking student and approval of the program director. A student cannot apply the same courses to two different graduate degrees. Waivers and substitutions for undergraduate prerequisite courses will be determined by the program director.

### **Learning Goals**

In the program, individuals will gain a sound foundation in the technical knowledge necessary in the field of supply chain management. In addition, students will also develop the skills that are critical for today's business professional. All coursework maintains a balance between current theory and practical business application. Specifically, the program is designed to provide the individual with the opportunity to:

- Develop a sound understanding of the important role of supply chain management in today's business environment;
- Become familiar with current supply chain management trends;
- Understand and apply the current supply chain theories, practices and concepts utilizing case problems and problem-based learning situations;
- Learn to use and apply computer-based supply chain optimization tools including the use of selected state of the art supply chain software suites currently used in business;

- Develop and utilize critical management skills such as negotiating, working effectively within a diverse business environment, ethical decision making and use of information technology;
- Demonstrate the use of effective written and oral communications, critical thinking, team building and presentation skills as applied to business problems; and
- Successfully complete a year-long team research or case project concluding with a written and oral presentation of the findings.

The program of study is designed to meet the needs of the working adult student seeking an advanced graduate degree in supply chain management. A candidate can complete the 22 different modules including a final project in 21 months meeting one night per week, graduating with a total of 38 semester hours. The program is designed using the cohort model of instruction. Approximately 20 students per class begin their study in the Fall Term every year, completing all coursework together during the next 21 months. This model of instruction requires that all courses must be taken in the defined sequence. Due to the nature of the cohort groups, any student that either fails or is forced to withdraw from a course will be asked to join another group in the next year's rotation.

### **Course Offerings**

*One unit of credit equals four semester hours.*

#### **SCM 510 Information Technology Tools**

An overview of computer-based optimization tools for supply chain planning and decision making. Topics include the use of spreadsheets and supply chain software suites for various tasks within the supply chain such as resource requirement planning, transportation service and cost analysis, supply chain network design, supply planning, demand planning and inventory planning.

#### **SCM 511 Business Strategies**

The fundamentals and insights into how supply chain management affects business strategies. A case study approach emphasizes supply chain management practices in an expanding global economy. Topics include an overview of quality, inventory management, logistics strategies, reverse logistics, procurement, e-commerce and customer service.

#### **SCM 512 Outsource Decisions: Selecting a Third-Party Logistics Firm**

An overview of the decision-making practices, theories and concepts for effectively outsourcing all or part of a firm's supply chain functions. Topics

include a discussion of the various outsourcing options, the development of a third-party selection process and creating viable, effective commercial relationships.

**SCM 513 Forecasting in the Supply Chain**

An overview of the typical product, price, and demand forecasting techniques used in effective and efficient distribution channel management decision making. Course subjects include the modeling process, the value and limitations of the various forecasting methods and evaluation of these techniques for solving practical supply chain problems.

**SCM 520 Quality Process Management**

A study of current practice as it relates to quality improvement processes in the management of a firm's distribution network. Topics include the value and costs associated with quality, the dimensions of quality, the application of practical statistical process control (SPC) methods to supply chain processes, quality certification, establishment of quality improvement programs and quality improvement reporting.

**SCM 521 Inbound Logistics Strategies**

A survey and examination of the issues surrounding the planning, implementation and control of inbound procurement processes. Topics include strategies to support supplier programs, techniques/opportunities to improve inbound process flow, terms of sales, defining key inbound processes and control metrics.

**SCM 530 Supplier Certification in the Supply Chain**

An overview of the development/application of supplier certification concepts on the procurement process. Topics include locating supply sources; developing sound supplier relationships; monitoring and evaluating a supplier's performance; and supplier selection criteria such as quality, reliability, capability, financial stability and geographical considerations.

**SCM 531 Manufacture Decisions**

A survey of issues involved in managing supply and demand in the supply chain within a manufacturing context. The course overviews issues such as manufacture versus outsource decisions, product design, process selection, facility decisions, and planning production and distribution. Topics include the design of supply chain networks, the aggregate planning methodology and the management of demand through price and promotion manipulation.

**SCM 532 Supply Chain Research and Analysis Techniques**

An examination of the various research techniques and methodologies used in the analysis, design and implementation of an effective distribution network. An emphasis of this course, which uses the case study approach, is how to implement various research strategies to solve supply chain problems. Topics include methodologies for systems design, customer service logistics audits and analysis of public policy related to supply chain issues.

**SCM 533 Global Logistics Networks**

A survey of the impact of the emerging global marketplace on today's business environment. In particular, this case study course will integrate the concepts, theories and evolving practices of global supply chains with today's marketplace. Topics include international terms of sale, impact of e-commerce on global strategies, international transportation carriers, documentation issues, global third-party providers and ethical considerations.

**SCM 540 Inventory Strategies**

The course examines the role of inventory and various strategies in managing inventory in the supply chain. Topics include traditional versus zero-based inventory approaches, controlling cycle inventory, the role and cost of safety stock in managing uncertainty, optimizing product availability, shared risk issues, inventory velocity, stock-outs implications, sourcing strategies and inventory decision-making techniques and tools.

**SCM 541 Warehouse Management Strategies**

An examination of the strategic nature and importance of an effective warehouse network in the supply chain. Topics include the changing role of the warehousing function; value-added services; warehouse space needs forecasting; basic warehouse layout and design factors; material handling design; the decision to buy or lease warehouse space; and location analysis.

**SCM 550 Transportation Management Strategies**

A survey on the impact of transportation strategies on supply chain decision making. The course emphasizes the planning, implementation and control process of the finished goods movement. Topics include selection, assessment and measurement of carriers, pricing strategies for carrier and modal selection, transportation contract development, role of private fleets and outsourcing transportation services.

**SCM 551 Marketing and Supply Chain Networks**

An overview of the conceptual and practical applications of the physical flow of goods and related distribution information in the supply chain. Topics include the interface of marketing strategies and logistics, the development of new/ alternative distribution channels, pricing policies and channel conflicts.

**SCM 552 Benchmarking Metrics for Supply Chain Management**

An overview of the development and application of performance measures and benchmarking in the supply chain. Specifically, the course will examine the idea of how to establish benchmarking techniques of specific supply chain activities such as warehousing, transportation and inventory control. Topics include the benefits and costs associated with benchmarking, the benchmarking process, methods of establishing benchmark statistics, selecting benchmark candidates and the recalibration of the process.

**SCM 553 Packaging Strategies**

The course will examine the contribution and influence that packaging decision-making factors have on the product's value and distribution costs. Topics include such practical application issues such as how the size, shape and types of packaging influence supply chain decisions regarding material handling equipment and warehouse design and the legal and environmental considerations of packaging.

**SCM 560 E-Commerce and the Supply Chain**

An investigation of the emerging role of electronic commerce (e-commerce) and its impact on supply chain management decision making. Topics include a brief history of e-commerce, e-commerce strategies including business to business and business to consumers, development of effective supply chain networks for e-commerce, the future of e-commerce and the implication of the distribution channel.

**SCM 561 Customer Relationships**

An overview of the development/impact of customer service/relationship strategies on cost/service decisions in the distribution channel. Topics include the development of customer satisfaction programs, methods of establishing customer service metrics, customer satisfaction as a corporate philosophy, and impediments to the implementation of effective customer satisfaction strategies.



**SCM 570 Supply Chain Seminar**

This capstone seminar course consolidates and integrates the many different functions, concepts and decision-making practices within the supply chain. A case study approach helps students understand the development, value adding and important linkages in a distribution channel. Topics include strategic alliances, business strategy implications, customer service and innovation.

**SCM 571 Supply Chain Information Systems**

An overview and analysis of the various information management technology resources used in a firm's supply chain. The course will examine the various source data capture hardware, communication applications, database products, and planning tools used in today's decision making within distribution systems. Topics include an overview of warehouse management systems, Enterprise Resource Planning, routing/dispatch software, shipment tracing and satellite tracking.

**SCM 572 Reverse Logistics**

An overview of practices, theories and concepts with the return flow of goods, services and information. Topics include handling returns in an e-commerce environment, return goods control methods and freight claims prevention.

**SCM 573 Managing Human Resources Issues in a Global Marketplace**

A survey of critical human resources issues surrounding the hiring and training of qualified personnel in a global marketplace. Topics include managing in a diverse work environment, ADA, establishment of safe and effective working conditions, legal issues in human resource management and ethical/social issues of outsourcing.

**SCM 575 Final Project**

A final team project presentation and paper to demonstrate the integration of all aspects of the program. Subjects will be developed and approved in cooperation with the cohort's faculty team.

# Master of Education in Teacher Leadership

Diana Brannon, *Director*  
8.50 credits (34 semester hours)

*Approved for the State of Illinois Teacher Leader Endorsement<sup>1</sup>*

**T**his master's program is designed for experienced teachers from the prekindergarten to the high school levels with professional educator licenses in early childhood, elementary, secondary, middle school, special education and K-12 specialty areas.

The program's purpose is to advance classroom teachers' knowledge, skills and thinking in ways that will enhance their practice and enable them to become change agents and leaders within their school communities and the profession. Teachers are engaged as critical thinkers in studying the current issues and practices in the field of education as they apply best practices and develop innovative projects for their classrooms and school communities. Program courses are constantly updated and differentiated to meet the needs of the teachers through focused projects and interdisciplinary study.

## **Program Goals**

Program students will:

- Acquire skills for group facilitation and collaboration with a variety of stakeholders, including the students in their classrooms;
- Participate in the development and evaluation of evidence-and research-based practices through critical inquiry; and
- Develop self-reflective and critical thinking skills that promote innovative special education practice and learning using a variety of perspectives.

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<sup>1</sup> Provided the supervisory endorsement is not required pursuant to 23 Ill. Adm. Code 1.705 (Requirements for Supervisory and Administrative Staff) for the position to which the teacher leader is assigned.

These goals form the framework for teachers to master the knowledge and skills needed to serve as a teacher leader and catalyst for change, in the classroom and beyond, in roles such as:

- Curriculum Specialist
- Instructional Coach
- Mentor Teacher
- Department Chair, Team Leader or Lead Teacher
- Content Specialist
- Program Leader
- Supervisor

The Teacher Leader Endorsement is earned on an Illinois Professional Educator License as one of three school leadership endorsements (teacher leader, principal and superintendent) and requires a master's degree. Teachers with a master's degree may complete the 24-semester-hour endorsement coursework. Teachers without a master's degree complete the endorsement as part of a 34-semester-hour M.Ed. All students in the program complete coursework in assessment, collaboration, school culture, professional development, leadership, advocacy and research. The 100-hour clinical requirement for the teacher leader endorsement is distributed across courses. Students may include elective coursework toward additional endorsements (special education, ESL or bilingual).

### **Program Format**

Courses are offered in the evening from 6:00 to 8:30 p.m. during the Fall and Spring terms, and in three-week formats during the summer from mid-June through July. All courses are offered in a hybrid format, meeting alternately on campus and online. Graduate students may enroll in two classes at a time to complete the 34-hour program in 24 months of full-time study, or take up to four years to finish.

Transfer credit may be used for up to two course requirements. The maximum transfer credit of six semester hours is not automatic, and accepted courses must receive written approval and have been completed prior to the graduate student beginning the program.

Graduate students enroll in a capstone seminar in the final Fall or Spring Term prior to graduation. During this seminar, graduate students complete and present their master's projects.

**Course Offerings**

*One unit of credit equals four semester hours.*

*All courses are .75 credit (three semester hours), unless otherwise noted.*

Graduate-level courses can be taken for at-large graduate credit. These courses do not lead to a graduate degree, but may be electives for earning endorsements or professional development credits. At-large graduate students must be admitted through the School for Professional Studies to enroll in a graduate course in education.

**CORE TEACHER LEADERSHIP COURSES**

Most courses do not have prerequisites and may be completed in any order. The following courses are required for the M.Ed. in Teacher Leadership and the teacher leader endorsement.

**MTL 521 Building Professional and Community Relationships through Collaboration**

This course involves the study of the collaborative processes and skills necessary for effective interaction among educational professionals, para-professionals, parents and students. Course topics include communication processes, problem-solving strategies, establishing positive collaborative relationships, and the management and assessment of collaboration. An additional focus will be on the process and collaboration necessary for successful transitions throughout life.

**MTL 528 Examining Issues and Trends in Teacher Leadership**

Teachers will research, analyze, synthesize and evaluate the meaning of “teacher leadership” through investigating the current professional literature and their professional practice. The primary goal of the course is for teachers to enhance their understanding of teacher leadership, increase their leadership actions, and learn how their actions can be a form of advocacy for improving education.

**MTL 536 Linking Assessment to Learning**

In this course, teachers will examine the major types of assessments used for diagnosing and evaluating student learning in schools. Assessments will be designed and analyzed that effectively link learning objectives and learner outcomes with current research on differentiation. Teachers will learn how to effectively and ethically develop, implement and interpret multiple assessment tools and practices by adapting them to the contexts in which they are used.

**MTL 538 Improving School Climate and Learning**

Teachers will explore controversial issues and best practices influencing positive school and classroom climates. They will analyze research-based practices and strategies to evaluate the essential qualities of schools and classrooms that optimize learning and socio-emotional development for students as well as support the retention of high-quality faculty. Through application and self-evaluation of new practices for improving school and classroom climate, teachers will broaden their understanding and skills for meeting the needs of their students and set goals for moving to a higher level of professional practice.

**MTL 597 Promoting Professional Development for School Improvement**

In this course, teachers examine how different models of professional development impact student learning. They research and evaluate models of effective professional development in education designed to meet teaching and learning needs. Teachers learn how to observe instruction and provide coaching, mentoring and professional development to colleagues. Readings and assignments are aligned with the Professional Learning Domain of the Teacher Leader Model Standards.

**ADVOCACY COURSES**

Teachers must choose at least one advocacy course to complete the M.Ed. in Teacher Leadership and the teacher leader endorsement.

**MTL 532 Teaching and Learning in the Diverse Classroom**

This course provides a foundation for developing instructional practices that classroom teachers may use to respond to the issues of the 21st century. Teachers will examine the learning outcomes of PK-12 students with and without special needs in inclusive classrooms and the social issues faced by teachers, counselors and administrators. Additional focus areas will include topics such as professional collaboration, differentiated instruction, strategies for modifying and adapting instruction, cooperative learning, problem-based learning, interdisciplinary instruction, and classroom applications of the theory of multiple intelligences.

**MTL 544 Cross-Cultural Studies for Teaching English Language Learners**

This course is designed for teachers to examine the relationship among culture, classroom practices and policy, and how this relationship influences the education of English language learners. Teachers begin by first examining their own culture and their cultural assumptions and biases and how those influence teaching and learning in the classroom. Issues of equity, access and

cross-cultural understandings are examined as well. Teachers will analyze and redesign curriculum so that it is linguistically and culturally relevant. This course requires field experience hours in an ESL and/or bilingual PK-12 classroom.

**MTL 567 Advocating Culturally Relevant Curriculum and Instruction**

This course provides theory and practice in the analysis and integration of cultural proficiency for grades PK-12. Teachers enrolled in the course will explore the implementation of a culturally relevant curriculum in the classroom that meets the needs of culturally and ethnically diverse students.

**MTL 596 Evaluating Diversity Issues in Teaching and Learning**

This course provides theory and practice in the analysis of diversity issues and integration of diverse and differentiated instruction for grades PK-12. Teachers investigate classroom diversity issues that affect instruction and learning such as acculturation, disability, race, ethnicity, language and communication, as well as local, state and national policies.

**RESEARCH COURSES**

Teachers must choose at least one research course to complete the teacher leader endorsement. MTL 591 and MTL 598 are required for the M.Ed.

**MTL 513 Analyzing Reading Foundations**

Teachers examine the history of reading from three perspectives: (a) reading from a historical perspective, (b) understanding current reading research, and (c) the study of reading as it applies to current classroom practice. There is an emphasis on reading research. Course topics include pivotal research studies, student texts and teaching methods used at different points in time, and trends in our schools that have led to some of the changes in how we teach reading. Teachers will focus on a facet of reading research that will most directly inform their own practices and impact student outcomes.

**MTL 552 Using Educational Research to Improve Practice**

In this course, teachers will read, analyze and synthesize the research literature on teaching and learning to examine and transform their focus areas. Teachers will acquire skills for electronically searching, selecting and evaluating the most current research literatures. In addition, they will develop the critical thinking and problem-solving skills needed to answer professional questions using the most valid and reliable professional resources.

## Required Research Courses for the M.Ed.

### **MTL 591 Applying Action Research in Education**

A purpose of this course is to take the classroom practitioner from theory to practice. With professor supervision, teachers will learn how to use action research methods as a means of collecting data that can inform and improve practice as well as be applied in their graduate research projects. Topics will reflect current educational issues and areas of research.

### **MTL 598 Seminar in Leadership, Innovation and Critical Inquiry**

*.25, .50 or .75 credit as needed to earn 8.50 credits*

This seminar represents the culminating experience for all teachers. This seminar is completed during the final Fall or Spring term in the program in order to facilitate the completion of a final master's project.

## Elective Course Offerings

### **MTL 518 Promoting Social Justice through PK-12 Multicultural Literature and Media**

This course provides theory and practice in the analysis and integration of multicultural literature and media for grades PK-12. Teachers enrolled in the course will explore social issues in the classroom that affect instruction such as stereotypes, cultural differences and various forms of diversity.

### **MTL 522 Integrating Literacy Across the Content Areas**

This course is an in-depth examination of research-based literacy practices and strategies (reading and writing) across the content areas in grades PK-12. Through reflection, scholarly research and the practical application of best practices in literacy, teachers will broaden their understanding of how best to meet the need of their students to become independent readers and writers.

### **MTL 530 Special Topics in Instruction**

A seminar designed to give graduate students in education an opportunity to study current research-based instructional models, methods and strategies. Specific topics vary each term based on the interests of students and faculty expertise. May be repeated for credit when topic changes.

**MTL 534 Implementing Technology and Multimedia Tools to Enhance Learning**

An advanced investigation of current and innovative ways in which technological tools and resources may be ethically and effectively utilized to facilitate teaching and learning. Teachers will become proficient in the application of methods and strategies for using educational technology in their instruction as well as in their program study and research. Faculty will also facilitate grant writing so that teachers can apply for technology-related materials and resources for their classroom or school district. This course requires additional technology needs as specified in the course syllabus.

**MTL 541 Special Topics in Administration**

A seminar designed to give graduate students in education an opportunity to study current administrative theory, research and practices in instructional leadership, management of public schools, and school and public policy. Specific topics vary each term based on the interests of students and faculty expertise. *May be repeated for credit when topic changes.*

**MTL 542 Using School Law for Advocacy and Leadership**

This course introduces teachers to the laws and legal implications of court decisions affecting schools and professional educators. Teachers will analyze and discuss constitutional law, case law and legal issues affecting educational policy.

**MTL 580 Comparative Studies—Travel**

*.50 credit*

This comparative studies and travel course varies with different travel destinations as they are offered. The travel destination will be reflected in the title of the course. Common summer travel destinations are Australia and South Africa. All travel courses include cross-cultural studies of education and visits to schools. *May be repeated for credit when travel destination changes.*

**ESL/Bilingual Course Offerings: Graduate ESL/Bilingual Endorsement**

The ESL/Bilingual endorsement for the state of Illinois may be earned by combining undergraduate and graduate coursework in ESL/Bilingual. The endorsement may be earned on an Illinois early childhood, elementary, secondary or special education professional teaching license, if the teacher has completed 18 semester hours of coursework, including the documentation of 100 hours of clinical experiences in ESL/Bilingual classrooms. A language proficiency exam is also required to earn the Bilingual endorsement. *All courses are .75 credit (3 semester hours).*



**MTL 544 Cross-Cultural Studies in Teaching English Language Learners**

This course is designed for teachers to examine the relationship among culture, classroom practices and policy, and how this relationship influences the education of English language learners. Teachers begin by first examining their own culture and their cultural assumptions and biases and how those influence teaching and learning in the classroom. Issues of equity, access and cross-cultural understandings are examined as well. Teachers will analyze and redesign curriculum so that it is linguistically and culturally relevant. This course requires field experience hours in an ESL and/or bilingual PK-12 classroom.

**MTL 558 Theoretical Foundations of Teaching English Language Learners**

*Formerly: MTL 512 Theoretical Foundations of ESL/Bilingual Education*

This course is an introduction to and immersion into the theoretical frameworks of English as a Second Language (ESL) and Bilingual education and the research, movements and policies that inform them. A variety of ESL/Bilingual models and programs that exist in PK-12 schools and classrooms will be identified, analyzed and evaluated through multiple assignments and media. Students will demonstrate an understanding of the relationship between theory and practice and will define their roles as teachers of, and advocates for, English learners. This course requires field experience hours in an ESL and/or bilingual PK-12 classroom.

**MTL 569 Linguistics for Second Language Learning**

*Formerly: MTL 519 Linguistics in Second Language Acquisition*

The purpose of this course is to introduce linguistic concepts as they apply to teaching in a variety of contexts, including, but not limited to, monolingual and bilingual classrooms. In addition, this course is designed to provide teachers with a meta-linguistic awareness in order to facilitate learning and instruction. This course will help us understand, think and talk about the complexities of language, learning and human development. The fields of linguistics, applied linguistics and linguistic anthropology are dedicated to questions about the nature, function and purposes of language, and we will use readings anchored in these disciplines to navigate our journey. This course requires field experience hours in an ESL and/or bilingual PK-12 classroom.

**MTL 579 Methods and Materials for Teaching English Language Learners**

*Formerly: MTL 517 English as a Second Language Teaching Methodology*

This is an advanced course in the teaching of bilingual and sheltered English instruction to English language learners (ELLs). Students will learn different approaches and methodologies used to support the development of listening, speaking, reading and writing in social and academic contexts. The course provides opportunities for students to develop curriculum for ELLs in bilingual and ESL classrooms, and examine instructional delivery through videotaping and analyzing practice. This course requires field experience hours in an ESL and/or bilingual PK-12 classroom. *Prerequisite: MTL 558.*

**MTL 587 Assessment of English Language Learners**

*Formerly: MTL 539 Assessment of Students with Limited English Proficiencies*

This course will focus on the discussion of basic principles and current approaches to assessment of language learning students in ESL and bilingual PK-12 educational settings, including the policies, procedures and issues that inform the assessment of ELLs. Students will learn about the different purposes of process and product assessment tools, authentic and curriculum-based forms of assessment, issues in the assessment of English Language Learners (ELLs), and assessment of academic content knowledge. Students will have opportunities to examine critically and practice administering assessment tools used in current educational contexts. Students will learn to identify language needs and how to differentiate them from developmental needs. This course requires field experience hours in an ESL and/or bilingual PK-12 classroom. *Prerequisite: MTL 569.*

**MTL 592 Action Research and Application of Bilingual Methods**

*.75 credit*

This is an advanced course in the inquiry and application of bilingual and ESL methods. Students will study their own teaching of bilingual and ESL methodologies designed to support the development of listening, speaking, reading and writing in social and academic contexts. Through the implementation of an action research model of teacher inquiry, teachers will examine critically their bilingual and ESL instructional practices and develop a situated and transformative action plan for future teaching that is anchored in sociocultural views of learning. Teachers will learn how to use action research methods to collect data on teaching practices and for graduate research projects. This course requires field experience hours in an ESL and/or bilingual PK-12 classroom. *Prerequisites: MTL 544, MTL 558, MTL 569 and MTL 579.*

### Special Education Course Offerings

Elective coursework for the State of Illinois LBS<sub>I</sub> endorsement, which may be added to the professional license after successful completion of the Learning Behavior Specialist 1 (LBS<sub>I</sub>, #155) exam, are listed in the section for the M.S.Ed. in Special Education.

- MTL 514 Characteristics of Learners with Disabilities
- MTL 524 The Educational Assessment Process and Learners with Disabilities
- MTL 532 Teaching and Learning in the Diverse Classroom (*may be waived for teachers who completed an introduction to special education as part of their initial licensure*)
- MTL 535 Curriculum and Instruction for Learners with High Incidence Disabilities
- MTL 537 Curriculum and Instruction for Learners with Low Incidence Disabilities

# Certificate in Application Development

Ali Ghane, *Director*

**T**he graduate certificate in application development utilizes the existing application development courses from the Master of Science in Computer Information Systems degree and includes a project management and organizational behavior course. Students who complete the five courses for credit will receive the Application Development Graduate Certificate or may complete the additional five courses required to complete the master's degree in computer information systems.

## Required Courses

BUS 551 Organization Behavior

CS 501 Windows Application Development

CS 530 Database Systems and Programming

CS 550 Web Development

MBA 509 Project Management

To complete the master's degree, students must also complete CS 504, CS 511, CS 545, CS 570 and CS 575.

## Course Offerings

*One unit of credit equals four semester hours. All courses are .75 credit (three semester hours).*

### **BUS 551 Organization Behavior**

This course examines human behavior in organizations, using a micro-level focus to explore issues affecting individual behavior, interpersonal relations, groups and organizations. Coursework addresses the theory and practice of

organizational behavior as it relates to the individual and the organization itself. Students learn how to apply concepts in the workplace and develop their interpersonal skills via group tasks and discussions. The course emphasizes organizational behavior, including motivation, leadership, effective communications, team dynamics, conflict management, facilitation, problem solving, decision making, diversity, culture, organization design and change management.

**CS 501 Windows Application Programming**

Environment, programming and application of Microsoft's Visual Basic are discussed. Students use the latest version of Microsoft's Visual Basic to develop Windows-application programs. Class modules are introduced to promote object-oriented design. Techniques of data binding are discussed to allow seamless movement of data between GUIs (graphical user interfaces) and databases.

**CS 530 Database Systems and Programming**

Concepts and applications of databases are discussed. The student learns how to design, create and program using the relational database management system Microsoft SQL Server. Students consider data integrity and security and learn to provide users with business queries, forms and reports. In addition, the use of Microsoft's Visual Basic to create a custom front end to a back end database is introduced.

**CS 550 Web Development**

The student learns how to program in appropriate Web-based languages (e.g., HTML, JavaScript, CSS, ASP.NET and RESTful Web Services). As part of this programming experience, the student is taught how to design and develop Web applications that access data in the latest version of Microsoft's SQL Server using Microsoft's Visual Basic. In addition, students discuss design and development considerations, as well as concepts and techniques for building mobile Web apps.

**MBA 509 Project Management**

*See Master of Business Administration program in this catalog.*

# Certificate in Data Science

Jim Kulich, *Director*

**E**lmhurst's graduate certificate in data science consists of five existing courses from the master's in data science program. Students who complete the five courses for credit will receive the graduate certificate in data science, or they may complete an additional five courses to earn a master's degree in data science. The program is offered entirely online through the Elmhurst College Online Center.

## Course Requirements

MDS 523 Data Warehousing

MDS 534 Data Mining and Business Intelligence

MDS 546 Quantitative Methods

MDS 549 Data Mining Project

One elective from any graduate program at Elmhurst

If a student chooses to complete the master's in data science, additional coursework will include MDS 535, MDS 556, MDS 564, MDS 576 and one additional graduate elective at Elmhurst.

## Course Offerings

*One unit of credit equals four semester hours.*

### MDS 523 Data Warehousing

Topics include an integrated and detailed comparison of relational, hierarchical and network database systems. Database design and physical storage requirements, including distributed database design and related management issues, are discussed. High-level query languages using artificial intelligence techniques are reviewed along with other topics such as database compression, encryption and security.

**MDS 534 Data Mining and Business Intelligence**

Business intelligence represents a conceptual framework for decision support. It combines analytics, data warehouses, applications and methodologies to facilitate the transformation of data into meaningful and functional information. The major objective of business intelligence is to enhance the decision-making process at all levels of management. Data mining is a process that utilizes statistical analysis, probability theory, mathematical modeling, artificial intelligence and machine learning techniques to extract useful information and subsequent knowledge from large data repositories, commonly referred to as “big data.” This course examines a number of emerging methods proven to be of value in recognizing patterns and making predictions from an applications perspective. Students will be provided the opportunity for hands-on experimentation using software and case studies.

**MDS 546 Quantitative Methods**

The ability to move data along the continuum from information to insight to action requires a strong foundation of skills in various quantitative methods. This course begins with a systematic and integrated overview of concepts from probability theory, statistics and mathematical modeling such as probability distributions, cumulative probability distributions, descriptive statistics, hypothesis testing, correlation analysis, linear regression, multivariate regression and mathematical model design. The course then proceeds to examine modern tools for conducting analyses using these quantitative methods on both small-scale and large-scale datasets. Case studies from a variety of settings are used to develop students’ abilities to successfully apply the techniques learned in this course to practical circumstances that often, because of the ambiguities involved, present limitations to the power of these mathematical tools. Topics from this course also provide the foundation for some subjects covered in the analytical methods course and the data mining and business intelligence course.

**MDS 549 Data Mining Project**

Each student completes a project incorporating the practical application of several of the program’s data mining techniques to one or more data sets chosen by the student or provided by the instructor. In addition to the correct use of the techniques and interpretation of the results, emphasis is placed on the student’s ability to gauge the resultant impact on the organization’s business intelligence processes and procedures. Prior to the submission of the final project, students submit a proposal describing the application and the data mining tools to be utilized.

# Certificate in Enterprise Optimization

*Jim Kulich, Director*

**E**lmhurst's graduate certificate program in enterprise optimization prepares students to tap the power of modern enterprise-level data to optimize quality, reduce risk and create economic value for an organization. This five-course certificate program combines two courses in the fundamentals of data mining, two courses in applying data-oriented approaches in a business setting, and a capstone project course. With its current focus on project management, the certificate program is especially appropriate for individuals who are certified Project Management Professionals or who have equivalent credentials.

Students who complete the five courses for credit will receive the graduate certificate in enterprise optimization, or they may complete an additional five courses to earn a master's degree in data science. The program is offered entirely online.

## **Required Courses**

MDS 534 Data Mining and Business Intelligence

MDS 546 Quantitative Methods

MDS 549 Data Mining Project

*And two courses chosen from:*

MDS 560 Business Intelligence for Enterprise Value

MDS 561 Data Analysis for Project Management Maturity

MDS 562 Data Analysis for Business Transformation Projects



If a student chooses to complete the master's in data science, additional coursework will include MDS 523, MDS 535, MDS 556, MDS 564 and MDS 576.

### **Course Offerings**

One unit of credit equals four semester hours.

#### **MDS 534 Data Mining and Business Intelligence**

Business intelligence represents a conceptual framework for decision support. It combines analytics, data warehouses, applications and methodologies to facilitate the transformation of data into meaningful and functional information. The major objective of business intelligence is to enhance the decision-making process at all levels of management. Data mining is a process that utilizes statistical analysis, probability theory, mathematical modeling, artificial intelligence and machine learning techniques to extract useful information and subsequent knowledge from large data repositories, commonly referred to as "big data." This course examines a number of emerging methods proven to be of value in recognizing patterns and making predictions from an applications perspective. Students will be provided the opportunity for hands-on experimentation using software and case studies.

#### **MDS 546 Quantitative Methods**

The ability to move data along the continuum from information to insight to action requires a strong foundation of skills in various quantitative methods. This course begins with a systematic and integrated overview of concepts from probability theory, statistics and mathematical modeling such as probability distributions, cumulative probability distributions, descriptive statistics, hypothesis testing, correlation analysis, linear regression, multivariate regression and mathematical model design. The course then proceeds to examine modern tools for conducting analyses using these quantitative methods on both small-scale and large-scale datasets. Case studies from a variety of settings are used to develop students' abilities to successfully apply the techniques learned in this course to practical circumstances that often, because of the ambiguities involved, present limitations to the power of these mathematical tools. Topics from this course also provide the foundation for some subjects covered in the analytical methods course and the data mining and business intelligence course.

#### **MDS 549 Data Mining Project**

Each student completes a project incorporating the practical application of several of the program's data mining techniques to one or more data sets chosen by the student or provided by the instructor. In addition to the correct use of the techniques and interpretation of the results, emphasis is placed on the student's

ability to gauge the resultant impact on the organization's business intelligence processes and procedures. Prior to the submission of the final project, students submit a proposal describing the application and the data mining tools to be utilized.

**MDS 560 Business Intelligence for Enterprise Value**

This course provides a business-oriented framework for the data scientist to identify, prioritize and perform data analytical projects that drive business value and enhance competitive advantage. The course examines the data ecosystem, both external and internal to the enterprise, as well as business processes and networks upon which analytical projects can be used to reduce organizational risk and drive the creation of economic value. Topics covered include: marketing, sales and customer data exploration, supply chain data exploration, operations data exploration, financial data exploration and project management methods to convert information gain into business value. A variety of business process data sets will be examined using analytical tools including Tableau, SAP Predictive Analytics, and IBM Watson. Students will conduct the steps of an analytical workflow on a selected business process and create a project plan to drive value.

**MDS 561 Data Analysis for Project Management Maturity**

This course focuses on combining data science with a student's prior project management training and experience to raise project management maturity in an organization. The course covers approaches for using data science tools and techniques to optimize quality, minimize risk and ensure vigilant decision making across projects in an enterprise portfolio. Topics covered include Monte Carlo methods for methodology evaluation; earned value analysis and dashboards; and data-mining techniques for establishing measured, repeatable and optimized project management processes. The project management maturity roadmap and the role of the PMO are also discussed in depth. *Prerequisites: MDS 546, MDS 534, MPM 501, MPM 502. Students who are certified Project Management Professionals can waive the project management course requirements.*

**MDS 562 Data Analysis for Business Transformation Projects**

This course covers advanced project management strategies and data science techniques needed for managing large-scale organizational change and business transformation projects. Students plan and control each phase of a project implementation lifecycle containing multiple streams of work. Emphasis is placed upon the use of data analysis and reporting for decision making in the complex quality and risk management situations encountered in technology-based, organizational change projects. *Prerequisite: MDS 561.*

# Graduate Certificate in Geographic Information Systems

Judith K. Bock, *Director*

**E**lmhurst College offers an online graduate-level certificate in Geographic Information Systems (GIS). Elmhurst's graduate certificate consists of six existing courses from the master's program in GIS and features an e-portfolio experience and research symposium. Students who complete the six courses for credit will receive the Graduate Certificate in GIS, or they may apply to complete an additional four courses to earn a master of science in GIS.

## Course Requirements

*Six courses are required:*

- AGS 500 Fundamentals of Geospatial Technology (Fall A)
- AGS 510 Remote Sensing and Imagery Interpretation (Fall B)
- AGS 520 Fundamentals of Geospatial Programming (Spring A)
- AGS 530 Principles of Geodatabases (Spring B)
- AGS 540 Spatial Analysis and Web Mapping (Summer)
- AGS 580 E-Portfolio and Research Seminar (Fall B)

## Admission Requirements

Applicants for the graduate certificate in GIS at Elmhurst must hold a baccalaureate degree in any major. Applicants are required to submit a completed application along with official transcripts from all graduate and undergraduate institutions attended to represent the completion of a bachelor's degree.

## Course Offerings

*One unit of credit equals four semester hours.*

### **AGS 500 Fundamentals of Geospatial Technology**

*.75 credit*

This course provides a review of the geospatial technologies industry and the use of Geographic Information Systems (GIS) applications and analysis. It includes core concepts, such as data acquisition and management, topology, accuracy, metadata, output, quality control, analysis methods, new and traditional software options, web mapping, and GIS implementation/management for research and production. There is an emphasis on spatial skills. May be waived with appropriate degree, coursework or industry experience or at the discretion of the program director.

### **AGS 510 Remote Sensing and Imagery Interpretation**

*.75 credit*

This course is an introduction to the basic concepts and skills of image processing, understanding and analysis using remotely sensed images. Applications focus on pre-processing of satellite and aerial images, remote sensing and image/video enhancement. The course will provide foundations and explore passive and active collection methods (RADAR and LiDAR), digital image composites and band combinations, image display and visualization, image enhancements and rectification, image segmentation, classification, and digital stereoscopy and evaluation techniques. *Prerequisite: AGS 500 or equivalent.*

### **AGS 520 Fundamentals of Geospatial Programming**

*.75 credit*

This course provides an introduction to automating data preparation, workflow, spatial processing (via Python), basic programming, Python syntax, variables, strings, keywords, integrated development environments, exporting ModelBuilder models to scripts, programming components of flow control, built-in data structures, debugging, file i/o, user-defined functions and modules, built-in modules, introduction to object-oriented programming, and using object classes. It also includes performing GIS analysis, batch processing, manipulating attribute tables, customizing ArcGIS Desktop with script tools and buttons by managing map layers and adding layers to maps with Python. *Prerequisite: AGS 540.*

**AGS 530 Principles of Geodatabases***.75 credit*

This course includes geodatabase modeling, relational models, object-oriented data modeling with universal modeling language (UML), distributed database concepts and implementation, query language, transactions, recovery, security, ArcSDE with SQL (and/or Oracle) server, web delivery (including open source software), interoperability, Open Geospatial Consortium (OGC) standards, and web services activities. *Prerequisite: AGS 510.*

**AGS 540 Spatial Analysis and Web Mapping***.75 credit*

The first of a two-course sequence with AGS 550, this course introduces the student to data acquisition, integration, display and 3-D visualization, neighborhood and proximity operators, map algebra, cost surfaces, least cost path, emergency response applications, spatial interpolation and approximation, topographic analysis, line of sight, viewshed analysis, land-form analysis, modeling of geospatial processes, and hands-on experience with several ArcGIS extensions. *Prerequisite: AGS 530.*

**AGS 580 E-Portfolio and Research Seminar***.75 credit*

Students will participate in the construction of an e-portfolio, detailing geospatial skills and experiences in preparation for their entrance into the geospatial workforce. This is the culminating course for certificate track students. Thesis track students will also begin planning for the geospatial research thesis. *Prerequisite: AGS 540.*

# Certificate in Human Geography for Advanced Placement

Judith K. Bock, *Director*  
3.75 credits (15 semester hours)

**S**ince the inception of AP Human Geography® in 2001, the number of students taking the exam has grown considerably, doubling the number of students enrolled in the coursework within a 10-year time span and making it one of the fastest-growing advanced placement courses. As more students take the AP Human Geography® exam, the demand for qualified teachers will increase.

Being a qualified teacher for AP Human Geography® includes a focus on current geospatial practices, skills and technologies of geographers. Designed specifically for secondary educators, the Graduate Certificate in Human Geography for Advanced Placement (HGAP) focuses on teaching spatial concepts and technological applications, as well as basic themes, skills and perspectives of human geography and how to apply them in the classroom.

In small, cohort-based classes, HGAP teachers work with experienced educators and professionals to learn geospatial skills and technologies that can be applied to the classroom in support of the approved College Board curriculum for HGAP. Participants receive a graduate certificate in less than a year.

## **Program Objectives**

- Provides secondary educators with geospatial lesson plans, exercises and technological applications to use in their AP Human Geography® classrooms;

- Creates a national online learning community to share and collaborate about AP Human Geography® teaching issues, as well as spatial concepts across disciplines; and
- Affords the opportunity to publish lesson plans and/or exercises in a nationally recognized professional geography journal.

**Program Format**

The HGAP program is offered fully online in eight-week sessions. Coursework runs at an accelerated pace; students complete 16 weeks' worth of content and activities in just eight weeks. This five-course program can be completed in less than one year.

There is an option to continue coursework in Geographic Information Systems to earn a Master of Science in Geographic Information Systems with a specialization in Advanced Placement Human Geography®.

**Admission Requirements**

*To apply for admission, applicants must possess the following:*

- Baccalaureate degree from accredited college or university
- Certification in education
- Currently employed as a secondary educator
- Currently teaching AP Human Geography® or desiring to teach AP Human Geography in the future

**Elective Participant**

Applicants from disciplines outside of education who wish to take one or more courses to receive graduate credit. Available coursework includes APH 501, APH 502 or APH 530 only. Designed for those who are interested in applying spatial thinking concepts to any discipline. Elective participants must apply to the program, have a baccalaureate degree and have an interest in geography education.

**Master of Science in Geographic Information Systems with a Specialization in Advanced Placement Human Geography**

This option consists of 10 total courses and requires a two-year commitment. Applicants participate in the first four courses for the Graduate Certificate for Human Geography for Advanced Placement. They must apply for the master's degree program and join the MS-GIS cohort for five courses in the Master of Science in Geographic Information Systems Certificate program. The final course is a capstone course that combines concepts and elements of both certificate programs, designed for the APHG® educator.

## Course Offerings

*One unit of credit equals four semester hours.*

### **APH 500 Teaching APHG®**

*.75 credit*

Designed as the gateway course to the graduate certificate program, this course introduces the discipline of Human Geography to those new to teaching Advanced Placement Human Geography®. This course is also beneficial as a refresher course to those who have taught APHG® in the past. Pedagogical methodologies, as well as some geospatial technology, are introduced to educators who are teaching APHG® or will be teaching it in the future. The program content correlates directly with the College Board curriculum for AP Human Geography®.

### **APH 501 Learning to Teach Spatial Concepts and Tools**

*.75 credit*

This course introduces spatial concepts and thinking to those who are new to teaching AP Human Geography® and/or other disciplines. This course is also beneficial as a refresher course to those who may have taught AP Human Geography® in the past. Pedagogical methodologies, as well as technological tools in spatial concepts, are explored and implemented for educators who are teaching APHG® or will be teaching it in the future.

### **APH 502 Implementing Spatial Concepts and Tools into the Classroom**

*.75 credit*

Participants will use spatial concepts and thinking learned in APH 501 to further implement these principles into the classroom. Activities include hands-on geospatial technology applications (including GIS and remote sensing) that can be used in the AP Human Geography® classroom to enhance and/or supplement APHG® curriculum.

### **APH 503 Teaching Urban, Economic and Population Geography Issues**

*.75 credit*

This course builds upon the spatial concepts and technologies learned in APH 501 and APH 502 to further expand upon the topics which are traditionally more challenging in the AP Human Geography® curriculum (urban, economic, and population geography). Additional geospatial technological applications and tools are introduced to enhance and/or supplement APHG® curriculum for educators who are teaching APHG® or will be teaching it in the future.



**APH 504 APHG® Capstone***.75 credit*

Designed as the final/capstone course in the graduate certificate program, this course builds upon the spatial concepts and thinking learned in previous coursework to instruct participants about how to incorporate all of the skills and concepts into their own lesson plans and classroom materials. Course participants will work collaboratively with a faculty advisor to write a manuscript that details their lesson plan and how concepts will be incorporated into their teaching. The manuscript will subsequently be submitted to the peer-reviewed journal *The Geography Teacher* for publication. Participants will select one faculty member from the program as an advisor/mentor to assist with the process. Expectation is for the manuscript to be completed and ready for submission by the end of the eight weeks. For students working toward a master's degree in GIS with a specialization in HGAP, this course will be replaced by AGS 591. See the Master of Science in GIS section of this catalog.

# Certificate in Market Research

Sherry Smoak, *Director*

**T**he graduate certificate program in market research is a college credit, non-degree program. However, these four eight-week courses can be applied toward the master of business administration (MBA) if the student desires upon completion of the certificate program. (Application and acceptance for the MBA program is required for this course of action). The program is designed to be completed in two terms. It can be completed entirely online, or may be completed through courses in the evening, on campus. Successful completion of the program results in a market research certificate or specialization in the MBA program.

Students will learn innovative strategies and skills necessary to effectively address marketing challenges faced by businesses today. Qualitative and quantitative research approaches will be studied along with their application and analysis; students will also learn how this information can be applied from a strategic perspective. Students get to apply their knowledge through a real-life client marketing problem to offer a real-world solution through the D.K. Hardin Center for Market Research, in order to advance their skills to become marketing professionals sought after in the field.

The program is available to students who hold an undergraduate degree in marketing or a related field from a regionally accredited institution. Although students don't need a major in marketing, they will need to complete some undergraduate courses before beginning the program: a basic

marketing and statistics course. Prerequisites can be met as part of the student's undergraduate coursework or transferred from another college or university.

*This program is accredited by the Commission on Institutions of Higher Education of the North Central Association, which accredits all graduate programs at Elmhurst College.*

### **Learning Outcomes**

- Learn a solutions-oriented approach to problem solving in marketing;
- Gain an understanding of the relevance of ethics in decision making specifically focused on market research;
- Learn how to use current business and analytical tools for decision making in the business world from a research context; and
- Develop and implement innovative research solutions for real-world problems with actual clients.

### **Format**

#### *Fall Term*

MBA 583 Principles of Market Research with Strategic Application (Fall A)

MBA 584 Use of Social and Digital Media in Research (Fall B)

#### *Spring Term*

MBA 585 Marketing Strategy and Research Practicum, Part 1 (Spring A)

MBA 586 Marketing Strategy and Research Practicum, Part 2 (Spring B)\*

*\*Students will learn to use SPSS software and apply to client situation as part of*

MBA 586.

### **Course Offerings**

*One unit of credit equals four semester hours.*

#### **MBA 583 Principles of Market Research with Strategic Application**

*.75 credits*

An overview of marketing research focusing on key concepts and tools in the field. The use of primary and secondary data as well as qualitative and quantitative approaches from a strategic, decision-making perspective are covered. The course will cover the relevance of customer relationship marketing and consumer insight as well as data collection methods.

**MBA 584 Use of Social and Digital Media in Research**

*.75 credits*

An in-depth look at the use of social and digital media and its application in marketing research to drive decision making. Emphasis is placed on appropriate application of social/digital media and data collection methods. Understanding and applying secondary data within business needs will also be stressed.

**MBA 585 Marketing Strategy and Research Practicum, Part 1**

*.75 credits*

Course will meet with an actual client to solve a strategic business challenge and marketing research need. Students will apply knowledge from MBA 583 and MBA 584 to determine management issues, identify research approach, and develop the survey instrument with a focus on data needs. Strong emphasis on project and client relationship management is also core to this practicum.

*Prerequisites: MBA 583, MBA 584.*

**MBA 586 Marketing Strategy and Research Practicum, Part 2**

*.75 credits*

Students will meet with an actual client to solve a strategic business challenge and marketing research need. Students will apply knowledge from MBA 583, MBA 584 and MBA 585 to determine management issues, identify research approach, and develop survey instrument with a focus on data needs. Strong emphasis on project and client relationship management is also core to this practicum. A presentation and report are developed and presented to the client with recommendations for next steps based on the research findings.

*Prerequisites: MBA 583, MBA 584, MBA 585.*

# Certificate in Network Administration

Ali Ghane, *Director*

**T**he graduate certificate in network administration encompasses four courses from the master's program in computer information systems degree plus one course in project management. Students who complete the five courses for credit will receive the Network Administration Graduate Certificate or may complete the additional five courses required to complete the master's degree in computer information systems.

## Required Courses

CS 504 Computer Network Concepts

CS 511 Local Area Networks

CS 545 Wide Area Networks

CS 570 Internetworking Technologies

MBA 509 Project Management

To complete the master's degree, students must also complete BUS 551, CS 501, CS 530, CS 550 and CS 575.

## Course Offerings

*One unit of credit equals four semester hours.*

### CS 504 Computer Network Concepts

This course discusses network architecture, components, protocols, design and topology and transmission media. Included in this discussion are the topics of data communication fundamentals, TCP/IP, OSI Layers, gateways, bridges, routers, domains, packets and datagrams as well as transmission media and related network concepts. IPv4 and IPv6 addressing are also described.

**CS 511 Local Area Networks**

This course focuses on the architecture, components, design and installation of local area networks (LANs). Included in the discussion are the topics of DNS, DHCP, Active Directory, file and print sharing, data storage, WINS, IIS, backup and VPN. Students will also learn about administering networks using a network operating system such as Windows Server.

**CS 545 Wide Area Networks**

This course discusses the concepts, architecture, topologies, applications and security of wide area networks (WANs). Data communication concepts applied in wide-area networks, as well as transmission media, protocols, installation and components of WANs are presented. Practical information on how to set up Linux-based intranet/Internet Services (e.g., DNS, SMTP, Apache Web Server, etc.) is also given.

**CS 570 Internetworking Technologies**

This course discusses the fundamental technologies such as the industry, products and procedures involved in creating and administering internetworks. Various network technologies designed to be interconnected by routers, switches and other networking devices to create an internetwork are also discussed. Included are topics such as routing models, design and implementation of internetworking with TCP/IP, and IPX/SPX using Cisco Internetworking Operating Systems (IOS) and Cisco routers.

**MBA 509 Project Management**

*See Master of Business Administration program in this catalog.*

# Certificate in Project Management

Bruce D. Fischer, *Director*

**E**lmhurst's graduate certificate in project management consists of four existing courses from the master of project management program. Students who complete the four courses for credit will receive the graduate certificate in project management, or they may complete an additional six courses to earn an MBA.

## Learning Outcomes

- Demonstrate and apply practical and theoretical project management skills to a wide variety of projects.
- Outline the various techniques utilized in project management for beginning, managing and ending projects.
- Identify the basic tools of project management to include project plans, Gantt charts and other tools and techniques applied in the project management process.
- Recognize and explain the dynamics associated with effective communications, stakeholders, urgency and managing to defined timeframes and budgets.
- Evaluate critical success factors for effectiveness in achieving project objectives.
- Apply skills and techniques gained for success on the PMP professional certification competency exam.

## Program Format

The graduate certificate in project management is a part-time, EC Flex program that can be completed in as little as one year. Students complete coursework through eight-week sessions.

**Admission**

Applicants for the graduate certificate in project management must have a bachelor's degree in business, computer science, engineering or a related field from a regionally accredited university/college.

Those who wish to take the Project Management Professional (PMP) exam are required by the Project Management Institute (PMI) to have a minimum of three years of project management experience consisting of at least 4,500 hours spent leading and directing projects.

**Course Requirements**

*Four courses are required, with one optional course:*

MBA 509 Project Management

MPM 501 Project Management Fundamentals in Practice I

MPM 502 Project Management Fundamentals in Practice II

MPM 503 Tools and Techniques of the Project Manager

MPM 590 PMP Exam Preparation Review Course (optional)

**Course Offerings**

*One unit of credit equals four semester hours.*

**MPM 501 Project Management Fundamentals in Practice I**

*.75 credit*

This course is designed to develop students' core skills in initiating and planning projects. The course covers scope development, risk assessment, business case development and determination of stakeholders to initially create the case for the project. The core skills outlined in this course include budget, project schedule, change management, role definition and project approval. They are critical ingredients to the successful start-up of a project and are also essential for the first two performance domains of the Project Management Professional (PMP) Exam. *Prerequisite: MBA 509.*

**MPM 502 Project Management Fundamentals in Practice II**

*.75 credit*

This course provides students with core project management skills essential for preparation of the remaining domains within the Project Management Professional (PMP) Exam. Critical skills include managing procurement, managing the execution of project activities, measurement and control activities and closing the project. *Prerequisite: MBA 509.*



**MPM 503 Tools and Techniques of the Project Manager***.75 credit*

This course outlines the variety of tools and methods necessary to effectively manage projects. Project plans, Gantt charts, PERT charts, Critical Path Methodology, SDLC (System Development Life Cycle) and other tools are discussed, built and utilized as well as other methodologies that are employed during a project. Students will learn to use Microsoft Project, a key software tool. *Prerequisites: MPM 501 and MPM 502.*

**MPM 590 PMP Exam Preparation Review Course (optional)***Non-credit*

The PMP Review Course is designed to prepare students for success on the Project Management Professional (PMP) Exam. This course incorporates the strategies, techniques, study guides and processes necessary for taking the exam. The course includes test-taking strategies as well as sample questions. This is designed for students who have completed the master's or graduate certificate program and have the necessary project management hours to qualify for the exam and/or those who have met both the education and experience components to sit for the exam and require a review of the data for preparation.

**MBA 509 Project Management***.75 credit*

This course teaches students the art and science of project management as applied to a variety of business and technology settings. Students will learn and practice project techniques related to the five phases of project management—initiating, planning, executing, monitoring and controlling, and closing projects. The program allows students to immediately practice course concepts in various activities where they will create key project documents, including a business case, project charter, scope statement, work breakdown structure and a project plan.