Elmhurst University Catalog

2020-2021

The 2020–2021 Elmhurst University Catalog reflects the programs, fees, policies and regulations of the University in effect as of Spring Term 2020.

Elmhurst University

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2020-2021
Academic Calendar

Fall Term 2020

New Student Convocation	August 26
First Day of Class	August 31
Labor Day Recess	September 5–7
Fall Recess	October 12
Thanksgiving Recess	November 26–29
Last Day of Class	December 11
Finals	December 14–17
Final Grades Due	December 23

January Term 2021

First Day of Class	January 4
Martin Luther King Jr. Day Recess	January 18
Last Day of Class	January 29
Final Grades Due	February 3

Spring Term 2021

First Day of Class	February 1
Spring Recess	March 22–28
Easter Recess	April 2–4
Last Day of Class	May 14
Finals	May 17-20
Graduate Commencement	May 22
Bachelor Commencement	May 22
Final Grades Due	May 26
Memorial Day	May 31

Summer Term 2021

Eight-Week Session	June 7–July 30
First Four-Week Session	June 7–July 2
Independence Day Recess	July 5
Second Four-Week Session	July 6–30
Final Grades Due	August 4

**All dates subject to change*

About Elmhurst University

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

Elmhurst is one of the top universities in the Midwest, according to *U.S. News & World Report,* and it also ranks among the best values in the region, according to *Forbes* magazine. 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 14 to 1. In small classes, professors get to know their students as individuals.

The University's campus is a green oasis and registered arboretum 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 percent of Elmhurst graduates find full time employment or enter graduate school within one year of graduation. Our robust career and pre-professional programs include more than 2,000 options for internships and other professional experiences.

Mission

Elmhurst University inspires intellectual and personal growth in our students, preparing them for meaningful and ethical contributions to a diverse, global society.

Vision

Elmhurst University aspires to be a national leader in undergraduate and graduate education, recognized for the success of our students and alumni, our innovative faculty and staff, and our local, national, and international partnerships.

Values

Intellectual Excellence

We promote intellectual freedom, curiosity and engagement; critical and creative inquiry; rigorous debate; innovative thinking and integrity in all endeavors. We ignite a passion for learning.

Professional Preparation

We integrate professional preparation with a rigorous liberal arts foundation that prepares students for a successful, meaningful and fulfilling life.

Community

We build a welcoming community that values and embraces diversity and inclusion. We achieve this through mutual respect, compassion for others, honest and open communication, and fairness and integrity in all that we do.

Social Responsibility

We respect the dignity of every individual and promote responsible citizenship and civic engagement. We advocate for social justice on local, national and global levels. We act on our social responsibilities and empower others to do the same.

Stewardship

We are 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 Purpose

We are grounded in our individual traditions and those of the United Church of Christ, and are committed to the development of the human spirit in its many forms through dialogue, inquiry and service.

Learning Outcomes

Students at Elmhurst University 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 historical trends 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 religious traditions and their roles in modern society;
- 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 University is accredited by the following organizations:

- Higher Learning Commission (hlcommission.org), a regional accreditation agency recognized by the U.S. Department of Education*
- The Commission on Collegiate Nursing Education (baccalaureate and master's)**
- The Illinois State Board of Education
- American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech Language Pathology (graduate programs)
- Accreditation Council for Occupational Therapy Association (AOTA)
- American Chemical Society (baccalaureate)

Affiliations

The University 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
- National Council for State Authorization Reciprocity Agreements (SARA)

*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 University 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 through grants, scholarships, loans and work-study; nearly all students qualify for some form of financial aid.

Non-Discrimination and Non-Harassment Policy

It is the policy of Elmhurst University (the University) 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 University 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 University's Title IX Coordinator is responsible for implementing and monitoring Title IX compliance on behalf of Elmhurst University. Any inquiries regarding Title IX or the University's prohibition against sex discrimination and other interpersonal misconduct should be directed to the University's Title IX Coordinator, who will be available to meet with or talk to students regarding issues relating to Title IX and the University's Non-Discrimination and Non-Harassment Policy. The Title IX Coordinator for the University is the Vice President of Student Affairs.

The University does not discriminate against individuals on the basis of physical or mental disability. To ensure equal access to its programs and activities, the University is committed to providing reasonable accommodations to qualified individuals with disabilities. The University'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 university representatives. For the University's complete Non-Discrimination and Non-Harassment Policy, please refer to the Title IX section of the University's website, elmhurst.edu/titleix.

Admission, Financial Aid and Fees

Students may apply for admission to Elmhurst University 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 University 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 schedule a campus visit, please contact:

Office of Admission

Elmhurst University
190 Prospect Avenue
Elmhurst, Illinois 60126-3296
elmhurst.edu/admission
(630) 617-3400 or (800) 697-1871
admit@elmhurst.edu

Applications may be submitted electronically by visiting the University's website at elmhurst.edu/apply.

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
- 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)
- 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 University 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 Office of Admission for further information about application requirements and procedures. At the discretion of the University, 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 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 University 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 University 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 final secondary-school transcript be forwarded to the Office of Admission
- 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 University 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 University 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 University 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 must also provide official course-by-course evaluations of their transcript(s). Official evaluations can be obtained through World Education Services at wes.org or Educational Credential Evaluators at ece.org.

Proficiency in English must also be demonstrated by scoring a minimum of 79 on the Michigan English Language Assessment Battery (MELAB) or a 6.5 on the International English Language Testing System (IELTS). Additional options for English Proficiency are available online at elmhurst.edu/admission/international-students. 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. Additional options for proficiency fulfillment can be found on our website. Upon admission to the University, 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 University 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 University for one regular academic term or more must complete a reinstatement form. A degree-seeking student who has attended other colleges since the last Elmhurst enrollment must submit official transcripts from those colleges and be readmitted.

A student who has been dismissed from Elmhurst 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.

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/noncredit basis.

Financial Aid

The University 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 University 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 eligible non-citizen as determined by the Department of Education
- Be enrolled on at least a half-time basis (six semester hours) for most forms of aid, but full time for Elmhurst University funds
- Be making reasonable progress in his or her academic program
- Be classified as a degree-seeking or certificate student in a program leading to a degree or certificate

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 prior to the beginning of the next academic year. The FAFSA can be filed online at fafsa.gov.

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

Students must be admitted to the University 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, a decision regarding aid eligibility is rendered and the student is notified directly regarding his or her 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 University.

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

The University 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 University 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.

Veterans Benefits

Elmhurst University certifies enrollment for military veterans who are eligible for benefits through the U.S. Department of Veterans Affairs and the Department of Defense. Contact the Office of Student Financial Services for information.

In accordance with Title 38 U.S. Code 3679(e), Elmhurst University adopts the following policy for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits. While payment is pending from the VA, Elmhurst University will NOT:

- Prevent the student's enrollment
- Assess a late fee to the student
- Require the student to secure alternative or additional funding
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution

To qualify for this provision, students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class
- Provide a written request to be certified
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

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 (degree completion programs are not included) who is enrolled for a minimum of three credits (12 semester hours). Each January, Elmhurst University 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 Evening/Online 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 $4,360 for a January Term course taken during the 2020–2021 academic year.

2020–2021 Academic Year Fees

Traditional Undergraduate Fees

	Fall Term	Spring Term	Total
Full-Time Tuition (3.00 to 4.75 credits)	$19,177	$19,177	$38,354
Residence Hall Room	$3,166	$3,166	$6,332
Board: Fall and Spring Terms			
Meal Plan #1	$2,926	$2,926	$5,852
Meal Plan #2	$2,210	$2,210	$4,420
Meal Plan #3	$1,671	$1,671	$3,342
Board: January Term			
Meal Light			$325
Meal Basic			$564
Part-Time Tuition	$4,360 per course ($1,090 per hour)		

All room charges are based on double occupancy. Single occupancy is offered at $4,566 per term. Air-conditioned rooms will have an additional $250 charge per term.

The University 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 à la carte basis. Residence Hall students are required to participate in the meal plan program.

Elmhurst University reserves the right to change these rates effective at the beginning of any term.

Hourly Fees

Hourly fees apply to all adult degree completion students and traditional undergraduate students enrolled for fewer than 3.0 course credits or more than 4.75 course credits per term or session.

Full course credit (4 semester hours)	$4,360
Degree completion programs (per credit hour)	$635
Orientation Fee: new full-time freshmen	$225
New undergraduate transfers	$75
Academic Technology Fee (all full- and part-time students; per term)	$150
Room Deposit (residents)	$300
Parking (residents, per term)	$100
Parking (commuters, per term)	$50
Residential Network Fee (residents, per term)	$100
Nursing Fee (3rd- & 4th-year students, per term)	$500
Applied Music (per course)	$75
Applied Music (noncredit)	$150
Fee for payment plan late payments: Service charge of 1% per month on the unpaid balance	$90
Transcript of academic record mailed by the National Student Clearinghouse	$12
Transcript of academic record sent electronically by the National Student Clearinghouse	$10.25
Graduation Fee	$40

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 University, you hereby acknowledge that you are entering into a contractual arrangement with Elmhurst University, 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 University 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 University'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 University 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 is charged by the third-party processor on all credit card transactions.

For more information, go to elmhurst.edu/payment.

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.

Outside Billing

When students have access to a tuition benefit plan through their employer or other agency that will pay the tuition directly to Elmhurst University, 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 University 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 University.

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 University is necessitated by circumstances that, in the opinion of the University administration, are beyond the control of, or in the best interest of, the student. The effective date of withdrawal from the University 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 University. Payment of outstanding balances upon withdrawal is due in accordance with the University'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 Evening/Online students may withdraw from coursework by contacting the Office of Registration and Records in person or by email. See the Regulations and Services section of this catalog for withdrawal procedures.

Withdrawal charges are calculated on the following basis:

Fall 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 will be automatically refunded on a rolling basis after the final drop date for a term.

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 first 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.

University Funds and Other Sources of Aid

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

Academic Overview

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

Traditional Programs

Elmhurst offers a full range of academic programs and services to approximately 2,800 traditional students. Courses for traditional students are offered during the day, with some sections occasionally available in the evening. A full-time faculty of approximately 160 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 18, and the student-faculty ratio is 14:1—one of the best in higher education. Academic life at the University 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 or in the evening in the Fall, January, Spring and Summer terms. Classes are offered on the Elmhurst University campus, as well as at select off-site locations and online.

Elmhurst offers degree completion programs for adults in psychology, business administration and information technology. Graduate programs include master's degrees and certificates in business, education, health care and technology. See Degree Completion Programs and Graduate Studies in this catalog for more information. For information about admission, please contact the Office of Admission.

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 Russell G. Weigand Center for Professional Excellence.

Enrollment in January Term does not require admission to the University 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. January Term is four weeks in length, but many courses are offered in other formats.

Summer Term

Undergraduate courses are offered during the summer (2.25 credit maximum at the same time) in both day and evening for Elmhurst University 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 University 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. The University also offers select graduate courses in the Summer Term that 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 University Degree

Elmhurst University awards the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Music and Bachelor of Liberal Studies degrees.

The University also offers 18 graduate programs at the master's degree level. Please refer to the Graduate Study section of this catalog.

Undergraduate credit at Elmhurst University 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 Majors and 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 Majors and 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 Majors and 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 Science in Nursing (BSN)

The BSN is a professional program that prepares students for practice as a generalist as a registered professional nurse (RN). The BSN 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.

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 Majors and 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 section 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 University 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 University 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 University. 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 University requires a minimum of 32 units of credit (128 semester hours) for graduation.

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

Residency refers to the minimum number of total required course credit hours taken at Elmhurst University, or through Elmhurst-sponsored study away programs. Students can fulfill the resident requirements in one of two ways: 1) by earning at least 18 units (72 semester hours) including eight of the final ten courses at Elmhurst University; or 2) by earning a minimum of 14.5 units (58 semester hours) which must include the final eight courses (32 semester hours) at Elmhurst University.

Minimum Grade-Point Average

Students must have a minimum cumulative and combined grade-point average (GPA) of 2.00 (C) to graduate. In certain departments, a higher GPA is required for program entrance, as well as for graduation. The cumulative GPA is computed from grades received in courses taken at Elmhurst University. The combined GPA is compiled from all courses accepted in transfer as well as those taken at Elmhurst University. 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 University, the earlier grade of the course is not included in the grade-point average. Refer to the Regulations and Services 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 University 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 University. 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. Please note: no honors distinction is recognized for second degrees.

Returning Students

Students returning to the University 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 University in less than five years may satisfy the requirements for graduation stated in the catalog in effect when they were first admitted.

Credit Hour Policy

Each semester hour assigned to a course at Elmhurst University corresponds to a minimum of 50 minutes of instructional time each week over a 15-week semester, including finals week. Students are expected to do two to three hours of outside work (including assignments or studying) for every one semester hour of in-class time. For courses that are in an alternative delivery format, a semester hour corresponds to the appropriate mix of instructional contact, directed activities, and student work that equates to the sum of the in-class and outside time for a semester hour in a traditional course*. For both traditional and alternative delivery courses, these expectations should be outlined in the course syllabus.

**Academic activities complementary to classroom instruction including laboratory work, studio work, practica and internships are not considered in the calculation of semester hours in class and are thus not included in the expectation of additional out of class time.*

The Integrated Curriculum

Elmhurst University's Integrated Curriculum (IC) 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 University. 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 they have prepared to do proves limited, or the knowledge they have 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 University's 11 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 University. 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.

Proficiencies

In order to be equipped to master the Integrated Curriculum, students must complete proficiency requirements in three areas: mathematics, foreign language and writing. 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 University, and in any event must be addressed no later than the end of sophomore year. Transfer students should meet the three 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.

Developmental Requirements

Developmental requirements to be completed by all students include a first-year seminar (first year students only), English 106 (the required first-year writing course), and a senior capstone experience. Further, at least the writing development course must be completed at the upper (300 or 400) level. The first-year seminar, ENG 106, and the required writing skill and development course must be taken for a letter grade; grading in the senior capstone is determined by the offering department.

Experiential Learning

In addition, all Elmhurst University students are required to participate in an Experiential Learning opportunity, which integrates course-based learning with related experiences outside of the classroom.

Students may participate in Experiential Learning in many ways, including domestic and international travel courses, service learning courses, internship courses, clinical work, and student teaching. Many students also complete their Experiential Learning in service programs like Habitat for Humanity or off-campus research, where skills and values developed in the classroom may be applied in an off-campus setting.

Students who are at least 24 years old in the year in which they enroll are considered to have satisfied the experiential learning requirement.

Students and guests may search for courses by Experiential Learning on BlueNet under "Search for Courses" (choose Course Type "Experiential Learning" when searching).

Many students complete their Experiential Learning through a non-course-based program, titled **EXP 250**. For more information about each program, please contact the person listed in parentheses.

- Weigand Center for Professional Excellence–Professional Mentoring **(Julie Nosal)**
- Chemistry Off-Campus Research Experience **(Michelle Applebee)**
- EC Academic Service-Learning Program **(Mary Walsh)**
- EC Habitat for Humanity **(Mary Walsh)**
- Field Experiences in Music **(Peter Griffin)**
- Weigand Center for Professional Excellence–Professional Career Experiences **(Martin Gahbauer)**
- Holocaust Museum **(Rachel Reznik)**
- Weigand Center for Professional Excellence–Health Professions Shadowing **(Erica Ashauer)**

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 that 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 2020-2021 are listed on BlueNet.

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 (IEJ)

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 (RSC)

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 (LT)

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 nonfiction 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 (FA)

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 (HA)

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 (SPA)

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 that describe and explain social, political, economic and cultural institutions and their outcomes.
- Identify means through which individuals can effect change in social, political, economic or cultural institutions.

Cognitive and Behavioral Sciences (CBS)

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 (PS)

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 (LS)

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.

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 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 that 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 2020-2021 are indicated on BlueNet.

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 University.

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 (W)

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 (O)

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 and 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 (Q)

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 (I)

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 University 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 (G)

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 (D)

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 relationship 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 (S)

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 course tagged for S content.

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

The academic regulations contained within this section are applicable to undergraduate students who begin their academic programs at Elmhurst University in the 2020-2021 academic year.

Planning a Program of Study

In planning a program of study at Elmhurst University, 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 University confers the following undergraduate degrees:

- Bachelor of Arts
- Bachelor of Fine Arts
- Bachelor of Science
- Bachelor of Science in Nursing
- Bachelor of Music
- 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 Integrated Curriculum
- Courses that fulfill requirements of the major
- 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 University 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 University 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 the Office of Advising.

Enrollment Status

A traditional 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 nondegree when not formally admitted to an academic program at the University. Nondegree 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 University 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.

Academic Advising

Elmhurst University regards academic advising as an important part of a faculty member's responsibility in guiding students toward reaching their full potential. The academic advising program offers each student the opportunity to work closely with a faculty and/or academic advisors 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 University. 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 Niebuhr Center.

In order for faculty or academic advisors to advise new students most effectively, the University 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.

The Learning Center

The Learning Center offers services to support the academic performance of all Elmhurst University 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, psychology, 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.

The Learning Center also houses Access and Disability Services. Elmhurst University will make accommodations for students with disabilities based on the presentation of appropriate documentation. For more information about Access and Disability Services, students should contact Linda Harrell, Access and Disability Services Coordinator, at linda.harrell@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 University 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 University 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 University credit, these grades are posted on the Elmhurst University 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 University within the first term of enrollment at Elmhurst University.**

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 University 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 course 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 University 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 University 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 units of credit (70 semester hours) may be presented from two-year institutions toward the fulfillment of the minimum course requirement. Under certain circumstances, the University 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 University 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 University will evaluate courses in accordance with the University's requirements and the IAI policy. The IAI core curriculum must be completed and associate degree awarded prior to enrollment at Elmhurst University.

As Elmhurst University 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
- Life Science

These can be filled by native students at Elmhurst University through the Integrated Curriculum (IC); 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 IC to ensure proficiency of the liberal arts focus of the institution. Remaining Area of Knowledge coursework must be completed at Elmhurst University. 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 University may wish to enroll in courses at other institutions and apply credits earned toward their degrees at Elmhurst University. 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 University, they may present courses from accredited institutions toward the graduation requirements for Elmhurst University only if they received prior endorsement from their advisor and received permission from the dean of the faculty.

Alternate Sources of Credit

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

- A maximum of eight units of nontraditional credit (32 semester hours) may be counted toward the graduation total.
- Credit cannot be awarded that duplicates credit awarded through regular courses or other nontraditional sources.
- 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 during May by the Educational Testing Service.

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 University's AP code is 1204.

Elmhurst University grants credit for examination scores of three or above, toward Integrated Curriculum requirements (refer to the 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 (three to eight semester hours), and credit is awarded upon receipt of official scores from The College Board. While Elmhurst University will accept all approved AP scores of three or higher for credit, any amount over the maximum of eight 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.

Advanced Placement Examinations

Exam	Course Credit*	Integrated Curriculum Credit	Course
Art			
Art History	1.0	Historical Analysis	ART 341
Studio Art (Any Genre)	1.0	Fine Arts	Elective Credit
Biology	1.0	Life Science	BIO 100
Calculus			
Calculus AB	1.0	Math Proficiency	MTH 151
Calculus BC	2.0	Math Proficiency	MTH 151 & 152
Capstone Research and Seminar	1.0		Elective Credit
Chemistry	1.0	Phys. Sci.; Quantitative Tag	CHM 211
Chinese Language	1.0	For. Lang. Proficiency	Elective Credit
Computer Science			
Computer Science A	1.0		CS 220
Principles score of 3	1.0		Elective Credit
Principles score of 4/5	1.0		CS 111
Economics			
Macroeconomics	1.0		ECO 211
Microeconomics	1.0		ECO 210
English			
English Language	1.0	ENG 105 Proficiency	ENG 105
English Literature	1.0	Literature	ENG 200
Environmental Science	1.0	Life Science	BIO 105
French Language+	1.0	For. Lang. Proficiency	FRN 202
German Language+	1.0	For. Lang. Proficiency	GRM 202
Government and Politics			
Comparative Government & Politics	0.75	Social & Political Analysis	POL 301
United States Government & Politics	0.75	Social & Political Analysis	POL 201
History			
European History	1.0	Historical Analysis	HIS 112
United States History	1.0	Historical Analysis	HIS 102
World History	1.0	Historical Analysis	HIS 116
Human Geography	1.0	Social & Political Analysis	GEO 111
Italian	1.0	For. Lang. Proficiency	Elective Credit
Japanese Language	1.0	For. Lang. Proficiency	Elective Credit
Latin			
Latin Literature	1.0	For. Lang. Proficiency	Elective Credit
Music Theory* **	1.0	Fine Arts	Elective Credit**
Physics			
Physics 1	1.0	Phys. Sci.; Quantitative Tag	PHY 111
Physics 2	1.0	Phys. Sci.; Quantitative Tag	PHY 112
Physics C: Mechanics	1.0	Phys. Sci.; Quantitative Tag	PHY 121
Physics C: Electricity and Magnetism	1.0	Phys. Sci.; Quantitative Tag	PHY 122
Psychology	0.75	Cognitive & Behavioral Sci.	PSY 210
Spanish+			
Spanish Language	1.0	For. Lang. Proficiency	SPN 202
Spanish Literature	1.0	For. Lang. Proficiency	SPN 452
Statistics	0.75	Quantitative Tag	MTH 345

*One course credit equals four semester hours or six quarter hours

**If there is an equivalent course

***Music majors may earn credit for Music Theory 1 (MUS 135) after the determination by a Music Department Advisor.

*****Both separate Research and Seminar exams must be taken and passed with scores of "3" or higher for credit to be awarded.**

+ If a score of 5 is earned, credit in that language will be granted at the 301 level.

International Baccalaureate

The International Baccalaureate (IB) Diploma Program is a rigorous two-year secondary school curriculum leading to examinations that allows 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 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 University 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	Course Credit*	Integrated Curriculum Credit	Course
Biology	1.0	Life Science	BIO 100
Business & Management	1.0		BUS 250
Chemistry	1.0	Physical Science	CHM 211
Classical Greek	2.0		
Computer Science	3.0		CS 220, CS 255, CS 310
Dance Arts	1.0	Fine Arts	THE 221
Design Technology	1.0		
Economics	2.0		ECO 210, ECO 211
English A: Literature	2.0	Writing Proficiency; Literature	ENG 105, ENG 200
English A: Language & Literature	2.0	Writing Proficiency: Literature	ENG 105, ENG 200
Film Arts	1.0	Fine Arts	
French A1, A2, B	2.0	Foreign Language Proficiency	FRN 202
Geography	1.0	Social & Political Analysis	GEO 111, GEO 112
German A1, A2, B	2.0	Foreign Language Proficiency	GRM 202
History (All topics)	2.0	Historical Analysis	HIS major
ITGS (Info Tech Global Society)	1.0		
Italian A1, A2, B	2.0	Foreign Language Proficiency	ITL 202
Latin	2.0		
Mathematics	2.0	Math Proficiency	MTH 151, MTH 152
Music Arts	1.0	Fine Arts	
Norwegian A: Literature	2.0	Foreign Language Proficiency	
Philosophy	1.0	Inquiry into Ethics & Justice	PHL 210
Physics	2.0	Physical Science	PHY 121–122 if credit also received for IB Mathematics; PHY 111–112 if no credit for IB Mathematics
Psychology	1.0	Cognitive & Behavioral Sciences	PSY 210
Social Anthropology	1.0	Social & Political Analysis	SOC 212
Spanish A1, A2, B	2.0	Foreign Language Proficiency	SPN 202
Theatre Arts	1.0	Fine Arts	THE 227
Visual Arts	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 Office of Admission.

CLEP Exams

Exams Accepted by Elmhurst University	Code for Elmhurst University	Required Score For Credit	Course Credit	Equivalent Course	Integrated Curriculum Credit
College Composition	CLEP.ENG	50	1.0	ENG 105	Writing Proficiency
Analyzing and Interpreting Literature (Essay Required)	CLEP.LIT	53 & approved essay	1.0	ENG 200	Literature
Human Growth & Development	CLEP.HGD	52	1.0	PSY 315	None
Introductory Psychology	CLEP.PSY	50	1.0	PSY 210	Cognitive & Behavioral Sciences
Introductory Sociology	CLEP.SOC	50	1.0	SOC 211	Cognitive & Behavioral Sciences
Western Civilization 1: Ancient Near East to 1648	CLEP.WCIV1	50	1.0	HIS 111	Historical Analysis
Western Civilization II: 1648 to Present	CLEP.WCIV1	50	1.0	HIS 112	Historical Analysis
US History 1: Early Colonization to 1877	CLEP.USHS1	50	1.0	HIS 101	Historical Analysis
US History II: 1865 to the Present	CLEP.USHS.2	50	1.0	HIS 102	Historical Analysis
College Mathematics	CLEP.MATH	50	1.0	MTH 110	Mathematics Proficiency
Algebra	CLEP.ALG	50	1.0	MTH 121	Mathematics Proficiency
Pre-calculus	CLEP.PCALC	50	1.0	MTH 132	Mathematics Proficiency
Calculus	CLEP.CALC	50	1.0	MTH 151	Mathematics Proficiency
Biology	CLEP.BIO	50	1.0	BIO 100	Life Science
Chemistry	CLEP.CHEM	50	1.0	CHM 211	Physical Science
Elementary French	CLEP.FRN1	50	1.0	FRN 102	Foreign Language Proficiency
Elementary German	CLEP.GRM1	50	1.0	GRM 102	Foreign Language Proficiency
Elementary Spanish	CLEP.SPN1	50	1.0	SPN 102	Foreign Language Proficiency
Intermediate French	CLEP.FRN2	59	1.0	FRN 202	Foreign Language Proficiency
Intermediate German	CLEP.GRM2	60	1.0	GRM 202	Foreign Language Proficiency
Intermediate Spanish	CLEP.SPN2	63	1.0	SPN 202	Foreign Language Proficiency
Financial Accounting	CLEP.ACC	50	1.0	BUS 261	None

**CLEP exam approved to complete Major requirement.

- 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 Admission at Elmhurst University, (630) 617-3300.
- Elmhurst University Test Code: 1204 (Elmhurst University does not offer the CLEP exams onsite).
- For more information, visit the CLEP website at: www.collegeboard.org/clep/

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 University 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.

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 University.

Degree-seeking students must be admitted to the University 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.

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

- **Business holds** prevent current students from registering for a new term unless all financial obligations to the University 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.
- **Judicial holds** are placed by the Office of Student Affairs if a student fails to appear for an administrative hearing with a designated University official or fails to complete a sanction assigned through the University's disciplinary process.

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

Full-time students in traditional programs should schedule a meeting with their advisor and obtain their advisor's approval 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.

Full- and Part-Time Status

For traditional undergraduate programs, 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 typical 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 credits 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 University 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. It is recommended that students confer with their advisor before dropping courses, **though first-year students must obtain their academic advisor's signature before making a schedule adjustment.**

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 student who does not follow these procedures will receive the grade earned for the course(s) not completed.

By registering for courses at Elmhurst University, you hereby acknowledge that you are entering into a contractual arrangement with Elmhurst University, whereby you agree to

comply with all laws, rules and regulations applicable to your registration, payment of fees, enrollment and attendance. All students are responsible for reviewing, understanding and abiding by the University's regulations, procedures, requirements and deadlines as described in official University publications.

Evaluation of Academic Work

The Elmhurst University grading system offers three options: A-F, Pass/No Pass and Audit. Students must select A-F for courses used to satisfy the Integrated Curriculum requirements and courses used to satisfy the major and minor requirements. A-F 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 Grading Preference

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. Pass/No Pass grades are not calculated in the grade-point average.

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 University 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 to fully understand all academic ramifications.

Audit Grading Preference

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 to fully understand all academic ramifications.

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 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**	**Discrioption**
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 of course requirements
F	0.0	Failure: Student performance has been consistently below the level for passing course
I	0.0	Incomplete: Given to students who demonstrate that 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 University is that the instructor alone is qualified to evaluate the academic work of students in their 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 grade was assigned in a manner that was arbitrary or inappropriate in the Elmhurst University academic setting, or that crucial evidence was not considered, the student shall follow the procedures outlined below.

A grade dispute must be brought in writing to the instructor, 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 Hearing 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 and/or the program director. If the attempt to settle the issue fails at this level, it moves to the Office of Academic Affairs.
- The student should submit a document 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. The Vice President for Academic Affairs (VPAA) or their delegate meets with both the instructor and the student and confers with the chair of the department or program director. If after this investigation and review the VPAA, or delegate finds merit in the appeal they may initiate next level of action on the dispute, otherwise they will inform the student that the disputed grade will remain as reported.
- The next step level of action is the convening of a Hearing Board, which will consist of the Vice President for Academic Affairs or their delegate, who shall chair the board; the Vice President for Student Affairs or their delegate; two faculty members; and two students selected in consultation with the chair of the Academic Standings Committee. The parties directly involved may have one silent advisor present who. The Chair shall designate a secretary or invite an administrative assistant who is responsible for recording the salient issues and the actions of the Hearing Board.
- The parties involved will be asked to submit written arguments to be circulated among members of the Hearing 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 inconsistent with policies stated in the syllabus, or inappropriate in the Elmhurst University 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 represented in writing to the involved parties 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 decisions 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.

Once an incomplete grade is requested, an "I" will remain on the student's transcript to indicate record of the incomplete grade. When a final grade is submitted it will read on the student's transcript as I/grade received. While an "I/grade received" will not affect the configuration of a student's GPA, will remain permanently on their transcript to indicate additional time given to complete the class.

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 University, whether the course was originally attempted for credit at Elmhurst University or at another institution. The only exception to this is if the course originally taken elsewhere has no equivalent course at Elmhurst University. **Please note: The written permission of the dean of the faculty must be obtained prior to registration at any other institution. A repeat may not be by independent study.**

Class Attendance and Examinations

Official University 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 University 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 University 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 University Student Handbook, which is available from the Office of Student Affairs or on the University website.

Academic Standing

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

Classification 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*)
- **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 University 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. 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 University.

Academic Good Standing

The University 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 University.
- Cumulative grade-point average is based on the average of grades earned in all courses taken at Elmhurst University.
- 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 University.

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 University 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 University 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 course credits at Elmhurst University.

Graduate and second-degree students are not eligible for graduation honors.

Academic Warning, Probation, Suspension 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 warning, probation, suspension and dismissal from the University.

Students whose Elmhurst University term, cumulative and combined grade-point average falls below 2.00 will be placed on academic warning or probation or they will be subject to suspension or dismissal.

To return to good academic standing and avoid suspension or 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 warning or probation (excluding J-Term and summer) for as long as their cumulative and/or combined grade-point average remains less than 2.00. If while on academic warning or probation a student's grade-point average again falls below 2.00, the student will be subject to suspension or dismissal.

Students who receive three Fs, have a grade point average below 1.0, or has been on Academic Probation for one semester and then fail to meet the criteria to be removed from that status may be placed on suspension.

Students who do not meet the conditions of their academic warning or 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 University 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 University 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.

Voluntary Leave of Absence

Any student who requires time off from their academic program for personal or medical reasons, but who intends to return to the University within one year, may request a leave of absence. A student may request a leave of absence by completing an Application for Voluntary Leave of Absence form, available in the Office of Student Affairs. Graduate students must complete an Application for Voluntary Leave of Absence through their program director. Students applying for a leave of absence for personal reasons must request the leave prior to the last day of the first week of classes. Students are limited to one leave during their time at Elmhurst University. This leave is not to exceed 180 days. A student on a leave of absence is responsible for meeting their financial obligations to the University.

Process for Requesting a Leave of Absence

1. **Office of Student Affairs:** Meet with the Student Affairs Case Manager to complete the Application for Leave of Absence.
2. **Office of Student Financial Services:** Meet with Student Financial Services to protect future eligibility for scholarships, grants and/or student loans and regarding outstanding balances to a student account.
3. **Office of Academic Affairs:** Meet with Academic Affairs to discuss the implications of interrupting enrollment.

Communication with Students on Leave of Absence

All students are expected to check their Elmhurst University email address in a timely fashion while on leave. All official communication from Elmhurst University faculty and staff will continue to be sent to a student's Elmhurst University email address.

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

- Specifies the terms and conditions of the leave
- States the academic advisor of record with whom they must meet before returning
- Requests to contact administrative offices such Student Financial Services, Office of Academic Affairs, etc.

- Provides a list of student services and facilities available, as well as registration dates for the following term
- Provides Instructions on how to complete the re-entry form prior to class registration and returning to Elmhurst University

Returning from a Leave of Absence

All students returning from any type of leave of absence must complete a re-entry form before registering for classes and returning to Elmhurst University. The re-entry form can be obtained through the Office of Student Affairs. Re-entry forms must be completed no later than 6 weeks prior to the first day of classes. Students are required to meet with their academic advisor or program director to discuss course selection for the upcoming semester. In some cases, a meeting with the Office of Student Affairs will also be required. Students returning from a medical leave of absence will be asked to provide medical documentation to support their return.

If the student whose leave is approved does not return at the end of one term, the student will automatically be withdrawn from the University, with the withdrawal date being the date that the student began the leave of absence. Once the student is withdrawn, they may seek readmission through the Office of Admission. Any outstanding account balance is immediately due in full.

Returning from an Academic Suspension

All students reentering after being placed on Academic Suspension are required to meet with their academic advisor or program director to discuss course selection prior to registering for the upcoming semester. In some cases, a meeting with the Academic Case Manager in the Office of Academic Affairs will also be required. Reentering students will be placed on academic probation for the semester of their return with the expectation that the student will return to good academic standing. Students who do not meet the conditions of academic probation and whose grade-point average again falls below 2.00 may be subject to dismissal.

Graduate Students

A graduate student requesting a leave of absence is required to meet with the program director to complete the Application for a Leave of Absence. Once the request has been received, students will go to the Office of Student Financial Services and the Office of Academic Affairs to complete the approval process.

Medical Leave of Absence

Students may request a medical leave of absence if they need time away from Elmhurst University for treatment of a physical or mental health condition that affects their ability to function safely and successfully as a member of the Elmhurst University community. Students requesting a medical leave of absence will be required to provide medical documentation and each leave is individualized based on the needs of the student. The approval for a medical leave of absence will include treatment expectations during the leave of absence and may require coordination with a healthcare professional. Medical leaves of absence are individually tailored to meet each student's situation and handled on a case-by-case basis.

Military Leave of Absence

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 request incomplete grades and complete the courses later. If the student decides to take a leave of absence, the Office of Student Affairs must be contacted to complete an Application for Leave of Absence. This leave can be requested at any point during the semester, depending on the term of duty. Students on leave of absence for military duty will be allowed to withdraw from current term courses without any financial penalty if a mid-term leave of absence is sought. See the Withdrawal Policy for Military on Active Duty for more information.

For the complete Leave of Absence policy and required form, visit the University website or the Elmhurst University Portal.

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 University policies.

Withdrawing from the University

Should it be necessary for a student to withdraw from the University, he or she must consult with the Office of Advising and follow the procedures outlined in the Elmhurst University Student Handbook. The effective date of withdrawal from the University is established by the Office of Registration and Records. When withdrawing from the University, 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.

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 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 University 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 University who have not made arrangements for payment that are satisfactory to the Office of Student Financial Services.

The fee for each official transcript is $10.25 for electronic transcripts and $12 for paper transcripts which are sent by the National Student Clearinghouse. To order a transcript, go to elmhurst.edu/transcript.

Graduation

The University confers degrees in February, May, August and December and holds Commencement ceremonies in May. Students who apply for graduation in a timely manner are notified via email regarding dates, times and details of the public Commencement exercises. With permission from the Registrar, students who are within 2.0 credits (8.0 hours) of completing their degree requirements may participate in the Commencement ceremony with proof of summer enrollment for those 2.0 credits at Elmhurst University.

Application for Graduation

Degree-seeking students must apply for graduation. It is suggested to apply at least one year prior to the anticipated graduation date, to ensure two full terms to make any necessary adjustments to schedules. Students apply for graduation through their BlueNet account under **My Graduation Process**.

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 University Student Handbook. 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 Student Handbook. Each student is expected to become

familiar with the regulations. Copies are available from the Office of Student Affairs or on the University 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 University 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 University. Parts of these data are provided to University 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 University 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 University shall have access to, nor will the University 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 University, 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 University 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 University.

A student may challenge the content of a record as inaccurate or misleading by filing a written statement with the appropriate University office. The responsible University 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 University judicial process. Students may appeal the University'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 University 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 in federally funded education programs and activities. 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 University. Conduct prohibited under Title IX includes sexual harassment, sexual assault and sexual violence, dating and domestic 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 regulations at 34 C.F.R. Part 106 (Title IX).

All students, staff and faculty at the University are protected under Title IX.

Elmhurst University's policies regarding Title IX are outlined in the University's Non-Discrimination and Non-Harassment Policy, which is available on the University's Title IX website.

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

Student Life

At Elmhurst University, 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.

Student Affairs

The Vice President for Student Affairs (VPSA) 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 VPSA oversees and manages a 67-person, full-time staff in the areas of campus security, housing and 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 the chaplaincy and retention. The vice president for student affairs is responsible for the administration of student life policies and procedures and serves as student advocate to the faculty, administration and other University constituencies. Additionally, the VPSA 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 University graduates for leadership in their communities and professions, and meaningful involvement in an increasingly diverse, technologically sophisticated and complex global society.

The University 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 University Student Handbook. 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 University 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 University is located within a community, any Elmhurst University student who has been involved in violating civil laws may also be subject to University judicial proceedings. Violations of local, state or federal laws or regulations on campus may also result in criminal charges.

The Student Handbook is distributed online, via email, to all students, who are responsible for familiarizing themselves with its contents.

Housing and Residence Life

Elmhurst University 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 Housing and Residence Life supports the academic mission of the University through the creation of meaningful residential communities.

The residence halls and apartments are staffed by Head Residents and resident advisors who serve as peer advisors, 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.

Frick Center

The Frick Center is the University's student union. As the community center of the University, 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 Office of Student Involvement and Diversity and Inclusion, Student Affairs, Sorority and Fraternity Life, Union Board (student programming board), the Student Government Association, Commuter Services, and the college radio station, WRSE. The Bluejay's Roost in the lower level of the Frick Center, includes the Grille, big screen tvs, pool, ping pong and other arcade games. Services provided in the Frick Center include the Information Desk (communication center for the Frick Center), a commuter student lounge, commuter refrigerator, commuter lockers, dining services, free bicycles check outs, , ATM machine, microwaves, a dedicated pray room, and mail and copy services. Chartwells dining services, the Bean (coffee bar), grille (Bluejay's Roost) and cafeteria, provide the campus with great food options conveniently located throughout in the Frick Center. The Frick Center 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 University'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 have an Elmhurst University dining plan. Details concerning the dining plan are included in the Housing 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 dining 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 the Founders Lounge. Hours are as posted. Questions about the dining 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 eligible 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 University is a charter member of the College Conference of Illinois and Wisconsin (CCIW), which is among the most successful conferences in competing at the Division III level of the National Collegiate Athletic Association (NCAA).

In recent years, Elmhurst University has won CCIW championships in men's basketball, women's cross country, men's soccer, men's tennis, women's volleyball, and wrestling. Additionally, the Bluejays have qualified for post-season play in football, men's basketball, men's lacrosse, women's basketball, women's volleyball, women's soccer, baseball, softball, women's lacrosse, and men's soccer. Also, Elmhurst has 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 exceeds 500 student-athletes, with excellent athletic and academic achievement. 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 wrestling, men's cross country, women's basketball, women's cross country, football, softball, wrestling, men's basketball, men's soccer, men's tennis, women's soccer, men's track and field, women's track and field, and women's volleyball. Furthermore, recent Bluejays have earned athletic all-american honors in baseball, men's basketball, men's cross country, football, men's lacrosse, men's soccer, men's track and field, men's wrestling, women's basketball, women's cross country, women's soccer, women's track and field, and women's volleyball. Elmhurst also has a Gagliardi Trophy winner in Men's football in 2012, the highest honor for a men's football student-athlete in division III.

Intramural Sports

The intramural program, coordinated by the Campus Recreation, provides a variety of team and individual sports for all of campus. Team sports include flag football, volleyball, and soccer. Individual sports include badminton. These activities are open to everyone and always take place on campus.

Diversity and Inclusion

The Office of Diversity and Inclusion seeks to increase intercultural awareness, appreciation and respect for all students and members of the diverse Elmhurst University 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 University 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 Involvement

Great opportunity exists for engagement, and participation in a wide range of activities, organizations and events both on and off campus. The Office of Student Involvement is dedicated to enhancing the holistic student experience through comprehensive programming, services and resources which promote campus vibrancy, personal development and community engagement. To this end, the office provides leadership development and community engagement opportunities along with a variety of resources to the University community. Staff members work with student organizations, commuter students, sorority and fraternity life and individual students to support leadership and personal development, engagement in campus life 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 a leadership workshop, 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 through one of Elmhurst's many service based student organizations, or by participating in educational programs surrounding local and national elections, social issues and community exploration in the Chicago area.

Shared governance is the concept that underlies decision making at Elmhurst University. 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 University 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 cultural identity organizations, media organizations, service organizations, special interest, sorority and fraternity life, performing arts and honor societies.

For a complete list of student organizations visit 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

Appointments are required. 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
- 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) or by stopping in or calling the Wellness Center. Failure to comply with state immunization requirements will prohibit registration.

Confidentiality

All services are strictly confidential. No one can obtain any information from students' medical or counseling 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 which includes a psychiatric consultant, 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; psychiatric consultation and treatment; psycho educational workshops and programming; and a variety of self-help materials. 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 or workshops. If needed, referrals to resources in the community can be facilitated.

The University Chaplaincy

The University 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 nearly 20 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 University is closely connected to area congregations and houses of worship, which aids students in finding their spiritual home on campus and beyond.

Undergraduate Majors and Programs

Elmhurst University offers 74 undergraduate degree programs, 20+ master's degrees and 12 credit-bearing certificates, along with several pre-professional programs and teacher endorsements. Programs and course descriptions are presented on the following pages. Course descriptions and schedules are subject to change.

Traditional Undergraduate Majors

Accounting
Actuarial Science
Art
Art Business
Biochemistry
Biology
Business Administration
Chemistry
Chemistry with Industry Concentration
Communication Sciences and Disorders
Communication
Computer Game and Entertainment Technology
Computer Science
Criminal Justice
Cybersecurity
Digital Marketing Communication
Digital Media
Economics
Educating Young Children
Elementary Teacher Education
English
Environmental Studies
Exercise Science
Finance
French
Geographic Information Systems
Geography
German
Graphic Design
Health Science Technology
History
Information Systems
Intercultural Studies
International Business
Jazz Studies
K-12 World Language Education (double major with Spanish or French)
Liberal Studies (adult students only)
Logistics and Supply Chain Management
Management
Marketing
Mathematics
Middle Grades English Language Arts (5-8 licensure)
Middle Grades Mathematics (5-8 licensure)
Multi-Language
Music
Music Business
Music Education
Music Performance
Music Theory/Composition
Musical Theatre
Nursing
Philosophy
Physical Education
Physics
Physics with Industry Concentration
Political Science
Psychology
Public Health
Religious Studies
Secondary Education
Secondary English Language Arts (9-12 licensure and double major with English)
Secondary Mathematics Education (5-12 licensure and double major with Math)
Secondary Science Education (5 -12 licensure and minor in Chemistry, Physics or Biology)
Social Science Education (5-12 licensure and double major with either History or Political Science)
Sociology
Spanish
Special Education
Sport Management
Theatre
Theatre Arts Education
Urban Studies

Preprofessional Programs

Engineering
Law
Library Science
Seminary

Degree Completion Programs for Adults

Psychology (evening program)
Business Administration (EMP)
Information Technology

Graduate Programs

Master of Arts in Industrial/Organizational Psychology
Master in Project Management
Master of Business Administration
Master of Arts in Teaching 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 Technology
Master of Science in Data Science
Master of Science in Nursing
Master of Science in Nursing/Master's Entry in Nursing Practice
Master of Science in Special Education
Master of Science Supply Chain Management

Undergraduate Certificate Programs

Cybersecurity
Geographic Information Systems
Music Performance
Piano Pedagogy

Graduate Certificate Programs

Application Development (CIS)
Data Science
Enterprise Optimization
Geographic Information Systems
Human Geography for AP®
Marketing and Consumer Insights
Network Administration (CIS)
Project Management

Graduate Teacher Endorsements

ESL and Bilingual
Special Education (LBS1)
Teacher Leader

Art

The 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 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 as well as the Informational Literary and International Domestic and Global tags.

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 150 works, this collection is on permanent display in the A.C. Buehler Library. In addition, the University 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

Dustin Creech, *Chair;* Lynn Hill, Andrew Sobol, Mary Lou Stewart, John Pitman Weber, *professor emeritus,* Richard Paulsen, *associate 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
- ART 115 Drawing Studio
- ART 120 Painting Studio
- ART 125 Design Studio
- ART 341 Survey History of Western Art
- ART 342 Survey History of Modern Art
- ART 443 Issues in Contemporary Art:
- ART 490 Capstone Course
- ART 491 Capstone Exhibition

One course from the following in Non-European Art History:

- ART 353 Survey of Latin American Art
- ART 373 Survey of Non-European Art
- ART 375 American Indian and Ancient American Art
- ART 376 Art of India

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 five 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 University 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 major 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 332, 333, 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 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 Majors and 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 History

The minor in Art History 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 MiddleWestern 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 and Photography Studio

An introduction to photography as a medium of fine art as well as techniques and skills of digital image manipulation used to create expressive art. Covers a historical overview of photography and its impact on society; 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

This course introduces the techniques and processes involved in traditional and contemporary printmaking. Students will learn the history of printmaking as well as its importance in today's culture, while designing and printing their own original works of art. Multiple processes will be explored, from traditional woodcuts and etchings to contemporary digital processes. *No previous experience is necessary.*

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. Materials fee may apply. *No previous experience is necessary. No prerequisite.*

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 and Photography Studio

Designed to further develop ability in the use of digital cameras and software to produce interpretive art via the modification and synthesis of digital 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 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 and Photography Studio

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 readings 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 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; for example, 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 corequisite: ART 490.

Please note that artwork produced for credit remains the property of Elmhurst University until released by an appropriate faculty person. Neither the instructor nor the University 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

The Integrated Curriculum encourages the development of bidisciplinary courses that exemplify the curricular goals of interdisciplinary 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.

Course Offerings

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. Not applicable for the majors or minors offered by the departments of Biology or Chemistry and Biochemistry. *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 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. *Students should expect some expenses for attending productions.*

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 332 ENG/WL January in Martinique: Cultures of Slavery: Retracing Colonial Histories in the French Caribbean

A faculty led travel course. As a multicultural Francophone experience, the focus of the course is the cultural history of Martinican society, from its origins as a French slave colony to its current socio-economic and identity struggles within the French nation. Through experiential learning, students will explore such topics as the use of Creole and French in Martinique, colonial history, the intersection between the Caribbean sugar industry and the Atlantic slave trade, folklore, music and popular traditions, environmental issues and the socioeconomic and cultural relationship between Martinique and Metropolitan France. Taught in English. January Term only.

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, reinscribes 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

The 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 nearly 900 trees and numerous varieties of shrubs and perennials.

Many biology majors plan to enter graduate or professional schools, including but not limited to medical and dental schools. Others pursue human health careers or are employed directly upon graduation by secondary schools, business and industry, and government.

The University 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 K. Hebert, Eve M. Mellgren, Kelly K. Mikenas, Patrick M. Mineo, 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 core biological concepts and competencies, and by modeling the behavior of scholarship, we cultivate investigators and prepare scholars for their personal paths toward careers as biology educators, research scientists, health care professionals, and many other professions.

Learning Outcomes

Upon graduation our students will be able to:

- Explain and apply the core biological concepts including energy and matter, structure and function, information flow, systems, and evolution
- Articulate an understanding of the core competencies including the process of science, quantitative reasoning, and modeling and simulation of biological phenomena
- Demonstrate biology's interdisciplinary nature which requires communication and collaboration
- Recognize the ethical, historical, societal, and legal implications of biology

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-required course taken at Elmhurst University in which they received a grade of C-, D, F, P, NP, W or Audit 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
- 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. (See department chair for requirements.) Students may be eligible to count two terms of Human Anatomy and Physiology (BIO 207 and BIO 208) taken at Elmhurst University 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 319 Plant Genetics and Biotechnology
- BIO 331 Developmental Biology
- BIO 341 Immunology
- BIO 342 Molecular and Cellular Biology of Cancer
- BIO 413 Molecular Genetics
- BIO 443 Advanced Cell Physiology
- BIO 444 Neurobiology
- BIO 445 Stem Cell Biology

Organismal-Level

- BIO 207 Human Anatomy and Physiology IA *together with* BIO 208 Human Anatomy and Physiology IIA
- BIO 321 General Microbiology
- BIO 330 Comparative Chordate Anatomy
- BIO 332 Plant Anatomy and Morphology
- BIO 333 Paleontology
- 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 Vertebrates
- BIO 356 Evolution and Population Genetics
- BIO 450 Animal Physiological Ecology
- BIO 451 Microbial Ecology
- BIO 453 Systematics and Phylogenetics

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 math chosen from MTH 132 Elementary Functions, 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

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 221 Microbiology for Health Professionals
- BIO 300 Human Genetics and Society
- BIO 301 Plagues of Nations
- BIO 449 Pathophysiology

Suggested Sequence of Courses for the Major

First Year

- BIO 200 and BIO 201
- CHM 211 and 212

Sophomore Year

- BIO 315 and one biology elective
- CHM 311 and 312
- Mathematics
- Statistics

Junior Year

- Two biology electives
- One year of physics (for B.S.)

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 University. 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.

Upper-Level Courses

It may be possible to customize the upper-level course sequence to better align with 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, CHM 315/316 Biochemistry, and PSY 210 Introduction to Psychological Science (recommended).

Professional School Tracks with Biology Major

Students with an interest in continuing their education post-graduation are encouraged to complete a B.S. in Biology. Successful student admissions have been closely tied to completed coursework, GPA, and scores from relevant entrance examinations. Many students pursue a traditional track for graduate or professional schools which would involve completion of a Biology degree and application to the desired program as they near graduation.

In addition, for biology majors interested in careers in medicine, dentistry, and veterinary medicine, the University has early admission agreements with two schools. Students interested in these tracks will pursue a biology major along with other requirements for these fields (academic and co-curricular). Information about each affiliation and the requirements can be found on the Health Professions Advising website (elmhurst.edu/hpa). In addition, students must meet with their biology faculty advisor and the health professions advisor 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 University does not guarantee admission to an affiliate partner.

- Dentistry: Lake Erie College of Osteopathic Medicine
- Medicine: Lake Erie College of Osteopathic Medicine
- Veterinary Medicine: University of Illinois, Urbana-Champaign

Medical Laboratory Science Track with Biology Major

The Biology Department has a track for students interested in medical laboratory science (MLS—formerly known as medical technology and clinical laboratory science). The University is partnered with two hospitals to provide training for this particular field, Hines VA Hospital and NorthShore University HealthSystem. Admission is not guaranteed to any affiliate partner by virtue of acceptance to Elmhurst University or declaring the biology major. Students must apply for these tracks as per the guidelines of the hospital. Also, students must recognize the length of each track varies and may require summer courses. *Additional tuition costs and fees may apply.*

The courses for the major and these particular tracks are listed below. Students accepted to an MLS affiliate will attend the hospital during senior year for the MLS courses. These courses will fulfill two upper-level biology electives for the major and elective credit toward graduation requirements. Accepted students will need to successfully complete all general education requirements, core courses required for the biology major, the biology capstone, and three upper-level biology electives in the three required categories prior to beginning at the hospital. Students on the MLS track must successfully complete prerequisite courses to be eligible to apply. These courses include, but are not limited to, microbiology and immunology. A minimum of 24 credits must be earned prior to matriculating to an affiliate partner for the MLS track. Students who are accepted and successfully complete the MLS track at an affiliate partner will earn a bachelor's degree in biology from Elmhurst University and be eligible to sit for the MLS certifying examination. All affiliate partners and requirements are subject to change.

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 majors are allowed to repeat any major-required course taken at Elmhurst University in which they received a grade of C-, D, F, P, NP or W no more than one time for each course. To be eligible to apply for these tracks, the affiliate partners may require specific grades in individual courses and a minimum GPA that may vary from the minimum that the Biology Department requires for the major. Students are responsible for working with their faculty advisor and the health professions advisor to determine eligibility to apply and any additional requirements for the MLS track. Transfer credit is limited for the MLS track. Transfer students or other students with transfer credit should speak with both advisors to determine if they are eligible. Additional information about the affiliate tracks can be found on the website at elmhurst.edu/hpa.

Any student accepted into an affiliate partner must successfully complete the required courses to earn the certificate from the affiliate partner. Should a student not earn the certificate, they must complete the remaining biology upper-level electives and general electives needed to graduate. These must be completed at Elmhurst University. This could be up to two upper-level biology courses and six credits of general electives.

Hines VA Hospital Affiliate (requires acceptance to program)

- CLS 390 Hematology (Clinical Hematology)
- CLS 391 Clinical Microbiology (Clinical Microbiology I)
- CLS 392 Biochemistry (Clinical Chemistry I and Clinical Chemistry II)
- CLS 393 Serology/Immunology (Clinical Immunology)
- CLS 395 Clinical Microscopy & Urinalysis (Clinical Microscopy)
- CLS 396 Coagulation (Clinical Hemostasis)
- CLS 397 Blood Bank (Clinical Immunohematology)
- CLS 398 Parasitology/Mycology (Clinical Microbiology II)
- CLS 400 Special Topics (Special Topics in Clinical Laboratory Science)

NorthShore University HealthSystem Affiliate (requires acceptance to program)

- MLS 390 Hematology, Coagulation and Body Fluids
- MLS 391 Microbiology
- MLS 392 Clinical Chemistry
- MLS 393 Immunopathology
- MLS 394 Molecular Diagnostics
- MLS 395 Urinalysis and Blood Fluids
- MLS 397 Immunohematology/Transfusion Medicine
- MLS 398 Parasitology
- MLS 399 Mycology
- MLS 400 Phlebotomy
- MLS 401 Laboratory Operations, Education, and Management

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
- 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 100 Introductory Seminar to Teaching as a Caring Profession *(.25 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 Education 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 University, 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 specific subdisciplines, 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 University 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.

Major in Health Science Technology

Major Requirements

Health Science Technology (HST) is a specialized major for students interested in various health professions. Successful completion of this major will allow a student to apply to an affiliate partner to complete their training and/or degree. Admission is not guaranteed to any affiliate partner by virtue of acceptance to Elmhurst University or declaring the HST major. Students must apply to the affiliate partner based on the guidelines of that institution. Also, students must recognize the length of each track varies based on the needs of the profession and may require summer courses. *Additional tuition costs and fees may apply.*

The following hospitals and schools are partnered with Elmhurst, and students can major in HST for one of these tracks. Three of these tracks are with Northwestern Memorial Hospital (NMH), and accepted students will take specific courses for certification in Diagnostic Medical Sonography, Radiation Therapy or Nuclear Medicine Technology through NMH and their partner hospitals. The courses for the major and these particular tracks are listed below. For the other affiliate partners, students will take the core courses for the HST major and graduate prior to matriculating to any accepted affiliate partner or transfer acceptable credit with grades of C or higher from the affiliate partner to complete their degree at Elmhurst. Accepted students to any affiliate partner will need to successfully complete all general education requirements, the HST core, and the HST capstone prior to beginning at the hospital. A minimum of 24 credits must be earned prior to matriculating to an affiliate partner, unless graduation from Elmhurst University is required prior to matriculation for a particular track. Prerequisite courses beyond the HST major may be necessary for a particular track and should be discussed with a faculty advisor and the health professions advisor. Students who are accepted and successfully complete a track at an affiliate partner will earn a bachelor's degree in HST from Elmhurst and be eligible to sit for certifying or

licensure examinations for that field assuming all requirements are met at the partner institution.

- Chiropractic Medicine: National University of Health Sciences
- Chiropractic Medicine: Northwestern Health Sciences University
- Diagnostic Medical Sonography: Northwestern Memorial Hospital
- Nuclear Medicine Technology: Northwestern Memorial Hospital
- Nuclear Medicine Technology: College of DuPage
- Optometry: Midwestern University
- Pharmacy: Roosevelt University, College of Pharmacy
- Radiation Therapy: Northwestern Memorial Hospital
- Respiratory Care: Rush University

All affiliate partners and requirements are subject to change.

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. HST students are allowed to repeat any major-required course taken at Elmhurst University in which they received a grade of C-, D, F, P, NP or W no more than one time for each course. To be eligible to apply for any of these tracks, the affiliate partners may require specific grades in individual courses and a minimum GPA that may vary from the minimum that the Biology Department requires for the major. Students are responsible for working with their faculty advisor and the health professions advisor to determine eligibility to apply and additional requirements for any of these tracks. If a student is not eligible to apply for one of these tracks, they are not able to complete the HST major. Transfer credit is limited or prohibited for some affiliate tracks. Transfer students or other students with transfer credit should speak with both advisors to determine if they are eligible. Additional information about the affiliate tracks can be found on the website at elmhurst.edu/hpa.

Any student accepted into an affiliate partner must successfully complete the required courses to earn the certificate from the affiliate partner. Should a student not earn the certificate, they must complete the remaining biology and chemistry upper-level electives and general electives needed to graduate. For the HST major, it would be two upper-level biology courses, two upper-level chemistry courses, and potentially four general electives if they have not reached the total credits needed to graduate.

Core HST Courses (*required*)

- BIO 200 General Biology I
- BIO 201 General Biology II
- BIO 207 Human Anatomy and Physiology IA
- BIO 208 Human Anatomy and Physiology IIA
- BIO 315 Genetics
- HST 400 Scientific Terminology
- HST 498 Senior Capstone
- CHM 211 General Chemistry I
- CHM 212 General Chemistry II
- CHM 311 Organic Chemistry I
- CHM 312 Organic Chemistry II
- PHY 111 Elementary Physics I
- PHY 112 Elementary Physics II
- MTH 132 Elementary Functions
- MTH 345 Elementary Statistics
- CS 111 Introduction to Software Applications or CS 220 Computer Science I
- COM 213 Public Speaking

Diagnostic Medical Sonography Track Courses (requires acceptance to program)

- DMS 301 Fundamentals of Sonography
- DMS 302 Management and Methods of Patient Care
- DMS 303 Cellular Pathophysiology
- DMS 304 Sectional Anatomy For the Sonographer
- DMS 305 Abdomen Sonography
- DMS 306 OB-GYN Sonography
- DMS 307 Clinical Education I
- DMS 308 Ultrasound Physics I
- DMS 309 OB-GYN Pathology
- DMS 310 Abdomen Pathology
- DMS 311 Clinical Education II
- DMS 312 Ultrasound Physics II
- DMS 313 Image Critique
- DMS 314 Clinical Education III
- DMS 315 Introduction to Pediatrics and Vascular Imaging
- DMS 316 Specialty Sonography
- DMS 317 Clinical Education IV
- DMS 318 Registry Review

Nuclear Medicine Technology Track Courses – Northwestern Memorial Hospital Affiliate (requires acceptance to program)

- NMT 390/401 Clinical Nuclear Medicine Procedures I and II
- NMT 391 Radionuclide Chemistry and Radiopharmacy
- NMT 392 Radiation Biology

- NMT 393 Clinical Correlation – Pathology
- NMT 394/400 Diagnostic Nuclear Imaging Practicum I and II
- NMT 395 Radiation Safety and Protection
- NMT 396 Radiation Detection and Instrumentation
- NMT 397 Computed Tomography and Cross-Sectional Anatomy
- NMT 398/402 Management & Methods of Patient Care I and II
- NMT 399 Radiation Physics & Instrumentation
- NMT 403 Medical Terminology

Radiation Therapy Track Courses (requires acceptance to program)

- RT 328 Medical Terminology
- RT 329 Introduction To Clinical Education
- RT 330 Introduction To Radiation Therapy
- RT 331 Principles And Practice Of Radiation Therapy I
- RT 332 Pathology
- RT 333 Radiation Therapy Physics I
- RT 334 Introduction To Radiologic Technology
- RT 335 Medical Imagining And Processing
- RT 336 Patient Care
- RT 337 Radiation Safety
- RT 338 Principles And Practice II & III
- RT 339 Technical Radiation Therapy I
- RT 340 Radiation Therapy Physics II
- RT 341 Quality Management
- RT 342 Operational Issues In The Health Care Environment
- RT 343 Clinical Practicum II
- RT 344 Technical Radiation Therapy II
- RT 345 Radiation Biology
- RT 346 Clinical Practicum I
- RT 347 Clinical Practicum III
- RT 348 Registry Review Seminar
- RT 349 Introduction To Computed Tomography

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 319 Plant Genetics and Biotechnology*

Examination of plant genetics, reproduction, development, tissue culture and methods to create transgenic plants. Examples of transgenic plants developed for basic research, agriculture, medicine and energy production will be discussed, as well as relevant controversies and ethical considerations. The laboratory portion of the course involves hands-on experience working with transgenic plants, and use of molecular genetic methods to analyze these plants. Students will also be required to write a research grant proposal detailing proposed genetic studies of plants. Includes laboratory. *Prerequisites: BIO 200, BIO 201, BIO 315.*

BIO 321 General Microbiology

Morphology, physiology, taxonomy, genetics and culture of prokaryotes. Emphasizes microbial metabolism plus pathogenic, food, industrial and environmental microbiology. Includes laboratory. *Prerequisites: BIO 200, BIO 201, BIO 315, CHM 211,CHM 212, CHM 311.*

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 333 Paleontology*

This course will introduce students to the principles of paleontology and the application of those principles to interpreting fossils. The course will follow a fossil through its life cycle, beginning with topics such as the process of fossilization and taphonomy. This class will examine the types of qualitative and quantitative data that can be gathered from a fossil and how such data can be used to reconstruct the anatomy, physiology and ecology of organisms. Other topics include allometry, functional morphology and geometric morphometrics. The laboratory will introduce a variety of paleontological techniques which students will apply to plant, invertebrate and vertebrate fossils. *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 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 444 Neurobiology

This course provides a comprehensive examination of the basic principles of neuroscience. Topics include the structure of neurons and glia, neurogenesis, electrical and chemical signaling properties of neurons and their underlying cellular and molecular mechanisms, and the foundational organization of select neural systems. Included laboratory. *Prerequisites: BIO 200, BIO 201 and BIO 315.*

BIO 445 Stem Cell Biology

This course provides a comprehensive examination of the basic principles of stem cell biology. Topics include introduction to stem cell biology, an in depth look at specific populations of stem cells (hematopoeitic, neural, etc.), stem cell research, and applications in medicine. Includes laboratory. *Prerequisites: BIO 200, BIO 201, and BIO 315.*

BIO 450 Animal Physiological Ecology

This course examines both the short-term and long-term behavioral and physiological adjustments that allow organisms to survive and reproduce in the face of changing biotic and abiotic environments. Emphasis will be placed on physiological responses to oxygen availability, temperature, water and

solutes, competition, nutrient availability, disease, pH, and exposure to toxins. Includes laboratory. *Prerequisites: BIO 200, BIO 201, and BIO 315.*

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 315; 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. Elmhurst University students may take a maximum of one off-campus course to fulfill an upperlevel biology elective; however, these courses will not fulfill a category requirement. 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 200, 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 496 Research for Biology Major Credit

.00 credit

Provides an opportunity for students to earn an upper-level biology elective credit through an independent research project. Students must complete a faculty-approved annotated bibliography, a department-approved grant proposal, and write a final scientific paper in order to earn credit. *Prerequisites: Completion of at least one term of BIO 492 or BIO 495 and faculty approval of a written research proposal. Course must be taken concurrently with BIO 492 or BIO 495; instructor permission required.*

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 third year of the HST major.*

HST 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, and is required for HST majors.

Medical Laboratory Science Track Courses

Hines VA Hospital Affiliate

CLS 390 Hematology (Clinical Hematology)

1.25 credits

Study of the origin, development, morphology, physiology, and pathophysiology of the formed elements of the blood and bone marrow. Manual and automated methods of cell counting, differentiation and other special hematological procedures on blood & body fluids used in disease diagnosis.

CLS 391 Clinical Microbiology (Clinical Microbiology I)

1.50 credits

Theory and practice of the isolation and identification of pathogenic bacteria and mycobacteria in clinical specimens through cultures, morphology, biochemical and/or serological reactions and their drug susceptibility. The relation of clinical testing to disease states is also included.

CLS 392 Biochemistry (Clinical Chemistry I and Clinical Chemistry II)

2.0 credits

Part I: Theory and practice of analytical biochemistry as applied to pathologic states,methodology and instrumentation. Statistics are applied to reagent preparation, result determination and quality control. Includes clinical significance.

Part II: Theory and practice of analytical biochemistry as applied to specialized tests for drugs, endocrine function and blood gas analysis. The relation of clinical testing, including Molecular Biology techniques, to disease states is also included.

CLS 393 Serology/Immunology (Clinical Immunology)

.75 credit

Study of the principles of the protective and adversive aspects of the cellular and humoral immune responses, theory and performance of test procedures based on antigen-antibody reactions and clinical significance of test results are included.

CLS 395 Clinical Microscopy and Urinalysis (Clinical Microscopy)

.50 credit

Theory and practice of biochemical analyses and microscopic examination of urine and other body fluids. Includes clinical significance of lab data.

CLS 396 Coagulation (Clinical Hemostasis)

.50 credit

Study of the platelet, vascular, coagulation, and fibrinolytic systems. Testing procedures and the application of the principles of hemostasis as related to disease states and therapeutic monitoring are also included.

CLS 397 Blood Bank (Clinical Immunohematology)

1.0 credit

Study of red cell antigen-antibody systems, antibody screening and identification, compatibility testing and immunopathologic conditions. Also included are donor requirements & blood component preparation and hemotherapy.

CLS 398 Parasitology/Mycology (Clinical Microbiology II)

.25 credit

Theory and practice of the isolation and identification of fungi, parasites and viruses utilizing morphological, cultural, biochemical and serological methods. The relation of clinical testing to disease states and epidemiology as it applies to microbiology is also included.

CLS 400 Special Topics (Special Topics in Clinical Laboratory Science)

.25 credit

An overview of medical ethics, patient approach, the theory and practice of phlebotomy techniques, laboratory safety, applications of laboratory computer systems and independent clinical research and development. In addition, clinical management and education will be covered in this course, including an introduction of the principles and theory of management and education as related to the clinical laboratory. The special job responsibilities of the medical laboratory scientist in management and education are addressed.

NorthShore University HealthSystem Affiliate

MLS 390 Hematology, Coagulation and Body Fluids

1.50 credits

In the Hematology Laboratory students learn to count and classify the various types of red and white blood cells. They also learn how to determine whether the oxygen-carrying red blood cells are in a healthy state, an essential procedure for diagnosis of anemia. In addition, the students will be shown how to classify the cells in the bone marrow to assist the pathologist in the identification of leukemia and other blood disorders. Tests are conducted in the Coagulation section of the Hematology Laboratory to determine the presence or absence of factors essential to normal blood coagulation. Special procedures are performed to identify acquired and inherited deficiencies of the coagulation proteins.

MLS 391 Microbiology

1.50 credits

The Microbiology Laboratory has the responsibility of isolating and identifying potentially pathogenic microorganisms. In many cases the laboratory also determines the susceptibility of the etiologic agent to a variety of antibiotics. This laboratory is divided into Bacteriology, Mycology, Mycobacteriology, Parasitology, and Virology. Bacteriology is concerned with the various bacteria that may cause direct destruction of tissue or harmful sequelae. Throat, urine, stool, blood, wound and sputum cultures are some of the types of specimens received for processing.

MLS 392 Clinical Chemistry

1.25 credits

In almost every illness, changes occur in the chemical constituents of blood and other body fluids. Physicians rely on the Clinical Chemistry Laboratory to help in the diagnosis and treatment of diabetes, kidney disease, electrolyte imbalance and cardiac dysfunction through the analysis of patient samples. State-of-the art automation and robotics enable the laboratory to provide critical diagnostic information quickly and accurately to physicians in such areas as the emergency department, intensive care, surgery and the neonatal intensive care unit. In addition, the Clinical Chemistry Laboratory offers testing for the assessment of many metabolic systems that can include cholesterol measurement, thyroid and reproductive hormone levels, and therapeutic drug monitoring. Students will work with up-to-date, computer-assisted technology to provide critical as well as routine testing for effective patient care.

MLS 393 Immunopathology

.75 credit

The Immunopathology Laboratory performs state-of-the art testing in Flow Cytometry and Diagnostic Immunology. In Flow Cytometry special emphasis is placed on diagnosis of leukemias and lymphomas and monitoring of immunologic pathologies. Rotation through the Immunology section includes performance of protein chemistry and infectious disease serology; detection of tumor markers; and pregnancy and prenatal diagnosis.

MLS 394 Molecular Diagnostics

.25 credit

The Molecular Diagnostics Laboratory is the fastest growing laboratory in our institution, reflecting the explosion in knowledge about the human genome and the availability of new tools to examine DNA and RNA. Highly sensitive nucleic acid amplification methods, including real- time PCR, are used to detect low concentrations of infectious agents such as Herpes simplex virus. Quantitative (viral load) tests for hepatitis C and HIV nucleic acid are used to monitor response to therapy. Analysis of mutated genes is performed to evaluate patients with clotting disorders, and clonal gene rearrangement studies are used in the diagnosis of lymphomas.

MLS 395 Urinalysis and Blood Fluids

.25 credit

In the Body Fluids section of this rotation, body fluids are examined to determine the kinds and numbers of body cells present. It is in this laboratory that both quantitative and qualitative testing of urine is done. Urinalysis involves testing for pH, color, specific gravity, sugars and excessive amounts f protein. Specimens are also examined for the presence of bacteria and parasites as well as crystals and casts formed by the kidneys.

MLS 397 Immunohematology/Transfusion Medicine

1.25 credits

The student will learn the techniques of ABO blood grouping methods, Rh testing, crossmatching and identification of atypical antibodies. In addition, the student learns about the preparation and use of blood components and observes blood collection procedures including whole blood and apheresis donations, as well as hematopoietic progenitor cell collection. Blood bank activities require close coordination with the clinical care units, so students in this laboratory have a sense of direct involvement in patient care.

MLS 398 Parasitology

.25 credit

In Parasitology specimens are examined for the presence of amoebae, malarial organisms, worms and their ova, and flagellates. Larger parasites, such as mites, fleas or ticks are also identified so the appropriate disease diagnosis can be made, treatment started, and public health concerns addressed. The Virology Laboratory isolates viruses such as influenza, chicken pox, cytomegalovirus, and herpes from clinical specimens. Students will learn to perform methods and procedures used to isolate and identify these and other viruses.

MLS 399 Mycology

.25 credit

Mycology deals with fungi that may infect man on the surface of the skin (i.e., ringworm) or cause systemic complications (i.e., histoplasmosis). Mycobacteriology is the study of such organisms as that which causes tuberculosis.

MLS 400 Phlebotomy

.25 credit

Lectures and clinical rotation demonstrating the proper collection and processing of blood for routine and special tests are given. Both venipuncture and dermal puncture techniques are presented. Medical Laboratory Science students will gain competence drawing blood for laboratory testing in the Outpatient Laboratory and hospital patient care units.

MLS 401 Laboratory Operations, Education, and Management

.50 credit

Group dynamics, basic educational theory, the five functions of management and a variety of related topics are presented through lecture and group activities.

Diagnostic Medical Sonography Track Courses

DMS 301 Fundamentals of Sonography

.75 credit

Orientation to basic scanning techniques, instrumentation, acoustic energy, and anatomy and image identification. Students will learn to identify sonographic anatomy and acceptable image parameters and to correlate this information to specific procedures. Students will practice scan to achieve basic skills needed in the clinical setting. This course must be passed prior to continuing in the DMS program. *Prerequisite: Acceptance into the DMS program or consent of Program Director.*

DMS 302 Management and Methods of Patient Care

.25 credit

Introduction to the basics of nursing techniques, medical professionalism, and patient care. Topics covered include nursing procedures, medical emergencies, ethics, confidentiality, HIPAA, hospital safety, informed consent, conscious sedation, patient transfer, infection control, professional development and certification, departmental organization and administration, QA/QC, and an introduction to hospital administration. *Prerequisite: Acceptance into the DMS program.*

DMS 303 Cellular Pathophysiology

.50 credit

The course is presented in two parts: general pathology and neoplasia. The general pathology component introduces basic disease concepts, theories of disease causation and system-by-system pathophysiologic disorders most frequently encountered in clinical practice. The neoplasia component provides an in-depth study of new and abnormal development of cells. *Prerequisite: Acceptance into the DMS program.*

DMS 304 Sectional Anatomy For the Sonographer

.50 credit

Study of human anatomy in the transverse, longitudinal, and coronal planes. Emphasis on the organs in the abdomen, pelvis, thorax, and neck. Demonstration of how these structures appear on ultrasound scans, computerized tomography, and MRI. *Prerequisite: Acceptance into the DMS program.*

DMS 305 Abdomen Sonography

1.00 credit

Study of normal anatomy and sonographic appearances of abdominal structures and superficial structures. Normal variants, congenital anomalies, physiology, and related laboratory tests are covered. Sonographic methods used to visualize abdominal structures and organs. Includes laboratory section on basic scanning techniques. *Prerequisite: Acceptance into the DMS program.*

DMS 306 OB-GYN Sonography

.75 credit

Study of obstetrical and gynecological anatomy. Clinical applications and sonographic methods used to visualize pelvic organs, the pregnant uterus, and related structures. Discussion of embryogenesis and the reproductive cycle. Study of normal sonographic patterns. *Prerequisite: Acceptance into the DMS program.*

DMS 307 Clinical Education I

.50 credit

Application of sonographic scanning procedures in a hospital setting under the supervision of a qualified registered diagnostic sonographer. Emphasis on liver, GB, pancreas, gallbladder, obstetrics, and pelvic areas. *Pass-fail grading. Prerequisite: Acceptance into the DMS program.*

DMS 308 Ultrasound Physics I

.75 credit

Introduction and study of the fundamental principles of diagnostic ultrasound physics. Study of acoustic energy and diagnostic ultrasound equipment instrumentation, artifacts and quality control. *Prerequisite: Acceptance into the DMS program or consent of Program Director.*

DMS 309 OB-GYN Pathology

1.00 credit

Study of obstetrical and gynecological pathology. Instrumentation and techniques for optimization of sonographic obstetrical and gynecological images are

reviewed. Comparison of normal sonographic patterns with pathology appearances, physiology, differentials, and correlation with lab tests and related organ involvement. Discussion and correlation of congenital abnormalities, causes, and sonographic appearances. *Prerequisite: OB-GYN Sonography.*

DMS 310 Abdomen Pathology

.75 credit

Study of abdominal anatomy, breast, and thyroid pathologies and sonographic patterns. Comparison of normal sonographic patterns with pathology appearances, physiology, differentials, and related organ involvement. Correlation of relevant laboratory data, clinical symptoms with pathologies. Discussion of pediatric pathologies. *Prerequisite: Abdomen Sonography.*

DMS 311 Clinical Education II

.75 credit

This course emphasizes clinical experience progression under the supervision of faculty, sonography staff, and clinical instructor. Continued practicum in the clinical applications of abdominal sonography, female pelvis, and obstetrical applications. Effective communication, operation of equipment, patient care, and technical skills developed. *Pass-fail grading. Prerequisite: Clinical Education I.*

DMS 312 Ultrasound Physics II

.50 credit

Continuation of the study of principles of diagnostic ultrasound physics, including artifacts, Doppler, 3D, harmonic imaging, contrast agents, bioeffects and safety. *Prerequisite: Physics I or consent of Program Director.*

DMS 313 Image Critique

.25 credit

Study of image critique, technical factors, and sonographic interpretation. Review of sonographic terminology, image quality factors, scanning protocols and techniques, and normal sonographic appearances of abdominal, OB-GYN, and vascular structures. Integration of clinical history and pathology in the interpretation of pathologic sonograms and Doppler data. *Prerequisite: Abdomen Pathology, OB-GYN Pathology.*

DMS 314 Clinical Education III

.75 credit

The student begins to demonstrate full competency in various exams and advances toward more independent scanning under the supervision of sonography staff and clinical instructor. Emphasis remains on abdominal, small parts, and obstetrical-gynecological sonography. The student will have an opportunity to refine skills and increase self-confidence through progressively more independent scanning. Overview of hospital operations, including departmental billing policies. *Pass-fail grading. Prerequisite: Clinical Education II.*

DMS 315 Introduction to Pediatrics and Vascular Imaging

.25 credit

Discussion of pediatric and neonatal anatomy and imaging techniques. Newborn neurosonography and pathologies are reviewed. Basic adult vascular imaging is discussed, including peripheral vasculature and carotid artery anatomy and pathology. Imaging techniques, protocols, spectral and color flow Doppler interrogation and interpretation are reviewed. Peripheral venous and carotid imaging is performed in a laboratory setting. *Prerequisite: Abdomen Sonography, Physics II.*

DMS 316 Specialty Sonography

.50 credit

Study of abdominal, superficial parts, newborn, and invasive procedures. Areas studied include neonatal procedures, breast and prostate pathology, transplants, GI tract, soft tissues, musculoskeletal, and invasive procedures. Presentation of pathologic processes, sonographic appearances, and clinical history correlation. *Prerequisite: Abdomen Sonography.*

DMS 317 Clinical Education IV

1.00 credit

In this final period of clinical study, the student demonstrates full competency and progresses to full independence under the supervision of sonography staff and clinical instructor. Emphasis on accuracy and efficiency in pathology identification, diagnosis, and related organ involvement documentation. Rotations in the practice of peripheral vascular exams, pediatrics, breast imaging, and other specialties within the field may be arranged. *Pass-fail grading. Prerequisite: Clinical Education III.*

DMS 318 Registry Review

.50 credit

Comprehensive registry reviews for the ARDMS examinations. Practice exams and mock registries are an integral part of this review. Applications for registry examinations are provided and reviewed. *Prerequisite: Abdomen Pathology, OB-GYN Pathology, Specialty Sonography, Physics I & II.*

Nuclear Medicine Technology Track Courses (Northwestern Memorial Hospital Affiliate)

NMT 390/401 Clinical Nuclear Medicine Procedures I and II

.75 credit for each course

Emphasis on theory and techniques of clinical procedures used in nuclear medicine imaging. Areas emphasized include patient care, developing acquisition parameters, imaging techniques, radionuclide identification, energies, half-lives, and principles of radionuclides in imaging and non-imaging procedures, including PET & SPECT/CT. Students will continue to develop an increased degree of competence in their performance of the skills related to critical thinking and problem-solving.

NMT 391 Radionuclide Chemistry and Radiopharmacy

.75 credit

The general goal of this class is to familiarize students with the various aspects of nuclear pharmacy and the specific radiopharmaceuticals handled within this field.

NMT 392 Radiation Biology

.25 credit

This course introduces the student to the effects of ionizing radiation and chemotherapeutic agents on living tissue. Emphasis is placed on the concept of the therapeutic ratio and the manipulation of influencing factors in order to affect patient treatment outcomes.

NMT 393 Clinical Correlation – Pathology

.50 credit

This course introduces the student to the field of pathology with an emphasis on the oncologic disease processes. Topics range from discussion of pathology from the cellular level through various organ systems. Students are introduced to terminology related to the field of pathology as a whole and to the subspecialty of oncology specifically.

NMT 394/400 Diagnostic Nuclear Imaging Practicum I and II

1.00 credit for each course

Supervised clinical education that gives the student the opportunity to perform and assist with a variety of patient procedures on both SPECT, SPECT/CT, PET/CT, and PET/MR imaging systems for all diagnostic, therapeutic, non-imaging in-vivo and in-vitro procedures. Clinical competencies developed in patient care, positioning techniques, analyzing images, and the selection of imaging parameters and collimators. Knowledge of integrated computer systems designed for use with clinical gamma cameras, Single Photon Emission Computed Tomography (SPECT), SPECT/CT, Positron Emission Tomography (PET), and PET/CT images. The clinical practicum is designed to promote independent critical thinking, balanced responsibility, organization and accountability in the student. Students will demonstrate competence in all procedures presented.

NMT 395 Radiation Safety and Protection

.75 credit

Radiation Safety incorporates the principles and practices of employing radiation protection techniques in adherence to the ALARA philosophy. The course includes theory and principles associated with radioactive decay, radiation interaction with matter, and radionuclide production. Federal, state, and institutional regulations regarding ionizing radiation are reviewed. Radiation detection equipment, monitoring of exposure, decontamination processes, and proper usage, administration, storage and disposal of radiation sources are also focused upon.

NMT 396 Radiation Detection and Instrumentation

.75 credit

Evaluation, maintenance and function of instrumentation used in imaging and in the laboratory. Principles and theory of PET/CT and scintillation camera operation and performance. Radiation measurement, event counting activity, pulse height spectra, detection efficiency, resolving time and statistics. Flood field and bar phantom use for assessing camera uniformity, relative sensitivity, spatial linearity and resolution testing. Quality assurance procedures for the PET scanner include radial, tangential and axial resolution, sensitivity, linearity, uniformity, attenuation accuracy, scatter determination and dead time corrections. Knowledge of the operations and maintenance of computer hardware and software. Emphasis on data collection, analysis and processing used in clinical imaging. Application of computer devices and memory usage. Emphasis on SPECT, SPECT/CT, PET and PET/CT quality control procedures.

NMT 397 Computed Tomography and Cross-Sectional Anatomy

.50 credit

Demonstrate ability to integrate and apply clinical and didactic knowledge. Provides a first look at sectional anatomy, with focus on the study of normal sectional anatomy via diagrams and radiologic images (including but not limited to CT, MRI, and PET). Also presents a more in-depth overview of CT scanning. Specific topics include the physics and instrumentation of CT scanning, image production, and CSA of the head, neck, thorax, abdomen, and pelvis with comparison of CT CSA to PET images. Emphasis will be placed on patient considerations, patient safety, and radiation protection.

NMT 398/402 Management and Methods of Patient Care I and II

.75 credit (398) 1st semester

.25 credit (402) 2nd semester

Skills in problem-solving, critical thinking, and decision making are developed as well as oral and written communication skills. Career skills are enhanced through the interview process, resume writing, and administrative duties including budgeting, medical and legal considerations, and political issues affecting health care. Special emphasis is placed on participation in quality control and scheduling guidelines programs. Focus is placed on basic measures necessary to provide quality patient care. Basic principles of recordkeeping and maintaining confidentiality of information are explained.

NMT 399 Radiation Physics and Instrumentation

.75 credit

Theory and physical principles associated with atomic and nuclear structure, and quantum physics related to radioactive decay. Properties of the elements and the production of electromagnetic and charged particles radiation. Instruction on

the modes of radioactive decay, the general decay equation and its application in the nuclear medicine radiopharmacy. Instruction on the interaction of ionizing radiation with matter, attenuation and shielding of electromagnetic radiation described by the general attenuation equation and its application. Instruction on the basic physics, construction, constituent components and operation of the general, small instrument type radiation detectors—gas filled, scintillation, and semiconductor detectors.

NMT 403 Medical Terminology

.25 credit

The medical terminology course consists of a study of root words, prefixes and suffixes of medical vocabulary. Also included are medical abbreviations and applicable symbols. A combination of learning exercises and chapter quizzes are utilized. Emphasis is on application of terminology through the use of chapter objectives, learning exercises, and critical thinking exercises. As an independent study, students may choose to progress more rapidly than the assignment schedule outlines.

Radiation Therapy Track Courses

RT 328 Medical Terminology

.25 credit

Self-study course designed to introduce terms related to medical science, hospital services, medical specialties such as pathology and radiology, and abbreviations used in medicine. Content emphasizes those medical roots and terms needed for coherent comprehension of clinical information, including their spelling and pronunciation.

RT 329 Introduction to Clinical Education

.50 credit

This course is designed to introduce students to clinical education via simulated labs and the first exposure to clinical experience.

RT 330 Introduction to Radiation Therapy

.25 credit

This course introduces the student to the field of radiation therapy with emphasis on the principles of terminology and history, as well as an orientation to clinical practices within NMH and its affiliates. Topics also include basic safety and behavioral/attitudinal expectations of the student in clinical practice. Concepts of ethics, legal responsibility, and cultural awareness are also addressed to provide a foundation prior to students beginning clinical practice.

RT 331 Principles and Practice of Radiation Therapy I

.50 credit

Content is designed to provide an overview of cancer and the specialty of radiation therapy. The medical, biological, and pathological aspect, as well as the physical and technical aspects, will be discussed This course will also include content designed to provide the student with fundamental concepts, theories, and application of healthcare laws and ethical standards implemented and practiced in quality management for radiation therapy. Analysis of legal terminology, sources of law, and the litigation process as applied to health professionals will be evaluated

RT 332 Pathology

.50 credit

This course introduces the student to the field of pathology with an emphasis on the oncologic disease processes. Topics range from discussion of pathology from the cellular level through various organ systems. Students are introduced to terminology related to the field of pathology as a whole and to the subspecialty of oncology specifically.

RT 333 Radiation Therapy Physics I

.50 credit

Students are introduced to the principles and practice of applying ionizing radiation to the human body. Topics include discussion of radiation therapy equipment, including treatment units and computer planning systems with an emphasis on how this equipment is used to produce proper treatment planning and dose calculations, according to the radiation oncologist's prescription. Topics also include fundamental concepts of general physics and radiation physics, including the production of x-rays and x-ray interactions with matter.

RT 334 Introduction to Radiologic Technology

.25 credit

This course introduces students to the radiologic sciences. Emphasis is placed on x-ray production, image formation, and the technical aspects of radiography equipment. Basic radiation safety concepts will also be introduced.

RT 335 Medical Imaging and Processing

.50 credit

Procedure for imaging human structure and their relevance to radiation therapy; topographical anatomy, radiographic and cross sectional anatomy. Identification of anatomic structures as demonstrated through various imaging modalities. This course also provides the student therapist with the technical aspects of radiography equipment. Discussion will include orientation to the function and operation of radiography equipment.

RT 336 Patient Care

.50 credit

Content is designed to provide the student with foundation concepts and competencies in assessment and evaluation of the patient for service delivery. Psychological and physical needs and factors affecting treatment outcome will be presented and examined. Students will also get a better understanding of how race, gender, physical ability, sexual

orientation, spirituality, healing and dying, and age play a role in cultural competence. Routine and emergency care procedures will be presented. Course will also include an orientation to hyperthermia, chemotherapy, body mechanics, and nutrition for cancer patients, and an overview of radiation therapy's side effects in patients.

RT 337 Radiation Safety

.50 credit

The purpose of this course is to educate students regarding institutional, state, and federal regulations controlling the safe use and disposal of radiation-producing equipment and sources. Emphasis is placed on ALARA principles to define the health professional's legal and ethical responsibility to minimize radiation dose to co-workers and patients, and oneself.

RT 338 Principles and Practice II and III

.75 credit

Content is designed to examine and evaluate the management of neoplastic disease using knowledge in arts and sciences, while promoting critical thinking and the basics of ethical clinical decision making. The epidemiology, etiology, detection, diagnosis, patient condition, treatment, and prognosis of neoplastic disease will be presented, discussed, and evaluated in relationship to histology, anatomical site, and patterns of spread. The radiation therapist's responsibility in the management of neoplastic disease will be examined and linked to the skills required to analyze complex issues and make informed decisions. Critical thinking and the basics of ethical clinical decision making are fostered in the student. The epidemiology, etiology, detection, diagnosis, patient condition, treatment, and prognosis of neoplastic disease will be presented, discussed, and evaluated in relationship to histology, anatomical site, and patterns of spread. The radiation therapist's responsibility in the management of neoplastic disease will be examined and linked to the skills required to analyze complex issues and make informed decisions while appreciating the character of the profession.

RT 339 Technical Radiation Therapy I

.50 credit

This course provides the student therapist with the technical aspects of radiation therapy. Discussion will include orientation to the function and operation of radiation therapy equipment. The clinical lab component of this course provides a hands-on, sequential application, and clinical integration of concepts and theories in the radiation therapy clinic and the didactic portion of this course. Concepts of team practice, patient-centered and clinical practice will also be discussed.

RT 340 Radiation Therapy Physics II

.50 credit

Students are introduced to the principles and practice of applying ionizing radiation to the human body. Topics include discussion of radiation therapy equipment, including treatment units and computer planning systems with an emphasis on how this equipment is used to produce proper treatment planning and dose calculations, according to the radiation oncologist's prescription. Radiation protection and quality assurance will also be covered. This course is a continuation of Radiation Therapy Physics I.

RT 341 Quality Management

.25 credit

Content is designed to focus on the evolution of quality management (QM) programs and continuing quality improvement in radiation oncology. Topics will include the need for quality assurance (QA) checks; QA of the clinical aspects and chart checks, film checks; the various types of evaluations and tests performed on simulators, megavoltage therapy equipment, and therapy planning units; the role of radiation therapists in quality management programs; legal and regulatory implications for maintaining appropriate guidelines; and the role computers and information systems serve within the radiation oncology department.

RT 342 Operational Issues in the Health Care Environment

.25 credit

Content is designed to focus on various allied health operational issues. Continuing Quality Improvement (CQI) project development, evaluation, and assessment techniques will be emphasized. Human resource issues and regulations impacting the radiation therapist will be examined. Accreditation agencies and the licensed practitioner's role in the accreditation process will be presented. Billing and reimbursement issues will be covered.

RT 343 Clinical Practicum II

.75 credit

The overall objective of this course is to aid the student in achieving basic level technical skills through supervised practice of radiation therapy procedures on actual patients. This is a continuation of Clinical Practicum I. Students will be required to complete some ARRT required clinical competency examinations during this course.

RT 344 Technical Radiation Therapy II

.75 credit

This is a continuation of Technical Radiation Therapy I with discussions of various treatment and simulation procedures the different pathologies. The lab component will continue to provide a hands-on, sequential application, and clinical integration of concepts and theories in the radiation therapy clinic.

RT 345 Radiation Biology

.25 credit

This course introduces the student to the effects of ionizing radiation and chemotherapeutic agents on living tissue. Emphasis is placed on the concept of the therapeutic ratio and the manipulation of influencing factors in order to affect patient treatment outcomes.

RT 346 Clinical Practicum I

.75 credit

The overall objective of this course is to aid the student in achieving basic level technical skills through supervised practice of radiation therapy procedures on actual patients. Students will be required to complete some ARRT required clinical competency examinations during this course.

RT 347 Clinical Practicum III

.75 credit

The overall objective of this course is to aid the student in achieving basic level technical skills through supervised practice of radiation therapy procedures on actual patients. This is a continuation of Clinical Practicum II. Students will be required to complete all remaining ARRT required clinical competency examinations during this course.

RT 348 Registry Review Seminar

.50 credit

Students will be given a series of comprehensive examinations in order to prepare them for the ARRT registry examination in radiation therapy technology.

RT 349 Introduction to Computed Tomography

.25 credit

This course is designed to present a more in depth overview of CT scanning and cross-sectional anatomy. Specific topics include the physics and instrumentation of CT scanning, image production, and cross-sectional anatomy of the head, neck, thorax, abdomen, and pelvis. Emphasis will be placed on patient considerations, patient safety, and radiation protection.

Business and Economics

The Department of Business and Economics 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 University 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 and Economics 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

Kathleen Rust and Shaheen Wolff, *Co-Chairs;* Avraham Baranes, Juan Carlos Barerra, Lawrence B. Carroll, Michael Carroll, M. Kelly Cunningham, Tim Engstrom, Bruce Fischer, Craig Krenek, Eric Sanders, Soni Simpson, Sherry Smoak, Roby Thomas, Joan Vilim, Siaw-Peng Wan, John White, Gary S. Wilson

Learning Outcomes

The learning outcomes of the Department of Business and Economics are for students are 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 by itself leads to a major in business administration.

Core Curriculum

- 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 301 Introduction to Logistics & Supply Chain Management

- BUS 340 Business Finance
- BUS 456 Capstone Strategic Management in the Global Environment
- ECO 210 Principles of Microeconomics
- ECO 211 Principles of Macroeconomics
- MTH 126 Business Calculus 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 Nonbusiness Majors
- ECO 210 Principles of Microeconomics
- ECO 211 Principles of 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 and Economics 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 University.

Required

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

Recommended Additional Courses

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

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 442 Investment Theory and Portfolio Management
- BUS 444 Financial Institutions

Electives: Two Courses Required

- BUS 310 Business Analysis Using Microsoft Excel
- BUS 361 Intermediate Accounting I
- BUS 362 Intermediate Accounting II
- BUS 376 International Finance
- BUS 440 Personal Investment Management

- BUS 468 Internship (in Finance)
- BUS 470 Seminar in Special Topics
- 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 and Economics that combines courses in business, economics, foreign language and other areas to ensure 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 Capstone Global Business
- BUS 376 International Finance
- ECO 314 International Economics *or* ECO 316 Comparative Economic Systems

Electives: Two Courses Required

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

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 and Economics.

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 and Economics Major with an Accompanying International Business Minor

Courses in addition to the business administration Core and Department of Business and Economics 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 Capstone Global Business
- BUS 376 International Finance

Note: Majors in nonbusiness 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 and Economics 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 302 Supply Chain Management I: Purchasing, Inventory Planning and Upstream Supply Chain Management
- BUS 303 Supply Chain Management II: Manufacturing, Distribution and Downstream Supply Chain Management
- BUS 402 Global Business Process Management

Electives: Two Courses Required

- BUS 310 Business Analysis Using Microsoft Excel
- BUS 350 Cultural Diversity in Organizations
- BUS 355 Negotiations: Theory and Practice
- BUS 365 Business Law
- BUS 431 Business to Business Professional Selling
- 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 309, GEO 400 and ISG 100.

Minor in Intercultural Studies with a Focus in a Business Area

See the Department of Business and Economics chair.

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 333 Marketing Research
- BUS 352 Entrepreneurship
- BUS 405 Management of Innovation

And two of the following courses:

- BUS 310 Business Analysis Using Microsoft Excel
- BUS 355 Negotiations: Theory and Practice
- BUS 365 Business Law
- BUS 431 Business to Business Professional Selling
- BUS 468 Internship
- BUS 470 Seminar in Special Topics
- BUS 491 Small Business
- 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 350 Cultural Diversity in Organizations
- BUS 355 Negotiations: Theory and Practice
- BUS 365 Business Law
- BUS 405 Management of Innovation
- BUS 454 Leadership
- BUS 457 Compensation Management
- BUS 468 Internship
- BUS 470 Seminar in Special Topics
- BUS 492 Independent Study

Operations Management

Required

- BUS 356 Operations Management

And four of the following courses:

- BUS 310 Business Analysis Using Microsoft Excel
- BUS 350 Cultural Diversity in Organizations
- BUS 354 Human Resource Management
- BUS 355 Negotiations: Theory and Practice

- BUS 360 Cost Accounting
- BUS 365 Business Law
- BUS 405 Management of Innovation
- BUS 453 Organization Behavior
- BUS 454 Leadership
- BUS 468 Internship
- 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 310 Business Analysis Using Microsoft Excel
- BUS 350 Cultural Diversity in Organizations
- BUS 352 Entrepreneurship
- BUS 355 Negotiations: Theory and Practice
- BUS 365 Business Law
- BUS 405 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 two areas of specialization: integrated marketing management or market research and consumer insight.

Integrated Marketing Management
Take one of these two:

- BUS 330 Consumer Behavior
- BUS 333 Marketing Research

Students must take BUS 439 Integrated Marketing Management Capstone and a combination of three full course credit electives from the following:

- BID 385 BUS/COM Exploring Conscious Capitalism through Documentary Film Analysis
- BUS 330 Consumer Behavior or BUS 333 Marketing Research *(If was not taken as a requirement. Cannot count twice)*
- BUS 337 Social Media Strategy
- BUS 338 Digital Inbound Marketing
- BUS 375 Capstone Global Business
- BUS 431 Business-to-Business Professional Selling
- BUS 432 Science of Retailing and eCommerce
- BUS 434 Advertising and Integrated Marketing Campaigns
- BUS 468 Internship
- A student may also take BUS 470 Seminars in Special Topics or BUS 492 Independent Study as approved by the Department Chair and Marketing Advisor

It is recommended that BUS 330 Consumer Behavior and/or BUS 333 Marketing Research be taken before all other marketing electives.

Marketing Research and Consumer Insights

- BUS 333 Marketing Research

Students must take BUS 439 Integrated Marketing Management Capstone and a combination of three full course credit electives from these courses:

- BUS 330 Consumer Behavior
- BUS 434 Advertising and Integrated Marketing Campaigns
- BUS 468 Internship
- BUS 492 Independent Study

It is recommended that BUS 330 Consumer Behavior and/or BUS 333 Marketing Research be taken before all other marketing electives.

Economics

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 Principles of Microeconomics
- ECO 211 Principles of Macroeconomics
- ECO 414 Microeconomics
- ECO 416 Macroeconomics

- Two additional upper-level courses in economics
- MTH 126 Business Calculus 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.

Minor in Economics

A minimum of five courses is required, including:

- ECO 210 Principles of Microeconomics
- ECO 211 Principles of Macroeconomics
- Three upper-level courses in economics

A grade of C or better is required in all courses taken for a minor in economics.

Course Offerings

One unit of credit equals four semester hours.

Business Courses

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 focusing on corporations. *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 management decisions. Topics include product and service costing, cost behavior, cost allocation, budgeting, variance analysis, performance evaluation, responsibility accounting, differential analysis and investment analysis. *Prerequisites: MTH 151 or higher, BUS 261 or consent of instructor.*

BUS 263 Accounting and Financial Management for Nonbusiness Majors

A study of the basic concepts of accounting and financial management and their applications to business processes, business analysis and business decisions focusing on sole proprietorships. 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 introduces 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.

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.*

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.*

BUS 310 Business 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.

BUS 321 Unzip Your Creativity: Creative Problem Solving Methods

.25 credit

Our Unzip Your Creativity Seminar Series introduces the nature and role of creativity in organizations. Most organizations today face increasing competitive pressure in areas such as attracting and retaining top talent, new product development, quality, and customer service. Across industries and borders, organizations are searching for ways to reinvent themselves by examining the ways in which they function, solve problems, and search for new opportunities. Traditional approaches to managing organizations are becoming less effective as firms realize they must find creative ways of responding to the marketplace. Creativity is not just about inventing new ideas (or new products or markets) but about coming up with new combinations of traditional and novel ideas, services, methods, technologies or company structures. The "idea age" is the central focus of this series. *BUS 321 focuses on introducing Design Thinking by fostering individual creative problem solving and group ideation mastery. This seminar applies the foundational Osborne-Parnes Creative Problem Solving model, ideation techniques and the daily language of innovation.*

BUS 322 Unzip Your Creativity: Leading Creativity in Organizations

.25 credit

Our Unzip Your Creativity Seminar Series introduces the nature and role of creativity in organizations. Most organizations today face increasing competitive pressure in areas such as attracting and retaining top talent, new product development, quality, and customer service. Across industries and borders, organizations are searching for ways to reinvent themselves by examining the ways in which they function, solve problems, and search for new opportunities. Traditional approaches to managing organizations are becoming less effective as firms realize they must find creative ways of responding to the marketplace. Creativity is not just about inventing new ideas (or new products or markets) but about coming up with new combinations of traditional and novel ideas, services, methods, technologies or company structures. The "idea age" is the central focus of this series. *BUS 322 focuses on introducing Creative Leadership, fostering organizational creativity, Innovation vs. Creativity and their synergistic relationship. In this course, students analyze creative culture determinants, practice pattern-breaking thinking tools such as Six Hats, Metaphorical Mind-mapping Assumption Reversal as well as formulate and present creative solutions for organizations of all types through the case study method.*

BUS 323 Leading Change in a Complex World: Planned Change Models

.25 credit

The Leading Change in a Complex World Seminar Series introduces students to planned change from external and internal consultant perspectives, as well as managers and other change agents within organizations. 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 of organizational development. Students practice proven change management strategic planning used by global Fortune 100 companies. *BUS 323 focuses on competency development in 1) Identifying Core Values for Values-Based Change; 2) Understanding Change Interventions at the Individual, Group and Team or Organizational Levels; 3) Constructing a Planned Change Using the General Change Model with the four stages of Entering & Contracting, Diagnosing, Planning & Implementing Change and Evaluating & Institutionalizing Change; and 4) Applying Planned Change Models (such as Action Research, Appreciate Inquiry, Lewin's Change, Positive Change) as frameworks that emphasize the importance of interactive consultative processes. A change project and plan is required of all students.*

BUS 324 Leading Change in a Complex World: Strategic Transformation Process

.25 credit

The Leading Change in a Complex World Seminar Series introduces students to planned change from external and internal consultant perspectives, as well as managers and other change agents within organizations. 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 of organizational development. Students practice proven change management strategic planning used by global Fortune 100 companies. *BUS 324 focuses on competency development in*

1) transformative change at the individual and organizational level; 2) critical thinking regarding do's and don'ts of leading through adverse conditions; 3) develop adaptable and innovative strategic change programs in response to trends and external forces; and 4) explore individual self-management tactics as presented by thought leaders empirical research. A transformative change project and plan is required of all students applying their learning to their real worlds.

BUS 330 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.*

BUS 333 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.*

BUS 337 Social Media Strategy

.50 credit

Social media is everywhere. Increasingly, it is where people live out their lives—making connections, staying informed, finding jobs, and even falling in love. People spend an average 50 minutes a day on just Facebook – almost as much time as they spend eating and drinking. If people have changed the way they live and buy things, it follows that marketing and sales must update, as well, to match this new lifestyle. This course presents an in-depth overview of creating an effective social media strategy, focusing on four primary areas: Research, Planning and Strategy, Implementation and Measurement. Likes and views don't magically turn into revenue. Businesses must harness social media to attract, convert close and delight customers and turn them into promoters. They must overcome common pitfalls, challenges and dead ends that companies face when formulating a social media strategy. Whether you end up using social media professional or personally, there is tremendous value in understanding why businesses are on social media and how they use it to generate revenue. Additionally, ALL course content lessons will assist in managing a student's personal Social Media Brand. Finally, students earn a HubSpot Social Media Strategy Certification and work with a client in the classroom utilizing the most contemporary resources to gain practical experience.

BUS 338 Digital Inbound Marketing Strategy

.50 credit

Digital marketing is an umbrella term for the targeted, measurable and interactive marketing of products or services using digital technologies to reach and convert leads into customers and retain them. The key objective of Digital Marketing is to promote brands, build preference, engage with customers and increase sales through various digital marketing techniques. This course examines digital marketing strategy, content development, as well as implementation and executional considerations for inbound marketing for Business to Business (B2B) and Business to Consumer (B2C) brands. It provides an understanding of key digital marketing strategy with focus on content development and inbound marketing fundamentals. In this class, you will receive a HubSport Inbound Marketing Certification for your resume. You will apply the learning in a real client project. Several up-to-the-moment resources will be available to you as well. For best learning results, apply each module to your own personal brand.

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, MTH 126 or MTH 151, MTH 345, ECO 210, ECO 211. Corequisite: BUS 262.*

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. *Prerequisite: BUS 230 and 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.*

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.*

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.*

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, MTH 126, MTH 345, ECO 210, ECO 211 and BUS 262.*

BUS 361 Intermediate Accounting I

Review of accounting cycle and financial statements. Theory and analysis of valuation applied to assets and current liabilities 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 non-current liabilities and equity accounts and to the related revenue and expenses for income determination. Study of income tax allocation, leases, pensions, earnings per share, accounting changes and cash flow statement. *Prerequisite: BUS 361.*

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.*

BUS 372 Personal Financial Management II

.25 credit

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

BUS 373 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.*

BUS 375 Capstone Global Business

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.*

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 corequisite: BUS 340.*

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.*

BUS 405 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. *Prerequisite: BUS 352. Corequisite: BUS 340.*

BUS 431 Business to Business Professional Selling

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.*

BUS 432 Science of Retailing and E-Commerce

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

BUS 434 Advertising and Integrated Marketing Campaigns

Social, economic and research aspects of advertising are applied. Emphasis on brand positioning 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.*

BUS 439 Integrated Marketing Management Capstone

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.*

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. Open to all majors.*

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.*

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 corequisite: BUS 340; recommended BUS 440.*

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.*

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.*

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.*

BUS 456 Capstone 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 or consent of the department chair.*

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 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.*

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. *Prerequisite: BUS 362.*

BUS 468 Internship

.50, 1.00 or 1.50 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.*

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 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.*

Economics Courses

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 toward the economics major. No prerequisite.*

ECO 210 Principles of 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 Principles of 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.*

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.*

ECO 418 Advanced Statistics/Econometrics

Statistical analysis using multiple regression, time series and advanced forecasting techniques in business and economic applications. *Prerequisite: MTH 345 or MTH 346 or PSY 355 with a C or higher. Cross-listed with MTH 348.*

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.*

Chemistry and Biochemistry

The majors in chemistry and biochemistry are designed for 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 chemistry with industry concentration prepares students for industry and begins preparation for management roles by combining chemistry and business classes.

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;* Álvaro Castillo, Duy Hua, Kimberly A. Lawler-Sagarin, Colleen Munro-Leighton, Evan Vanable

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 University. 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 the three majors in chemistry and includes: CHM 220, 221, 311, 312, 412, 413 and our capstone sequence: 494, 496, 497, 498 and 499. Students who test lower than Calculus I may substitute CHM 211 and CHM 212 for CHM 220. Mathematics through MTH 152 and PHY 121, 122 are pre- or corequisites for CHM 412.

Core Curriculum

- CHM 220 Advanced Chemical Principles or CHM 211 and 212 Chemical Principles I and II (or equivalent)
- CHM 221 Analytical Chemistry
- CHM 311, 312 Organic Chemistry I and II
- CHM 412 Physical Chemistry: Quantum Mechanics and Spectroscopy
- CHM 413 Physical Chemistry: Thermodynamics, Kinetics and Statistical Mechanics
- 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 420 Chemical Instrumentation 1: Chromatographic and Spectroscopic Techniques *(0.75 course credit)*
- CHM 421 Chemical Instrumentation 2: Electrochemical and Molecular Spectral Analysis Techniques *(0.5 course credit)*
- Three additional course credits in CHM 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 420 Chemical Instrumentation 1: Chromatographic and Spectroscopic Techniques *(0.75 course credit)*
- CHM 421 Chemical Instrumentation 2: Electrochemical and Molecular Spectral Analysis Techniques *(0.5 course credit)*
- CHM 432 Advanced Inorganic Chemistry

A total of two course 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 Chemistry with Industry Concentration

This B.S. in Chemistry concentration provides students with a sound grounding in the traditional subdisciplines of chemistry, experience with modern instrumentation, internship experiences and courses in accounting and finance. This is the suggested major for student planning a career in the chemical industry with the eventual goal of entry into management and/or an MBA program.

Requirements

- Core Curriculum
- CHM 420 Chemical Instrumentation 1: Chromatographic and Spectroscopic Techniques (0.75 course credit)
- CHM 421 Chemical Instrumentation 2: Electrochemical and Molecular Spectral Analysis Techniques (0.5 course credit)
- CHM 496 Chemistry Internship (0.5 course credit)
- BUS 261 Managerial Accounting
- BUS 262 Financial Accounting
- BUS 340 Business Accounting

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 220 Advanced Chemical Principles or CHM 211 and 212 (or equivalent) Chemical Principles I and II
- CHM 221 Analytical Chemistry
- CHM 311, 312 Organic Chemistry I and II
- CHM 315 Introduction to Biochemistry
- CHM 316 Intermediate Biochemistry

- CHM 412 Physical Chemistry: Quantum Mechanics and Spectroscopy
- CHM 413 Physical Chemistry: Thermodynamics, Kinetics and Statistical Mechanics
- CHM 420 Chemical Instrumentation 1: Chromatographic and Spectroscopic Techniques *(0.75 credit)*
- 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
- BIO 200 General Biology I
- BIO 201 General Biology II

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.

Secondary Science Education Major

This major encompasses the coursework requirements for Illinois teacher licensure in (5-8) and (9-12) broadfield science. Completing this major will result in a major in Secondary Science Education and a minor in chemistry.

Students must apply and be formally admitted to the Teacher Education Program to enter upper-level coursework. All courses must be be completed with a grade of C- (1.7) or higher. Students must maintain major/minor GPAs of 2.50 or higher and cumulative GPAs of 2.750 or higher to remain in the program and fulfill licensure requirements. Students also must pass one of the State mandated content area tests prior to admission to student teaching: Test #203 Middle Grades (5-8) science, OR Test #240 chemistry Test. The middle grades science and 9-12 content test are required for licensure.

The following courses are required:

- EDU 104 Cultural Foundation of Education in the United States
- EDU/SEC 223 Education of PK-12 Learners with Exceptionalities
- EDU/SEC 311 Educational Psychology
- SEC 100 Introductory Seminar to Teaching as a Caring Profession (.25)
- SEC 300 Intermediate Seminar for Teaching in Diverse and Inclusive Schools (.25)
- SEC 310 Methods and Best Practices in Middle and Secondary Education
- TEL 317 Methods and Materials for Teaching English Language Learners (.75)
- SEC 360 The Middle School: History, Philosophy, Organizational Structures and Best Practices
- SEC 421 Theory and Practice for Building Academic Literacies in K-12
- SEC 450 Advanced Seminar in Teacher Collaboration and Professional Practice (.25)
- SEC 440/ 441 The Teaching of Middle School and Secondary School Science
- SEC 455 Student Teaching in Secondary and Middle Schools (3.00); requires formal admission to student teaching

Broadfield Science Requirements

- BIO 200 General Biology I
- BIO 201 General Biology II
- CHEM 211 Chemical Principles I and CHEM 212 Chemical Principles II
  OR
- CHEM 220 Advanced Chemical Principles
- GEO 102 Earth System Science OR AST 212 Introduction to Astronomy
- PHYS 121 General Physics I OR PHY 122 General Physics II

Chemistry Concentration for Secondary Science Education

For a minor in Chemistry, the following courses are required. At least three of the five courses must be completed at Elmhurst University. See Chemistry major if completing the major.

- 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: (one must have a lab)

  - CHM 221 Analytical Chemistry
  - Any 300/400-level chemistry course

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 course
  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 nonscience 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 nonscience 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 inquires 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/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. *Corequisite: MTH 151 (or higher) for chemistry majors. 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 315L Introduction to Biochemistry - Laboratory

.25 credit

This course includes the techniques used in modern biochemistry labs. *Co- or prerequisite: CHM 314. Taking both CHM 314 and CHM 315L equate to CHM 315 and meet the LS AoK designation.*

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.*

CHM 420 Chemical Instrumentation 1: Chromatographic and Spectroscopic Techniques

.75 course credit

This class focuses on the theory and instrumentation used for spectroscopic (UV-Vis, atomic absorption and emission, and fluorescence) and chromatographic (gas and liquid) techniques as well as capillary electrophoresis. Lab is included. *Prerequisite: CHM 221. Pre/corequisite: CHM 412.*

CHM 421 Chemical Instrumentation 2: Electrochemical and Molecular Spectral Analysis Techniques

This class includes the theory and instrumentation used for electroanalytical (potentiometry, coulometry and voltammetry), infrared spectroscopy, nuclear magnetic resonance spectroscopy and mass spectrometry techniques. Lab activities focused on structural interpretation and determination are included. *Prerequisites: CHM 221, 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, 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 and Media

The Department of Communication and Media is dedicated to preparing its students with the in-demand communication and digital media skills required for a variety of fields and workplaces. Our majors emphasize verbal, visual and written communication, decision-making, critical thinking, creativity and teamwork. In the tradition of the liberal arts, the department, in conjunction with many other resources at Elmhurst University, cultivates intellectual depth and diversity, provides a foundation for lifelong learning and encourages students to apply their knowledge outside of the classroom through practica courses and internships.

The department offers four majors: Communication, Digital Marketing Communication, Digital Media and Multimedia Journalism. Most of the department's courses are open to both majors and non- majors.

Goals of the Department

- Graduates will have a foundation of knowledge about the process of human communication.
- 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 within the discipline.
- 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.

Cocurricular and Extracurricular Programs

The Department of Communication and Media offers a variety of curricular programs to supplement and enhance students' experience at Elmhurst. For instance, departmental practica gives students practical experience and insights into careers in radio and multimedia journalism. Students also gain experience by participating in student organizations, including Lambda Pi Eta Communication Studies Honor Society, the student newspaper, *The Leader*, and the 320-watt campus radio station, WRSE-FM.

Faculty

Courtney W. Miller, *Chair;* Kristyn Jo Benedyk, Sarah Strom Kays, Emilie Lucchesi, Rachel M. Reznik, Deirdre Zerilli

Majors in Communication and Media

Communication

The communication major provides students with the theoretical knowledge to understand how communication influences social interaction in a variety of contexts, including organizations, groups, relationships, media and culture. Students will improve their writing and speaking skills and learn how to understand, analyze and critique messages and human behavior. Students are encouraged to apply their knowledge and skills through internships, providing the experience necessary for future job placement. This major is recommended for students who plan to pursue public relations, project management, media analysis, or graduate degrees in communication or other social science disciplines.

All students take a core of six courses and then, with the assistance of an academic advisor, select appropriate courses from an area of concentration.

Required Core Courses

A major in communication requires the following courses:

- COM 114 Interpersonal Communication
- COM 213 Public Speaking
- COM 315 Intercultural Communication
- COM 316 Communication Theory
- COM 319 Business and Professional Communication
- COM 490 Senior Seminar: Topics in Communication or COM 498 Internship: Capstone

Choose one concentration:

Strategic Communication Concentration

COM 219 Introduction to Public Relations is required, along with six additional courses chosen from:

- COM 260 Media Writing
- COM 305 News Reporting
- COM 306 Advanced Reporting
- COM 311 Interpersonal Communication
- COM 312 Small Group Communication
- COM 317 Persuasive Communication
- COM 320 Organizational Communication
- COM 321 Case Studies in Crisis Communication
- COM 327 Environmental Communication
- COM 328 Event Management
- COM 353 Special Topics in Communication Studies
- COM 419 Business and Professional Communication in Online Contexts
- COM 420 Ethics in Communication
- COM 450 Leadership and Communication
- COM 413 Presentation Skills Practicum
- COM 468 Internship

Communication Studies Concentration

- COM 311 Interpersonal Communication
- COM 312 Small Group Communication
- COM 317 Persuasive Communication
- COM 318 Gender and Communication
- COM 320 Organizational Communication
- COM 322 Conflict Management
- COM 323 Family Communication
- COM 326 Health Communication
- COM 327 Environmental Communication
- COM 329 Media and Cultural Identity
- COM 353 Special Topics in Communication Studies
- COM 413 Presentation Skills Practica
- COM 419 Business and Professional Communication in Online Contexts
- COM 420 Ethics in Communication
- COM 450 Leadership and Communication
- COM 468 Internship

Media and Culture Concentration

COM 211 Media and Society is required, alone with six additional courses chosen from:

- COM 260 Media Writing
- COM 317 Persuasive Communication
- COM 318 Gender and Communication
- COM 327 Environmental Communication
- COM 329 Media and Cultural Identity
- COM 411 Media Seminar
- COM 419 Business and Professional Communication in Online Context
- COM 420 Ethics in Communication
- COM 468 Internship

Digital Marketing Communication

The Digital Marketing Communication (DMC) major provides students with a thorough, hands-on education in digital marketing and interactive campaigns. This interdisciplinary major cultivates intellectual depth and diversity as well as practical skills for today's evolving and competitive interactive marketing environment. DMC students will learn to use innovative digital marketing tactics to engage consumers and develop effective, creative, integrated campaigns across traditional, digital, mobile and social channels. Persuasive writing and presentation skills, media planning tactics, advertising strategy and public relations theory will be applied across various channels and stakeholders. Digital Marketing Communication students will have opportunities to develop their professional portfolios through hands-on, realistic client projects, case studies and internships in preparation for a range of marketing and communication careers.

Required Core Courses:

- ART 113 Introduction to Art Software
- ART 325 Visual Communication
- BUS 230 Principles of Marketing
- BUS 337 Social Media Strategy
- BUS 338 Digital Inbound Marketing Strategy
- BUS 434 Advertising and Integrated Marketing Campaigns
- COM 219 Introduction to Public Relations
- COM 260 Media Writing
- COM 316 Communication Theory
- COM 490 Senior Seminar: Topics in Communication or COM 498 Internship Capstone
- ENG 303 Business and Technical Writing
- CS 315 Web Design and Development

Elective Courses

Choose Two:

- ART 125 Design Studio
- ART 216 Introduction to Graphic Design
- ART 217 Digital Video Studio
- ART 218 Digital Imaging Studio
- ART 226 Typography Studio
- ART 316 Graphic Design I
- BID 385 BUS/COM Exploring Conscious Capitalism through Documentary Film Analysis
- BUS 330 Consumer Behavior
- BUS 352 Entrepreneurship
- BUS 470 Seminar in Special Topics
- COM 315 Intercultural Communication
- COM 317 Persuasive Communication
- COM 321 Case Studies in Crisis Communication
- COM 328 Event Management
- COM 419 Business and Professional Communication in Online Contexts
- COM 420 Ethics in Communication
- COM 468 Internship
- DM 299 Digital Storytelling
- ENG 403 Advanced Professional and Multimedia

Multimedia Journalism

The Multimedia Journalism major provides students the opportunity to become professional storytellers. Whether in print, on a video screen or in cyberspace, the story of our world the events and history of our lives is understood in narrative form. Understanding how that narrative informs and constructs a public agenda in a free society is part of the theoretical knowledge of this major. Besides learning the practical skills of professional journalism, in print or online, students will learn how the media supports and is an agent of society and how the news of that society can be disseminated in multiple formats while adhering to basic principles of objectivity, timeliness and fairness. Students are encouraged to gain practical experience through internships, by working on our University newspaper or by completing a practicum with our University radio station. The major is recommended for students who plan to pursue careers in print or internet journalism, in communication fields that specialize in digital media, or in graduate programs in media studies, communication or other social science disciplines.

Required Core Courses

- COM 213 Public Speaking
- COM 260 Media Writing
- COM 316 Communication Theory
- COM 405 Digital Journalism
- COM 497 Portfolio Development
- COM 498 Internship: Capstone
- COM/ENG 305 News Reporting
- COM/ENG 306 Advanced Reporting
- DM 299 Digital Storytelling

Critical/Analysis Courses

Choose Two:

- COM 211 Survey of Mass Communication
- COM 315 Intercultural Communication
- COM 329 Media and Cultural Identity
- COM 411 Media Seminar
- ENG 230 Readings in Race, Class and Gender
- CS/DM 312 Ethics in Digital Technology

Technical Courses

Choose Two:

- ART 113 Introduction to Art Software
- ART 325 Visual Communication
- MUS 333 Audio Engineering
- DM/CGE 399 Introduction to Video Editing
- DM/CGE 497 Advanced Film & Media Production
- DM/COM 375 Digital Media Practicum
- CS 315 Web Design

Experiential Courses

One Credit in Any Combination

- COM 374 Radio Practicum
- COM 375 Digital Media Practicum
- COM 468 Internship
- ENG 365 Media Practicum

Minors in Communication and Media

Communication

A minor in communication consists of a minimum of four communication courses. COM 492 cannot be counted toward a minor.

Digital Marketing Communication

Required Courses

- ART 113 Introduction to Art Software
- BUS 230 Principles of Marketing

- BUS 337 Social Media Strategy
- BUS 338 Digital Inbound Marketing Strategy
- COM 219 Introduction to Public Relations

Elective Courses (Choose One)

- ART 325 Visual Communications
- BUS 434 Advertising and Integrated Marketing Campaigns
- COM 260 Media Writing
- COM 319 Business and Professional Communication
- COM 468 Internship
- ENG 303 Business and Technical Writing

Multimedia Journalism

Required Core Courses

- COM 211 Survey of Mass Communication
- COM 260 Media Writing
- COM/ENG 305 News Reporting
- COM 405 Digital Journalism
- DM 299 Digital Storytelling

Elective Courses (Choose One)

- COM/ENG 306 Advanced Reporting
- DM/CGE 399 Introduction to Video Editing
- DM/CGE 497 Advanced Film & Media Production
- CS 315 Web Design and Development

Digital Media

Required Courses

- DM/ENG 298 Story Structures in Literature, Film and Media
- DM 299 Digital Storytelling

Elective Courses (Choose Three)

- DM/ENG 295 Introduction to Film Studies
- DM/ENG 317 Introduction to Screenwriting
- DM/CGE 399 Introduction to Video Editing
- DM/ART 296 Digital Animation Principles
- DM/ART 398 Game and Animation Concept Art
- DM/ENG 417 Advanced Writing for Film and Television
- DM/CGE 497 Advanced Film and Media Production
- CGE 205 Introduction to Digital Cinema
- CGE 303 Computer Game Design
- CGE 315 Web Design and Development
- CGE 355 Computer Animation and Simulation
- CGE 401 Three Dimensional Computer Game Design
- CGE 460 Computer Graphics
- CGE 250 Computer 3D Modeling
- CS 315 Web Design and Development
- MUS 290 Digital Music I
- MUS 291 Digital Music II
- MUS 332 Production of Sound Recordings
- MUS 333 Audio Engineering
- ART 113 Introduction to Art Software
- ART 216 Introduction to Graphic Design
- ART 218 Digital Imaging Studio
- ART 226 Typography Studio
- ART 316 Graphic Design I
- ART 318 Intermediate Digital Imaging
- ART 325 Visual Communication
- ART 416 Advanced Graphic Design
- BID 385 Exploring Conscious Capitalism through Documentary Film Analysis
- PHL 309 Philosophy of Art
- REL 252 Movies and God
- WL 309 World Cinema

Film Studies

Required Courses

- DM/ENG 295 Introduction to Film Studies
- DM/ENG 298 Story Structures in Literature, Film and Media
- WL 309 World Cinema

Elective Courses (Choose Two)

- DM/ENG 317 Introduction to Screenwriting
- ENG 220 Principles of Literary Study
- ENG 230 Readings in Race, Class and Gender
- ENG 330 Epics and Stories, Ancients and Modern
- ENG 335 Women Writers
- ENG 336 Contemporary Literature: Designated Genres
- ENG 350 Special Topics
- ENG 415 Literary Theory
- CGE 205 Digital Cinema
- COM 329 Media and Cultural Identity
- COM 331 Language, Identity and the Rainbow
- REL 252 Movies and God
- PHL 309 Philosophy of Art
- BID 385 Exploring Conscious Capitalism through Documentary Film Analysis

Digital Media

The presence and role of media in contemporary society are constantly increasing. Specifically, the world of digital media is growing exponentially as the need and desire for both content and new technologies to produce and distribute that content surges. The advances in the digital media world provide new opportunities for employment, as well as for artistic expression. Elmhurst University's major in digital media will allow Elmhurst University to provide its students with the knowledge and skills to best help them succeed in this increasingly digital world. Elmhurst University offers three tracks within the Digital Media major as well as a Digital Media minor, to support students interested in pursuing a career in one of the numerous fields within digital media and cinematic arts. The degree in digital media will provide direct training and experience in areas associated with audio and video production, digital animation and game design, and writing for film and television; these are all areas of extreme growth in the cinematic arts and media industry. The minor in digital media will provide students in all disciplines with the opportunity to gain digital skills. Recent studies show that having such skills doubles a liberal studies student's chances of being hired and increases their base salaries. Additonally, the minor in film studies helps students to become critical consumers of the media that saturates our daily lives.

All of the curricula is interdisciplinary, reaching across the University and utilizing the courses and faculty expertise from numerous departments including computer science, English, communication, business, art, world languages, philosophy, theater, and religion. Students will meet and collaborate with students from various fields.

Major in Digital Media

This interdisciplinary degree in digital media provides students with a core set of digital media production skills, software proficiencies, media history and theory, and knowledge of various narrative and story structures. Within the degree, students will focus on one of three areas: digital audio and video production, digital animation and game design, or writing for film and television. All students will also study ethics in media and technology as well as complete a digital media capstone which will include a personal portfolio that will be hosted on a website.

The B.A. in Digital Media is designed for students who wish to pursue a path that combines art and technology allowing for both artistic expressions as well as preparation for a variety of digital media careers. All majors take a core set of interdisciplinary courses and then select one of the three focus areas: digital audio and video production, digital animation and game design, or writing for film and television.

Digital media is playing an ever-increasing role in our daily lives. Our lives are saturated with it, from the content on our mobile devices to the websites we visit, the films and shows we watch to the digital games we play. New developments and advances are being made at a rapid pace in areas such as virtual reality and human-computer interaction. The production of all of this digital content opens up numerous employment opportunities as well as outlets for artistic expression. This degree helps prepare students for the digital media world, allowing them to focus on a specific field of interest. The core transferable skills learned in the degree will also make the students more employable even in nonmedia focused jobs, as employers are increasingly incorporating digital media related tasks into job roles that previously required no media knowledge. This degree also creates opportunities for students who have an interest in pursuing the cinematic arts to do so in a way that fosters their original creative voice but also provides them with practical skill sets. This combination opens up the range of employment opportunities to students after graduation.

Required Core Courses:

- ART 113 Introduction to Art Software
- DM/CGE 205 Introduction to Digital Cinema
- DM/ENG 298 Story Structures in Literature, Film and Media
- DM 299 Digital Storytelling
- DM/CS 312 Ethics in Computer Technology
- CS 315 Web Design and Development
- DM 499 Digital Media Capstone and Portfolio Development

Choose One Track:

Digital Audio and Video Track

- MUS 290 Digital Music I
- DM/ENG 317 Introduction to Screenwriting
- DM/CGE 399 Introduction to Video Editing
- MUS 332 Production of Sound Recordings
- DM/CGE 497 Advanced Film & Media Production
- One Audio Video Elective

Digital Animation and Game Design Track

- CGE 250 Computer 3D Modeling
- DM/ART 296 Digital Animation Principles
- CGE 303 Computer Game Design
- DM/ART 398 Game and Animation Concept Art
- CGE 401 Three-Dimensional Computer Game Design
- One Digital Animation and Game Design Elective

Writing for Film and Television Track

- DM/ENG 317 Introduction to Screenwriting
- DM/ENG 295 Introduction to Film Studies
- DM/CGE 399 Introduction to Video Editing
- DM/ENG 417 Advanced Writing for Film and Television
- One English Creative Writing Elective
- One Writing for Film and Television Elective

Choose one elective from your chosen track:

Elective Courses

Digital Audio and Video Production

- MUS 291 Digital Music II
- MUS 333 Audio Engineering
- BID 385 Exploring Conscious Capitalism through Documentary Film Analysis
- COM 411 Media Seminar
- ART 218 Digital Imaging Studio
- ART 226 Typography Studio
- ART 250 or ART 350 Thematic and Selected Topics
- ART 325 Visual Communication
- COM 260 Media Writing
- COM 420 Ethics in Communication
- THE 238 Introduction to Design
- THE 350 Play Analysis
- PHL 309 Philosophy of Art
- REL 252 Movies and God
- WL 309 World Cinema
- DM/ENG 295 Introduction to Film Studies
- DM/ENG 417 Advanced Writing for Film & Television
- DM/ART 398 Game and Animation Concept Art

Digital Animation and Game Design

- CS 220 Computer Science I
- CGE 355 Computer Animation and Simulation
- CGE 460 Computer Graphics
- ART 216 Introduction to Graphic Design
- ART 218 Digital Imaging Studio
- ART 226 Typography Studio
- ART 316 Graphic Design I
- ART 318 Intermediate Digital Imaging
- ART 325 Visual Communication
- ART 416 Advanced Graphic Design
- MUS 290 Digital Music I
- MUS 291 Digital Music II
- MUS 332 Production of Sound Recordings
- MUS 333 Audio Engineering
- COM 420 Ethics in Communication
- PHL 309 Philosophy of Art
- DM/CGE 497 Advanced Film and Media Production
- DM/ENG 295 Introduction to Film Studies
- DM/ENG 317 Introduction to Screenwriting

Writing for Film and Television

- MUS 290 Digital Music I
- MUS 291 Digital Music II
- MUS 332 Production of Sound Recordings
- MUS 333 Audio Engineering
- BID 385 Exploring Conscious Capitalism through Documentary Film Analysis
- COM 260 Media Writing
- COM 329 Media and Cultural Identity
- COM 411 Media Seminar
- ART 218 Digital Imaging Studio
- ART 226 Typography Studio
- ART 250 or ART 350 Thematic and Selected Topics
- ART 325 Visual Communication
- COM 420 Ethics in Communication
- THE 350 Play Analysis
- PHL 309 Philosophy of Art
- REL 252 Movies and God
- WL 309 World Cinema
- DM/CGE 497 Advanced Film and Media Production
- DM/ART 398 Game Animation and Concept Art

Course Offerings

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 211 Media and Society

The history of media in the United States with an emphasis on the origin, nature and effects of media on society. *Fall Term.*

COM 213 Public Speaking

An introductory course in oral presentation that combines theory with practical application.

COM 260 Media Writing

An introduction to writing for various forms of mass media such as print, broadcasting, advertising, public relations copy, blogs, and social media. The course will survey policy, ethics, and legal issues associated with delivering content in diverse forms. *Fall Term.*

COM 305 News Reporting

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 or online media. *Prerequisite(s): ENG 106 or equivalent. Fall Term.*

COM 306 Advanced Reporting

As part of the core curriculum in the Multimedia Journalism major, this course moves students beyond the basics of news reporting and editing and into more complex writing projects, including a collaborative class project and using social media as a journalistic tool. Final writing assignments will be submitted for publication in national or regional media. *Prerequisite(s): ENG 106 or equivalent. Spring Term.*

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. *Alternating Fall Terms.*

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. Alternating Fall Terms.*

COM 315 Intercultural Communication

Both cross-cultural and intercultural aspects of communication, verbal and nonverbal, 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. *Alternating Fall Terms.*

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.*

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. *Alternating Spring Terms.*

COM 321 Case Studies in Crisis Communication

A course designed to analyze problems and issues in crisis communication through case histories, exercises and projects. The course takes a case-study approach, focusing on typical communication difficulties in crisis management. *Alternating Spring Terms.*

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. Alternating Spring Terms.*

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 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. *Fall Term.*

COM 327 Environmental Communication

In Environmental Communication students will explore the impact of sustainable/green/environmental messages on an audience. Topics include how we communicate about environmental issues, how easy it is to "tune out" an environmental message, the application of the transactional human communication model to advocacy campaigns, developing and conveying possible solutions to stakeholders, managing conflict between stakeholders, assessing green marketing and corporate campaigns, and developing persuasive techniques. Students will develop a persuasive plan based on an environmental practice or initiative and, along with preparing a document, share their ideas in a formal presentation. *Alternating Fall Terms.*

COM 328 Event Management

This course explores the fundamentals of event management. Students will learn how to apply project management to the creation, development and implementation of large-scale events such as professional conferences, ceremonies, formal events, concerts, athletic events or conventions. Course content focuses on working in teams, negotiation, conflict management, organization, oral and written communication, interpersonal skills, and motivation. *Fall Term.*

COM 329 Media and Cultural Identity

This course provides an opportunity to examine the commodification of mediated culture and the resulting impact on cultural identity. Several cultural lenses will be used including religion, sexual orientation, gender, race, ethnicity and ability. A variety of mediated texts will be examined including film, television, music and print sources. *Alternating Spring 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

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. After gaining experience, students will have more 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.

COM 375 Digital Media Practicum

This is an applied course in digital media designed to teach the skills needed to produce digital media in a variety of formats. A minimum of five hours of activity per week is required.

COM 411 Media Seminar

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 Presentation Skills Practicum

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. *Alternating Spring Terms.*

COM 420 Ethics 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 Spring 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. Alternating Fall Terms.*

COM 468 Internship

.50, 1.00 or 1.50 credit

Designed to provide students 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 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 12 to 15 hours weekly for .50 credit, 25 to 30 hours weekly for 1.00 credit or 32 to 36 hours weekly for 1.50 credit. 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 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

.50, 1.00 or 1.50 credit

Designed to provide all department 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 7 to 13 hours weekly for .50 credit, 14 to 17 hours weekly for 1.00 credit or 18 to 20 hours weekly for 1.50 credit, or during summer term with 12 to 15 hours weekly for .50 credit, 25 to 30 hours weekly for 1.00 credit or 32 to 36 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 based on academic grade-point average, faculty recommendations, professional progress and demonstrated interest. Consent of instructor required during previous term unless exception is granted by internship coordinator. *Offered for Pass/No Pass grading. Repeatable for credit at .50 credit.*

Digital Media

DM 205 Intro to Digital Cinema

This course introduces students to the step-by-step process of making a short narrative film. Students will learn how to turn their ideas into a short screenplay. They will take that screenplay and make a practical production plan around it. They will learn shooting strategies and techniques. Finally, they will learn the basics of editing and assemble their rough elements into a final cut. The course will conclude with a screening of all of the students' short films.

DM 295 Introduction to Film Studies

Students will be introduced to the history of cinema and various types of film analysis. Students will examine films from a filmmaking perspective, analyzing elements such as writing, cinematography, and sound, as well as from a theoretical perspective, examining films through various lenses which may include, but are not limited to: feminism, Marxism, queer theory, psychoanalytic, and genre studies. Students will be introduced to filmmakers from around the world and will study films ranging from the birth of cinema to contemporary blockbusters. Students will examine the impact new technology has had on filmmaking, as well as how filmmaking has created new technologies used beyond the world of cinema. *Prerequisite: ENG 105.*

DM 296 Digital Animation Principles

Students will be introduced to the fundamentals of animation including: hand-drawn, stop motion, 2D, and 3D tools and techniques. Students will also learn about the history of animation as well as how it was impacted by and continues to be impacted by emerging technologies. Students will discover the numerous roles that animation plays in the media world from narrative film to digital game design to motion graphics for web design and commercial productions. *Prerequisite: ART 113.*

DM 298 Story Structures: Literature, Film and Media

What makes a good story? This class will examine the fundamental principles of effective storytelling in literature, film, television, and other media. Students will study Aristotle's "Poetics" and see how much of what he described centuries ago still applies to contemporary storytelling, such as character, plot, and theme. While examining literature, film and television, students will learn traditional three-act structure as well as alternative structures such as the ensemble, non-linear, dual-protagonist, and experimental. *Prerequisite: ENG 105.*

DM 299 Digital Storytelling

Students will be introduced to various areas within the world of digital media, which may include but are not limited to: filmmaking, screenwriting, animation, game design, virtual reality, broadcast journalism, motion graphics, documentary production, sound design, cinematography, video editing, audio recording, and more. Students will learn history and theory within each area and will then put it into practice in a series of production-based projects. Students will be able to create projects using numerous software applications used in the media fields.

DM 317 Introduction to Screenwriting

Introduces students to the world of screenwriting, including the differences between writing feature films, episodic shows, web series, and more. Students read screenplays to learn about structure, character development, theme, and dialogue writing and to recognize proper screenplay format as well as how to write visually. Students will each write a short original screenplay. *Prerequisites: ENG 106. Spring 2021.*

DM 375 Digital Media Practicum

This is an applied course in digital media designed to teach the skills needed to produce digital media in a variety of formats. A minimum of five hours of activity per week is required.

DM 398 Game & Animation Concept Art

Students in this course will develop an original concept for a digital game or animated media. They will design the environment, characters, and props required to create the world needed for their game or animation. The relationship between visual design and storytelling will also be emphasized. Upon completion of the course, students will have a pitch and all accompanying concept art for an original game or animated film or television show. *Prerequisite: ART 113.*

DM 399 Introduction to Video Editing

Editing is often called the final step in the rewriting process as, in post-production, the editor decides what to keep, what to cut, and what the audience will wind up seeing whether it is a film, a commercial, or a news segment. Students will be introduced to basic editing tools, techniques, and software for video editing while gaining an understanding of the role editing played in the evolution of cinema and visual storytelling.

DM 401 Three-Dimensional Computer Game Design

Central to this course is a team project that produces a three-dimensional and interactive game using a game-development platform, such as Unity. This is a course that enrolls Computer Game and Entertainment Technology (CGE) and Digital Media (DM) students taking the game design track. CGE students apply programming and software development toward the main game project. DM students focus on the art, music, and/or sound assets. CGE students learn how to incorporate the artificial intelligence and physics into games using the game development platform, and DM students learn how to incorporate and integrate created assets into the game. Several small projects are used to learn how to use specific aspects of the development platform. Beyond the software development side, project management and planning tools and techniques are introduced and are used to organize assets, workflows, tasks, versions, testing, and personnel. Both CGE and DM student study the project management aspects of game development. *DM 401 will meet at the same time and rooms as CGE 401. DM students must fulfill these prerequisites. Prerequisites: (CGE 250 or MUS 291) and CGE 303.*

DM 417 Advanced Writing for Film and Television

Students will write a complete original feature-length screenplay or the "pilot" (first) episode of an idea for an original television show along with an outline for the story arcs

of the complete first season. This written product will serve as a portfolio piece that can be sent to agents, managers and producers. Students will learn the business side of becoming a screenwriter, including but not limited to: how to obtain representation, how to pitch, how to approach rewriting, techniques and strategies to us when hired to write an assignment. *Prerequisites: DM/ENG 317 or permission of instructor; Fall 2020.*

DM 497 Advanced Film & Media Production

Students will build upon their existing film and media production skills while also learning new tools, techniques, and processes. Students will go through all the steps of the creative process, from idea generation to pre-production through production and post-production as they create an original piece of new media. Projects may include but are not limited to short narrative films, short documentaries, short stop-motion animation films, web series, and commercials. Students will participate in collaboration by serving in various crew positions on their peers' projects. The class will end with a public screening of all of the projects. *Prerequisite: CGE 205.*

DM 499 Digital Media Capstone and Portfolio Development

This course is designed for students who are in their final year of study in the B.A. Digital Media degree. Students should enter the course with at least three pieces of digital media and/or media writing in their portfolios. Pieces may come from a variety of digital media disciplines including, but not limited to: narrative film, animation, game design, screenwriting, documentary, commercial production, cinematography, editing, and audio design. Students will reflect on their work to identify the themes that connect their pieces. Students will also be asked to explore the role of art and media in society and the contributions they hope to make as content creators. Students will produce a new piece of media that demonstrates both their media skills as well as reflects the themes they wish to pursue as an artist and professional. Students will polish their portfolio pieces and will host them on a personal website that showcases their unique point of view, style, and voice.

Communication Sciences and Disorders

The Department of Communication Sciences and Disorders is dedicated to preparing its students for the successful understanding of the disorders and differences of human communication.

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 and swallowing disorders. The disorder areas include speech sound production, expressive and receptive language, language-based literacy disorders, fluency, voice, cognitive-communication disorders, feeding, swallowing, and social communication difficulties as often associated with autism spectrum disorder.

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 strong 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 include biology, physics, social sciences, English and mathematics, as well as public speaking, language, psychology and a world language. Undergraduates should have a strong liberal arts background with coursework in phonetics, anatomy and physiology of the speech and hearing mechanism, speech science, speech and language development, and audiology, biological sciences (e.g., human or animal biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics), physical sciences (chemistry or physics), social/behavioral sciences (e.g., psychology, sociology, anthropology or public health), and a stand-alone course in statistics. 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.

In addition to the undergraduate program in CSD, the department is home to a graduate program in CSD and a graduate program in occupational therapy. *For more information on the graduate programs, please refer to the Graduate Study section of this catalog.*

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.

Student Learning Outcomes

Knowledge

- Describe the anatomical, physiological, and neurological structures and processes involved in speech, language, hearing, and swallowing functions.
- Describe characteristics of typical versus atypical communication skills across the lifespan.
- Explain the linguistic and acoustic characteristics and etiologies of prevalent communication disorders.
- Describe the social-emotional, sensory, motor, and cognitive correlates of communication across the lifespan.
- Explain scientifically driven, evidence-based principles of assessment and treatment of communication and swallowing.

Skills

- Transcribe normal and disordered speech and language production using standard disciplinary conventions.
- Demonstrate skills that contribute to the provision of providing culturally and linguistically responsive assessment and intervention services to diverse populations.
- Demonstrate effective oral communication skills to present disciplinary information accurately and clearly.
- Demonstrate effective written communication skills that conform to information literacy and disciplinary standards.
- Apply critical thinking and analysis of scientific evidence to solve clinical problems related to prevention, assessment and treatment.
- Demonstrate essential functions and professional ethics as required for engagement in clinical practicum.

Faculty

Brenda K. Gorman, *Chair;* Ruiying Ding, *Graduate Program Director,* CSD; Elizabeth Wanka, *Graduate Program Director,* Occupational Therapy; Bhumi Bhatt, Cheri S. Carrico, Susan Dulay, Lauren Ferguson, Laura Froeschke, Kelly Gillespie, Jennifer Kremkow, Diane Morean, Laura Natalino-Czosnyka, Janis Petru, Daniel Rortvedt, Marie-Claude Touchette

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. Students have the opportunity to gain both observation hours. This major provides coursework necessary for admission to graduate programs in speech-language pathology and audiology. Students may also pursue work and further education in closely related fields.

To prepare for work in the schools, the department advises students to meet 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.

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 204 Phonetics II (.50 credit)
- CSD 234 Anatomy and Physiology of Speech and Hearing
- CSD 237 Applied Linguistics for Speech-Language Hearing Sciences
- CSD 245 Introduction to Communication Sciences and Disorders: Educational Settings (.50 credit)
- CSD 246 Introduction to Communication Sciences and Disorders: Medical Settings (.50 credit)
- CSD 337 Language Development across the Lifespan
- CSD 339 Introduction to Audiology: Principles and Methods
- CSD 340 Fluency Disorders (.50 credit)
- CSD 341 Speech Sound Disorders
- CSD 344 Speech Science
- CDS 345 Professional Writing in Speech-Language Pathology
- CSD 433 Neurological Bases of Communications
- CSD 437 Language Problems in Children
- CSD 454 Clinical Methods and Diagnostic Procedures in Speech-Language Pathology
- CSD 455 Aural Rehabilitation
- Three semesters of practica in speech-language pathology (CSD 378, 476 or 477; *477 may be repeated for credit*)
- One CSD elective from CSD 100, 101, 102, 242, 356, 376, 381, 382

CSD majors are required to complete one course in each of the following four areas to meet ASHA certification requirements: biological sciences (e.g., human or animal biology, human anatomy and physiology, neuroanatomy and neurophysiology, human genetics), physical sciences (chemistry or physics), social/behavioral sciences (e.g., psychology, sociology, anthropology or public health), and a stand-alone course in statistics (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.

Students in the CSD major must meet minimum grade requirements. The purpose of these requirements is so that students who pursue the major have a good chance of admission to graduate programs in speech-language pathology, audiology and related human services fields. A graduate degree is required to practice as licensed speech-language pathologist or audiologist.

Students must have an overall (cumulative) 3.0 GPA to begin the 200-level core courses in CSD (i.e., CSD 203, CSD 204, CSD 234, CSD 245, and CSD 246). Students who earn any grade lower than a C- (D+, D, F) in these core courses or more than one C in these core courses are not eligible for the CSD major. If a student receives a grade of C- or lower in a 200-level course, they have the opportunity to retake the class (per the policy outlined in the Elmhurst University Catalog) and improve their grade for entry into the major.

To declare the CSD major, students must have completed the core courses (i.e., CSD 203, CSD 204, CSD 234, CSD 245, and CSD 246) and earned an overall (cumulative) 3.2 GPA or higher. Students are also required to have earned a B or better in English 105 (Composition I) and English 106 (Composition II) or their equivalents. Students who otherwise meet the requirements to enter the CSD major but earn a B- or any C grade in English 106 must take English 201 (Composition III) and earn a B or better to qualify to enter the CSD major. Enrollment in a clinical practicum is contingent upon the clinic director's approval of the student's demonstration of essential functions required for clinical service delivery as detailed in the CSD Student Handbook.

To remain in the CSD major, students must have an overall (cumulative) 3.2 GPA by the end of their junior year (i.e., before completing the final two semesters and/or 8 remaining credits for graduation). Students who do not have a 3.2 GPA by this designated time must drop the CSD major and declare another major. Students who later restore their cumulative GPA to the 3.2 standard may re-enter the CSD major, meet with a CSD faculty advisor, and register for CSD major courses.

Additional program policies that apply to all students enrolled in the CSD undergraduate and graduate preparation program are outlined in the CSD Student Handbook.

Minor in Communication Sciences and Disorders

A total of four credits, with a grade of C or higher, 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 University 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, elective
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, elective
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

1.00 credit, elective
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

1.00 credit

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 237 Applied Linguistics for Speech-Language-Hearing Sciences

1.00 credit

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 242 Toward Understanding Autism

1.00 credit, elective

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 in a school setting. 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 337 Language Development across the Lifespan

1.00 credit

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: CSD 237, communication sciences and disorders major, junior status and 3.20 GPA.*

CSD 339 Introduction to Audiology: Principles and Methods

1.00 credit

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: CSD 337, 3.20 GPA and junior standing.*

CSD 341 Speech Sound Disorders

1.00 credit

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 344 Speech Science

1.00 credit

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

1.00 credit

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 356 Children at Risk from Birth to Five

1.00 credit, elective

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 376 Principles and Methods for Medical Settings in Speech-Language Pathology

.50 credit, elective

This elective course is designed to foster the development of basic skills necessary for serving speech-language clients in medical settings. Through this course, students will examine appropriate communication in healthcare, patient satisfaction, basic infection control, communication with patients, family members, and healthcare professionals, and basic assessment and intervention methods with clients. The culmination of the experience will involve participation in a healthcare simulation involving human patient simulators. *Prerequisites: CSD 246, CSD 234, CSD 378*

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, 3.20 GPA, and current or prior enrollment in CSD 337 and CSD 341.*

CSD 381 The China Experience

.50 credit, elective

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 Rice Experience

1.00 credit, elective

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 433 Neurological Bases of Communication

1.00 credit

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 437 Language Problems in Children

1.00 credit

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

1.00 credit

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 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 455 Aural Rehabilitation

1.00 credit

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 468 Internship in Speech-Language Pathology

Elective

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

.50 credit, elective

Students plan age and developmentally appropriate speech-language activities, write a weekly lesson plan documenting the speech-language objectives being targeted and appropriate cueing to be provided, acquire supporting materials, implement the activities, and take data on targeted objectives with 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: CSD 245, CSD 337 or CSD 341 and CSD 378 with a grade of B- or higher. 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, elective

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

The Department of Computer Science and Information Systems (CSIS) offers undergraduate degrees in four areas of study: computer science, cybersecurity, computer gaming and entertainment technology, and information systems.

CSIS also offers a master of science in computer information technology 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. These include a bachelor's degree completion program in information technology; an undergraduate certificate in cybersecurity; and graduate certificates in application development, enterprise optimization and network administration. Please refer to the Degree Completion and Certificate Programs sections of this catalog for details.

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, cybersecurity, 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), Cybersecurity (CYS), and Computer Gaming and Entertainment Technology (CGE) curricula share a core number of courses and mathematical courses. The IS curriculum emphasizes the applications of information technology to business systems and project management. Some business classes are required and the mathematics requirements and many core courses are different than those for CS, CYS, and CGE.

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-application development, machine learning, intelligent systems, high-performance computing, and cloud-based and distributed database systems used for processing big data.

CYS students study information assurance and network security from both a hardware and software perspective with topics in cryptography, cloud security, incident response, digital forensics, and mobile device handling. The CS courses are designed to apply the core computer science and mathematics courses to the above-mention topics in a hands-on approach. The CYS courses provide practical network security skills necessary for securing software systems and infrastructure. In addition to the CYS courses, cybersecurity concepts are integrated within many of the CS courses.

CGE students learn game design, but emphasize the software development side of gaming, such as graphics processing, artificial intelligence, and game-engines. Students interested in the artistic side of gaming, such as game asset design, animation, digital music and sound design are encouraged to explore the Digital Media section of this catalog. 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.

The 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.

A grade of C- or better is required in all major courses for graduation in computer science, cybersecurity, computer game and entertainment technology, and information systems.
A grade of C- or better is required for all courses that count toward a minor.

Faculty

John Jeffrey, *Chair;* David Brown, James Dauer, Ali Ghane, Dean Jensen, James Kulich, Kathy Rossi, Gary Smith

Major in Computer Science

All computer science majors are required to take the 11 CS courses shown below. Three mathematic courses are required: MTH 151, MTH 301 and CS/MTH 302. It is also highly recommended that a student majoring in computer science take IS 423, MTH 152, MTH 251 and two introductory courses in the natural sciences.

CS courses required for the CS major:

- CS 220 Computer Science I
- CS 255 Computer Science II
- CS 310 Computer Organization and Programming in Assembly
- CS 318 Object-Oriented Design and Programming Using C++
- CS 320 Data Structures and Algorithmic Analysis
- CS 360 Computer Network Systems
- CS 418 Artificial Intelligence
- CS 419 Java Programming and Web Development OR CS 440 Web-Based Programming
- CS 420 Operating Systems
- CS 435 Concepts of Programming Languages
- CS 475 Software Engineering (CS Capstone)

Highly recommended elective (not required) courses for CS majors:

- CS 468 Internship;
- CS 312 Ethics in Digital Technology
- MTH 152 Calculus II, MTH 251 Calculus III
- IS 423 Database Management Systems
- PHY 121, 122 Physics I and II
- BIO 200, 201 General Biology I and II
- CHM 211, 212 General Chemistry I and II
- GEO 207 Fundamentals of GIS AND/OR GEO 309 Introduction to Spatial Analysis

Minor in Computer Science

Students seeking a minor in computer science must take CS 220, CS 255, MTH 301, and three 300/400-level courses selected with the approval of the chair of the Department of Computer Science and Information Systems.

Sample Four-Year CS 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 301
- Two Integrated Curriculum requirements

Second Year

Fall Term

- CS 310
- CS 318
- CS/MTH 302
- Integrated Curriculum requirement

Spring Term

- CS 320
- CS 360
- Two Integrated Curriculum requirements or electives

Third Year

Fall Term

- CS 419 (Optional, if CS 440 taken)
- Electives
- Integrated Curriculum requirements

Spring Term

- CS 320
- CS 418
- CS 440 (Optional, if CS 419 taken)
- Integrated Curriculum requirements

Fourth Year

Fall Term

- CS 420
- Electives
- Integrated Curriculum requirements

Spring Term

- CS 435
- CS 475 (*Capstone*)
- Electives

Major in Cybersecurity (CYS)

All Cybersecurity majors are required to take 12.5 CS and CYS courses shown below. In addition to the CYS courses, cybersecurity concepts are integrated within many of the CS courses. Three Mathematics courses are required: MTH 151, MTH 301 and CS/MTH 302. It is also highly recommended that a student majoring in Cybersecurity take Criminal Justice courses. Internships are not required, but highly recommended.

CS Courses required for CYS Major:

- CS 205 Linux *(.50 credit)*
- CS 220 Computer Science I
- CS 255 Computer Science II
- CS 310 Computer Organization and Programming in Assembly
- CS 318 Object-Oriented Design and Programming Using C++
- CS 320 Data Structures and Algorithmic Analysis
- CS 360 Computer Network Systems
- CS 420 Operating System
- CS 475 Software Engineering (Capstone)

CYS Courses required for CYS Major:

- CYS 405 Cryptography
- CYS 409 Foundations of Information Assurance
- CYS 410 Cyber Crime Investigations and Digital Forensics OR CYS 412 Wireless, Mobile and Cloud Security
- CYS 415 Ethical Hacking and Penetration Testing

Mathematics Required Courses for CYS Major:

- MTH 151 Calculus I
- MTH 301 Discrete Mathematics
- CS/MTH 302 Discrete Mathematics II: Structures and Algorithms

Minor in Cybersecurity

Students seeking a minor in Cybersecurity must take CS 220, four 300/400-level CYS courses, and one Criminal Justice course at the 300/400 level.

Sample Four-Year CYS Curriculum

The following sample curriculum can be used as a guide in the selection of courses. Schedule is subject to minor changes.

First Year

Fall Term

- CS 220
- MTH 151
- Two Integrated Curriculum requirements

Spring Term

- CS 255
- MTH 301
- Two Integrated Curriculum requirements

Second Year

Fall Term

- CS 310
- CS 318
- CS/MTH 302
- Integrated Curriculum requirement

Spring Term

- CS 205 *(.50 credit)*
- CS 320
- CS 360
- Two Integrated Curriculum requirements

Third Year

Fall Term

- CYS 409
- CYS 412 (Optional, if CYS 410 taken)
- Electives
- Integrated Curriculum requirements

Spring Term

- CS 320
- CYS 405
- CYS 410 (Optional, if CYS 412 taken)
- Integrated Curriculum requirements

Fourth Year

Fall Term

- CS 420
- Integrated Curriculum requirements
- Electives

Spring Term

- CYS 415
- CS 475 (Capstone)
- Electives

Major in Computer Game and Entertainment Technology (CGE)

All Computer Game and Entertainment Technology majors are required to take 11 CS and CGE courses shown below. Three Mathematics courses are required: MTH 151, MTH 301 and CS/MTH 302. It is also highly recommended that a student majoring in CGE take IS 423, MTH 152, MTH 251 and two introductory courses in the natural sciences. Internships are not required, but highly recommended. *Note: students interested in the emphasis of game design and the use of software for digital art and digital music and sound as applied to game development might consider the Digital Media major in the Game Design and Animation track, which is described in Digital Media section of this catalog.*

CS Courses required for CGE Major:

- 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 360 Computer Network Systems
- CS 418 Artificial Intelligence

CGE Courses required for CGE Major:

- CGE 303 Computer Game Design
- CGE 355 Animation and Simulation
- CGE 401 3D Computer Game Design
- CGE 460 Introduction to Computer Graphics
- CGE 477 Computer Game and Entertainment Project Development

Mathematics Required Courses for CGE Major:

- MTH 151 Calculus I
- MTH 301 Discrete Mathematics
- CS/MTH 302 Discrete Mathematics II: Structures and Algorithms

Highly Recommended Elective (not required) Courses for CS majors:

- CS 468 Internship
- CS 312 Ethics in Digital Technology
- CS 315 Web Design and Development
- CGE 205 Introduction to Digital Cinema
- MTH 152 Calculus II, MTH 251 Calculus III
- IS 423 Database Management Systems
- PHY 121, 122 Physics I and II

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, MTH 301, and four CGE courses selected with the approval of the chair of the Department of Computer Science and Information Systems.

Sample Four-Year CGE Curriculum

The following sample curriculum can be used as a guide in the selection of courses. Schedule is subject to minor changes.

First Year

Fall Term

- CS 220
- MTH 151
- Two Integrated Curriculum requirements

Spring Term

- CS 255
- MTH 301
- Two Integrated Curriculum requirements

Second Year

Fall Term

- CGE 303
- CS 318
- CS/MTH 302
- Integrated Curriculum requirement

Spring Term

- CS 320
- CS 360
- Two Integrated Curriculum requirements

Third Year

Fall Term

- CGE 460
- Integrated Curriculum requirements
- Electives

Spring Term

- CGE 355
- CS 418
- Integrated Curriculum requirements

Fourth Year

Fall Term

- CGE 401
- Electives
- Integrated Curriculum requirements

Spring Term

- CGE 477 (Capstone)
- Electives

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 *(.50 course credit)*
- CS 315 Web Design and Programming
- CS 360 Computer Network Systems
- CS 440 Web-Based Applications

Information Systems Courses

- IS 224 Visual C#
- 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 126 Business Calculus
- 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 225 Computer Science II
- CS 318 Object Oriented Design and Programming Using C++
- MTH 152 Calculus II
- MTH 311 Introduction to Mathematical and Computer-Based Modeling

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.

Sample Four-Year Curriculum

The following sample curriculum can be used as a guide in the selection of courses. Schedule is subject to minor changes.

First Year

Fall Term

- CS 220
- MTH 151 or 162
- Two Integrated Curriculum requirements

Spring Term

- IS 224
- BUS 263
- MTH 345
- One Integrated Curriculum requirement

Second Year

Fall Term

- BUS 250
- Integrated Curriculum requirements

January Term

- IS 423

Spring Term

- CS 205 (*.5 course credit*)
- CS 315
- Integrated Curriculum requirements

Third Year

Fall Term

- IS 380
- 2nd business course
- Integrated Curriculum requirements or elective

Spring Term

- CS 360
- CS 440
- Integrated Curriculum requirements or elective

Fourth Year

Fall Term

- IS 424
- Two electives

Spring Term

- IS 425
- Integrated curriculum requirements or elective

Course Offerings

One unit of credit equals four semester hours.

CGE 205 Intro to Digital Cinema

This course introduces students to the step-by step process of making a short narrative film. Students will learn how to turn their ideas into a short screenplay. They will take that screen and make a practical production plan around it. They will learn shooting strategies and techniques. Finally, they will learn the basics of editing and assemble their rough elements into a final cut. The course will conclude with a screening of all the student's short films.

CGE 250 Computer 3D Modeling

This course will introduce students to the basic tools and techniques used in 3D production, using an industry standard software package, such as Maya. Students will be taken on an in-depth tour of the workspace, including navigation and customization. The course will lead students through all aspects of the production pipeline, including object creation and modeling basics, surface mapping techniques, texturing and shading, character rigging, animation, and lastly lighting and rendering. *Prerequisite: ART 113.*

CGE/DM 303 Computer Game Design

This course will introduce students to design principles, as well as the skills and techniques required to create game mechanics, documentation, and functional prototypes for innovative video game projects. Students will learn about industry standard tools and resources including game engines, programming and scripting, and asset creation. It will emphasize design skills such as design documentation, systems design, level design, game balancing, play testing, interactive storytelling, and user experience design. Students will learn about the study of gameplay, player interaction, and community dynamics as well as the unique feature of various video game genres and platforms; such as PC, console, and mobile games. *Prerequisites: Sophomore or higher standing.*

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 255.*

CGE/DM 401 Three-Dimensional Computer Game Design

Central to this course is a team project that produces a three-dimensional and interactive game using a game-development platform, such as Unity. This is a course that enrolls Computer Game and Entertainment Technology (CGE) and Digital Media (DM) students taking the game design track. CGE students apply programming and software development toward the main game project. DM students focus on the art, music, and/or sound assets. CGE students learn how to incorporate the artificial intelligence and physics into games using the game development platform and DM students learn how to incorporate and integrate created assets into the game. Several small projects are used to learn how to use specific aspects of the development platform. Beyond the software development side, project management and planning tools and techniques are introduced and are used to organize assets, workflows, tasks, versions, testing, and personnel. Both CGE and DM students study the project management aspects of game development. *Prerequisites: CGE 303 and CGE majors must also take CS 255.*

CGE 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.*

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. Students work in teams to produce a game in a genre of their choice. In the development of the team project, game development lifecycles and relevant software engineering concepts are studied and are applied to game production. Several concepts and practices used in many game development processes are utilized in a widely-used game-development software platform and project management and project planning software used to manage art assets, project management, project planning, design, validation, verification, testing, documentation, maintenance, and configuration

management. Performance evaluation, software and asset reusability, cost models, and deployment are covered. The importance of security and testing are emphasized. *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 handheld 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, system administration 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. *Prerequisite: No prerequisite.*

CS 255 Computer Science II

Introduction to object-oriented programming language and design concepts are covered, including classes, constructors, destructors, overloading, templates, generics, single inheritance, multiple inheritance, exception handling, streaming, and higher-order functions. The use of object-oriented programming is used to implement data structures, including arrays, vectors, stacks, queues, trees, sets, maps, hash-tables, and graphs. An introduction to algorithmic design and analysis using these data structures is given. Algorithms using the above-mentioned data structures are studied and analyzed as solutions to computational problems, such as sorting, searching, string-pattern, numerical, and optimization problems. Recursion is introduced and utilized in projects. Runtime systems and their memory layouts and how recursion and dynamic memory are implemented in these runtime systems is introduced. *Prerequisite: CS 220.*

CS/MTH 302 Discrete Mathematics II: Structures and Algorithms

Mathematical properties and applications of tree structures and graph theory are studied along with related algorithms. Fundamental concepts of discrete probability, including the binomial, negative binomial, Poisson and normal distributions and Bayes' theorem, are presented and used in the context of introductory analysis of algorithms. Computational linear algebra techniques and matrix operations are expressed algorithmically. Computations and algorithms for all topics in this course are implemented with an interpreted translator system, such as Python, Matlab, Octave or ML. *Prerequisite: MTH 301 and familiarity with a programming language.*

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 and assembler features such as interrupts, internal and external subroutines, conditional assembly, and macros real-time programming. *Prerequisite: CS 220.*

CS/DM 312 Ethics in Digital Technology

Students are introduced to the ethical and social issues directly or indirectly related to the use of digital technology and media. The impact and relationship of digital technology regarding the legislative, judicial and execution of not only U.S. Laws but international legal systems are also studied. Using ethical philosophies, students develop their critical thinking skills by providing clear arguments that support their opinion(s) or proposed solution(s) to problems related to conflicting interests listed in, but not limited to, the topics that include: intellectual property and distribution of information; privacy and security issues; free speech on the global internet versus local morality and political systems and computer reliability and safety laws. Also covered are legal sanctions for computer crimes, workplace changes, automation and globalization.

Ethical philosophies of Jean-Jacques Rouseau, John Locke, John Stuart Mill, Immanuel Kant, Jeremy Bentham, and John Rawls, are used as a structure for evaluating ethical and moral decisions surrounding problems associated with these topics. The primary ethical philosophies used to evaluate case studies include Act Utilitarianism, Rule Utilitarianism, Kantianism and Social Contract. *Prerequisite: Sophomore or higher standing.*

CS 315 Web Design and Programming

This course will introduce students to the concepts of designing and developing a website using the Web Content Management System (CMS) WordPress. Students will learn the structure of HTML5 documents, good markup techniques, and the concept of validation. It will identify issues specific to the Web-based presentation, page layout, effective navigation, and delve into the design process. Students will learn about using graphics, color, and fonts on web pages as well as working with tables and CSS. Site management techniques are covered including accessibility issues and working with domains and clients are also discussed. *Prerequisite: Sophomore standing or higher.*

CS 318 Object-Oriented Design and Programming Using C++

This course builds on concepts learned in CS 255 and involves programming projects that are larger than those in CS 255. C++ implementation techniques for implementing event-driven and graphical user interface (GUI) applications. Concepts of concurrency and parallelism is studied along with the implementation of these concept using multi-threading and parallel libraries and supporting frameworks. Libraries, such as STL or Boost, are studied and utilized within large projects. Runtime memory layouts are studied in more detail than in CS 255 (CS II). Integrated development environment tools for debugging, documenting, testing, versioning and configuring software systems are 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. Mathematical models and techniques representing the best, worst and average case analysis of covered algorithms are studied throughout the course. The Turing machine computational model and its variations and significance to the computation theory is introduced. Algorithm design techniques include greedy, divide-and-conquer, backtracking, dynamic programming, branch-and-bound, Monte Carlo, genetic, and approximation. Algorithms are studied in the context of the general problem categories of sorting, searching, number-theoretic, computer vision, machine learning, two-player games, and language recognition and translation. Algorithms are implemented in an object-oriented programming language and related data structures are utilized; they include arrays, vectors, strings, stacks, queues, priority queues (heaps), lists, sets, multi-sets, maps, multi-maps, hash-tables and graphs. Empirical timing and memory usage analysis of the concrete program implementations of covered algorithms are included in projects. Computational complexity theory, intractability, and the P, NP, NP-Hard, and NP-complete complexity classes and unsolvable problems are covered and the related concepts are integrated throughout the course. *Prerequisites: CS 318 and CS/ MTH 302 or concurrent enrollment in either course.*

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 do 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. Machine learning includes applying linear regression, logistic regression and several variations of neural net models to computational problems utilized in intelligent systems. First order logic, normal forms, unification and resolution principles are introduced with applications to problem solving, theorem proving, logic and database theory. *Prerequisite: CS 320 or concurrent enrollment.*

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

Process and thread, main and secondary memory, I/O and network device, file and information, and power resource management of operating systems are the main overarching topics of this course. Concepts of abstraction layers and operating system design principles are covered throughout the course. Low abstraction level concepts such as instruction support and interrupt processing support of an operating system is central to this course. Process and thread management includes the implementation and representation of processes and threads in an operation system. A substantial part of the study of process management focuses on interprocess communication, coordination and synchronization. Processing models such as shared-memory and distributed systems are covered. Issues such as race conditions between processes (or threads) and hardware solutions and software

solutions are covered and include solutions, at a low abstraction level, such as semaphores, and at a high abstraction level, such as monitors, rendezvous, or the message passing interface model. Parallel computing is also discussed as a special case of concurrency and the support of the operating system for assigning threads to processors is studied. The issues are illustrated in classic concurrency and parallel processing problems, such as producer-consumer and reader-writer; the relevance of these problems in the implementation of operating systems and some applications is shown. Process and job scheduling and performance monitoring tools are also presented. Virtual and physical memory management schemes are shown. Paged, segmented, and paged-segmented memory schemes along with their implementation are also studied. Representations of files and general implementation of file management and organization is studied. Device, network, communication, and power management are covered in the context of example operating systems, such the various Linux, Windows iOS, and Android versions and releases. Examples of real-time and distributed operating systems are studied. Security is woven into every resource management area discussed above. Several programming projects involving Linux and Windows shell scripts and programming assignments (e.g. C/C++) are assigned to illustrate the above-mentioned concepts. *Prerequisites: CS 310 and CS 360. It is highly recommended, although not required, that a 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. Concepts covered through the three perspectives include binding times, scoping rules, data type theory (e.g. strong/weak, inference), support for data abstraction, control structures, parameter passing, runtime support systems, and support for concurrency. Several widely-used languages are used throughout to illustrate these concepts. To deepen the understanding of the concepts covered, projects involving recognition of a small language (or subset of a widely-used language), implementing an interpreter, and implementing a compiler that targets a virtual machine are assigned. Regular grammars, regular expressions, finite state automata, context free grammars, context sensitive grammars, phrase structured grammars, push-down automata, linear-bounded Turing machines are studied in the context of building programming language translators. LL(k), SLR(k), LALR(k), and LR(k) parsing algorithms and related computational models are studied and utilized in translator projects. Software tools for building translators are also covered and utilized in the projects. Imperative, object-oriented, functional, scripting and logic language categories are studied. An introduction to the formal specification models of the semantics of programming languages is also covered. *Prerequisites: CS 310, CS 318, and MTH 302.*

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 data source, creating and consuming web services, session state configuration and application data caching. *Prerequisite: CS 255 or IS 224.*

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, unsolvable problems, Chomsky hierarchy and computational complexity. *Prerequisite: MTH 302.*

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 professional development, testing and maintenance of large-scale software systems where several stakeholders, software modules, versions, configurations, and/or years are involved. This course satisfies the capstone requirement and requires working on a team project. Several concepts and practices used in many software processes are introduced: feasibility, requirements, project management, project planning, analysis, design, validation, verification, testing, documentation, maintenance, configuration management, performance evaluation, software tool usage, software reusability, cost models and deployment. The importance of security and testing are emphasized in all aspects of software development. Project processes and operational practices, such as waterfall, agile and DevOps, are introduced, compared and then followed as appropriate, in capstone projects. Examples of projects include, but are not limited to the following general software applications or systems: an e-commerce site, information system mobile app, embedded system, and/or real time application. *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.*

CYS 405 Cryptography

Examines the technology and methodology for protecting information to ensure its integrity, confidentiality and authenticity. It covers the foundation 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. *Prerequisite: CS/MTH 302.*

CYS 409 Foundations of Information Assurance

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. *Prerequisite: Junior or higher standing.*

CYS 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 processes 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. *Prerequisite: CS 205 and CS 420.*

CYS 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 to prey on to invidious cyber-attack. This course examines a broad range of contemporary techniques to support and maintain operational integrity and data protection within each modality. *Prerequisite: CS 360.*

CYS 415 Ethical Hacking and Penetration Testing

Cybersecurity professionals have a unique responsibility to find and understand an organization's vulnerabilities, and to work to mitigate their threat. This course will teach students how to perform reconnaissance by studying a target's infrastructure through data mining blogs and social networking sites. Students will be immersed in an interactive lab environment where they will be shown how to scan, test, hack, and secure systems from an ethical perspective using various tools, techniques, and methodologies for network penetration testing. *Prerequisite: CYS 409 and either CYS 410 or CYS 412.*

IS 221 Computer Based Productivity Tools

.50 credit

An introduction to the use of computer-based productivity tools. Emphasis on the use of Microsoft Office and data/statistical analysis tools used in business, e.g. "R" and Tableau. *Prerequisites: None.*

IS 224 Visual C#

This course introduces Visual C# programming language. The student will write programs in Visual C# that demonstrate the features of the C# 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 482.)*

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 151 or MTH 126, and 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.*

Education

The Department of Education at Elmhurst University offers a variety of specialized programs leading to State of Illinois teacher licensure. All of those programs are accredited by the State of Illinois. Accreditation ensures 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 University 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
- 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 University'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 University 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)
- Elementary (1–6)
- English (5–8) (9–12)
- Mathematics (5–8) (5–12)
- Music (K–12)
- Physical Education (K–12)
- Science (5–12): minors in biology, chemistry or physics
- Social Science (5–12): concentration in history or political science
- Special Education (LBSI-Learning Behavior Specialist I)
- Theatre (9–12)
- World Language Education (K–12): concentration in French or Spanish

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, Diana Brannon, Debbie Cosgrove, Linda Dauksas, LuEllen Doty, Debra Meyer, Theresa Robinson, Beverly Troiano, Therese Wehman, Jeanne White, Jaime Zurheide

Professional Education Faculty

Mike Jankewicz, *Teacher Licensure Officer;* Judith Kaminski, *Director of Satellite Network Program;* Judy Kmak, *Coordinator of Field Experience;* William Slodki, *Director of Teacher Education Admissions*

Requirements for Admission to Teacher Licensure Programs

Admission to the University does not guarantee admission to a teacher licensure program. Admission to a specific teacher licensure program requires:

- Sophomore status (32 earned semester hours)
- Attainment of C- 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
- 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- 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- 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.

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 University, 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- or higher. In addition, transfer students must complete three full terms (Fall and Spring) at Elmhurst University prior to student teaching.

Educating Young Children Major (EYC)

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 applied toward licensure must earn grades of C- or higher.

First Year

Fall Term

- ENG 105 Composition I
- Integrated Curriculum Requirements

Spring Term

- EDU 104 Cultural Foundations of Education in the United States
- ENG 106 Composition II
- 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 *(.50 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

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 three specialization areas: Teaching English Learners, Educating Students with Exceptionalities or Reading Education. Courses being applied toward the minor must earn grades of C- 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 University for information regarding equivalent courses at their prior institutions.

- All courses require grades of C- or higher to fulfill licensure, major and minor requirements. *Note that C- grades do not fulfill requirements.*
- AP credit may be accepted for any prerequisite course according to Elmhurst University guidelines. AP credit must appear on the college transcript to be accepted.

- Students must complete at least half of their ELM courses at Elmhurst University 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

Special Education

- EDU 223 Education of Pre–K–12 Learners with Exceptionalities

Educational Psychology

- EDU/PSY 311 Educational Psychology *(prerequisite: ENG 106 or EDU 104)*

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)*
- MTH 345 Elementary Statistics
- MTH 346 Statistics for Scientists
- PSY 355 Statistics for Psychological Research *(will not count for the math minor)*

Science with Laboratory *Choose two courses from two of four areas; total of 4.50 credits (six semester hours)*

Physical Science

- AST 212 Introduction to Astronomy
- CHM 100 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 courses from two of four areas; total of 4.50 credits (six semester hours)*

Economics

- ECO 100 Introduction to Economics*
- ECO 210 Principles of Microeconomics
- ECO 211 Principles of Macroeconomics

**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 101 American History Before 1865
- HIS 102 The United States from 1865 to the Present
- HIS 111 Survey of Western Civilization I
- HIS 112 Survey of Western Civilization II
- HIS 116 Survey of Non-Western Civilizations
- HIS 304 The United States in the Twentieth Century

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*

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

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

Middle Grades English Language Arts & The Reading Teacher Endorsement

The Middle Grades English Language Arts major is designed to provide teacher candidates interested in teaching English Language Arts and/or Reading to explore language and literacies within the 5–8/Pre–K–12 grade bands. The MELA program designs classical and contemporay theoretical foundations of pedgagocial knowledge and English content knowledge to support excellent middle school grade 5–8 English Language Arts Teachers with an emphasis in reading instruction that leads to the Reading Teacher Endorsement (Pre–K–12). MELA, as a truly interdisciplinary major, provides an indepth study of classical, comtemporary, post-colonial, and adolescent literature combined with courses that enable students to diagnose and remediate the challenges many students experience in Pre–K–12 grades that impact their school success. All MELA teacher candidates are prepared to serve a wide range of students in the 5–8 classroom or within specialized school settings where they can use their expertise as prepared reading teachers to support students' needs, uniquely and to collaborate with content area teachers, across discipline areas with effective planning, instruction, and assessment to support content area knowledge development through literacies. The MELA major requires a comprehensive set of foundational coursework in education that is integrated with courses in professional studies and across other education disciplinary areas, all with a concentration in literacy.

Students must apply and be formally admitted to the Teacher Education Program to enter upper-level coursework. All courses must be be completed with a grade of C- (1.7) or higher. Students must maintain cumulative GPA of 2.750 or higher to remain in the program and fulfill licensure requirements. Students also must pass the State mandated content area tests prior to student teaching: Test #201 Middle Grades (5–8) Language Arts and the Reading Teaching Endorsement Test #222.

The following Education courses are required for licensure:

- EDU 104 Cultural Foundations of Education in the United States *(1.0 credit)*
- EDU/SEC 223 Education of Pre–K–12 Learners with Exceptionalities *(1.0 credit)*
- EDU/SEC 311 Educational Psychology *(1.0 credit)*
- SEC 100 Introductory Field Experiences in Education *(.25 credit)*
- SEC 300 Intermediate Seminar for Teaching in Diverse and Inclusive Schools (*.25 credit)*
- SEC 310 Methods and Best Practices in Middle and Secondary Education *(1.0 credit)*
- TEL 317 Methods and Materials for Teaching ESL *(.75 credit)*
- SEC 360 The Middle School: History, Philosophy, Organizational Structures and Best Practices *(1.0 credit)*
- *SEC 421 Theory and Practice for Building Academic Literacies in K–12 Classrooms *(1.0 credit)*
- SEC 450 Advanced Seminar in Teacher Collaboration and Professional Practice *(1.0 credit)*
- SEC 455 Student Teaching in Middle & Secondary Schools *(4.0 credit)*

The following English courses are required for licensure (5–8):

- ENG 201 Composition III: Classical Rhetoric and Composition Discourse *(1.0 credit)*
- ENG 220 Principles of Literary Study *(1.0 credit)*
- ENG 352 American Literature II *(1.0 credit)*
- ENG 372 Multicultural Post-Colonial Literature *(1.0 credit)*
- EDU 430 Writing Pedagogy & Methods in the Middle Level Classroom *(1.0 credit)*
- ENG 416 History and Structure of the English Language *(1.0 credit)*
- ENG 441 The Teaching of English Language Arts in Middle Level Grades *(1.0 credit)*

The Reading Teacher Endorsement (Pre–K–12)

- SPE 316 K–12 Instructional Strategies and Interventions *(.75 credit)*
- *SEC 421 Building Academic Literacy in K–12 Classrooms *(1.0 credit)*
- SPE 440 Diagnosing & Remediating Reading Difficulties *(.75 credit)*
- ENG 315 Adolescent Literature *(.50 credit)*
- EDU 445 Literacy Practicum *(1.0 credit)*
- EDU 373 Using Picture Books & Informational Texts for K–8 Literacy Practicum *(1.0 credit)*

**Course meets the Middle Grades ELA state requirements and the Reading Teacher Endorsement*

Middle Grade Mathematics Major

This major encompasses the coursework requirements for Illinois teacher licensure in (5–8) mathematics. Students must apply and be formally admitted to the Teacher Education Program to enter upper-level coursework. All courses must be be completed with a grade of C- (1.7) or higher. Students must maintain cumulative GPA of 2.750 or higher to remain in the program and fulfill licensure requirements. Students also must pass the State mandated content area tests prior to student teaching: Test 202 Middle Grades (5–8) math.

Prerequisite Coursework for Admission to Middle Grade Mathematics

Students must complete at least half of their courses at Elmhurst University and must complete three full terms at Elmhurst University prior to student teaching.

The following Education courses are required for licensure:

- EDU 104 Cultural Foundation of Education in the United States
- EDU/SEC 223 Education of PK–12 Learners with Exceptionalities
- EDU/SEC 311 Educational Psychology
- SEC 100 Introductory Seminar to Teaching as a Caring Profession *(.25 credit)*
- SEC 300 Intermediate Seminar for Teaching in Diverse and Inclusive Schools *(.25 credit)*
- SEC 310 Methods and Best Practices in Middle and Secondary Education
- TEL 317 Methods and Materials for Teaching English Language Learners *(.75 credit)*
- SEC 360 The Middle School: History, Philosophy, Organizational Structures and Best Practices
- SEC 421 Theory and Practice for Building Academic Literacies in K–12
- MTH 441 The Teaching of Middle School Mathematics
- SEC 450 Advanced Seminar in Teacher Collaboration and Professional Practice *(.25 credit)*
- SEC 455 Student Teaching in Secondary and Middle Schools *(3.00 credit)*; requires formal admission to student teaching

The following Mathematics courses are required for licensure (5–8):

- MTH 132 Pre-calculus
- MTH 151 Calculus I (or instead of MTH 132 and MTH 151, take MTH 151 and MTH 152)
- MTH 301 Discrete Mathematics
- MTH 331 Foundations of Geometry
- MTH 325 Mathematical Concepts for Elementary Teachers I
- MTH 345 Elementary Statistics (or MTH 346 Statistics for Scientists)

Secondary English Language Arts Education & English Major

This major encompasses the coursework requirements for Illinois teacher licensure in (9–12) English. Completing this major will result in a double major in Secondary English Language Arts Education and English. Students should request academic advisors in both the Education and English departments and work with their advisors to carefully plan their course sequence.

Students must apply and be formally admitted to the Teacher Education Program to enter upper-level coursework. All courses must be be completed with a grade of C- (1.7) or higher. Students must maintain major and cumulative GPAs of 2.75 or higher to remain in the program and fulfill licensure requirements. Students also must pass the state mandated content area test prior to student teaching: Test #207 English Language Arts (9–12). The 9–12 English Language Arts content test is required for licensure.

Secondary English Language Arts Education Major

At least half of the Secondary English Language Arts major courses, excluding SEC 100, 300, 450, and 457, must be completed at Elmhurst University. Students also must complete three full terms at Elmhurst prior to student teaching.

The following courses are required:

- EDU 104 Cultural Foundation of Education in the United States
- EDU/SEC 223 Education of Pre–K–12 Learners with Exceptionalities
- EDU/SEC 311 Educational Psychology

- SEC 100 Introductory Seminar to Teaching as a Caring Profession *(.25 credit)*
- SEC 300 Intermediate Seminar for Teaching in Diverse and Inclusive Schools *(.25 credit)*
- SEC 310 Methods and Best Practices in Middle and Secondary Education
- TEL 317 Methods and Materials for Teaching English Language Learners *(.75 credit)*
- SEC 421 Theory and Practice for Building Academic Literacies in K–12
- ENG 440 Teaching English Methods
- SEC 450 Advanced Seminar in Teacher Collaboration and Professional Practice
- SEC 455 Student Teaching in Secondary and Middle Schools *(3.00 credits; requires formal admission to student teaching.)*

The following courses are required for licensure:

- ENG 201 Composition III: Classical Rhetoric and Contemporary Discourse
- ENG 220 Principles of Literary Study
- ENG 315 Adolescent Literature
- ENG 322 British Literature II (1750-1900)
- ENG 351 American Literature
- ENG 372 Multicultural/Postcolonial Literature
- ENG 401 Composition IV: Theory and Research
- ENG 416 History and Structure of the English Language
- ENG 440 Teaching of English
- ENG 451 Advanced Literary Study

Secondary Education and Mathematics Major

This major encompasses the coursework requirements for Illinois teacher licensure in (5–8 and 9–12) mathematics. Students must apply and be formally admitted to the Teacher Education Program to enter upper-level coursework. All courses must be be completed with a grade of C- (1.7) or higher. Students must maintain a mathematics major GPA of 2.50 or higher and cumulative GPAs of 2.750 or higher to remain in the program and fulfill licensure requirements. Students also must pass the State mandated content area tests prior to student teaching: Test #202 Middle Grades (5–8) math and/or Test #208 Mathematics (9–12). The middle grades mathenmatics and 9–12 content test are required for licensure.

Secondary Education and Mathematics Major

At least half of the SSE major courses, excluding SEC 100, 300, 450, and 457, must be completed at Elmhurst University. Students also must complete three full terms at Elmhurst prior to student teaching.

Note: AP credit may be accepted for any prerequisite course, according to Elmhurst University guidelines. AP credit must appear on the college transcript to be accepted.

The following courses are required for the major:

- EDU 104 Cultural Foundation of Education in the United States
- EDU/SEC 223 Education of Pre–K–12 Learners with Exceptionalities
- EDU/SEC 311 Educational Psychology
- SEC 100 Introductory Seminar to Teaching as a Caring Profession *(.25 credit)*
- SEC 300 Intermediate Seminar for Teaching in Diverse and Inclusive Schools *(.25 credit)*
- SEC 310 Methods and Best Practices in Middle and Secondary Education
- TEL 317 Methods and Materials for Teaching English Language Learners *(.75 credit)*
- SEC 360 The Middle School: History, Philosophy, Organizational Structures and Best Practices
- SEC 421 Theory and Practice for Building Academic Literacies in K–12
- MTH 440/441 The Teaching of Middle School and Secondary School Mathematics
- SEC 450 Advanced Seminar in Teacher Collaboration and Professional Practice (*.25 credit)*
- SEC 455 Student Teaching in Secondary and Middle Schools *(3.00 credits; requires formal admission to student teaching.)*

The following courses are required for licensure:

- MTH 251 Calculus III
- MTH 301 Discrete Mathematics
- MTH 326 Mathematical Concepts for Elementary Teachers II (*.50 credit)*
- MTH 331 Foundations of Geometry
- MTH 346 Statistics for Scientists
- MTH 361 Abstract Algebra
- MTH 362 Linear Algebra
- MTH 381 Real Analysis
- MTH 400 Research Methods in Mathematics *(.50 credit)*
- MTH 451 Senior Paper *(.50 credit)*

Secondary Science Education Major

This major encompasses the coursework requirements for Illinois teacher licensure in (5–8) and (9–12) broadfield science. Completing this major will result in a major in Secondary Science Education and a minor in biology, chemistry or phyics. Students must apply and be formally admitted to the Teacher Education Program to enter upper-level coursework. All courses must be be completed with a grade of C- (1.7) or higher. Students must maintain major/minor GPAs of 2.50 or higher and cumulative GPAs of 2.75 or higher to remain in the program and fulfill licensure requirements. Students also must pass one of the state mandated content area tests prior to admission to student teaching: Test #203 Middle Grades (5–8) science, OR Test #239 biology, Test #240 chemistry, Test #243 physics for (9–12) science. The middle grades science and 9–12 content test are required for licensure.

Secondary Science Education

At least half of the SSE major courses, excluding SEC 100, 300, 450, and 457, must be completed at Elmhurst University. Students also must complete three full terms at Elmhurst prior to student teaching.

The following courses are required:

- EDU 104 Cultural Foundation of Education in the United States
- EDU/SEC 223 Education of Pre–K–12 Learners with Exceptionalities
- EDU/SEC 311 Educational Psychology
- SEC 100 Introductory Seminar to Teaching as a Caring Profession *(.25 credit)*
- SEC 300 Intermediate Seminar for Teaching in Diverse and Inclusive Schools *(.25 credit)*
- SEC 310 Methods and Best Practices in Middle and Secondary Education
- TEL 317 Methods and Materials for Teaching English Language Learners *(.75 credit)*
- SEC 360 The Middle School: History, Philosophy, Organizational Structures and Best Practices
- SEC 421 Theory and Practice for Building Academic Literacies in K–12
- SEC 450 Advanced Seminar in Teacher Collaboration and Professional Practice *(.25 credit)*
- SEC 440/441 The Teaching of Middle School and Secondary School Science
- SEC 455 Student Teaching in Secondary and Middle Schools *(3.00 credits; requires formal admission to student teaching.)*

Broadfield Science Requirements

- BIO 200 General Biology I
- BIO 201 General Biology II
- CHEM 211 Chemical Principles I and CHEM 212 Chemical Principles II
  OR
- CHEM 220 Advanced Chemical Principles
- GEO 102 Earth System Science OR AST 212 Introduction to Astronomy
- PHY 121 General Physics I
  OR
- PHY 122 General Physics II

Concentration Requirements

Teacher Candidates pursuing the Secondary Science Education major and licensure must complete a minor or major in biology, chemistry, or physics. The concentration must be in biology, chemistry or physics coursework as outlined below. All concentration courses must be completed with grades of C- (1.7) or higher, while maintaining a biology, chemistry or physics GPA of 2.50 or higher.

Biology Concentration for Secondary Science Education

For a minor in biology, at least five courses are required. At least three of the five courses must be taken at Elmhurst University. *See Biology major if completing the major.*

- BIO 200 General Biology I
- BIO 201 General Biology I
- Three electives at the 300 or 400 level

Chemistry Concentration for Secondary Science Education

For a minor in Chemistry, the following courses are required. At least three of the five courses must be completed at Elmhurst University. *See Chemistry major if completing the major.*

- 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 (one must have a lab):

- CHM 221 Analytical Chemistry
- Any 300/400-level chemistry course

Physics Concentration for Secondary Science Education

For a minor in physics, at least five courses are required. At least three of the five courses must be completed at Elmhurst University. *See Physics major if completing the major.*

- PHY 121 General Physics I
- PHY 122 General Physics II

- PHY 304 Intermediate Physics
- PHY 305 Modern Physics of Atoms, Nuclei, and Particles and one other upper-level physics course.

Social Science Education & History or Political Major

This major encompasses the coursework requirements for Illinois teacher licensure in (5–8) and (9–12) broadfield social science. Completing this major will result in a double major in Social Science Education and either History or Political Science. Students should request academic advisors in both the Education and History or Political Science departments and work with their advisors to carefully plan their course sequence.

Students must apply and be formally admitted to the Teacher Education Program to enter upper-level coursework. All courses must be be completed with a grade of C- (1.7) or higher. Students must maintain major and cumulative GPAs of 2.750 or higher to remain in the program and fulfill licensure requirements. Students also must pass the one of the State mandated content area tests prior to student teaching: Test #204 Middle Grades Social Science (5–8), Test #246 History (9–12), or Test #247 Political Science (9–12). The middle grades social science and 9–12 content test are required for licensure.

Social Science Education Major

At least half of the Social Science major courses, excluding SEC 100, 300, 450, and 457, must be completed at Elmhurst University. Students also must complete three full terms at Elmhurst prior to student teaching.

The following courses are required:

- EDU 104 Cultural Foundation of Education in the United States
- EDU/SEC 223 Education of Pre–K–12 Learners with Exceptionalities
- EDU/SEC 311 Educational Psychology
- SEC 100 Introductory Seminar to Teaching as a Caring Profession *(.25 credit)*
- SEC 300 Intermediate Seminar for Teaching in Diverse and Inclusive Schools *(.25 credit)*
- SEC 310 Methods and Best Practices in Middle and Secondary Education
- TEL 317 Methods and Materials for Teaching English Language Learners *(.75 credit)*
- SEC 360 The Middle School: History, Philosophy, Organizational Structures and Best Practices
- SEC 421 Theory and Practice for Building Academic Literacies in K–12
- SEC 425 Teaching Social Studies in Middle and Secondary Schools
- SEC 450 Advanced Seminar in Teacher Collaboration and Professional Practice
- SEC 455 Student Teaching in Secondary and Middle Schools *(3.00 credits; requires formal admission to student teaching.)*

Broadfield Social Science Requirements

- GEO 111 Regional Study of the Modern World
- PSY 210 Introduction to Psychology
- SOC 100 Introductory Sociology
- ECO 211 Principles of Macroeconomics
- HIS 101 American History Before 1865
- POL 201 American Federal Government

Concentration Requirements

Teacher candidates pursuing the Social Science Education major and licensure must complete a major in either History or Political Science. The designated concentration must include all of the major requirements *(see below)* for either a degree in History or a degree in Political Science. Students should be meeting with faculty in the either history or political science departments to ensure all the major requirements are met.

History Concentration

For a major in history, the following courses are required:

HIS 101, HIS 102, HIS 111, HIS 116, HIS 451, HIS 452, and two additional electives at the 300- or 400-level *(see list of courses in the History section of the catalog).*

Political Science Concentration

For a major in political science, the following courses are required:

POL 201 and POL 445, 2 POL courses from American politics, 2 POL courses from world politics, 2 courses from political thought, 1 elective not taken in the core *(see list of courses in Political Science section of catalog)*. For Social Science EDU students this elective course may be fulfilled by SEC 425.

Special Education (Learning Behavior Specialist I) Major

First Year

Fall Term

- ENG 105 Composition I
- Integrated Curriculum Requirements

Spring Term (Initial Courses)

- EDU 104 Cultural Foundations of Education in the United States
- ENG 106 Composition II
- Integrated Curriculum Requirements

Second Year

Fall Term

- SPE 223 Education of Pre–K–12 Learners with Exceptionalities
- MTH 325 Math Concepts for Elementary Teachers
- TEL 212 Theoretical Foundations of Teaching English Language Learners
- Integrated Curriculum Requirements

January Term

- TEL 212 Theoretical Foundations of Teaching English Language Learners *(if not taken in Fall Term)*

Spring Term

- CSD 245 Survey of Communication Sciences and Disorders: Educational Settings
- SPE 311 Educational Psychology (prerequisites: ENG 106, EDU 104)
- Integrated Curriculum Requirements

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)*

January Term

- SPE 320 Establishing Professional Relationships: Communication and Collaboration (*.75 credit*)

Spring Term (Block IV)

- SPE 458A and 458B Student Teaching in Special Education (*1.5 credits each*)

World Language Education Major

This major encompasses the coursework requirements for Illinois teacher licensure in K–12 foreign language. Completing this major will result in a double major in World Language Education (WLE) and French or Spanish. Students should request academic advisors in both the Education and World Language, Culture, and Literatures departments and work with their advisors to carefully plan their course sequence.
The Teaching English Learning Minor is highly recommended for WLE majors.

Students must apply and be formally admitted to the Teacher Education Program to enter upper-level coursework. All courses must be be completed with a grade of C- (1.7) or higher. Students must maintain major and cumulative GPAs of 2.75 or higher to remain in the program and fulfill licensure requirements. Students also must pass the state mandated oral proficiency test in French (#091) or Spanish (#056) as well as the French (#252) or Spanish (#260) content tests prior to student teaching.

Prerequisite Coursework for Admission to World Language Education (WLE)

At least half of the WLE major courses, excluding SEC 100, 300, 450, and 457, must be completed at Elmhurst University. Students also must complete three full terms at Elmhurst prior to student teaching.

The following courses are required:

- EDU 104 Cultural Foundation of Education in the United States
- EDU/SEC 223 Education of Pre–K–12 Learners with Exceptionalities
- EDU/SEC 311 Educational Psychology
- SEC 100 Introductory Seminar to Teaching as a Caring Profession *(.25 credit)*
- 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 421 Theory and Practice for Building Academic Literacies in K–12
- SEC 450 Advanced Seminar in Teacher Collaboration and Professional Practice
- SEC 457 Student Teaching in Secondary and Middle Schools *(3.00 credits; requires formal admission to student teaching.)*
- TEL 317 Methods and Materials for Teaching English Language Learners *(.75 credit)*
- TEL 319 Linguistics in Second Language Learning *(.75 credit)*
- WL 440 Special Methods in the Teaching of World Languages

Concentration Requirement for World Language Education

Teacher Candidates pursuing the WLE major and licensure must complete the Spanish or French concentration. The concentration must be 30 semester hours or more in specific Spanish or French coursework as outlined below. All concentration courses must be completed with grades of C- (1.7) or higher while maintaining a Spanish or French GPA of 3.0 or higher.

Spanish Concentration for World Language Education

- SPN 301 Spanish Grammar & Composition
  OR
- SPN 307 Spanish for Heritage Speakers I
- SPN 302 Spanish Conversation & Grammar
  OR
- SPN 308 Spanish for Heritage Speakers II
- SPN 312 Spanish Culture
- SPN 334 Spanish American Culture
- WL 451 Senior Research Capstone *(.50 credit)*

One of the following (see also SPN 452):

- SPN 310 Introduction to Hispanic Literature
- SPN 313 Survey of Spanish Literature I
- SPN 314 Survey of Spanish Literature II

One of the following (see also SPN 452):

- SPN 335 Survey of Spanish-American Literature I
- SPN 336 Survey of Spanish-American Literature II
- SPN 340 Indigenous Literature of South and Central America

Select remaining courses from the following electives:

A travel course is highly recommended

- SPN 304 Teaching Hispanic Children's Literature in Elementary & Middle Schools
- SPN 315/415 Cultural and Linguistic Immersion
- SPN 321 Introduction to Spanish Sociolinguistics
- SPN 392 Walking the Camino de Santiago
- WL 310 World Cinema (Spanish)

SPN 452 Directed Reading may be substituted for one literature course requirement, not both, or used as an elective.

French Concentration for World Language Education

- FRN 301 French Conversation & Composition
- SPN 302 Advanced French Conversation & Composition
- WL 451 Senior Research Capstone *(.50 credit)*
- FRN 335 French/Francophone Literature in Context I/ Pre-1800
- FRN 336 French/Francophone Literature in Context I/ Post-1800

Two of the following:

- FRN 309 World Cinema
- FRN 313 Heritage of France 1
- FRN 314 Cultural Heritage of France 2

Select remaining courses from the following electives:

A travel course is highly recommended

- BID January in Morocco
- FRN 305 Business French
- FRN 315 January in Paris
- WL 310 January in Martinique

FRN 452 Directed Reading may be substituted for FRN 335 or FRN 336 or used as an elective.

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 338 Characteristics of Learners II
- SPE 434 Academic Curriculum/Assessment/ Instructional Strategies
- SPE 438 Functional Curriculum/Assessment/ Instructional Strategies
- SPE 440 Diagnosis and Remediation of Reading Difficulties
- 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 325 Mathematical Concepts for Elementary Teachers I
- MTH 326 Mathematical Concepts for Elementary Teachers I or MTH 331 Foundations in Geometry
- MTH 345 Elementary Statistics or MTH 346 Statistics for Scientists

At least half of the credits must be taken at Elmhurst University. 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 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 Major (*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/ Nonfiction 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 Major
(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 semester hours; Spring Term*)*

Plus two courses from the following:

- EDU 373 Using Picture Books and Informational/ Nonfiction 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 Major

(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 semester hours; 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/ Nonfiction 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 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 Pre–K–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 .75 credit (3 semester hours) 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.

Teaching English Learners Courses

- TEL 204 Cross-Cultural Studies in Teaching English Language Learners *(.75 credit; Fall/Spring Term; Prerequisite: EDU 104)*
- TEL 212 Theoretical Foundations of Teaching English Language Learners *(.75 credit; Fall/January Term; Prerequisite: EDU 104)*
- TEL 317 Methods and Materials for Teaching English Language Learners *(.75 credit; Spring Term; Prerequisites: TEL 204 and TEL 212)****
- TEL 319 Linguistics for Second Language Learning *(.75 credit; Spring Term; Prerequisites: EDU 104)*
- TEL 439 Assessment of English Language Learners *(.75 credit; Fall Term; Prerequisites: TEL 204, TEL 212, TEL 317 and TEL 319)*
- TEL 448 Inquiry and Application of Bilingual Methods I *(.50 credit; Fall Term; Prerequisites: TEL 204, TEL 212, TEL 317, TEL 319)****
- TEL 449 Inquiry and Application of Bilingual Methods II *(.25 credit; Fall/Spring Term; Prerequisite: TEL 448)****

*****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 University 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 University 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/Nonfiction 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). Corequisite: 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 University 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. *Prerequisite: 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 nonteaching 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 University 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 University 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, prearranged 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 and 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 100 Introductory Seminar to Teaching as a Caring Profession

.25 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 100 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 Pre–K–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/ corequisites: EDU 104; admission to an education program; nonmajors 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 100.*

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 100, 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 360: The Middle School: History, Philosophy, Organizational Structures, and Best Practices

1.00 credit

An advanced study of the history, philosophy, organization, and procedures of the middle school through observation and participation in a middle school setting as well as through content delivered in the college classroom. Focus areas include age-appropriate instructional methods and strategies, the development of curriculum for the middle school learner, and classroom management strategies,cognitive, emotional, social, and physical developmental stages of the middle-level learner.

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 100, SEC 223 or KIN 312, SEC 311. Fall Term.*

SEC 440 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. *Prerequisites: SEC 300, SEC 310 or consent of the instructor. Fall Term.*

SEC 441 Methods for Teaching Middle School Science

Provides a focus on the characteristics and instructional strategies needed to teach science to the complex needs of middle level learners. A consideration of curricular design, assessment, and general pedagogical principles as applied to the teaching of science in middle school settings.

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 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 credit

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 credit

An introductory practicum requiring directed and supervised preclinical experiences in curriculum, planning and instruction. The majority of the preclinical 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 credit

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 credit

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 credit

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 credit

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 credit

A practicum that requires directed and supervised pre-clinical experiences in curriculum, planning and instruction for Pre–K–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 credit

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 credit

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 credit

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 and 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 Pre–K–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 Pre–K–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 Pre–K–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 Pre–K–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 Pre–K–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 Pre–K–12 classroom. *Prerequisite: TEL 448.*

English

The 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 secondary education licensure. 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 University 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 University 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;* Bridget O'Rouke, *Writing Program Director;* Nicholas Behm, Dianne Chambers, Theodore Lerud, Janice Tuck Lively, Ericka McCombs, Mary Kay Mulvaney, Samuel Rush, Natasha Strother, Ron Wiginton, Lance E. Wilcox

Mission

The English department aims to enhance the literacy of Elmhurst University 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 University'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

Student Learning Objectives

- Understanding of the nature and uses of language in light of audience and purpose
- Development of evidence-based arguments
- Creative and critical response to literature in light of cultural values and literary history
- Critical reflection on the relationship between theory, research, and practice

Student Learning Outcomes

- Students will be able to identify literary techniques and creative uses of language in literary texts
- Students will be able to adapt their texts to particular audiences and purposes.
- Students will be able to articulate a thesis and present evidence to support it.
- Students will be able to find, evaluate, and use appropriate bibliographic materials in their texts.
- Students will be able to explain the relevance of themes found in literary texts to contemporary, personal, and cultural values.
- Students will be able to identify genres, conventions, and period-specific discourses and their relevance to broader historical forces.
- Students will be able to describe their own writing practices and how they have evolved.
- Students will be able to apply relevant theoretical concepts to literary or other texts and practices.

Major in English

An English major consists of a minimum of 10 one credit (4 semester hours) courses 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

B. One writing course beyond ENG 106 Composition II

C. One course chosen from:
- ENG 321 British Literature I
- ENG 345 Shakespeare

D. Two courses chosen from:
- ENG 322 British Literature II
- ENG 351 American Literature I
- ENG 352 American Literature II

E. ENG 451 Advanced Literary Study

F. Three electives, so that the 10-course total includes at least three 400-level English courses in addition to ENG 451

No more than one 400-level writing course may be counted toward the Literature Emphasis.

Writing Emphasis

Seven core courses, including:

A. ENG 220 Principles of Literary Study

B. ENG 201 Composition III: Classical Rhetorics and Contemporary Discourse

C. Two core literature courses, chosen from those listed under Literature Emphasis C and D

D. Two writing courses at the 300 and/or 400 level chosen from:
- ENG 303 Business and Technical Writing
- ENG 305 News Reporting
- ENG 306 Advanced News Reporting
- ENG 312 Writing Fiction
- ENG 313 Writing Poetry
- ENG 317 Introduction to Screenwriting
- ENG 401 Composition IV
- ENG 403 Advanced Professional and Multimedia Writing
- ENG 410 Advanced Writing Seminar
- ENG 412 Advanced Fiction Writing
- ENG 417 Advanced Writing for Film and Television

E. ENG 455 Portfolio Development for English Writing Majors

F. Three electives, so that the 10-course total includes at least three 400-level English courses in addition to ENG 455

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 News Reporting
- ENG 306 Advanced News Reporting
- ENG 365 Journalism Practicum
- ENG 468 Internship

Professional Writing

- ENG 303 Business and Technical Writing
- ENG 403 Advanced Professional and Multimedia Writing
- One additional journalism course: ENG 305 or ENG 306
- ENG 468 Internship

Creative Writing

At least two courses from the following:

- ENG 306 Journalism II
- ENG 312 Writing Fiction
- ENG 313 Writing Poetry
- ENG 317 Introduction to Screenwriting
- ENG 410 Advanced Writing Seminar
- ENG 412 Advanced Fiction Writing
- ENG 415 Literary Theory Rhetoric and Composition
- ENG 417 Advanced Writing for Film and Television

Rhetoric and Composition

- One journalism course
- ENG 303 Business and Technical Writing
- One creative writing course: ENG 312 Writing Fiction or ENG 313 Writing Poetry
- ENG 401 Composition IV: Theory and Research
- ENG 403 Advanced Professional and Multimedia Writing
- ENG 410 Advanced Writing Seminar
- ENG 415 Literary Theory

Licensure for 9-12 Teaching

Students should convey their intentions to teach as soon as possible to the chair and must complete the Secondary English Language Arts major in the Department of Education in addition to an English major. *See the Education section of this catalog for a complete listing of requirements and courses in the Secondary English Language Arts Education Major.*

Students are required to pass the English Language Arts Content Test #207, and pass edTPA in order to get a Professional Educator License. *See the Director of Secondary Education for further information.*

Minor in English

An English minor consists of a minimum of five credit units 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 transcripted. *Note: ENG 350 or ENG 410 can be substituted for an 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 317 Introduction to Screenwriting
- ENG 412 Advanced Fiction Writing
- ENG 417 Advanced Writing for Film and Television

Journalism

- ENG 201 Composition III: Classical Rhetorics and Contemporary Discourse
- ENG 220 Principles of Literary Study
- ENG 305 News Reporting
- ENG 306 Advanced News Reporting
- 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 401 Composition IV: Theory and Research
- ENG 415 Literary Theory
- 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 Elmhurst University Writing Placement Test, or a composite score of 29 on the ACT or SAT score of 1900 or higher (prior to Mar. 5, 2016) or SAT evidence-based Reading and Writing sub-score of 580 or higher (after Mar. 5, 2016).*

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 literary 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.

ENG 295 Introduction to Film Studies

Students will be introduced to the history of cinema and various types of film analysis. Students will examine films from a filmmaking perspective, analyzing elements such as writing, cinematography, and sound, as well as from a theoretical perspective, examining films through various lenses which may include, but are not limited to: feminism, Marxism, queer theory, psychoanalytics, and genre studies. Students will be introduced to filmmakers from around the world and will study films ranging from the birth of cinema to contemporary blockbusters. Students will examine the impact new technology has had on filmmaking as well as how filmmaking has created new technologies used beyond the world of cinema. *Prerequisite: ENG 105 or equivalent.*

ENG 298 Story Structures in Literature

What makes a good story? This class will examine the fundamental principles of effective storytelling in literature, film, television, and other media. Students will study Aristotle's "Poetics" and see how much of what he described centuries ago still applies to contemporary storytelling, such as character, plot, and theme. While examining literature, film and television, students will learn traditional three-act structure as well as alternative structures such as the ensemble, nonlinear, dual-protagonist, and experimental. *Prerequisite: ENG 105 or equivalent*.

ENG 299 Digital Storytelling

Students will be introduced to various areas within the world of digital media, which may include but are not limited to: filmmaking, screenwriting, animation, game design, virtual reality, broadcast journalism, motion graphics, documentary production, sound design, cinematography, video editing, audio recording, and more. Students will learn history and theory within each area and will then put it into practice in a series of production-based projects. Students will be able to create projects using numerous software applications used in the media fields.

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 News Reporting

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 Advanced Reporting

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, 2020-2021.*

ENG 312 Writing Fiction

Writing fiction, with study of various creative processes, literary techniques and poetic forms. 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, Spring 2020-2021.*

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 317 Introduction to Screenwriting

This course will introduce students to the world of screenwriting. Students will learn the difference between writing feature films, episode shows, web series, and more. Students will read examples of well-written screenplays to learn about structure, character development, theme, and dialogue writing. Students will learn proper screenplay format as well as how to write visually. Students in this class will each write a short original screenplay. *Prerequisite: ENG 106.*

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, Spencer, Shakespeare, Donne, Milton, Behn, Pope, Johnson and Austen. Course focuses primarily on drama, poetry and nonfiction. *Prerequisite: 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. Writers such 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*, *The Autobiography of Benjamin Franklin*, 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 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 ways in which these 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. Fall Term 2020.*

ENG 375 Reading Nature/Writing Nature

This course explores the literary techniques and deeper significance of non-fiction, fiction, and poetry inspired by, and addressing, our relation to the natural world. Students practice writing about the environment for non-specialist audiences. *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, alternate years, 2020-2021.*

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, 2021-2022..*

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, 2021-2022.*

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. Spring 2021.*

ENG 417 Advanced Writing for Film and Television

Students will write a complete original feature-length screenplay or the "pilot" (first) episode of an idea for an original television show, along with an outline for the story arcs of the complete first season. The product written in this class will serve as a portfolio piece that can be sent to agents, managers, and producers. The writers in this class will learn about the business side of becoming a screenwriter, including but not limited to: how to obtain representation; how to pitch; how to approach rewriting; and techniques and strategies to use when hired to write on assignment. *Prerequisite: DM/ENG 317 or permission of instructor.*

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, 2020-2021.*

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 during the period. 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, 2021-2022.

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, 2021-2022.*

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, 2020-2021.*

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 only.*

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 only.*

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 Elmhurst University 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. *May not duplicate the content of other English course offerings. 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.*

Environmental Studies

Environmental studies is the systematic study of human interaction with the natural environment. The environmental studies curriculum provides interdisciplinary, career-focused majors and a minor. An integral part of the program is the use of the greater Chicago metropolitan region as a laboratory for study. With increasing public demand for more environmentally friendly products and services, our metropolitan Chicago location provides a multitude of opportunities for students to gain real-world experiences while participating in and developing innovative sustainability initiatives for both public and private sectors. Classroom instruction, internships, fieldwork, and research projects are combined with field trips, guest speakers, and practical experiences to provide a comprehensive learning experience.

An increasing sense of global urgency has created a demand for environmental experts. Students with a degree in environmental studies pursue careers in a variety of fields depending on their interests, skills, and experience. Careers for environmental studies majors include: environmental policy analysis for city, state, and federal government agencies; urban and regional planning; environmental advocacy; natural resource management, and private sector businesses (including technology companies, environmental consulting firms, construction companies, oil companies, and law firms).

A degree in environmental studies also prepares students for graduate study in a variety of disciplines and programs. Among the possibilities are advanced degrees in environmental studies, political science, environmental ethics/philosophy, urban studies and planning, communications, geography, geographical information systems, law, public administration, and natural sciences.

Faculty

Constance A. Mixon, *Director,* Kimberly A. Lawler-Sagarin, *Coordinator, B.S. Program,* Teri J. Walker, *Coordinator, B.A. Program.*

Majors in Environmental Studies

The Environmental Studies Program provides a strong interdisciplinary core curriculum for all majors with two undergraduate degree options:

1. The interdisciplinary Bachelor of Arts degree in Environmental Studies provides a foundation in policy, sciences, and humanities with advanced elective coursework.
2. The interdisciplinary Bachelor of Science degree in Environmental Studies places a focus on Science, Technology, Engineering and Mathematics (STEM).

Environmental Studies Program Mission Statement:

The Environmental Studies Program at Elmhurst University focuses on worldwide environmental challenges. Through interdisciplinary academic courses, internships, experiential, and co-curricular activities our students become passionate stewards of the environment, scholars in sustainability and environmental management, and experts in environmental studies. With a focus on environmental justice, students develop critical-thinking skills, analyze real-world problems, and understand the power of narrative to create sustainable solutions for local and global communities.

Environmental Studies Program Goals:

To provide students with a broad interdisciplinary liberal arts framework for understanding the relationship between humans and their environment;

To provide students with informed perspectives on biological and physical processes relevant to environmental problems, to help students understand responsible environmental policy and practice, and to engage students in ethical reflection regarding environmental problems in local, regional, national, and global communities;

To prepare students for careers, citizenship, and environmental stewardship through experiential curricular and co-curricular opportunities;

To equip students with the knowledge and skills necessary to pursue professional careers and advanced study related to the multifaceted nature of environmental studies; and

To serve as an environmental resource, through service, outreach, and engagement, to the Chicago metropolitan region.

Environmental Studies Program Objectives:

Students will integrate knowledge from multiple disciplines representing physical and life sciences perspectives, political and economic perspectives, and social and cultural perspectives on humans' interactions with their environments;

Students will contribute to and facilitate interdisciplinary research and problem solving, through independent and collaborative work;

Students will use quantitative and qualitative research tools and techniques to analyze, implement, envision, assess, and report sustainability efforts.

Program Learning Outcomes

After completing the major in environmental studies, students will be able to:

- Articulate the interconnected and interdisciplinary nature of environmental studies;
- Demonstrate an integrative approach to environmental issues with a focus on sustainability;
- Use critical thinking, problem-solving, and the methodological approaches of the social sciences, natural sciences, and humanities in environmental problem solving;
- Communicate complex environmental information to both technical and non-technical audiences;
- Understand and evaluate the global scale of environmental problems; and
- Reflect critically on their roles, responsibilities, and identities as citizens, consumers and environmental actors in a complex, interconnected world.

Majors in Environmental Studies

Environmental Studies, BA

The interdisciplinary Bachelor of Arts degree in Environmental Studies provides a foundation in policy, sciences and humanities with advanced elective coursework.

Environmental Studies Core

At least two courses from the following:

- ES 100 Introduction to Environmental Studies
- ES 200 Environmental Science I
- ES 201 Environmental Science II
- POL 201 American Federal Government
- ECO 211 Principles of Macroeconomics
- ES/URB 300 Sustainable Urban Development
- PHL 312 Environmental Ethics
- COM 327 Environmental Communication
- POL 365 Environmental Politics and Policy
- MTH 345 Elementary Statistics (may substitute MTH 346 or PSY 355)
- ES 400 Environmental Studies Capstone
- ES 468 Environmental Studies Internship
- ES 499 Environmental Studies Senior Seminar

Additional Courses

Students pursuing the Bachelor of Arts degree must also complete:

- ES/POL 410 Environmental Law

Two course credits of approved Environmental Studies electives (Students should check with the program director for current approved electives.)

Environmental Studies, BS

The interdisciplinary Bachelor of Science degree in Environmental Studies places a focus on Science, Technology, Engineering and Mathematics (STEM).

Environmental Studies Core

- ES 100 Introduction to Environmental Studies
- ES 200 Environmental Science I
- ES 201 Environmental Science II
- POL 201 American Federal Government
- ECO 211 Principles of Macroeconomics
- ES/URB 300 Sustainable Urban Development
- PHL 312 Environmental Ethics
- COM 327 Environmental Communication
- POL 365 Environmental Politics and Policy
- MTH 345 Elementary Statistics (may substitute MTH 346 or PSY 355)
- ES 400 Environmental Studies Capstone
- ES 468 Environmental Studies Internship
- ES 499 Environmental Studies Senior Seminar

One additional Mathematics course

Choose from the following:

- MTH 132 Precalculus
- MTH 151 Calculus I
- MTH 152 Calculus II

A Minor or Double Major in one of the following fields:

- Biology
- Chemistry
- Geographic Information Systems (GIS)
- Mathematics
- Physics
- Computer Science

Minor in Environmental Studies

Requirements

An Environmental Studies minor consists of a minimum of five course credits, including four required Environmental Studies core course:

- ES 100 Introduction to Environmental Studies
- ES 200 Environmental Science I
- ES 201 Environmental Science II
- ES 300 Sustainable Urban Development
- One elective selected from any other Environmental Studies course (ES) or PHL 312 or COM 327 or POL 365

Course Offerings

ES 100 Introduction to Environmental Studies

This course introduces students to an interdisciplinary academic field that focuses on the interrelationships and complexities of environmental processes and problems. The course combines ideas from many disciplines including physical and biological sciences; social sciences; and humanities (e.g. ecology, political science, ethics, biology, philosophy, economics, sociology) to better understand environmental affairs. Special attention is given to understanding how the student, his/her society, and humanity are connected to the environment. The environmental impact of people's consumptive lifestyles will also be highlighted.

ES 200 Environmental Science I

ES 200-201 provide an introduction to environmental science in an interdisciplinary context. This first course focuses on an introduction to the major components, processes and interactions of the four primary Earth systems (atmosphere, hydrosphere, biosphere, and geosphere). Geological processes such as the rock cycle and tectonics will be examined along with the ability for humans to alter those processes both intentionally and unintentionally. An examination of deep time and reconstruction of past climates provides context for our understanding of modern climate change. Students will learn about the structure of the atmosphere, chemical processes in the atmosphere, atmospheric cycling and the potential impact of changes to that cycle. The structure and processes of the oceans will be studied along with the implications of changing ocean currents and sea levels. The chronology of the Earth, along with the origin, chemical composition, and distribution of energy and mineral resources will be discussed. The chemistry of fossil fuels, nuclear power, renewable energy, greenhouse gases, ozone depletion, acid rain, air pollution, and the environmental consequences of energy and mineral extraction and use will be explored. Scientific methodology, ethics in scientific research, data analysis, and the evaluation of scientific claims are emphasized throughout. *Includes laboratory.*

ES 201 Environmental Science II

ES 200- 201 provide an introduction to environmental science in an interdisciplinary context. This second course in the sequence will establish a foundational knowledge of the biosphere and its interactions with the lithosphere, hydrosphere, and atmosphere. Students will gain the cellular, organismal, population, and evolutionary principles necessary to understand ecosystems on local, regional, and global scales. Students will learn how all species within the ecosystem are interrelated, with each relying on the others, and will examine human interactions with ecosystems and the impact of those interactions. Current environmental issues such as the transformation of ecosystems in response to climate change, overexploitation, and agriculture will be a focus. Topics will include: nutrient cycling, biodiversity, invasive species, extinction, pollution, habitat destruction, and conservation. Scientific methodology, ethics in scientific research, data analysis, evaluation of scientific claims, and an introduction to modelling tools will be included. *Includes laboratory. Prerequisite: ES 200*

ES 300 Sustainable Urban Development

This course examines the social, economic, governmental, and environmental dimensions of sustainable urban development. Some of the major themes explored include indicators of sustainability, urban demographic trends, environmental justice, green building, urban sprawl, sustainable energy and transportation, and global climate change.

ES 350 Special Topics in Environmental Studies

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. *Depending on the topic, consent of instructor may be required, and grading options will vary. May be repeated for credit.*

ES 400 Environmental Studies Capstone

The Environmental Studies Capstone course should be taken during the student's junior year. BA and BS students will work together to gain valuable hands-on experience, explore career possibilities and build professional communication skills. Teams of students conduct original community-based research focused on a single, local environmental issue. Each team uses a different disciplinary perspective and approach to investigate the issue, and hence the class as a whole is immersed in an interdisciplinary exploration of environmental issues. The course culminates in the presentation of the research projects to faculty, students, and community members.

ES 410 Environmental Law

This course is an introduction and overview of major federal environmental statutes, emphasizing the legal framework for environmental protection as it has evolved in the United States. Overarching legal and policy concepts, such as federalism,

administrative procedure, separation of powers, judicial review, and statutory interpretation are explored. Course will cover various topics that include, but not limited to, air and water pollution, toxic waste, endangered species, land use, and environmental justice.

ES 421 Fieldwork in Environmental Studies

Involves the student directly in environmental work. Classroom theory is tested when the student is exposed to a variety of opportunities to enhance professional development. *May be repeated for credit. Every term, as needed.*

ES 468 Environmental Studies Internship

The primary purpose of this course is to give the student an opportunity to apply classroom learning to practical work experience. Academic credit for a term of employment at 15 to 20 hours per week. Internship possibilities include non-profit organizations, federal, state, and local governments, or other relevant environmental agency/office/business. 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.*

ES 492 Independent Study in Environmental Studies

An independent and concentrated reading/research course centering around a specific problem area, a single field of specialization or a concentration on the writings of major environmental thinkers. *May be repeated for credit. Written permission of the instructor is required. As requested.*

ES 499 Environmental Studies Senior Seminar

All Environmental Studies majors are required to complete a senior seminar in Environmental Studies. This will include an intensive research project and formal presentation in a collaborative setting. This is an opportunity for students to draw on their classroom experiences to do research and develop a presentation on an environmental issue of particular interest. Students will develop their skills in research and oral and written communication as related to Environmental Studies. The course may include presentations and discussions by students and guest lecturers.

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 University Geographical Society is an active student organization on campus. Elmhurst University 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 (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 University'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, *Coordinator of GIS Program*

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 University 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 University.

Core Curriculum

Required of all students in major (*seven and one-half (7.50) credits required*):

- GEO 207 Fundamentals of GIS
- GEO 309 Introduction to Spatial Analysis
- GEO 468 Internship (.50 credit; P/NP only)
- GEO 470 Research Methods in Geography (.50 credit)
- GEO 471 Senior Research Capstone (.50 credit)

Two of:

- GEO 302 Urban Applications of GIS
- GEO 400 Advanced Spatial Analysis
- GEO 411 Urban Geography
- GEO 412 Political Geography
- GEO 413 Economic Geography
- GEO 452 Special Topics in Geography and GIS

One of:

- GEO 102 OR 105 Earth Systems or Atmospheric Science\
- CS 220 Computer Science I
- ENV 100 Introduction to Environmental Studies
- URB 210 Cities

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 Core courses:

- GEO 207 Fundamentals of GIS
- GEO 309 Introduction to Spatial Analysis

Two of:

- GEO 400 Advanced Spatial Analysis *(Prerequisite: MTH 345 or 346)*
- GEO 402 Urban Applications of GIS
- GEO 452 Special Topics in Geography and GIS
- GEO 468 Internship *(minimum .50 course)*

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 Geostatistical 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 very 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

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 University. 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 University are encouraged to pursue a balanced program between American and English history. POL 412 Constitutional Law is also recommended.

Courses offered by the Department of History may be counted toward some Integrated Curriculum requirements or a major or minor in history.

Faculty

Robert W. Butler, *Chair;* Karen Benjamin

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 University.

Licensure for 5-12 Teaching

Students should convey their intentions to teach as soon as possible to the chair and must complete the Social Science Education major in the Department of Education in addition to a History major. See the Education section of this catalog for a complete listing of requirements and courses in the Social Science Education Major.

Students are required to pass the Middle Grades Social Science test (#204), History content test (#246), and pass edTPA in order to get a Professional Educator License. *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
- 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
- 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 101 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 102 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 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 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 323 Industrial Age America

Industrializing America examines the events in the United States between the War of 1812 and World War I. The key focus will be an exploration of the impact of the Market Revolution and Industrial Revolution on American lives. We will evaluate the multiple connections between the development of capitalism and the existence of slavery in the United States, followed by an in-depth study of the ways that racial subjugation continued to shape the nation after the Civil War. In addition, we will analyze the antebellum and progressive reform movements as middle-class responses to industrialization, and especially the urbanization and immigration that accompanied it. Finally, we will examine the rise of the labor movement and the efforts of American workers to maintain control over the workplace despite dramatic changes in the structure of the economy.

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 re-examine 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 353 The American West

This course examines the history of the American West, a region that was only seen as "the West" from the viewpoint of Anglo settlers. The Spanish and Mexicans viewed it as "El Norte" or "the North." Asians saw it as "the East." Indigenous peoples understood it as the center of the world. All these groups met in this rich land and shaped its history, creating one of the most diverse societies in world history. Our analysis begins in 1803 with the Louisiana Purchase and the Lewis and Clark expedition and ends with the current conflict over immigration, drug trafficking, the "wall," and environmental concerns, among other issues involving the border.

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.*

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. *Prerequisite: Majors only.*

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. Prerequisite: Permission of the faculty supervisor and the director of the Honors Program required prior to registration.*

The Honors Program

Established in 1965, the Elmhurst University 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 fosters 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 University'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 University's Integrated Curriculum requirements.

To be considered for the Honors Program, students must first be admitted to Elmhurst University. 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 University, 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 University's Honors Convocation.

Faculty

Mary Kay Mulvaney, *Director;* Mladen Turk, Assistant Director; full-time faculty from multiple disciplines

Mission Statement

The Elmhurst University 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 University.

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, study abroad options 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 University.

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 University 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) and/or a non-credit bearing CASE summer fellowship.

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 University 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 University 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 cocurricular 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

A wide range of honors-level Integrated Curriculum courses 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. Meets for six weeks. *Repeatable for credit.*

HON 251 British Life and Culture

1.00 credit

This course is a required course of the Honors Spring Term Abroad Program at Liverpool Hope University (LH) in Liverpool, England. The course, taught in hybrid format, will combine the weekly "British Life Course" taught on the LH campus (required of international students, but non-credit bearing) with additional academic content and requirements provided in an online format by the Elmhurst University Honors Program Director. The course will advance students' knowledge of the history, culture, and resources of Britain through the study of appropriate print, visual, and physical resources; broaden students' understanding of contemporary societal challenges in Britain, esp. Liverpool; and engage students in meaningful interactions with local British residents through a special LH "International Certificate of Service and Leadership" Program. It will culminate in a research essay on a topic selected according to each student's interests and/or intended major.

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.

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 320-335 January Term Honors Electives

Electives covering a wide variety of topics are offered 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. Options include an Introduction to Academic Research and entry-level STEM research.

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 351 Global Reflection

.50 credit

This course is designed to maximize students' study abroad experience by providing serious, guided exit reflection upon their return from overseas. Open to students who studied abroad any time during the previous four terms, including J-Term. *Open to Honors Program and others by permission of the instructors.*

HON 404 Honors Interdisciplinary Seminar

1.00 credit

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

The 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, Ann Frank Wake

Major in Intercultural Studies

Objectives

- 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
- To enhance the ability to act in applied learning roles and to interact effectively in intercultural situations

Requirements

(9.50 credits)

To develop an understanding of cultural and thematic issues as guided by program objectives, students take three.50 credit and two full credit intercultural studies courses, as follows:

Required Courses

(3.50 credits)

- ICS 270 Introduction to Intercultural Studies (*.50 credit*)
- ICS 271 Intermediate Intercultural Studies (*.50 credit*)
- ICS 275 Introduction to International Studies
- 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
- COM 315 Intercultural Communication
- ENG 230 Readings in Race, Class and Gender
- GEO 350 Geography of Sexual and Gender Identities
- ICS 375 Critical Issues in Women's Studies
- ICS 385 LGBTQ Identity: Individual and Communal Journeys
- ICS 390 Special Topics in Intercultural Studies
- ICS 492 Independent Study (*.50 or 1.00 credit*)
- PSY 325/425 Psychology and Culture
- 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 major.

Elective Courses

(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 University courses (e.g., foreign language courses)

- Special January Term courses
- 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.50 credit intercultural courses. At least half must be taken at Elmhurst University. Some focus areas, especially international, may need additional foreign language competency.

Objectives

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
- 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

(5 credits)

To develop an understanding of cultural and thematic issues as guided by program objectives, students take two .50 credit intercultural studies courses, as follows:

- ICS 270 Introduction to Intercultural Studies (*.50 credit*)
- ICS 271 Intermediate Intercultural Studies (*.50 credit*)

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
- COM 315 Intercultural Communication
- ENG 230 Readings in Race, Class and Gender
- ICS 275 Introduction to International Studies
- ICS 375 Critical Issues in Women's Studies
- ICS 385 LGBTQ Identity: Individual and Communal Journeys
- PSY 325/425 Psychology and Culture
- 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 University 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
- 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

Global Studies

- Asian Studies
- Developed-Developing World Relations
- International Business Studies
- International Studies

Gender Studies

- LGBTQ Studies
- Women's Studies
- Gender 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 antiapartheid 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.*

Kinesiology

Kinesiology 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, sociocultural analyses of sports, sport and exercise psychology, fitness leadership, physical education-teacher education, and preprofessional training for physical therapy, occupational therapy, medicine and other health-related fields.

The mission of the Department of Kinesiology at Elmhurst University is to impart knowledge about the causes and effects of human movement including behavioral, biological and mechanical aspects. The curriculum combines a comprehensive liberal arts and science education with in-depth study in the student's particular area of interest. Students graduating from the Department of Kinesiology are prepared as independent critical thinkers who possess an extensive understanding of physical activity and movement, which are fundamental to human vitality, growth, development and maturation.

The Department of Kinesiology aligns its mission within the framework of the University's mission, goals and strategic plan by creating an environment in which our students build on their liberal learning as they prepare for professional learning through pedagogical innovation, scholarship and creative expression.

Department Goals

- Provide opportunities to develop knowledge and understanding in concepts related to kinesiology (human movement)
- Afford opportunities for integration of career-related experiences with classroom learning
- Prepare students for entry-level positions or to be competitive applicants for graduate/professional schools

Faculty

Charles Goehl, Krista Diedrich, Heather Hall, Raymond Kraus, 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 203 Team Sports
- KIN 204 Emergency Procedures *(.50 credit)*
- KIN 235 Curriculum Design for Physical Education and Health Education
- KIN 312 Physical Education for Children with Exceptionalities
- KIN 360 Contemporary Concepts in Health
- KIN 370 Instructional Techniques in Elementary School Physical Education Pedagogy *(Prerequisite: KIN 235)*
- KIN 410 Kinesiology
- KIN 445 Measurement and Evaluation for Physical Education

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 edTPA.

In addition to the courses in the major, the following courses are required for teacher licensure.

Required Courses for K-12 Teacher Licensure

- EDU 104 Cultural Foundations of Education in the United States
- KIN 440 Instructional Techniques for Middle and Secondary Physical Education Pedagogy *(Prerequisite: KIN 235)*
- SEC 100 Introductory Seminar to Teaching as a Caring Profession *(.25 credit)*
- SEC 300 Intermediate Seminar for Teaching in Diverse and Inclusive Schools *(.25 credit)*
- SEC 310 Methods and Best Practices in Middle and Secondary Education *(Pre- or corequisites: SEC 100, SEC 311)*

- SEC 311 Educational Psychology *(prerequisites: ENG 106; PSY 210 or EDU 104)*
- SEC 421 Theory and Practice for Building 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
- TEL 317 Methods and Materials for Teaching English Language Lerners (*.75 credit*)
- Two courses in written communication
- One course in mathematics (MTH 110 or 345 recommended) or demonstrated proficiency

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 employment opportunities. The University'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.

Requirements

- 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.

Requirements

- KIN 210 Foundations of Sport Management *(.50 credit)*
- KIN 285 Coaching Theory
- KIN 322 Sport and Society
- KIN 323 Sport and Exercise 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
- BUS 431 Business To Business Professional Selling *(Prerequisite: BUS 230)*

Choose two of the following courses:

- BUS 334 Advertising and Integrated Marketing Campaigns *(prerequisite: BUS 230)*
- BUS 335 Consumer Behavior *(Prerequisite: BUS 230)*
- BUS 350 Cultural Diversity in Organizations *(Prerequisite: sophomore standing)*
- BUS 352 Entrepreneurship
- BUS 354 Human Resource Management *(Prerequisite: BUS 250)*
- BUS 355 Negotiations: Theory and Practice *(Prerequisite: BUS 230)*
- BUS 453 Organizational Behavior (*Prerequisite: BUS 250*)

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.

Requirements

- KIN 202 Individual or Dual Sports *or* KIN 203 Team Sports
- KIN 285 Coaching Theory
- KIN 306 Nutrition
- 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 University health education minor and passing the content-area test (#142).

Requirements

KIN 200 Lifestyle for Health and Wellness *(.50 credit)*

- KIN 204 Emergency Procedures *(.50 credit)*
- KIN 230 School Health *(.75 credit)*
- KIN 235 Curriculum Design for Physical Education and Health Education
- 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

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.

Requirements

- 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, NP and AU 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 120 Martial Arts

.50 credit

Students will develop their proficiency in Songahm Taekwondo. Students will learn forms, self-defense and sparring as part of training. Students will be given an opportunity to develop two belt ranks sanctioned by the American Taekwondo Association. There is a required fee ($220 to $300) that covers the cost of uniforms, belts, testing and equipment for beginners, or sparring equipment for more advanced ranks. No martial arts experience is necessary. The class is open to beginners as well as students with a rank in ATA Taekwondo. *Spring Term.*

KIN 125 Yoga

.50 credit

Yoga uses bodily postures (asanas), breathing techniques (pranayama) and meditation (dyna) 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 training 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 cardiopulmonary 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

.75 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. *January 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 or instructor permission. 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) in America, and the nature of pedagogy in Greek and American society. Wider cultural aspects to be explored include the religious, political and economic contexts of play, sport and pedagogy in Greece and America. A 10-day travel experience to Greece during Spring Break can be included in the course. Under the direction of experienced faculty from Elmhurst University and Webster University, 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. *January Term, Spring 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.*

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.*

Liberal Studies

The 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 University 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.

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 University concentration requirements. Department chairs will identify specific courses for students to take at Elmhurst University in order to complete the requirements for a concentration.

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.

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 University.

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 Business Calculus

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

Department of 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 University.

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 University.

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

PHL 306 Ethics or PHL 405 Contemporary Philosophy is highly reccommended.

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 University 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

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 Testing

PSY 349/449 Research Mentorship and PSY 492 and 493 are highly recommended.

Department of 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 when there is an option.

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 Intercultural Studies and Intermediate Intercultural Studies
- POL 202 American State and Local Government
- POL 300 Urban Politics
- POL 360 Public Policy and Administration

Mathematics

Mathematics 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, Stephen Farnham, Abigail Hoit, Aileen Murphy, 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 341 Differential Equations
- MTH 342 Applied Analysis
- MTH 434 Complex Variables
- One elective from the remaining courses in the mathematics curriculum

Licensure for 5-12 teaching

Students should convey their intentions to teach as soon as possible to the chair and must complete the Secondary Mathematics Education major in the Department of Education in addition to a Mathematics major. See the Education section of this catalog for a complete listing of requirements and courses in the Secondary Mathematics Education Major.

Students are required to pass the Middle Grades Mathematics test (#202), Mathematics content test (#208), and pass edTPA in order to get a Professional Educator License. See the Director of Secondary Education for further information.

Graduate School Concentration

- MTH 361 Abstract Algebra
- MTH 381 Real Analysis
- MTH 434 Complex Variables
- MTH 444 Topology
- One elective from the remaining courses in the mathematics curriculum

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 346 Statistics for Scientists
- MTH 348 Advanced Statistics/Econometrics
- MTH 421 Probability Theory
- One elective from the remaining courses in the mathematics curriculum
- 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 University 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 University 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 151 Calculus I or MTH 152 Calculus II
- MTH 325 Mathematical Concepts for Elementary Teachers I
- MTH 326 Mathematical Concepts for Elementary Teachers II *(.50 credit)* or MTH 331 Foundations of Geometry
- 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.

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 Business Calculus

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. *Prerequisite: 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 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 302 Discrete Mathematics II: Structures and

AlgorithmsMathematical properties and applications of tree structuresand graph theory are studied along with related algorithms.Fundamental concepts of discrete probability, including thebinomial, negative binomial, Poisson and normal distributionsand Bayes' theorem, are presented and used in the context ofintroductory analysis of algorithms. Computational linearalgebra techniques and matrix operations are expressedalgorithmically. Computations and algorithms for all topics inthis course are implemented with an interpreted translatorsystem, such as Python, Matlab, Octave or ML. *Prerequisite: MTH 301.*

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 Real Analysis

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 422 Mathematical Statistics

Mathematical theory of statistical inference. Methods of estimation, maximum likelihood estimation, properties of estimators, confidence intervals, hypothesis testing, significance and power, contingency tables, goodness-of-fit. *Prerequisite: MTH 421. Spring Term, even-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 444 Topology

Fundamental concepts of intuitive set theory and the real number system, structure of R and Rn, 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.*

Medical Humanities

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 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

Katrina Sifferd, *Faculty Coordinator;* Erica Ashauer, *Program Coordinator*

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
- 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
- COM 114 Interpersonal Communication *or* COM 315 Intercultural Communication
- MEH 490 Medical Humanities Clinical Experience *(.25 credit)*
- MEH 491 Medical Humanities Seminar/Research Capstone *(.25 credit)*

Medical Humanities Electives

Students must select three courses taken from the following:

- BID 300 PHL/PSY Neuroethics
- CSD 242 Towards Understanding Autism
- CSD 381 The China Experience
- CSD 382 Global Perspectives in Communication and Disability: Costa Rica Experience
- COM 318 Gender and Communication
- COM 326 Health Communication
- ENG 230 Readings in Race, Class and Gender
- ENG 372 Multicultural/Postcolonial Literature
- HIS 351 Disability in America
- MEH 320 Quality/Safety in Health Care
- MEH 321 Enhancing Health Care Through Our Stories
- PHL 305 Philosophy of Science
- PHL 316 Ethical Aspects of Health Care *(if not taken as a core course)*
- PHL 326 Key Themes and Thinkers in Biomedicine
- PSY 348 Health Psychology

- REL 323 Religion and Science
- REL 331 Religious Ethics and Human Sexuality
- REL 332 Religious Ethics and Health Care *(if not taken as a core course)*
- SOC 216/316 Society, Health and Illness
- SOC 304 Race and Ethnic Relations
- SPN 306 Medical Spanish

The three elective courses accepted for the minor must be taken from three different departments.

At least three credits for the minor 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. 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 preprofessional 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 interprofessional 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

.25 credit

This course is a clinical experience involving 50 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 50-hour clinical experience. The journal will include a running log of their hours as well as reflections on medical humanities and the clinical experience. *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.*

CSD 476, CSD 477, NRS 309, KIN 450 are alternatives for MEH 490 for medical humanities minor clinical experience. For KIN 450 at least half of the required hours must be in a health care setting. Students interested in the alternative clinical experience must still complete the MEH core courses and at least one elective for the minor prior to enrolling. Permission to enroll in the medical humanities section of these alternative courses is required and should be obtained the previous semester.

MEH 491 Medical Humanities Seminar/Research Capstone

.25 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

The faculty and the facilities of the Elmhurst University 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*
- 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 a degree in performance
- Students contemplating careers and further study as teachers and performers, therapists, music librarians, composers, musicologists and arts managers
- Students who wish to take part in music performing organizations

** 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.*

Faculty

Peter Griffin, *Chair;* Douglas Beach, Gayle Bisesi, Sarah Catt, David DeVasto, Mark Harbold, Timothy Hays, James Hile, Taka Matsunaga, Deborah Peot, Mike Pinto, 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 on their major instrument or voice with the exception of Music Performance majors, who must take eight terms on their major instrument or voice with the last four terms taken for full (1.0) credit. For students enrolling as first-year students, these six terms must be taken at Elmhurst University. For transfer students, up to three terms of acceptable prior credit may be applied to this requirement.

**Bachelor of Science in Music, Business majors take MUS 135, 136 and 344 only.*

Each student must also attain and maintain membership in a major performing ensemble while a full-time music major at Elmhurst University 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. Full-time students must attend a minimum of eight performances 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, with the exception of music education majors, who must pass the keyboard musicianship examination prior to student teaching. 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 University 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. 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. MUS 369 Conducting I must be taken in residence at Elmhurst University. Graduates are certified to teach grades K–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
- Music Theory: MUS 135, 136, 235, 236
- Music History: MUS 343, 344
- Conducting: MUS 369, 370, 389
- Applied music: Six terms for credit on major instrument or voice
- Band, Orchestra or Choir: One course each term, with or without credit on major instrument or voice

Education and Psychology

- EDU 104 Cultural Foundations of Education in the United States
- SEC 100 Introductory Seminar to Teaching as a Caring Profession
- SEC 223 Education of PK-12 Learners with Exceptionalities
- SEC 300 Intermediate Seminar for Teaching in Diverse and Inclusive Schools
- SEC 311 Educational Psychology
- SEC 421 Theory and Practice for Building Academic Literacies in K-12 Classrooms
- SEC 450 Advanced Seminar in Teacher Collaboration and Professional Practice

Music Education

- MUS 150 Introduction to Music Education
- MUS 222 Functional Class Piano II (or a "pass" on the Keyboard Proficiency Exam) must be completed in residence at Elmhurst University prior to student teaching
- MUS 251, 252, 253, 254, 255
- Two selections from MUS 250, 256, 257, 260, 336, 353 technique courses
- MUS 258 Technology for Music Educators (.50 credit)
- MUS 362 Instrumental and Choral Ensembles
- MUS 366 Teaching of K-12 Classroom Music
- MUS 457 Student Teaching in Music *(100 hours of clinical experience are required prior to student teaching)*

A student must present a 2.75 general grade-point average and a 3.00 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
- Music Theory: MUS 135, 136, 235, 236
- Music History: MUS 343, 344
- One course from MUS 335, 395 or 396
- 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.

Business Courses

- BUS 230 Principles of Marketing
- BUS 250 Management Theory and Practice
- BUS 432 Science of Retailing and E-Commerce
- BUS 434 Advertising and Integrated Marketing Campaigns

Music Business Courses

- MUS 330 Principles and Procedures in Music Business
- MUS 331 Advanced Studies in Music Business

Bachelor of Science

Music Courses

- Concert Attendance: MUS 100 each term, with or without credit
- Music Theory: MUS 135, 136
- Music History: MUS 344

- MUS 332 Production of Sound Recordings
- MUS 468 Internship or MUS 492 Independent Study
- 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.*

Business Courses

- BUS 230 Principles of Marketing
- BUS 250 Management Theory and Practice
- BUS 352 Entrepreneurship
- BUS 365 Business Law
- BUS 432 Science of Retailing and E-Commerce
- BUS 434 Advertising and Integrated Marketing Campaigns
- COM 328 Event Management
- Two mathematics courses
- Elective in business, computer science, mathematics or music business

Music Business Courses

- MUS 330 Principles and Procedures in Music Business
- MUS 331 Advanced Studies in Music Business
- MUS 332 Production of Sound Recordings
- MUS 468 Internship or MUS 492 Independent Study

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
- Music Theory: MUS 135, 136, 235, 236
- Music History: MUS 343, 344
- 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 Two courses from: MUS 335, 395 or 396

- One course from: MUS 215, 310, 314 or 318
- 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 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 University's 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 2.50 grade-point average.

Music Courses

- MUS 100 Concert Attendance *(every term)*
- MUS 135, 136, 235, 236 Music Theories I-IV
- MUS 343–344 Music Histories 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. Last four terms must be for full (1.00) credit.
- 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 *(.50 credit)*
- MUS 492 Senior Capstone Lecture-Recital *(full recital 1.0)*

Voice

- AMU 202/302 Performance Seminar *(four terms for credit)*
- ENG 200 Introduction to Literature
- MUS 253 Vocal Techniques and Pedagogy
- MUS 353 Diction for Singers and Music Education Majors
- MUS 354 Vocal Arts Literature
- MUS 267-467 Opera Scenes/MUS 226, 326 Light Opera/ Musical Theater *(four terms)*
- THE 226 Acting Technique I
- 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
- AMU 202/302 Performance Seminar *(every term starting sophomore year)*
- AMY 202/302 Classical Guitar Ensemble *(every term; satisfies major ensemble requirement for guitar majors)*
- MUS 250 Guitar Techniques and Pedagogy I
- MUS 306-307 Fingerboard Harmony I and II
- MUS 320-321 Performance History and Literature I and II

Brass

- AME 351-399 Performance Techniques and Pedagogy II
- AMU 202/302 Performance Seminar *(every term, with four terms for credit)*
- MUS 254 Brass Techniques and Pedagogy
- MUS 320-321 Performance History and Literature I and II

Woodwinds

- AME 351-399 Performance Techniques and Pedagogy II
- AMU 202/302 Performance Seminar *(every term, with four terms for credit)*
- AMY 202/302 Chamber Music
- MUS 251 Woodwind Techniques and Pedagogy
- MUS 320-321 Performance History and Literature I and II

In AMW 202/302 applied lessons on their major instrument, woodwind majors will acquire skill in playing other members of their instrument's family (at a time their the teacher will determine):

- 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

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.

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

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 Courses

- 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.

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 395 may be taken more than once as tonal analysis, post-tonal analysis or counterpoint)*
- MUS 396 Special Studies in Music History

Cognate Courses

- MUS 369 Conducting I

One (1.00) or two .50 credits from:

- 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 1.00 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. Jazz Combo: minimum of four terms

- Senior Recital *(Junior Recital optional)*

Major in Musical Theatre

See description under Department of Theatre and Dance in this catalog.

Minor in Music

Students planning to minor in music must meet the following requirements:

- MUS 344 and one other course
- Four terms in a performance group, at least two of which are in Elmhurst University performance groups
- Three terms of applied music for credit, either on the same applied instrument or voice or split with two terms in one and the third term on another instrument or voice

Furthermore, one-half of the total courses listed for the minor above must be earned at Elmhurst University.

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 *(1.00 credit),* MUS 223 *(.50 credit),* MUS 325 *(.50 credit),* MUS 350 (*1.00 credit*), MUS 431 *(1.00 credit)*
- Four terms in a jazz combo (*noncredit to 2.00 credits*)
- Three terms in a large jazz ensemble *(noncredit to .75 credit)*
- AMJ 202-302 (*1.00 credit*)

Minor in Music Production

The music production minor is a sequence of courses designed:

- As an examination of the role served by current recording, editing and production technology in the contemporary music industry
- To prepare students for employment in the music industry in various capacities, including arranger, media composer, sound recordist and editor, contractor, publisher and producer
- As an additive utility for students pursuing a major program in music
- 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/Arranging 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/Arranging is awarded to students who have met the following requirements:

- Completion of courses and requirements for one of the following 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/Arranging minors will also complete the following courses:
    - MUS 290 Digital Music I

- MUS 335 Orchestration and Arranging
- MUS 395 Special Studies in Music Theory
- AMC 100 Composition Seminar (two semesters, concurrently with applied lessons)

- Two of the following courses:
  - AMC 202/302 Music Composition
  - AMC 222/322 Film Scoring
  - AMC 242/342 Song Writing
  - AMA 202/302 Arranging
  - AML 202/302 MIDI/Electronic Composition

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 University's applied music program that ensures 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
- REL 320 The Emergence of Christian Thought
- REL 321 Modern and Contemporary Christian Thought
- MUS 215 Music in the Christian Church
- MUS 369 Conducting I *(.50 credit)*
- MUS 492 Independent Study and Research: Church Music Field Work

Additional coursework in religious studies, conducting and orchestration is encouraged.

Certificate in Music Performance

The certificate in music performance at Elmhurst University 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:

- The student must have a minimum of 16 term hours of study for credit in the applied specialty.
- 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 University.
- 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.
- 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 University 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 ensures 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:

- Completion of the courses and requirements for the minor in music
- Completion of AME 202 Piano Pedagogy I, AME 302 Piano Pedagogy II, AME 401 and 402 Supervised Teaching
- Performance in at least three general student recitals *(a major performance may substitute for one or more of these with permission)*

Course Offerings

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 noncredit. 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 noncredit

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. Repeatable.*

MUS 178 Varsity Band

.25 credit or noncredit

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 noncredit

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. Fall Term.*

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 noncredit

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

Lecture/discussion/lab course that addresses the anatomy and functionality of the vocal instrument through various stages of growth, gives basic information on teaching children and adolescents to sing in both solo and group situations and provides in class teaching experiences in preparation for choral 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 2020.*

MUS 257 Choral Methods

.50 credit

Basic teaching pedagogy for a comprehensive choral program to address foundational choral techniques and repertoire. Areas of music considered will range from the Renaissance to contemporary choral literature. Emphasis will be for the middle and high school choral director. Will include exploration of choral teaching philosophies, as well as hands-on methods for classroom use.

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 202 or permission of instructor.*

MUS 278 Symphonic Band

.25 credit or noncredit
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 noncredit
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 noncredit
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 far-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 far-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. *Fall Term.*

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 noncredit

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 nonharmonic 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 202 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 noncredit

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. *Prerequisites: audition and consent of the instructor. Repeatable.*

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 noncredit
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. Repeatable.*

MUS 374 Percussion Ensemble

.25 credit or noncredit
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 noncredit
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 noncredit
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 noncredit
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 noncredit
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 prestudent 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. J*oin 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 University Jazz Band, Late Night Blues and Classical Guitar Ensemble are the major performing organizations at Elmhurst University. 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 Gretsch Guitar Ensembles I & II; 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.

Classical Guitar Ensemble

The Guitar Ensemble performs classical repertoire at festivals and concerts throughout the year. This small group provides an intimate performing experience for four or five guitarists.

The Gretsch Electric Guitar Ensembles I and II

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 includes five guitarists and a rhythm section.

Applied Music

A four-year course of applied, private lesson music study is offered to Elmhurst University students in keyboard, string, wind, 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). Noncredit 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 $75 per credit or $150 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. Noncredit listings may be repeated. Enrollment for all applied listings is contingent on the consent of the instructor.

AMA 202/302 Arranging and Scoring

Doug Beach, Carey Deadman, David DeVasto, Tom Garling, Mark Harbold, Mike Pinto, Mark Streder
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.*

- AMA 011 Noncredit Arranging and Scoring
- AMB 202/302 Brass
  Trumpet, Horn, Trombone, Euphonium and Tuba
  Anna Mayne, Matt Lee, Tom Stark, Joshua Wirt
- AMB 011 Noncredit Brass (majors/minors only)

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 202/302 Composition

David DeVasto, John Dorhauer, Ken Haebich, Mark Harbold, Louis Yoelin

- AMC 011 Noncredit Composition (majors/minors only)
- AMC 222/322 Film Scoring
- AMC 242/342 Songwriting

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.*

AMD 202/302 Percussion Drums, Timpani and Mallet Instruments

Robert Rummage, Todd Howell

- AMD 011 Noncredit Percussion (majors/minors only)

AME 301 Piano Pedagogy I

1.00 credit
Wendy Unrath
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

1.00 credit
Wendy Unrath
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

Advanced pedagogy in brass, woodwinds, guitar and percussion. Enrollment section is determined by major instrument.

AMG 202/302 Guitar

Wesley Hixson, Steve Suvada

- AMG 011 Noncredit Guitar (majors/minors only)

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.

AMH 202/302 Harpsichord

David Christiansen
AMH 011 Noncredit Harpsichord (majors/minors only)
Harpsichord instruction is open to students who have previously achieved a measure of competence at the piano or organ.

AMJ 202/302 Jazz Improvisation

Neal Alger, Doug Beach, Gayle Bisesi, Mark Colby, Carey Deadman, Edgar Gabriel, Tom Garling, Kirk Garrison, Ken Haebich, Jeremy Kahn, Mike Pinto, Robert Rummage, Chris Siebold, Mark Streder

- AMJ 011 Noncredit Jazz Improvisation (majors/minors only)

Private and/or class instruction in jazz improvisation. Does not fulfill applied music requirement. *Prerequisite: Consent of instructor.*

AMK 202/302 Sightsinging/Aural Skills

Private instruction in sightsinging, sightreading and aural skills. *Prerequisite: Consent of instructor.*

AML 202/302 MIDI/Electronic Composition

Mark Streder
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.*

AMM 202/302 Accompanying

Linda Camp
Instruction in the art of accompaniment. Student assignments and evaluation determined by applied faculty members. *Prerequisite: Consent of instructor.*

AMN 102 Novice

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.*

AMO 202/302 Organ

David Christiansen, Barbara Masters

- AMO 011 Noncredit Organ (majors/minors only)

Prerequisite to organ study is a competence in the performance of polyphonic keyboard music at the piano, harpsichord or organ.

AMP 202/302 Piano

Linda Camp, Soyoung Kee, Barbara Masters, Wendy Unrath

- AMP 011 Noncredit Piano (majors/minors only)

Students who choose piano as their applied instrument are required to take at least one term of applied accompanying: AMM 202.

AMQ 202/302 Jazz Combo

Doug Beach, Mark Colby, Tom Garling, Kirk Garrison, Ken Haebich, Mike Pinto, Robert Rummage, Mark Streder

AMR 202/302 Sound Recording

Mark Streder, John Towner
Prerequisite: Music major or minor

AMS 202/302 Strings: Violin, Viola, Cello, Double Bass and Harp

Susan Blaese, Virginia Dixon, Edgar Gabriel, Ken Haebich, Jean Hatmaker, Francois Henkins, Ai Ishida

- AMS 011 Noncredit Strings (majors/minors only)

AMT 202/302 Musical Theatre

Susan Dennis, Brenda Lualdi, Jennifer Mather, Scott Uddenberg

- AMT 011 Noncredit Musical Theatre Voice (majors/minors only)

AMU 202/302 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.*

AMV 202/302 Voice

Susan Dennis, Brenda Lualdi, Jennifer Mather, Scott Uddenberg

- AMV 011 Noncredit Voice (majors/minors only)

AMW 202/302 Woodwinds: Flute, Oboe, Clarinet, Bassoon and Saxophone

Roger Birkeland, Jennie Brown, Gail Crosson, Andrea DiOrio, Julie Popplewell, Dianne Ryan

- AMW 011 Noncredit Woodwinds (majors/minors only)

AMX 202/302 MIDI Recording

Mark Streder
Digital recording. *Prerequisite: Music major or music minor.*

AMY 202/302 Classical Ensemble

Study and performance of classical repertoire in brasses, guitar, strings and woodwinds. *Prerequisite: Consent of instructor.*

AMZ 202/302 Modern Chamber Ensemble

Study and performance of modern repertoire.

Nursing and Health Sciences

The Department of Nursing and Health Sciences offers two programs of study in nursing: one program leading to a bachelor of science in nursing (BSN) degree, the other leading to a master of science in nursing (MSN) degree. The baccalaureate and master's degree in nursing at Elmhurst University are accredited by the Commission on Collegiate Nursing Education (CCNE).*

Mission

The Department of Nursing and Health Sciences prepares nurses for professional practice and leadership to meet the needs of a diverse society.

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 University 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
- Developing increasingly complex nursing practice competencies

**Commission on Collegiate Nursing Education (CCNE), 655 K. St. NW Suite 750, Washington, DC 20001, Tel: (202) 887-6791.*

Faculty

Diane Salvador, *Executive Director;* Laura Brennan, Jeanne Burda, Elizabeth Davis, Cynthia Hinojosa, Becky Hulett, Sarah Katula, Laura Minarich, Sandra McCormick, Penny Reiss, Kathleen Scanlon, Ruth Schumacher, Mary E. Weyer, Laury Westbury

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 (BSN)

The BSN is a professional program that prepares students for practice as a generalist registered professional nurse (RN). The BSN 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.

Nursing 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

Pre-Licensure Program Admission Requirements

Students interested in nursing will be admitted to Elmhurst University as pre-nursing majors while they complete prerequisite coursework. When a majority of prerequisite coursework is successfully completed, students must apply to the Nursing Program. Students admitted as freshmen are automatically admitted to the upper-division program if they meet all admission requirements. Students beginning after freshman year, or transferring with prerequisite courses completed, apply separately to the upper-division 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 University Pre-Licensure Baccalaureate Nursing Program Student Handbook for further information on these requirements for admission. This handbook is available on the University's website.*

The following requirements are necessary to be admitted to the upper-division nursing program:

- 12 courses completed
- A minimum 2.8 overall cumulative grade-point average
- A grade of C or better in every natural science and nonscience prerequisite course completed
- A 2.8 or greater science combined grade-point average in the first four prerequisite science courses to be eligible for admission and maintain at least a 2.8 science combined grade-point average with the fifth required science course to continue in the nursing major. Students may repeat one of these courses to remove a W or improve a grade of C or lower.
- Completion of (or enrollment in) nonscience prerequisite courses. These courses are: ENG 105 (Composition I), ENG 106 (Composition II); PSY 210 (Intro to Psych), PSY 315 (Lifespan Development), PSY 327 (Abnormal Psych); one college-level mathematics course; and one statistics course. Students may repeat only one of these courses to remove a W or improve a grade less than C.
- A completed Elmhurst University Pre-Licensure Baccalaureate Nursing Program Application, which includes verification of:
  - Review of the Elmhurst University 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 (not required for Elmhurst students admitted as freshmen)
  - Two letters of recommendation from professors (not required for freshman-admitted Elmhurst students)
  - A passing score on the nursing admission exam(s)
  - 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 for admission is the first Friday of the January Term that 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 16 required NRS courses that incorporate didactic and/or clinical practice: NRS 300, 303, 308, 309, 315, 316, 321, 322, 403, 407, 408, 409, 410, 411, 412 and 414. *Students must complete two approved courses in mathematics to fulfill requirements for the BSN degree.*

Prerequisite Courses for the Nursing Major

- ENG 105 Composition I
- ENG 106 Composition II
- BIO 107 Human Anatomy and Physiology I
- BIO 108 Human Anatomy and Physiology II
- BIO 221 Microbiology for Health Professionals
- CHM 101 General Chemistry
- CHM 103 Elementary Organic and Biochemistry
- PSY 210 Introduction to Psychological Science

- PSY 315 Lifespan Development
- PSY 327 Abnormal Psychology
- College-level mathematics course
- MTH 345 Elementary Statistics or MTH 346 Statistics for Scientists or 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 University 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.

Admission Requirements

The RN-BSN student must meet the following criteria for admission to the nursing program:

- A transfer grade-point average of 2.75 or above
- 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 Integrated Curriculum
- Students may submit as many as 16 course units (64 semester hours) of transfer credit
- 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
- A current, unencumbered license as a registered professional nurse in the state of Illinois

Nursing Sequence for RN-BSN Students

The nursing sequence consists of eight required NRS courses: NRS 320, 323, 406, 413, 415, 416, 420 and 421.

Required Support Courses for RN-BSN Students

- College-level mathematics
- MTH 345 Elementary Statistics or MTH 346 Statistics for Scientists or PSY 355 Statistics for Scientific Research

The student will also complete any remaining Integrated Curriculum courses not transferred upon admission, and any electives necessary to complete 32 course units (128 semester hours).

Policies for Nursing 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 University 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 2.8 (Pre-licensure program) or 2.75 (RN-BSN program); 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.

Pre-licensure students will be assessed course fees in laboratory and clinical courses. Other fees may be charged 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 for the Pre-Licensure Program

NRS 300 Health Assessment

.75 credit/ 3 semester hours

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.*

NRS 303 Conceptual Basis of Professional Nursing Practice

.50 credit/2 semester hours

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

1.00 credit/4 semester hours

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 corequisites: NRS 300, NRS 303 and NRS 321.*

NRS 309 Adult Health I

1.00 credit/4 semester hours

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 corequisites: NRS 300, NRS 303, NRS 321.*

NRS 315 Adult Health II

1.00 credit/4 semester hours

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: Childrearing

1.00 credit/4 semester hours

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, designer and manager 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 321 Pathophysiology – Pharmacology I

.75 credit/3 semester hours

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/3 semester hours

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. *Prerequisites: NRS 300, NRS 303, NRS 308, NRS 309 and NRS 321.*

NRS 403 Leadership and Management in Health Care Organizations

1.00 credit/4 semester hours

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

interprofessional practice. *Prerequisites: NRS 315, NRS 322, NRS 408 and NRS 410.*

NRS 407 Policy, Finance and Legislation

.50 credit/2 semester hours
Focuses on the theories, processes and relationships among policy, finance and legislation as they relate to professional nursing practice. This course will describe the policy-making process, how health care is financed and the impact that legislation has on the health care system as well as nursing practice. The role of advocacy and the importance of political engagement will be emphasized. *Prerequisites: NRS 315, NRS 322, NRS 408 and NRS 410.*

NRS 408 Mental Health

1.00 credit/4 semester hours
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 and designer 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: Child Bearing

1.00 credit/4 semester hours
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

1.00 credit/ 4 semester hours
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: Adult Health III Complex Care

1.25 credit/5 semester hours
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 multisystem 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 407, NRS 316 and NRS 409.*

NRS 412 Synthesis: Community and Public Health Nursing

1.25 credit/5 semester hours
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 407, NRS 315 and NRS 409.*

NRS 414 Synthesis: Ethical and Legal Dimensions of Professional Nursing Practice

1.00 credit/4 semester hours
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 316, 403, 407 and 409.*

NRS 451 Special Topics in Nursing

.50 or 1.00 credit/2 or 4 semester hours
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/1 or 2 semester hours
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/2 semester hours
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/2 semester hours
This course is the practicum component associated with NRS 456. Focuses on the intra-operative 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. *Prerequisite: NRS 456.*

NRS 468 Internship in Nursing

.50 or 1.00 credit/2 semester hours or 4 semester hours
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/2 semester hours or 4 semester hours
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/2 semester hours
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.*

Course Offerings for the RN-BSN Program

NRS 320 Concepts of Professional Nursing Practice

1.00 credit/4 semester hours
Focuses on the frameworks, dimensions and 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-BSN degree-completion option or the RN-MSN entry option.*

NRS 323 Pathophysiology and Pharmacology for Registered Nurses

1.00 credit/4 semester hours
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 406 Leadership and Management in Health Care Organizations

1.00 credit/4 semester hours
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 interprofessional practice. Designed for the registered nurse pursuing a baccalaureate degree. *Prerequisite: Admission to RN-BSN degree-completion program.*

NRS 413 Synthesis: Community and Public Health Nursing

1.25 credit/5 semester hours
Focuses on synthesis of theories, principles and processes of nursing care for diverse groups in community systems. Epidemiology, environment, global health and public/social policy are emphasized. Clinical prevention and population health interventions within interprofessional teams support development of increased autonomy, collaborative leadership and ethical practice. Designed for the registered nurse pursuing a baccalaureate degree. Includes a clinical component. *Prerequisites: NRS 406 and admission to RN-BSN degree completion program.*

NRS 415 Ethical and Legal Dimensions of Professional Nursing Practice

1.00 credit/4 semester hours
Focuses on continued student development as a member of the profession of nursing. Includes content of ethical decision making, ethical practice and the legal role of the baccalaureate prepared nurse in the changing health care system. Designed for the registered nurse pursuing a baccalaureate degree. *Prerequisite: Admission to the RN-BSN degree completion program.*

NRS 416 Synthesis: Professional Nursing Practice in Complex Systems

1.25 credit/5 semester hours

Focuses on the synthesis of theories, principles and processes of nursing in complex health systems. Emphasis is on collaborative leadership in inter-professional teams, ethical practice and achievement of safe and quality care outcomes. Designed for the registered nurse pursuing a baccalaureate degree. Includes a clinical component. *Prerequisites: NRS 406 and admission to RN-BS degree-completion option.*

NRS 420 Evidence-Based Practice and Informatics

1.00 credit/4 semester hours

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-BSN 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 how healthcare is organized and financed. The role and scope of regulatory agencies are discussed. Students will examine the legislative process and how healthcare policy is developed, changed, and influenced by the professional nurse. Advocacy for vulnerable populations and social justice are also explored. *Prerequisite: Admission to RN-BSN degree completion option.*

Bachelor of Science in Public Health

The Bachelor of Science in Public Health prepares graduates to enter professional practice as informed advocates for public health on the local, national, and global levels. The skills you acquire can be used in careers in health education, health promotion, policy administration, and more. Completion of the bachelor of science in public health prepares students for seamless progression into the Master's in public health program.

Students will develop critical thinking skills, learn how to combat the spread of disease and help people adopt healthy habits, and learn public communication skills. Students gain practical, hands-on experience in the final practicum and capstone project that allows application of knowledge and skills to real-world issues. Completion of the program will provide you with the knowledge to make meaningful contributions to your community and to society.

Required Support Courses for Public Health Students

PSY 210, PHL 316 OR REL 332, MTH 345

Elective Courses

A variety of elective courses are available to meet the needs and interests of public health majors. Public health majors are encouraged to elect courses in other divisions of the University or to complete a second major or minor in a related or complementary field.

Faculty

Molly Tran, *Director*

Course Offerings for Public Health

PH 100 Introduction to Public Health

This course is designed to provide an introduction to public health concepts including health promotion and disease prevention. Students will examine historical and contemporary public health case studies to understand the systems, professions, tools, and skills associated with public health. Through case responses, students will practice public health-specific communication skills including technical and professional writing and the use of mass media and electronic technology.

PH 200 Public Health & the Study of Disease and Epidemics

This course will introduce principles of the study of disease from a public health perspective, including basic pathophysiology and the study of distribution of disease and epidemics in human populations. Through lectures, tabletop, and field exercises, students will learn fundamental concepts of epidemiology and will be introduced to resources and methods for learning about human health and disease.

PH 250 A Systems Thinking Approach to the Social Determinants of Health

This course will introduce students to the concept of social determinants of health, including factors like socioeconomic status, education, neighborhood and physical environment, employment, social support networks, and access to health care. In this course, we will explore the concept through the lens of systems thinking, a practice that takes a comprehensive approach to complex events or phenomena to reveal interrelationships rather than linear cause-effect chains, and look at longer-term processes of change rather than simply snapshots in time.

PH 300 Public Health, the Environment, and Modern Life

Human activity has had an impact on the health of people, animals and environments throughout history. This course uses cross-disciplinary frameworks to examine critical issues in public health that can be traced to the impact of modern life.

PH 310 Public Health and Global Citizenship

This course will present introductory principles and practices related to public health on a global basis. In this course we will analyze various public health aspects of global health, including: public health problems (chronic disease, infectious disease, injury, disability, malnutrition, etc.) affecting foreign countries, prevention and control efforts in foreign countries, United States involvement in global health problems, economic and social impact of global health problems, structure and function of health care systems, and the future of global health.

PH 320 Historical and Contemporary Public Health Challenges

Historical and contemporary case studies of social movement(s) will be examined to demonstrate the inter-relatedness of social justice, science/medicine, culture, politics, geography and the public's health.

PH 330 Public Health Epidemiology

This course will review principles and practices related to the cause, prevention, and control of disease and injury in the human population. Emphasis will be placed on understanding the distribution of diseases, epidemiology methods, risk assessment, and the application of epidemiology data to disease prevention and control.

PH 400 Foundations of Public Health

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.

PH 410 Population Health & Health Disparities

This course will introduce principles of population health, which is concerned with both the measurement of health outcomes and disparities in the pattern of determinants of health. In this course we will focus on the interrelated conditions and factors that influence the health of populations over the life course, identify systematic variations in their patterns of occurrence, and apply the resulting knowledge to discuss approaches to improve the health and well-being of those populations.

PH 420 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.

PH 430 Capstone Project

Baccalaureate Project in Public Health represents the students' culminating experience, providing them with opportunity to demonstrate through individual or group effort, attainment of the program's overarching curriculum goals. Students complete a cumulative project on a topic that reflects two or more of the curricular themes and their significance to the selected topic. Project topics and groups will be selected by the students and a project strategic plan will be developed using the Public Health Toolbox. Students will be required to present their work to an audience of faculty, public health professionals, and peers.

PH 440 Fieldwork

12 field experiences in schools and community health. Field observation, participation, and evaluation of community health education or safety programs in agencies relevant to student interests.

PH 450 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.

PH 451 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.

Philosophy

Philosophers 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, Behavioral Sciences, and the Social Responsibility tag. 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.

Philosophy Department Learning Goals

The Elmhurst University Philosophy Department aims to serve both the broader student population and our major and minors. It is our mission to provide Elmhurst University students with an excellent education in the liberal arts by teaching them to understand the great ideas and theories regarding human experience; to understand and apply ethical theories; to do close and careful reading; to perform critical analysis of ideas and arguments; and to present their thoughts carefully and clearly. Our specific goals are as follows:

- The Elmhurst University Philosophy Department aims to introduce students to great thinkers and important ideas as they developed over the course of human history. We intend students to understand some of the theories and concepts that organize and explain human experience.
- We teach students to work with abstract ideas and to think critically. As such we help students learn the principles of logic, careful expression, and clarity.
- We train our students to be able to carefully and persuasively articulate ideas and argument, both in writing and in oral presentation. These skills are important in any career.
- We inspire our students to engage with contemporary practical problems as well as with the great philosophical questions. We aim to help our students grapple with today's most pressing ethical issues.

Students majoring and minoring in philosophy gain a broad-based, historically-informed understanding of the field through courses in reasoning and ancient, modern, and contemporary philosophy along with multiple electives within the major. Contrasting theories about knowledge, reality, values, and ethics lead to wide-ranging discussions and challenge students to examine their own assumptions.

Student Learning Outcomes

Upon completion of a philosophy major or minor, a student should be able to:

- Understand and explain some of the historically important theories and concepts that organize and explain human experience.
- Use abstract ideas in writing, to think critically, and to understand the principles of logic, careful expression, and clarity.
- Articulate a persuasive argument, both in writing and in oral presentation.
- Apply ethical theories to contemporary ethical problems.

Faculty

Katrina Sifferd, *Chair;* Tyler Fagan, 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 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 317 Existentialism

A close examination of the major texts and figures of both European and postcolonial existentialism. Topics to be covered include: the nature of human freedom, human identity, different attitudes toward death, and ethical responsibility.

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 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

The 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

Venkatesh Gopal, *Chair;* Brian Wilhite, Robert Froehlich

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 nonscience students seeking to fulfill the Physical 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, PHY 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 University.

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
- EDU 360 The Middle School: History, Philosophy, Organizational Structures and Best Practices *(recommended)*
- SEC 100 Introductory Seminar to Teaching as a Caring Profession *(.25 credit)*
- SEC 300 Intermediate Seminar for Teaching in Diverse and Inclusive Schools *(.25 credit)*
- SEC 223 Education of PK-12 Learners with Exceptionalities
- 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
- SEC 455 Student Teaching in Secondary and Middle Schools
- SEC 463 Natural Science: Special Methods *(Fall Term only)*

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 University 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 and civil engineering are available. Upon completion of the program, which normally takes five years, the student receives a bachelor's degree in physics from Elmhurst University 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 University during the entire program.

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 University 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 nonscience 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 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 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

The discipline of political science seeks knowledge and understanding of the processes which establish the values of public life for human communities. In a world of interdependent nations, far-reaching political movements and national political decisions that affect all aspects of society and economy, political knowledge is essential. Liberal education requires an ability 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 University 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

Mary B. Walsh, *Chair;* Timothy A. Hazen, Constance Mixon, Teri J. Walker

Goals of the Department

Students who study political science at Elmhurst University 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
- 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 University.

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 University 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 5-12 Teaching

Students should convey their intentions to teach as soon as possible to the chair and must complete the Social Science Education major in the Department of Education in addition to a Political Science major. *See the Education section of this catalog for a complete listing of requirements and courses in the Social Science Education Major. SEC 425 may fulfill the Political Science major elective credit for students pursuing Licensure.*

Students are required to pass the Middle Grades Social Science test (#204), political science content-area test (#247), 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 postmodernist 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 is 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 postmodernism. 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 and II

This course offers students an opportunity to learn first-hand 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. *P/NP Grading Only. 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. *P/NP Grading Only. 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.

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 is 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 is required. Offered as needed.*

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. *By permission only.*

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

The scientific and applied discipline of psychology provides an understanding of the nature and function of behavior in humans. 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; the impact of sociocultural factors on behavior; 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 processes, and the impact of biological processes on 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 psychologicalthought and methods by sampling broadly within the department.

Individual student goals can be met through opportunities for collaboration with faculty on research, advanced readings, independent research projects, and field work experiences.

Students may also major in psychology as an adjunct to another interest area, such as nursing, law, theology, education, business or social work. Elmhurst University 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 Studies section of this catalog.*

Faculty

Catherine Gaze, *Chair;* Carrie Hewitt, Heather Mangelsdorf, Liz Majka, Patrick Nebl, Thomas Sawyer, Kathleen Sexton-Radek; Jessica Sim; Joshua VanArsdall

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 University student with varying levels of basic psychological knowledge and methodology.

During a 10-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 be able to demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, empirical findings and applications to behavior.
- Students will develop information literacy skills that allow them to both conduct and evaluate basic scientific research in psychology, as well as the ability to apply these skills to problems in their daily lives.
- Students will develop ethically and socially responsible behaviors for professional and personal settings that are inclusive and acknowledge diversity.
- Students will critically evaluate and express psychological content in written and oral communication in different contexts for different purposes while working effectively with others.
- Students will be able to apply psychology-specific content and skills, exhibit effective self-reflection, refine project-management skills, enhance teamwork skills, and improve career preparation.

Major in Psychology

10 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 University. All 400-level capstone options require that the student has already taken Statistics and Research Methods in Psychology. Courses must be selected as specified below:

Major Foundation (Three Courses)

- PSY 210 Introduction to Psychological Science
- PSY 355 Statistics for Scientific Research *(or MTH 345 or MTH 346)*
- PSY 356 Research Methods in Psychology

Core Psychological Perspectives (Four Courses)

Four Courses: Three from Perspective I and one from Perspective II

Core Psychological Perspective I

Choose one from each of the areas below.

Cognitive and Biological Perspective:

- PSY 313 Cognitive Neuroscience
- PSY 330 Cognitive Psychology
- PSY 423 Sensation and Perception
- PSY 424 Physiological Psychology

Developmental Perspective:

- PSY 315 Lifespan Development*
- PSY 317 Child Development
- PSY 318 Adolescent Development
- PSY 319 Adult Development and Aging

**Note: PSY 315 does not count toward ANY major requirements if any PSY 317, PSY 318 or PSY 319 are taken. Psychology majors are therefore encouraged to take PSY 317, PSY 318 or PSY 319. Psychology/Nursing double majors are encouraged to take PSY 315.*

Sociocultural Perspectives:

- PSY 303 Social Psychology
- PSY 325 Psychology and Culture
- PSY 333 Psychology of Human Sexuality

Core Psychological Perspective II

Choose one course from either area below:

Adaptive and Maladaptive Perspectives:

- PSY 312 Personality Theory and Research
- PSY 327 Abnormal Psychology
- PSY 328 Clinical and Counseling Psychology

Applied Perspectives:

- PSY 326 Industrial and Organizational Psychology
- PSY 348 Health Psychology
- PSY 422 Psychological Testing

Elective Courses (Two Courses)

Choose two additional courses, either from any of the areas listed above under Core Psychological Perspective I or II, or from the following lists:

300-Level Courses

- BID 300 PHL/PSY Neuroethics
- BID 335 PSY/POL Psychology and Political Philosophy of Gender
- KIN 323 Sport and Exercise Psychology
- PSY 311 Educational Psychology
- PSY 320 Special Topics in Psychology *(.05-1.00 credit)*
- PSY 322 Psychology of Religion

400-Level Courses

- BIO 411 Behavioral Genetics
- BIO 444 Neurobiology
- PSY 427 Child Psychopathology
- PSY 492 Readings in Psychology
- PSY 420 Special Topics in Psychology *(.50-1.00 credit)*

Note: Some or all of these courses have prerequisites.

Capstone Experience in Psychology (One Course)

Psychology majors must take a senior capstone experience, in which they will focus in-depth on a particular topic in Psychology. Any of the following courses meet this requirement, but PSY 496 is the standard option for most students.

Standard Capstone Option

- PSY 496 Senior Capstone Seminar

Alternative Capstone Options

- PSY 497 Senior Thesis (Thesis/Independent Study options for students with research experience)
- PSY 498 Senior Capstone Independent Study
- PSY 495 Honors Independent Research (Simultaneous with PSY 497 Senior Thesis)

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 University.

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 250 Careers in Psychology

This course is an exploration of the many career paths in psychology, both for those planning for graduate programs and for those seeking employment and training experiences directly after the bachelor's degree. Students will have the opportunity to explore the applied fields of psychology such as clinical/counseling/social work, school, industrial/organizational, and forensic psychology across various workplace settings including hospitals, social/human service agencies, military, criminal justice, academia, business and industry, public health, and public policy organizations. Strategies for developing career paths, applying to graduate and certificate programs, developing gap-year plans, and the importance of internships and volunteer experience are also included.

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. First-year 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. Topics include: learning and memory, perceptions, emotion, language, attention, and executive function. *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

.50 or 1.00 credit

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. May be repeated for credit.*

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: 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 330 Cognitive Psychology

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. *Prerequisite: PSY 210.*

PSY 333 Psychology of Human Sexuality

This course is an examination of human sexuality and sexual behavior fromabiopsychosocial perspective. Sexuality is an intentionally broad term, containing influences from biological sexual characteristics, cultural background, gender identification, and sexual orientation. A primary focus of the course is understanding, exploring, and contextualizing the diversity of expression seen for each of these influences. Further, much of the course will center on understanding how each of these influences all converge to create identity and also affectsexual response. Controversialtopics covered typically include abortion, contraception, the impact of HIV/AIDS, the intersection of sexuality and mental healthcare, the LGBTQ+experience, sex work, and sexual subcultures, among others. There is emphasis on understanding sexuality and discussing these controversial topics through relying on contemporary empirical literature and methodology. *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/MTH 346.*

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

.50 or 1.00 credit

See PSY 320.

Students registering for PSY 420 will have assignments appropriate to a 400-level course. *May be repeated for credit.*

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. *Prerequisites: 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, as well as electrical and chemical processes involved in nervous system activity. Topics include sensation, the motor system, sleep, gustation, reproductive behavior 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 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 APAstyle 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

The Department of Religious Studies carries unique responsibilities in light of Elmhurst University's historic origins and contemporary mission. Established in 1871 by the German Evangelical Synod of the Northwest to educate the church's youth to become pastors and teachers, Elmhurst University has grown into a comprehensive and nationally recognized educational institution that fosters the integration of intellectual development, personal integrity and early professional preparation. And still today, the University maintains a healthy relationship with the United Church of Christ.

Drawing on its rich and living heritage, the Department of Religious Studies continues to affirm religion's historic importance in all civilizations, 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

Mladen Turk, *Chair;* A. Andrew Das, Inamul Haq, Nancy C. Lee

Mission Statement

The Department of Religious Studies is a vital expression of the mission, core values and educational goals of Elmhurst University. The department is a diverse and caring community of scholars—professors and students—who together are willingly driven by curiosity, personal and social concerns, critical inquiry and intellectual integrity to study all things religious in the humanities, social sciences and natural sciences.

The department recognizes that each student who decides to major in religious studies is unique, possessing different strengths, experiences, preferences and goals. The department, therefore, places ultimate decision-making in the hands of the students, with personal academic advising from a full-time professor, and provides a variety of ways for students to begin their study—for example, in literature, scriptures, theology, ethics, spirituality, science, mysticism or world religions. As students' progress through their university career, they may also choose to study religion within short-term courses in India, Israel, Palestine or South Africa.

Although students will inevitably start at different places and have different career and education goals, the department helps its students integrate their courses into their overall program of liberal and professional education through five learning outcomes.

Students who choose to major in religious studies at Elmhurst University will:

- Comprehend significant aspects of religion through the critical examination of classical primary texts and related artifacts
- Examine historic and contemporary expressions of religion with intellectual integrity and spiritual sensitivity
- Analyze the nature and importance of one's own convictions about faith, meaning and values while at the same time respecting the commitments of others
- Examine the religious basis for, and be committed to, personal integrity, benevolent service and social justice
- Describe central characteristics of our multicultural, interdependent and global human family

Major in Religious Studies

The Department of Religious Studies offers a large number of courses that enable students to explore the breadth and depth of their interests in the human condition. Students who major in religious studies will complete a minimum of seven courses in the Department of Religious Studies, six of which are not stipulated while the seventh and culminating course is the departmental capstone, REL 490 Senior Seminar. Student majors may—with the advice and consent of their faculty advisor—choose to study a broad array of diverse courses, or choose to study courses within a particular focus that address a particular concern. With the approval of their faculty advisor, students may select courses from the following areas of focus or from any of the other departmental courses .

Religious Studies

- REL 323 Religion and Science
- REL 325 Sociology of Religion
- REL 328 Problem of Evil
- REL 347 Theories of Religion

History of Religions

- REL 240 World Religions
- REL 241 Introduction to Judaism
- REL 243 Religions of India
- REL 343 Islamic Mysticism
- REL 309 Search for the Historical Jesus
- REL 320 Emergence of Christian Thought
- REL 346 African American Religious Traditions
- REL 350 Religion in America

Study of Scriptures

- REL 200 Introduction to Biblical Studies
- REL 205 Bible as Literature
- REL 211 Biblical Hebrew I
- REL 244 Understanding the Qur'an
- REL 302 Biblical Prophets and the Current Context
- REL 305 Visions, Revolts and Messiahs: Second Temple Judaism
- REL 306 Story of Jesus: The Synoptic Gospels
- REL 307 Paul the Apostle: His Letters and Thought
- REL 314 Feminist Biblical Interpretations

Christian Theology

- REL 320 Emergence of Christian Thought
- REL 321 Modern and Contemporary Christian Thought
- REL 322 Theologies of Liberation
- REL 324 Problem of God

Ethics and Social Justice

- REL 230 Christian Social Ethics
- REL 242 Issues in Islam
- REL 302 Biblical Prophets and the Current Context
- REL 331 Religious Ethics and Human Sexuality
- REL 332 Religious Ethics and Health Care
- REL 430 Niebuhr Seminar: God and Justice

Christian Ministry

- REL 200 Introduction to Biblical Studies
- REL 280 Ministry
- REL 321 Modern and Contemporary Theology
- REL 268/368/468 Internship

Serving Society

- REL 240 World Religions
- REL 281 Serving Society
- REL 268/368/468 Internship
- REL 430 Niebuhr Seminar: God and Justice

Students majoring in religious studies are encouraged (but not required) to complete a second major and/or minor through other academic departments in topics of their choice. For example, a major in religious studies easily fits with and corresponds with studies in nursing, business, education, pre-med, psychology or social work. In today's world, it is more important than ever for students to be fully equipped after graduation for meaningful employment or for graduate studies—and double majors do just this!

Minor in Religious Studies

Students who minor in religious studies will successfully complete any four courses of their choosing within the Department of Religious Studies. After they have completed their third course, minors are encouraged but not required to register for the department's capstone, REL 490 Senior Seminar.

January and Summer Terms

January and Summer 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 and Summer 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 205 Bible as Literature

This course will critically examine the numerous types of literature in the Bible and the techniques of its composers—both narrative and poetry broadly, and their more specific genres—from short stories, creation myths, lyrical songs, lyrical prophecy, love lyrics and proverbs to the genres of gospels and epistles. The fruits of scholarship from a range of literary methods will be examined—from the history of the texts in original languages (text criticism), translation studies, new literary and narrative criticism, poetics, to feminist, cross-cultural and postcolonial literary theory. Important building blocks and artistry of narrative, as well as of poetry (metaphor, repetition, sound play, parallelism), will be analyzed to produce

meanings and values. The course will set forth the biblical literary traditions and innovations from predominantly oral cultures across 2,000 years that, once written, have come to influence later cultures as well, attending also to a sampling of the reception history of biblical texts, not only in later literature and authors, but also in film, music and art.

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.

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 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. *This course is offered on campus periodically, and in India during January Term.*

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.*

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.

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.

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.

REL 306 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.

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.

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 noncanonical 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 Feminist Biblical Interpretations

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.

REL 320 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.

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 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 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.

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.

REL 343 Islamic Mysticism

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 Masnavi (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.

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.

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.

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 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 visit historic and natural sites at Khwa-ttu San Cultural Center, 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 Niebuhr Seminar: God and Justice

A reading seminar that examines selected writings of Elmhurst alumni Reinhold and H. Richard Niebuhr and their older sister Hulda. Known for their contribution on a range of topics from Prohibition to the Allied bombing of Germany, Civil Rights, apartheid in South Africa, and the Vietnam War the Niebuhrs were among the most prominent public intellectuals of the 20th century and the influence of their writings is still present today. Leaders and thinkers like Martin Luther King Jr., Jimmy Carter, and Barack Obama were influenced by texts covered in this course. This seminar addresses questions on how to act ethically, what role, if any, does religion have today, and how are social, economic, and political realities related to the world of meaning and purpose.

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 and Criminal Justice

The Department of Sociology and Criminal Justice offers undergraduate degrees in Sociology and Criminal Justice, as well as minors in Sociology, Criminal Justice and Social Work.

Faculty

Constance A. Mixon, *Interim Chair;* Andrea Krieg, *Assistant Professor Criminal Justice Program;* Emily Navarro, *Assistant Professor Sociology Program,* Carrie Coward Bucher, *Visiting Associate Professor Sociology Program*

Sociology

The mission of the sociology program is to provide sociology majors a foundational understanding of sociological principles as they relate to both their liberal education and their professional pursuits as sociologists; and to provide all students a well-rounded understanding of sociological perspectives, principles, and methods.

Sociology is the scientific study of society; that is, patterns of social interaction and their effects on individual social behavior. Sociology studies these and their effect 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 individual—applied sociology.

The sociology major provides strong liberal arts preparations for entry – level positions in business, social services, and government. Many students choose sociology as a broad liberal arts preparation for professional careers 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. The sociology major and social work minor 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.

Criminal Justice

The 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 and political science, as well as recommended electives in a variety of different disciplines. 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.

For those students pursuing a double major and/or minor in sociology and criminal justice, only two criminal justice courses may count towards the sociology major/minor.

Departmental Student Learning Outcomes

Graduates from the Sociology and Criminal Justice Department will be able to do the following after graduation:

- Think analytically and critically about historical and current issues in society
- Communicate clearly, effectively, informatively, and persuasively to diverse audiences
- Understand the role of theory and research methods in the creation of social facts and presentation of information
- Identify and analyze the realities of social inequality (including race, gender, and class) to better develop solutions to move toward social justice and equity

- Apply sociological and criminal justice concepts to prepare for internships, graduate education, and future careers

Major in Sociology

Sociology Major Student Learning Outcomes

Sociology majors will be able to do the following after graduation:

- Understand how sociology (as a discipline) and the sociological imagination (as a perspective) inform out our understanding of the social world
- Use sociological insight to inform practice in social work, particularly in terms of working with various populations
- Consider diverse, competing interests and structural factors in decision making

All students majoring in sociology are required to take a minimum of 10 courses, including 9.5 courses in sociology plus an elementary statistics course. Courses taken for the major must include the following required courses:

- SOC 100 Introduction to Sociology OR SOC 301 Social Problems
- SOC/CJ 323 Methods of Social Research *(sophomore or junior year)*
- SOC 424 Sociological Theory *(fall of junior or senior year)*
- SOC 496 Capstone Seminar *(senior year)*

One of the following statistics courses should be taken before SOC/CJ 323:

- PSY 355 Statistics for Scientific Research
- MTH 345 Elementary Statistics
- MTH 346 Statistics for Scientists

Only one Criminal Justice course can be counted toward the major. 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 100 toward both the major and minor.

A student may submit one credit of independent study (SOC 491 or 492) or one credit of field experience (SOC 490) toward the sociology major if taken for a letter grade. A grade of C- or better is necessary to satisfy major, minor and prerequisite requirements.

At least four of the 10 required sociology courses must be taken at Elmhurst University. Courses in sociology and social work may be accepted in transfer from other colleges.

Students are also strongly advised to develop some competence in the use of computers. 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 social work, psychology, criminal justice and/or intercultural studies; and studying Spanish to expand their career opportunities.

Prerequisites: The department will waive SOC 100 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.

Minor in Sociology

The requirements for a minor in sociology are four courses including either SOC 100 or SOC 301. 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. Only one course in Criminal Justice may be counted toward the sociology minor. At least two of the courses must be taken at Elmhurst University.

Minor in Social Work

The required courses for the social work minor are:

- SOC 100 or SOC 301
- SW 303 and
- Two of the following:
  - SW 308 Social Services for Children and Adolescents
  - SW 404 Social Work with Individuals and Families
  - SW 406 Social Work within Groups and Communities.

A student may apply one credit of independent study (SOC 492) in lieu of either SW 308, SW 404 or SW 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 University.

A student who is pursuing both a major in sociology and a minor in social work may count only SOC 100 toward both the sociology major and the social work minor. The social work courses—SW 303, SW 308, SW 404 and SW 406, or their equivalent—cannot be applied simultaneously toward the sociology major and the social work minor.

Major in Criminal Justice

Goals

Criminal Justice majors will be able to do the following after graduation:

- Examine and assess the structure, function and process of the criminal justice system, including the systems of the police, courts, and corrections and how they work in a democracy
- Critically analyze the philosophical and theoretical foundations of the criminal justice system
- Understand and analyze the moral and ethical dilemmas within the criminal justice system and polices

Requirements

The criminal justice major consists of the following 11 required courses and recommended electives.

Required Core Courses

- CJ 100 Introduction to the Criminal Justice System
- CJ 308 Theories of Criminology
- CJ/SOC 323 Methods of Social Research
- CJ 496 Capstone Seminar
- MTH 345 Elementary Statistics or MTH 346 Statistics for Scientists or PSY 355 Statistics for Scientific Research

Criminology Category

Must take three of the following; only one course may be from outside of the Criminal Justice Program:

- SOC 301 Social Problems
- SOC 304 Race and Ethnic Relations
- CJ 319 Juvenile Delinquency
- CJ 340 Gender and Crime
- CJ 350 Social and Criminal Justice Policy
- CJ 351 Communities and Crime

Criminal Justice Category

Must take three of the following; only one course may be from outside of the Criminal Justice Program:

- CJ 210 Policing and Society
- CJ 215 Corrections
- CJ 320 Organized and White Collar Crime
- CJ 330 Criminal Investigation
- CJ 340 Gender and Crime
- CJ 352 Criminal Justice Ethics
- CJ 411 Criminal Law and Procedure
- POL 240 Law and Politics

Recommended Electives

- CS 220 Computer Science I
- CS 409 Computer Security & Risk Management
- BUS 263 Accounting and Financial Management for Nonbusiness Majors
- GEO 207 Fundamentals of GIS
- GEO 302 Urban Applications of GIS
- CHN 101/102: Elementary Chinese
- CHN 201/202: Intermediate Chinese
- ICS 270 Introduction to Intercultural Studies (.50 Credit)
- ICS 271 Intermediate Intercultural Studies (.50 Credit)
- PHL 315 Philosophy of Law
- POL 202 American State and Local Government
- POL 360 Public Policy and Administration
- POL 412 Constitutional Law II: Civil Rights
- PSY 210 Introduction to Psychological Science

Additional Courses

A student may apply credits from the courses below to the Criminology or Criminal Justice categories based on the class, research, or field work topics, as approved by the Department.

- CJ 480 Selected Topics in Criminal Justice
- CJ 490 Independent Field Work
- CJ 491 Independent Research
- CJ 492 Independent Study
- CJ 495 Honors Independent Research

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.

At least six of the required courses must be taken at Elmhurst University. Courses in criminal justice may be accepted from other colleges.

A student may apply credits from the courses below to the Criminology or Criminal Justice categories based on the class, research, or field work topics, as approved by the Department.

A grade of C- or better is necessary to satisfy major, minor, and prerequisite requirements.

Minor in Criminal Justice

The minor in criminal justice requires five courses in criminal justice, including the following:

- CJ 100 Introduction to the Criminal Justice System
- CJ 308 Theories of Criminology

- Three courses from the Criminal Justice Program
  - One must be at the 300-level or higher
  - Cannot be SOC/CJ 323 Methods of Social Research, CJ 490 Independent Field Work, CJ 491 Independent Research, CJ 492 Independent Study, or CJ 496 Capstone Seminar

At least three of the required courses must be taken at Elmhurst University. Courses in criminal justice may be accepted from other colleges.

Course Offerings

One unit of credit equals four semester hours.

Sociology

SOC 100 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 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 100 or equivalent or junior/senior standing.*

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: SOC 100 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 100 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 100 or equivalent.*

SOC 316 Society, Health and Illness

A study of the structure and function of health care as a societal institution. Topics include sociocultural 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 100 or equivalent.*

SOC 317 Marriage and 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 100 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: SOC 100 or CJ 100.*

SOC 330 Global and Transnational Sociology

An analysis of globalization is essential in understanding today's world. The increasing interconnectedness of people and the exchange of ideas, cultural products, and social problems greatly impact our everyday lives. This class will explore sociological theories and ideas that deal with global issues. From the increasing economic integration of nation-states, to the worldwide migration crisis, to the tackling of global problems, such as war and climate change, sociological theories can provide a useful lens in understanding the modern world. *Prerequisite: SOC 100 or equivalent.*

SOC 351 The Sociology of Identity

This course provides students with an opportunity to explore the role of society in shaping our personal identities, with an emphasis on the reciprocal relationship between individual-level and group-level phenomena. Students will work from the foundational sociological approach of symbolic interactionism to better understand how individuals' identities emerge and affect social interaction, how individuals perceive other people and situations, the impact of "processing short cuts" on assessments of a situation, how people's attitudes emerge and impact their behavior, how individuals experience and express emotions in various situations, and group processes related to status and power. *Prerequisite: SOC 100 or equivalent.*

SOC 352 The Sociology of Work

This course will contemplate contemporary issues of labor in the United States and around the world. During the semester, students will learn about the labor conditions experienced by a

wide range of workers, and they will think critically about how the structure of work today impacts our everyday lives. Students will reflect intersectionally on how gender, race, immigration status, disability, and age impact people's experiences in the workforce. They will also explore the polarization of "good" and "bad" jobs in the labor market. Finally, the course will focus on how broader structures, such as globalization and neoliberalism, impact labor. *Prerequisite: SOC 100 or equivalent.*

SOC 353 Sociology of Childhood and Youth

This course explores how children and youth constitute a particular social group. We will study how concepts and ideologies around children and youth have changed and developed overtime. We will look at the social position of children and youth today, taking a critical perspective into the power relations and structures that both constrain and provide opportunities for young people. Paying particular attention to the intersection of age with other social locations, such as gender and race, we will analyze youth's experiences of dependency and agency. Finally, this course will provide a survey of various institutions and structures that are important in youth's lives, such as education, family, media, and technology.

SOC 358 Sociology of Culture

A study of the meaning and influence of culture and its societal variations. The course focuses on culture as the way people live, with a focus on media, popular culture, and the culture industry.

SOC 370 Environmental Sociology

This course is an opportunity for students to be introduced to the theoretical and empirical analysis of the interaction between the environment and human society. We will explore the ways in which the culture and structure of human society impacts the environment and how, in turn, changes in the environment inequitably impact society. In exploring the social roots of environmental issues, students will critically analyze how technologies, patterns of consumption and production, status and power systems, religion, and population trends impact our environment. *Prerequisite: SOC 100 or equivalent.*

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 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

1.00 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 fall term closest to their graduation. *Prerequisite: Senior standing.*

Social Work

SW 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 100 or equivalent.*

SW 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: SW 303 or equivalent.*

SW 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: SW 303 or consent of instructor.*

SW 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: SW 303 or consent of instructor.*

Criminal Justice

CJ 100 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.

CJ 308 Theories of 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 100 or SOC100.*

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 100 or SOC 100.*

CJ 320 Organized and White Collar Crime

A focus on the operation of organized criminal activities and white collar crime. Structure, participant characteristics, legal handling, investigation, prosecution and sentencing will be examined and compared. *Prerequisite: CJ 100.*

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: CJ 100 or SOC 100.*

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 100.*

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 100 or SOC 100.*

CJ 350 Social and Criminal Justice Policy

This course will introduce students to numerous types of social policies throughout the United States that often create inequalities within our society. Families and individuals experiencing contact with the criminal justice system often are also in contact with social programming so students will be exposed to this overlap. We will explore the process of policy making within the United States government and criminal justice organizations. They will be introduced to numerous principal U.S. social programs, like Social Security, Medicaid, and Medicare, as well as criminal justice programs, such as mental health programs in prisons and jails and sentencing policies. *Prerequisite: CJ 100 or SOC 100.*

CJ 351 Communities and Crime

This course is designed to provide an overview of the relationship between crime and community characteristics. It answers questions about why some communities have more crime and violence than others. The course has three main focuses. First, it provides a background of how cities in the United States developed into our modern day system. Second, the course provides a history of the theories surrounding the study of crime and place. Lastly, it covers current topics that affect communities. *Prerequisites: CJ 100.*

CJ 352 Criminal Justice Ethics

This course explores the ethical and philosophical issues and moral dilemmas that face criminal justice professionals. These may include topics such as the principles of justice, utilitarianism, philosophical issues in sentencing, police and ethics, ethics and research, and the scope of state control. *Prerequisites: CJ 100.*

CJ 411 Criminal Law and Procedure

An examination of the development and operation of United States criminal law, including legal terminology, crime definitions, criminal defenses, and the protections afforded by the Constitution. Criminal responsibility and the capacity to commit a crime will be covered. Specific areas of interest include jurisdiction, entrapment, insanity and mens rea, the exclusionary rule, Miranda warnings, warrantless searches and probable cause. *Prerequisites: CJ 100.*

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: CJ 100. This course will count as one Criminology Course or one Criminal Justice course depending on the topic, as determined by the Department.*

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 196 hours on site is required during the term for 1.00 credit. *Repeatable for credit. Prerequisites: Two courses in criminal justice and consent of instructor. 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 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.*

CJ 496 Capstone

An advanced seminar with topics that change each semester. This course focuses on a myriad of issues and topics within the criminal justice field. It serves as the culminating course for students to apply all of the content from previous criminal justice courses to one large course project. In addition to applying content, students will further develop their writing and presentation skills and prepare for entry into the field. Because of these goals, students should enroll in this course during their last semester. *Prerequisite: CJ 100.*

Theatre and Dance

Humans are storytellers, and the arts of theatre and dance provide creative means for storytelling. We see ourselves in our histories and offer stories that raise essential questions. We create fantasies that explore human potential, and we focus our attention on the tragedies that allow us to grieve. Elmhurst's Department of Theatre and Dance offers majors and minors that allow you to explore your role as a storyteller - and story maker. Each path provides a curriculum exploring the foundations of these storytelling arts. Skills and technique are partnered with analysis, history and design.

The department offers three majors: Theatre Arts Education, Musical Theatre, and Theatre major with a variety of concentrations. Our minors in Dance and Theatre complement a wide range of majors in other disciplines. Our minors in Dance Education and Theatre Arts Education can support endorsement for those seeking teacher licensure in other areas.

Collaboration, analysis and communication are also at the heart of our fields. Often referred to as "soft skills," these practices are highly valued in businesses and disciplines across private and public sectors.

Our graduates go on to direct, to design, to build, and to perform. They teach and lead, bringing stories to life in schools, with arts organizations and in a variety of other settings. Whether they run their own company or "gig" from one to another, these artists, teachers and artisans create amazing stories. They make lives that are part of the art of theatre and dance.

Departmental Learning Outcomes

Elmhurst University Theatre and Dance student will be able to:

- Demonstrate a fundamental knowledge of the theatre or dance medium and their terminologies, in the areas of history, literature, performance, and technical production.
- Demonstrate a measure of competency in the application of skills either in performance, design, directing, construction, dance or choreography.
- Apply the process of research and analysis necessary to creation of theatre or dance productions.
- Develop one's personal creative voice in the exploration of the storytelling nature of the performing arts and their exploration of the human condition.
- Demonstrate accumulated knowledge and competencies and apply it in a collaborative way as reflected in the creation of theatre or dance projects involving directing, performance, design or choreography.

Faculty

Alan W. Weiger, *Chair;* Richard Arnold Jr., Amy Lyn McDonald, Janice Pohl

Majors in Theatre, Musical Theatre and Theatre Arts Education

At Elmhurst University 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 MFA or the Ph.D.

Courses in Applied Study in Theatre (AT) are specially designed to prepare students for life after college.

Theatre students at Elmhurst University 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 study in 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.

Required 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 University. 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 noncredit and/or THE 176/276/376/476 Musical Theatre Practicum for credit or noncredit 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 Study in Theatre in Acting/Applied Study in Theatre in
- Musical Theatre *(.50 credit)*

Two of the following courses:

- 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)*
- 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 campus and participate in end-of-the-term program assessment showcases when enrolled in performance courses and ATA/ATM.

Directing

- ATD Applied Study in 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

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

One of the following courses:

- AMV or AMT Applied Voice *(singing lessons) (.50 credit)*
- CSD 203 Phonetics I *(.50 credit)*

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.

Theatre Design and Technology

- ATT/ATX Applied Study in Theatre in Design/Applied Study in 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)*

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.

Stage Management

- ATS Applied Study in Theatre in Stage Management *(.50 credit)*
- ATT Applied Study in 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:

- 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 Study in Theatre in Theatre Business
- Administration/Applied Study in 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 study in 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 University 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) is 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.

Required 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 noncredit and/or THE 176/276/376/476 Musical Theatre Practicum for credit or noncredit.

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 Sight Singing/Aural Skills *(.50 credit)*
- AMV Three terms for credit of applied voice *(.50 credit each)**
- AMT Three terms for credit, musical theatre repertoire *(.50 credit each)**
- Major Choral Ensemble: Four terms with or without credit *(.25 credit)*
- MUS 226/326 Light Opera Workshop *(January Term)*
- MUS 267/367/467 Opera Workshop *(.50 credit)*

**Students must take AMU each term they take AMV or AMT.*

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 Theatre and Dance.

Students majoring in theatre arts education must take the core courses for the theatre major and the following six courses:

- THE 325 Oral Interpretation
- THE 301 Voice and Movement for the Stage
- THE 340 Creative Drama

- THE 424 Directing
- THE 440 Teaching Theatre Arts
- ATA, ATD, ATT (private instruction in Acting, Directing, or Design and Technology; two terms at .50 credit)

One of the following:

- THE 238 Introduction to Design
- THE 328 Intermediate Design for the Stage
- THE 338 Costume Construction
- THE 428 Design for the Stage

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.

Minor in Theatre

The minor in theatre requires two terms of either Theatre Practicum or Musical Theatre Practicum, for credit or noncredit, in addition to the four courses from the major area. The department chair must approve any exceptions. Note the following limitations: only two courses in any area of applied study in 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 227 Development of the Theatre
- THE 228 Stagecraft

Two courses in theatre history and/or literature:

- THE 314 History of Musical Theatre
- THE 329 World Theatre and Drama in Cultural Context
- THE 331 History of Western Theatre I
- THE 332 History of Western Theatre II
- THE 350 Play Analysis
- THE 470 Avant-Garde Theatre
- THE 471 Holocaust Theatre
- ENG 336 Contemporary Literature
- ENG 345 Shakespeare
- Theatre literature elective

One course (1.00 credit) in performance technique or design/ tech:

- THE 301 Voice and Movement for the Stage
- THE 325 Oral Interpretation
- THE 326 Acting Technique II
- THE 338 Costume Construction
- THE 340 Creative Drama
- THE 426 Acting Techniques III
- THE 428 Design for the Stage

Dance technique courses or improvisation ensemble taken for credit may be combined to satisfy this requirement.

One course in theatre staging or pedagogy:

- THE 340 Creative Drama
- THE 421 Choreography of Dance
- THE 424 Directing
- THE 440 Teaching Theatre Arts

Two terms (credit or noncredit) practicum:

- THE 175/275/375/475 Theatre Practicum *(.25 credit or noncredit)* or THE 176/276/376/476 Musical Theatre Practicum *(.25 credit or noncredit)*

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 5.0–5.50 credits in the dance curriculum including:

- THE 221 Dance Appreciation
- THE 421 Choreography of Dance

Five .50 credit 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 Study in Theatre: Musical Theatre
- THE 352 Special Topics *(in dance)*
- 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 Theatre and Dance. 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 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 352 Special Topics in Theatre: Dance Ensemble *(.50 credit)*
- THE 410 Teaching of Dance
- 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 303 Jazz Dance *(.50 credit)*
- THE 304 Tap Dance *(.50 credit)*
- THE 305 Social Dance and Period Styles *(.50 credit)*
- THE 306 Modern Dance Techniques *(.50 credit)*
- THE 402 Advanced Ballet *(.50 credit)*
- THE 403 Advanced Jazz *(.50 credit)*
- THE 404 Advanced Tap *(.50 credit)*
- THE 406 Advanced Modern Dance Technique *(.50 credit)*

Elmhurst University 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 University is also an active member of Theta Alpha Phi, the national dramatics recognition society. Elmhurst University actors, designers and technicians compete annually in the Kennedy Center American College Theatre Festival.

Course Offerings

THE 173, 273, 373, 473 Improvisation Ensemble

.25 credit or noncredit
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 noncredit
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 noncredit. Pass/No Pass grading.*

THE 176, 276, 376, 476 Musical Theatre Practicum

.25 credit or noncredit
Practical study in musical theatre. Participation in a mainstage musical produced by Elmhurst University 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 noncredit.*

THE 208 Middle Eastern Dance Through History to Today

A multifaceted 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. *Prerequisites: 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 noncredit. 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 noncredit. 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 noncredit. 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 noncredit. 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 noncredit. 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 noncredit. 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 325 Oral Interpretation

A lecture and laboratory course dealing with the analysis, appreciation and communication of literature to an audience. *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 225 or 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 The 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.

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 225 or THE 226 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 1.50 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 Study in Theatre

Applied, private instruction in theatre. The choice and use of materials are left to the discretion of the instructors in each area.

Students entering with previous theatre training are placed at the proper level as determined by audition and interview. Noncredit lessons will be graded P/NP.

Students registering for applied study in theatre courses are required to take a half-hour lesson per week or its equivalent for a .50 credit course. Noncredit 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 Noncredit Acting
- ATA 101-402 *(.50 credit)*

Costuming

- ATX 011 Noncredit Costuming
- ATX 101-402 *(.50 credit)*

Directing

- ATD 011 Noncredit Directing
- ATD 101-402 *(.50 credit)*

Musical Theatre

- ATM 011 Noncredit Musical Theatre
- ATM 101-402 *(.50 credit)*

Playwriting

- ATW 011 Noncredit Playwriting
- ATW 101-402 Credit Playwriting

Stage Management

- ATS 011 Noncredit Stage Management
- ATS 101-402 *(.50 credit)*

Theatre Business/Administration

- TB 011 Noncredit Theatre

Business/Administration

- ATB 101-402 *(.50 credit)*

Theatre Design and Technology

- ATT 011 Noncredit Design and Technology
- ATT 101-402 *(.50 credit)*

Urban Studies Program

The 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 University, 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.
- 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.
- 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
- EDU 104 Cultural Foundations of Education in the United States
- EDU 331 Race and Equity in Education

- SOC 214/314 The Elderly
- SOC 216/316 Society, Health and Illness
- SOC 303 Introduction to Social Work
- SOC 304 Majority-Minority Relations
- SOC 310 Social Inequalities
- CJ/SOC 319 Juvenile Delinquency and the Justice System
- SOC 408 Criminology

Management

- BUS 354 Human Resource Management
- BUS 355 Negotiations: Theory and Practice
- BUS 454 Leadership
- GEO 207 Introduction to Spatial Thinking
- GEO 302 GIS in the Urban Environment
- SOC 315 Complex Organizations *or* BUS 453 Organizational Behavior
- URB 430 Seminar: Urban Management

Other

- GEO 411 Urban Geography
- GEO 412 Political Geography
- GEO 413 Economic Geography
- COM 315 Intercultural Communication
- COM 317 Persuasive Communication
- ICS 270 Introduction to Intercultural Studies *(.50 credit)*
- ICS 271 Intermediate Intercultural Studies *(.50 credit)*

Public Administration

For work with political parties, politicians, government agencies or law school, take:

- POL 202 American State and Local Government *(required)*
- POL 300 Urban Politics *(required)*

Politics

- POL 150 Introduction to Politics
- POL 201 American Federal Government
- POL 240 Law and Politics
- POL 319 Foundations of American Political Thought
- POL 360 Public Policy and Administration
- POL 411 Constitutional Law I: Civil Liberties
- POL 412 Constitutional Law II: Civil Rights

Management

- BUS 354 Human Resource Management
- BUS 355 Negotiations: Theory and Practice
- BUS 454 Leadership
- GEO 207 Introduction to Spatial Thinking
- GEO 302 GIS in the Urban Environment
- SOC 315 Complex Organizations *or* BUS 453 Organizational Behavior
- URB 430 Seminar: Urban Management

Other

- CJ 210 Policing and Society
- EDU 331 Race and Equity in Education
- GEO 411 Urban Geography
- GEO 412 Political Geography
- COM 315 Intercultural Communication
- COM 317 Persuasive Communication
- ICS 270 Introduction to Intercultural Studies *(.50 credit)*
- ICS 271 Intermediate Intercultural Studies *(.50 credit)*

Urban Planning

For work in city or regional planning, take:

- URB 420 Principles and Practices of Urban Planning (required)
- BUS 301 Introduction to Logistics and Supply Chain Management
- GEO 207 Introduction to Spatial Thinking
- GEO 302 GIS in the Urban Environment
- GEO 309 Geographic Information Systems (GIS) II: Spatial Analysis
- GEO 411 Urban Geography
- GEO 413 Economic Geography
- ICS 270 Introduction to Intercultural Studies *(.50 credit)*
- ICS 271 Intermediate Intercultural Studies *(.50 credit)*
- 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

The 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 believes 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 pluralistic American society and abroad" (American Council on the Teaching of Foreign Languages).

Mission

In an interconnected and global world, the Department of World Languages, Literatures and Cultures at Elmhurst University aims to educate students to become communicatively and culturally competent and to become informed global citizens with attained proficiency in languages and would cultures. As scholars, we pursue research of language, literature and culture that contributes to the understanding of the human experience around the world.

Student Learning Outcomes

The key proficiency-based learning outcomes for the Department of World Languages are linked to the ACTFL national standards, called "the Five Cs":

- **Communication** Students will be able to communicate in languages other than English
- **Cultures** Students will gain knowledge and understanding of other cultures
- **Connections** Students will be able to connect their learning with other disciplines
- **Comparisons** Students will develop insight into the nature of language and culture
- **Communities** Student will able to participate and engage in multi-lingual and multi-cultural communities in the US and around

Programs

The Department of World Languages, Literatures and Cultures offers Majors in French, German, Spanish and Multilanguage and Minors in French, German and Spanish, as well as Teaching Minors in French, German and Spanish.

Faculty

Beatriz Gómez-Acuña (Spanish) *Chair;* Federica E. Bando (Spanish), Rebecca Monger (French), Christine Summers (German), Christopher Travis (Spanish)

Study Abroad

The Department of World Language offers short-term faculty-lead study abroad courses to French, German and Spanish-speaking countries. Students also have the opportunity to participate in affiliated semester or year-long programs and internships.

Course Placement

Students with foreign language experience take a placement exam to determine proper course level before registration. Placement tests are also offered in languages other than those taught at the University. Upon successful completion of the appropriate language course at Elmhurst University, students who have placed beyond the 101 level are awarded one course credit for previously attained language competency. Students must enroll in the course into which they have placed unless granted permission from the Department Chair.

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 300/400 level at Elmhurst University. 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.

Teaching Minors in French, German and Spanish

The minor in French, German or Spanish Teaching parallels the coursework requirements set by the Illinois State Board Of Education (ISBE) to obtain an endorsement in the teaching of a foreign language. The minor consists of any six French, German or Spanish courses taken sequentially from the provided list. The level where the student starts the sequence depends on their linguistic proficiency which is determined by the results of the language placement test. Additionally, students must take WL 440 (Special Methods in the Teaching of Foreign Language). This course offers foundational knowledge in methods of instruction and delivery in the foreign language classroom.

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 300/400 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 complete at least one international education experience in a German speaking country. 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 that students begin with one grammar/composition (SPN 301 or SPN 307) and one conversation (SPN 302 or SPN 308). Students should then take the culture sequence (SPN 312 and 334), and any remaining electives, chosen from a wide variety of 300-and-400 level offerings.

Major in Multi-Language

The multi-language major is designed for students wanting 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 Capstone: Global Business *(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 Business Ethics

Foreign Affairs *(foreign service, diplomacy, political science)*

Choose two from the following:

- GEO 311 Regional Study of Europe
- GEO 317 Regional Study of Latin America
- GEO 375 Geography and International Relations
- HIS 303 U.S. Diplomatic History
- HIS 305 Imperialism and Colonialism
- HIS 364 History of the Far East
- HIS 170 Latin American History: Civilization and Culture
- POL 301 Comparative Politics: The New Europe

- POL 302 Politics of Developing Nations
- POL 307 American Foreign Policy

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

Licensure for K-12 Teaching

Students should convey their intentions to teach as soon as possible to the chair and must complete the World Language Education major in the Department of Education in addition to a Spanish or French major. 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.

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.

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. *Prerequisites: 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 215, 315 January in Paris: Living Parisian Arts and Culture

A faculty led travel course. This course is an exploration into the complexities and contradictions of Parisian arts and culture and its subsequent influence on Western civilization through experiential learning including historical sites, cultural artifacts and the fine arts. Taught in English. Students who wish to receive credit for the French major or minor must register for FRN 315 and complete all coursework in French. *January Term only. FRN 215: No prerequisites. FRN 315: Prerequisite of FRN 301 or equivalent.*

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.

BID 332 ENG/WL January in Martinique: Cultures of Slavery: Retracing Colonial Histories in the French Caribbean

A faculty lead travel course. As a multicultural Francophone experience, the focus of the course is the cultural history of Martinican society, from its origins as a French slave colony to its current socio-economic and identity struggles within the French nation. Through experiential learning, students will explore such topics as the use of Creole and French in Martinique, colonial history, the intersection between the Caribbean sugar industry and the Atlantic slave trade, folklore, music and popular traditions, environmental issues and the

socioeconomic and cultural relationship between Martinique and Metropolitan France. Taught in English. *January Term only. No prerequisites.*

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 Novelle, 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 University 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 University for these classes.

Japanese

JPN 101/102 Elementary Japanese for Anime Enthusiasts I, II

Conversation and fundamental grammatical structures are introduced through communicative exercise in reading, writing, speaking and listening. JPN 101 focuses on developing students' reading and writing skills in katakana. Hiragana is introduced in JPN 102. The linguistic components are tied to theme-based units, which explore the cultural aspects of everyday living in Japan. Students further research these

topics and utilize the learned structures by analyzing and discussing their favorite anime. *JPN 101 is a prerequisite for JPN 102.*

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. 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 study the theories of teaching reading to English Language Learners. Students learn teaching strategies for Spanish-speaking students and learn to adapt learning methods 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 315/415 Cultural and Linguistic Immersion in Argentina/ Costa Rica/Puerto Rico/Spain

A faculty lead travel course. This course is a short-term study away trip to a Spanish-speaking location. Students take language and culture classes at a local school, and participate in excursions and cultural programming that allows them to learn about the history and culture of these locales. Taught in Spanish.

SPN316 Spanish-Speaking Chicago

Over 1.5 million people in Chicago speak Spanish. This class studies the Chicago area as though it were a small Spanish-speaking nation, considering art, literature, media, community organizing, human rights, and citizenship. It includes trips to various neighborhoods where Spanish is prevalent, and meetings with local writers, artists, activists, and business people. Various guest speakers will also be invited to Elmhurst. All coursework is in Spanish,organized in modules on the aforementioned topics. Three reflection papers are required, as well as a final study of direct relevance to the professional interests of each individual student. This class is available to all students who place into the 300 level. Completion of Spanish 301 or 307 is recommended but not required.

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 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. P*rerequisite: 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 392 Walking El Camino de Santiago: An Intellectual and Physical Journey

A faculty lead travel course. This course is a short-term study away trip during the month of June. Students participate in the pilgrimage to the city of Santiago de Compostela, situated in the region of Galicia in NW Spain. Following one of the existing routes, students walk approximately 350 kilometers while learning about the culture, history, religion and languages of the region.

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 310 January in Morocco: Exploring North African Identities and Cultures

A faculty led travel course. This course is an introduction to the history, cultures and religions of Morocco, as well as an exploration of issues in contemporary postcolonial studies. Topics may include globalization, neocolonialism, Europeanand African migration as well as well cultural identities, media and politics and gender and religion. Taught in English. January Term only. *No prerequisite.*

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 University'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 University offers students the following academic opportunities.

Army ROTC

Elmhurst University students have the opportunity to enroll in the Army ROTC program at Wheaton College. A student may earn an officer's commission upon graduation from Elmhurst and completion of all prescribed segments of the ROTC program.

Army ROTC courses are taught on the campus of Wheaton College. 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 University charges.

For additional information on the Army ROTC program at Wheaton College, call (630) 752-5121. On the Elmhurst campus, contact the Office of Admission prior to enrollment or your faculty advisor after initial registration at the University.

Aerospace Studies (Air Force ROTC)

Air Force ROTC (AFROTC) is offered to Elmhurst University students in cooperation with the Department of Aerospace Studies at Illinois Institute of Technology (IIT). Students who participate in AFROTC may be eligible for federal AFROTC scholarships, which may partially or fully pay your tuition at Elmhurst.

Upon completing your bachelor's degree and the AFROTC program, you will earn a commission as a second lieutenant in the U.S. Air Force and will serve at least a four-year commitment on active duty. For more information on Air Force ROTC and registration, contact AFROTC Detachment 195 at (312) 597-3526 or afrotc.iit.edu. You may also find general information about the AFROTC program at www.afrotc.com.

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 a 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. First-year 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, and 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. 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 Niebuhr Center or College chaplain or the faculty of the Department of Religious Studies.

Academic Enrichment Opportunities

Elmhurst University promotes student growth beyond the basic undergraduate curriculum through academically challenging courses, global experiences and community service.

Honors Program

The Elmhurst University 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 University.

Honors Program members, invited to participate based upon their academic records, are concurrently enrolled in one of the University'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 University'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 Majors and 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.

Study Away

Elmhurst University believes that students should have at least one global 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 global 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 International Education department and their academic departments for more information. Application information can be obtained from International Education or online at elmhurst.edu/study away.

Elmhurst University students may take courses, engage in field studies and service-learning, or complete a global internship. The University 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 University students:

- **Arcadia University:** Programs in Greece, Italy, South Africa, Spain, United Kingdom
- **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, Ireland, Italy, Morocco and Spain

- **SIT Study Abroad:** Field-based research and internship 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, New Zealand and Southeast Asia

January Term, Spring Break and Summer Term

Elmhurst University faculty members offer courses abroad during these terms. Each year a variety of courses with different locations and subject areas are offered. The list of courses is announced during the Spring semester each year.

UMAIE (Upper Midwest Association for Intercultural Education), a six-school consortium including Elmhurst University, offers approximately 25 January courses. Courses are announced during the Spring semester 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

Elmhurst offers a variety of services to international students who come to the University to study. Students entering the country on non-immigrant F1 visa are required to maintain contact with the University's international education staff throughout their course of study in order to maintain lawful status in the U.S.

Prospective international students are encouraged to visit the University's website at elmhurst.edu for information regarding the University's admission process and educational opportunities, as well as information specifically designed for international applicants.

Service Learning

The Service Learning Program affirms the University's commitment to develop in students the capacity and desire to serve others. The program has established reciprocal partnerships with a variety of community organizations. Involvement in Service Learning 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 University Study Away Program; and long-term involvement in a community partnership throughout a student's career at Elmhurst University.

Students participating in Service Learning have the opportunity to fulfill the required Experiential Learning tag for graduation requirements. For more information, visit the Service Learning website: elmhurst.edu/service-learning.

Elmhurst Learning and Success Academy (ELSA)

The Elmhurst Learning and Success Academy (ELSA) is a four-year certificate program that offers a full-time college experience for young adults, ages 18 to 28, with diverse abilities. ELSA is a post-secondary program; therefore, students need to have a high school diploma or certificate of completion.

As described in the ELSA Handbook, the program emphasizes three primary areas within the curriculum: academics and career exploration, independent living skills, and social and recreational experience. Students in ELSA may also live in the University'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.

With NCAA Division lll approval for athletics and some fraternity and sorority organizations, students can participate fully in college life at Elmhurst.

Courses are taught by faculty and upper-level students, though ELSA students have opportunities to take college-level courses as ELSA electives for credit. In addition to the ELSA Certificate of Completion, some students can choose to earn an ELSA Certificate of Specialized Study. After completing their first year, students select four Elmhurst University courses over two years from various areas of interest. Past areas have included English, business, art, music, theater, geography, and informational technology. The courses can include two introduction and two advanced courses and are determined on a case-by-case basis, with the help of the associate director and approval of the department chair. The goal is to create opportunities for ELSA students to enhance their education, improve prospects for employment and increase college integration.

Course Offerings

ELS 011 Healthy Living I

This course focuses on behaviors that enhance the quality of life. It stresses the connection between the physical, intellectual, emotional, social, and spiritual dimensions of the whole human being. Emphasis is placed on self-analysis and personal responsibility in selecting a holistic approach to health and wellness.

ELS 013 Healthy Living II

This course continues in the development of behaviors that enhance general well-being. Developing a supportive system in sharing information and activities among individuals and groups that have a common interest will be encouraged. Networking strategies introduced will reinforce physical and mental and sexual health, education, recreation and leisure time, and social belonging.

ELS 016 Plan for Independence

This course provides students with an opportunity to expand on successful interpersonal relationships with research and review of effective social interactions and skills. The expectations are that these aptitudes will apply to present and future life endeavors including quality friendships and successful co-worker connections. Critical thinking skills can be exercised while students consider their own values.

ELS 018 Career Internship

Field experience required. Students will participate in a field experience/internship based on interest, employer availability, and supervision with the Career Development Coordinator. *This course may be repeated for credit.*

ELS 019 Community Career Lab

Students will develop and practice various skills associated with learning the fundamental Career paths via decision-making, vocational interests, and aptitude assessments. Students will continue to broaden their knowledge and experience through participation in class activities, discussions, and research. *This course is offered during J-Term only and may be repeated for credit.*

ELS 020 Introduction to College Life

This course is designed to introduce students to various skills and resources that can help them be successful in college. The activities in this class will help students become more aware of their abilities and challenges and teach them how to be more independent on campus and in their studies. Students will gain knowledge and experience by participating in class activities and taking an active role in the day-to-day life on campus. Topics of discussion will include: how to set and implement short-term goals for the first semester of ELSA, individual learning styles, study skills, getting involved on campus, organization and time management skills, future

job considerations on campus (or in the community), navigating the campus including the cafeteria, bookstore, library, and fitness center.

ELS 021 Career Exploration

This course is designed to introduce students to various skills necessary in learning about career paths, fundamental career/academic decisions and discover more about vocational interests and aptitudes. Students will gain knowledge and experience through participation in class activities, discussion, research, and occupational laboratories experiences in the community. Topics of discussion will focus on career paths, employment, and the world of work.

ELS 022 Career by Design

This course is designed for students to continue to develop various skills necessary in learning about career paths, fundamental career/academic decisions and discover more about vocational interests and aptitudes. Students will gain knowledge and experience through participation in class activities, discussion, research, job observations, and internships on campus. Topics of discussion will focus on career paths, employment and the world of work. Students will participate in an on-campus field experience consisting of different job shadow experiences, under mentoring of student workers and supervision of the career development coach. *Out-of-class on-campus internship of 5-10 hours per week is required. Out-of-class on/off campus informational interviews and job shadows required.*

ELS 023 Careers and Community

This course is designed for students to continue to develop job placement, job maintenance skills, and community involvement by utilizing their interpersonal, workplace and/or career skills. Students will gain knowledge and experience through participation in class activities, discussion, research and internships in the community. Topics of discussion will focus on career paths, civic engagement and volunteerism utilizing your career skills, Students will participate in informational interviews and job shadows on campus and within the community.

ELS 024 Campus Career Experience

This course is designed to continue the process of exploring careers, developing communication, intra/interpersonal, writing, and computer skills necessary for employment. Students begin a block experience within a department on campus or community based. *Prerequisite: ELS 021.*

ELS 027 Preparation for Future Living

This course is designed to include areas of preparation for graduation and transition into independent living. Students will learn how to use the principles of Person-Centered Planning to plan for their future. Students will reflect on their learning in ELSA and develop an electronic portfolio showcasing their growth throughout the program.

ELS 028 Leadership Skills and Teaming

This course provides students with information about the basic principles and competencies of leadership and will allow students to participate in a variety of activities used to instill leadership qualities. Students will discover their potential for leadership by exploring personal strengths, talents, experiences, weaknesses, and styles. Students will learn about the power of effective leadership and how to work with others in groups to accomplish positive change.

ELS 031 Community and Citizenship

This course involves the study of thinking, speaking, and writing skills within the framework of issues dealing with the community and citizenship. Students will advocate to secure volunteer positions in their home community.

ELS 033 Social Issues/Self-Determination

This course is designed to equip students with the skills, knowledge, and attitudes they need to assume control and responsibility for a variety of life activities. Students will learn an array of strategies needed to self-advocate and communicate needs and wants. Students will also learn how to identify problems and develop solutions. Students will explore relative social issues and develop citizenship skills. This course will assist students in identifying and accessing various community, state, and federal resources. Students will participate in a variety of activities which will help them to develop mini-Person-Centered Plans and Personal Resource Guides.

ELS 036 Service Learning

This course will provide students with the opportunity to develop skills and share information while exploring the issues and importance of service learning. Students will take theories learned in class and practice them through participation in a group service learning project. Active participation and self-reflection are integral to this course.

ELS 037 Capstone Service Learning

This course is the “capstone” for ELSA students. Building on their experiences in Social Issues, Community and Citizenship and Service Learning, students link classroom learning with active citizenship. Reflecting on their experiences helps the students learn more about themselves and explore opportunities within the community and workplace. *An independent service learning opportunity with a minimum of 20 hours is required. This will require weekly journaling, activities, and community involvement. Active participation and self-reflection are integral to the course.*

ELS 038 Communications I

This course will provide students with the fundamentals of interpersonal communication. Students will identify and distinguish effective and ineffective communication skills including those used in different context such as electronic vs. face-to-face. They will explore strategies and techniques the can use to improve their communication skills, as well as determining when and how to adapt to a variety of situations. Through observation, modeling and practice, students will build the skills needed to interact in a variety of situations including daily living, workplace and personal relationships.

ELS 039 Communications II

This course is designed to continue building the interpersonal communication skills students need to define, establish and maintain healthy human relationships including setting boundaries and managing conflict. Students will further their knowledge and understanding of interpersonal communication skills including identifying their current personal skill and comfort levels and those to which they aspire. Discussions, reflecting on past and present behaviors and experiential exercises will provide the students with numerous practice opportunities to help them achieve their interpersonal communications goal.

ELS 040 Reading and Writing Strategies

Reading and writing skills are essential for all courses. In this course, specific strategies are explored while interacting with, and responding to, a variety of short texts. These strategies include the use of assistive technology tools that support literacy skills. Students will be provided a choice of materials based on their personal academic needs, interests, and background. Students are encouraged to apply the strategies from this course to their other coursework.

ELS 041 Individual Literacy Needs

This course focuses on the importance of continually reading and using comprehension strategies to complete college coursework . Strategies to read complex text to attain new information will be discussed and practiced. Students may use RWG or other technology as needed. Additional targeted skills may include clarity and expansion of details, sentence style and variety, and use of mature vocabulary. Students will create goals to address writing challenges and will identify what strategies will work for them.

ELS 042 Narrative and Expository Writing

Writing skills have become increasingly important for employment and participation in a global society. This course focuses on understanding the nine general purposes of writing found in modern society. Students will identify and apply this knowledge to their personal interests. This process includes learning skills needed for logical, organized and fully developed responses to writing tasks. A range of authentic activities supporting the needs and goals of each student are considered.

ELS 043 Application of Literacy Skills

This course explores basic literacy skills needed for any work environment. Students are provided with an overview of the terminology, information, and format of texts commonly related to employment. This includes the job-search process, becoming employed, and maintaining employment.

ELS 046 Business Writing

The purpose of this course is to have the student develop an effectively written communication style in the workplace. This course will present students with opportunities to enhance grammar and writing skills as related to professional documents. Emphasizes the preparation of a variety of written documents such as business letters, e-mails, texting, LinkedIn and other business communications.

ELS 047 Computer Applications in the Workplace

Computer Application in the Workplace is an introductory class using Microsoft Office 2013 Word, Excel, and PowerPoint. This class will include discussion of the ribbon and tab system and use these tools to create documents, worksheets, and presentations. The class will also work with dialog boxes, shortcuts, Live Preview, and Backstage View.

ELS 052 Math Concepts and Strategies

.50 credit

This course is designed to introduce and reinforce math skills needed for everyday living. The students will demonstrate and apply knowledge to experience that deal with money, measurement, time, estimation, and the operations of addition, subtraction, multiplication and division. Problem solving and critical thinking skills will be integrated into the lessons to improve the students' decision making skills.

ELS 054 Computer Applications II

This course helps students develop digital literacy skills to be able to perform tasks effectively in a digital environment. Literacy includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments.

ELS 061 Images to Communication

This class is designed for students to develop their multimedia skills. Students will learn the elements of good visual images, lighting, exposure and composition while exploring digital photography.

ELS 071 Oral Storytelling and Math

This course is designed to build on basic math and problem-solving skills while also developing and reinforcing

interpersonal communication skills. Students will use and practice cooperative group skills to solve problems with applications for independent living.

ELS 082 Financial Smarts

.50 credit

This course is designed to provide the individual with a survey or introduction to the financial aspects of everyday life. One of the keys to success not only means having the "know-how," but to make the right financial decisions based on knowledge. The focus of the course will be the basic elements of budgeting, determining costs and expenses, check writing, financial planning, and learning the skills needed to be a better consumer while protecting yourself from financial fraud and scams. An attempt will be made to make every class informal to allow for a free form discussion of the subject material. Students will be encouraged to discuss applicable solutions or problems that they have encountered.

ELS 083 Financial Smarts II

This course is a continuation of Financial Smarts 1. *Prerequisite: ELS 082.*

ELS 084 Financial Smarts III

This course is a continuation of Financial Smarts II. *Prerequisite: ELS 083.*

ELS 085 Financial Smarts IV

Students will develop targeted skills such as listening, conflict management, self-concept, organizational techniques, and use of visual aids. Students will be expected to develop critical thinking and problem-solving skills that will aid in becoming effective communicators adding value in all potential "communication venues" including the classroom, the workplace and at home.

ELS 092 Theatre and Public Speaking

Students will develop targeted skills such as listening, conflict management, self-concept, organizational techniques, and use of visual aids. Students will be expected to develop critical thinking and problem solving skills that will aid in becoming effective communicators adding value in all potential "communication venues" including the classroom, the workplace and at home.

ELS 099 Gaming Basics

Students will select and design a game based on the clients' area of interest. Students will integrate professional communication skills to work with clients to develop the final product. Students will create a game website to show the client the final product.

The Russell G. Weigand Center for Professional Excellence

The Russell G. Weigand Center for Professional Excellence serves as home base for Elmhurst University's commitment to professional preparation as part of the comprehensive education of every student. Through a wide range of services and resources, the Weigand Center will help you explore your passions, define your goals, ignite your professional curiosity, and prepare you to thrive in an ever-changing world.

In the Elmhurst University 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 University's initiatives in career education ,pre-professional guidance and career experience, the Weigand Center offers a wide selection of programs, opportunities and experiences, including:

- Effective career counseling and guidance, coordinated with academic advising
- Opportunities to undertake internships for hands on experience
- Leadership development opportunities
- Opportunities to establish lasting relationships with professional mentors
- Opportunities for student development through short-term career exploration
- Specialized advising for those planning a career in healthcare or law

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
- Informational interviews
- Job search, résumé writing and interviewing workshops
- Career assessments
- Library of career resources
- Online résumé referral

Combining classroom theory with work-world experience, students participate in experiential learning opportunities.

Mentoring

Mentoring enables students to interact regularly, one-on-one, with experienced professionals. The purpose of the Weigand Center'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 and professional development.

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 either in person or via Skype throughout the academic year. Scheduling is arranged between the mentor and the protégé. Throughout the mentoring experience, students are exposed to how a professional functions in various parts of professional life. In the process, the program emphasizes and develops students' leadership skills.

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. For some careers where job shadowing is not available, an informational interview with a professional also serves as a means for students to explore the details of a career.

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.

Career Experiences

Gaining career experience to supplement classroom learning is a critical component in the career growth trajectory of a student. To aid in the process, Weigand Center provides opportunities through programs like:

- Online listings for full-time, part-time and internship opportunities are available via Handshake at elmhurst.joinhandshake.com
- Career Fairs
- Mock Interviewing
- On-campus interviewing
- Internships are also an excellent way for a student to get a close-up look at a field that interests them. By participating in an internship, students gain professional experience, confidence, and a competitive edge.
- Elmhurst interns take on in-depth, substantive projects at Fortune 500 companies, nonprofits, and government agencies. Students have worked at hundreds of sites, including high profile companies such as Ernst and Young, Argonne National Laboratory, Chicago Fire Soccer Club and Walt Disney World.
- An internship enhances a student's resume, gives them marketable skills and professional contacts, and can also give provide the inside track for a full-time job offer.
- Students integrate career-related experience into their education by participating in supervised work and even earn course credit. The experience complements and enhances classroom learning while creating links between the University and the world of work.
- Students of any major are eligible to take on an internship. Depending on their discipline, they work with their advisor and with the Weigand Center for Professional Excellence to choose an internship that matches their goals and interests.

Internship Credit

Students can receive academic credit for an internship but are not required to register for credit. It also is possible to receive credit and be paid. Internships for credit may be taken during Fall, J-Term, Spring and Summer Terms. Internship sites may be on or off-campus. The academic credit internship course also fulfills the Experiential Learning Tag requirement.

Spring and Fall Term

.50 Credit	7-13 hours/week for 14 weeks	Total: 98-182 hours
1.00 Credit	14-17 hours/week for 14 weeks	Total: 196-238 hours
1.50 Credit	18+ hours/week for 14 weeks	Total: 252+ hours

Summer Term

.50 Credit	13-24 hours/week for 8 weeks	Total: 98-182 hours
1.00 Credit	25-31 hours/week for 8 weeks	Total: 196-238 hours
1.50 Credit	32+ hours/ week for 8 weeks	Total: 252+ hours

January Term

.50 Credit	18-20 hours/week for 4 weeks	Total: 72-80 hours
1.00 Credit	35-40 hours/week for 4 weeks	Total: 140-160 hours

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
- 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 and Tracks at Elmhurst University

Professional programs and tracks lead directly to a health care career when the bachelor's degree is completed. Professional programs and tracks at Elmhurst University include:

- Diagnostic Medical Sonography (with Health Science Technology major)
- Exercise Science
- Medical Laboratory Science (with Biology major)
- Nuclear Medicine Technology (with Health Science Technology major)
- Nursing
- Radiation Therapy (with Health Science Technology major)

Nursing and exercise science are majors at Elmhurst. Students pursuing medical laboratory science major in biology and can apply to Elmhurst's affiliate partners 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 partnerships with Northwestern Memorial Hospital for DMS, NMT, and RT. College of DuPage also has a partnership with Elmhurst for NMT. Admission to Elmhurst University does not guarantee admission to an affiliate track, 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 website (elmhurst.edu/hpa) in addition to meeting with their faculty advisor and the health professions advisor every semester to determine and maintain eligibility. Additional information can also be found in this catalog under the Biology Department.

Pre-professional Health Care Programs at Elmhurst University

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 tracks 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 students' 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 health professions advisor. Students are strongly encouraged to plan an early consultation with the health professions advisor and to learn about academic and cocurricular requirements for the health professions. The advisor also provides information to 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 health professions advisor.

Health Professions Recommendation Committee

Health professions advisor coordinates a recommendation committee of faculty and staff for students applying to medical, dental and podiatric medical schools and to some affiliate programs. This committee interviews and evaluates students, and the advisor prepares letters of recommendation for applicants.

Students should contact the advisor 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 Affiliate Partners

The Health Professions Advising program offers several affiliations with professional schools and hospitals 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 (elmhurst.edu/hpa). In addition, students must meet with the advisor 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 University does not guarantee admission to an affiliate partner.

- Chiropractic Medicine: National University of Health Sciences
- Chiropractic Medicine: Northwestern Health Sciences University
- Dentistry: Lake Erie College of Osteopathic 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 Osteopathic Medicine
- Nuclear Medicine Technology: Northwestern Memorial Hospital
- Nuclear Medicine Technology: College of DuPage
- Optometry: Midwestern University
- Pharmacy: Midwestern University, Chicago College of Pharmacy
- Pharmacy: Roosevelt University, College of Pharmacy
- Respiratory Care: Rush University
- Radiation Therapy: Northwestern Memorial Hospital
- Veterinary Medicine: University of Illinois, Urbana-Champaign

All affiliations with professional schools and hospitals are subject to change.

Pre-Law Advising

Students interested in pursuing a career in law either as an attorney, paralegal, or other professional, should meet with the pre-law advisor, in addition to their faculty advisor, early in their undergraduate career. The pre-law advisor assists students in exploring career options within the field, choosing relevant coursework, and applying to law school or other relevant programs for further study.

Services specific to applying to law school include: Law School Admissions Test (LSAT) guidance, application assistance, personal statement and resume review, and advice regarding financial aid options. 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 post-graduate study of law should take courses that develop rigorous and disciplined thinking, writing and speaking ability. 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.

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. Instructor permission required.*

CPP 299 Professional Foundations for Career Development

.50 credit

This course provides first and second year students 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 may also explore professional and graduate school choices. They are introduced to the NACE core competencies. *Fall, J-Term and Spring.*

CPP 399 Professional Career Preparation

.50 credit

This course provides third and fourth year students for the world of work by actively engaging in expanding their networking and interviewing preparation utilizing research and technology associated with job search strategies. Personal Skills will be practiced and enhanced to prepare students for their careers and the core competencies employers are looking for based on the best practices of NACE (National Association of Colleges and Employers). Students will be presented with information that challenges them to understand and apply various skills that will serve them as they prepare for internships, full time employment or graduate/professional school. *Fall, J-Term and Spring.*

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.

EXP 250 Experiential Learning

The WCPE has several options for fulfilling the experiential learning tag outside of a classroom or traditional internship experience: Health Professions shadowing (Health Professions advising); Mentoring Shadowing (Career Education); and Professional Career Experiences (Career Experiences).

Niebuhr Center

Team

The Niebuhr Center is comprised of three professionals: Michelle "Frankie" DeLuca, Assistant Dean of Students/ Director of the Niebuhr Center; Samantha Migatz, Assistant Director of the Niebuhr Center; and Michelle Sadowksi, Assistant Director of the Niebuhr Center. Located in the Frick Center, Frankie, Michelle and Samantha are eager to have a positive impact on our first-year students and college through the Niebuhr Center.

Mission

Elmhurst University's Niebuhr Center supports and guides students, faculty, and staff to find and follow their unique paths and professions toward serving society and social justice, in the spirit of the Niebuhr legacy. Social Justice refers to the rights and/or obligations that weave communities together, and in this way addresses systemic injustice.

Approach

We realize our mission by supporting members of the University community with diverse philosophical beliefs, religious perspectives, and academic disciplines, and encouraging reflection, discernment, service and social justice. To contemplate their path in life, students must continually ask themselves, "Who am I, and what do I owe to the community?" The Niebuhr Center serves as a welcoming space for all, including first-year and transfer students. The organizational structure includes a first-year experience, transfer student support, mentoring services, and open major advising. The Niebuhr Center will be a truly collaborative partnership between academic and student affairs, with reporting lines to both the Vice President for Academic Affairs and Vice President for Student Affairs.

Programs

The Center's programs aim to promote self and community transformation by engaging students, faculty, and staff in activities that prompt questions/reflection about personal and societal values, norms and practices:

- Niebuhr Center Faculty Fellow for Social Justice
- Social Justice Programming
- Vocational Programming
- First Year and Transfer Student Experience and Retention
- Teach-In
- Orientation
- Open Major Exploration
- Retention Initiatives
- Sophomore Programming
- Service Learning
- Spiritual Life
- Other events, lectures and activities

Degree Completion Programs

Elmhurst University 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 and online classes.

Degree Completion Programs

- Business Administration (EMP)
- Information Technology
- Psychology (evening program)
- RN to BSN

Admission

To qualify for admission to these programs, students must be at least 24 years old in the year in which they enroll at the University 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 learn more about applying for degree completion programs, or to make interview arrangements, please contact:

Office of Admission
Elmhurst University
190 Prospect Avenue
Elmhurst, Illinois 60126-3296

(630) 617-3400
admit@elmhurst.edu

Applicants may also apply at apply.elmhurst.edu

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 371 Introduction to Global Business
- BUS 480 Excel-Based Decision-Making Tools II

Spring Term

- BUS 301 Intro to Logistics & Supply Chain Management
- BUS 380 Principles of Accounting
- BUS 386 Management
- BUS 383 Accounting for Management

Fall Term

- BUS 350 Cultural Diversity in Organizations
- BUS 481 Managerial Finance
- BUS 484 Business Policy
- PHL 310 Business Ethics
- Final Session: Presentation of Capstone Project

Additional major requirements:

- ECO 210 Principles of Microeconomics
- ECO 211 Principles of Macroeconomics

Students will also be responsible for completing the University's Integrated Curriculum requirements to earn their full bachelor's degree within this program.

Course Offerings

One unit of credit equals four semester hours.

BUS 301 Introduction to Logistics and Supply Chain Management

1.00 credit

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.

BUS 350 Cultural Diversity in Organizations

1.00 credit

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

1.00 credit

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 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.

ECO 210 Principles of Microeconomics

1.00 credit

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 Principles of Macroeconomics

1.00 credit

An introduction to national income theory, the process of the creation and control of the money supply, fiscal and monetary policy and international economics.

PHL 310 Business Ethics

1.00 credit

A study of ethical theory as applied to individual and corporate behavior in business as it functions in a complex society.

Information Technology

Information technology is central to today's business world. In this program, students learn to create web-based business applications using ASP.NET, Microsoft Visual C#, and Microsoft SQL Server. 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.

In this program, students learn to create ASP.NET, Visual C# and SQL-based business applications. 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 University enjoy access to a wide range of general purpose and specialized technologies and applications available on campus, in the public cloud and through the University's private cloud. They also enjoy complete access to Daniels Hall and computer labs on 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 three 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 ASP.NET and Visual C#, 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
- Design and implement a website

Format

Courses are either 8 or 16 weeks and meet either one night per week or on-line. On campus courses are offered in a flexible format, allowing students to attend class on campus, participate in live classes remotely, or watch recordings of live classes at a later time.

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 Visual C#
- IT 312 Fundamentals of Networking
- IT 348 Databases

Select one of the following concentrations:

Computer Information Systems

- IT 408 Web Design and Development
- IT 482 Project Development (Capstone)
- IS 424 System Analysis and Design
- IS 425 Information Systems Management

Choose one:

- IT 405 Fundamentals of Cryptography
- IT 409 Foundations of Information Assurance
- IT 410 Cyber Crime Investigations and Forensics
- IT 412 Wireless, Mobile and Cloud Security
- IT 415 Ethical Hacking and Penetration Testing

Programming*

- IT 408 Web Design and Development
- 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.)*

Choose one:

- IT 405 Fundamentals of Cryptography
- IT 409 Foundations of Information Assurance
- IT 410 Cyber Crime Investigations and Forensics
- IT 412 Wireless, Mobile and Cloud Security
- IT 415 Ethical Hacking and Penetration Testing

**This concentration is designed for students who might have prior programming coursework; please consult the Office of Admission 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.*

Cybersecurity*

Choose four:

- IS 425 Information Systems Management
- IT 405 Fundamentals of Cryptography
- IT 409 Foundations of Information Assurance
- IT 410 Cyber Crime Investigations and Forensics
- IT 412 Wireless, Mobile and Cloud Security
- IT 415 Ethical Hacking and Penetration Testing

**Courses listed in the Cybersecurity concentration are only available online.*

Students will also be responsible for completing the University's Integrated Curriculum requirements to earn their full bachelor's degree within this program.

Course Offerings

One unit of credit equals four semester hours.

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.

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 Visual C#

This course introduces Visual C# programming language. The student will write programs in Visual C# that demonstrate the features of the C# 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.

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

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.

IT 405 Fundamentals of 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.

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 409 Foundations of Information Assurance

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.

IT 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. *Prerequisite: IT 228.*

IT 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 to prey on 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. *Prerequisite: IT 312.*

IT 415 Ethical Hacking and Penetration Testing

Cybersecurity professionals have a unique responsibility to find and understand an organization's vulnerabilities, and to work to mitigate their threat. This course will teach students how to perform reconnaissance by studying a target's infrastructure through data mining blogs and social networking sites. Students will be immersed in an interactive lab environment where they will be shown how to scan, test, hack, and secure systems from an ethical perspective using various tools, techniques, and methodologies for network penetration testing. *Prerequisites: IT 409 and either IT 410 or IT 412.*

IT 482 IT Project Development (Capstone)

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, data binding from a datasource, creating and consuming web services, session state configuration and application data caching. *Prerequisite: IT 232.*

Psychology (evening program)

The major in psychology (evening program) 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 arts education to students with varied career interests.

Admission to the Program

Students eligible to enroll in the psychology (evening program) 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 Psychology (evening program)

- 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.
- Students will be able to apply the importance of ethical and professional practice in the field of psychology.

Required Courses

The requirements for the Evening Psychology Program are the same as the undergraduate major (please see pages 220-221 for a description of the required categories). The following list contains courses typically offered at night to fulfil these category requirements. Substitutions may be made for some courses (i.e, offering PSY-330 instead of PSY-424). Courses from the same category that transfer in will satisfy that requirement.

- PSY 355 – Statistics for Scientific Research
- PSY 356 – Research Methods in Psychology
- PSY 496 – Senior Capstone Seminar

Required Additional Courses

- PSY 315 Lifespan Development
- PSY 424 Physiological Psychology or PSY 330 Cognitive Psychology
- PSY 325 Psychology and Culture

Additional courses

Choose 3 of the following:

- PSY 326 – Industrial and Organizational Psychology
- PSY 327 – Abnormal Psychology
- PSY 328 – Clinical and Counseling Psychology
- PSY 348 – Health Psychology
- PSY 422 – Psychological Testing

NOTE: Substitutions for some courses are possible. Please see a faculty advisor.

Students will also be responsible for completing the University's Integrated Curriculum requirements to earn their full bachelor's degree within this program.

Course Offerings

One unit of credit equals four semester hours.

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. *Prerequisite: 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 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 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 424 Physiological Psychology

The study of biochemical and neurophysiological correlates of behavior, including the structural and functional organization of the nervous system, as well as electrical and chemical processes involved in nervous system activity. Topics include sensation, the motor system, sleep, gustation, reproductive behavior and maladaptive behavior. *Prerequisites: Two courses in psychology, including PSY 210.*

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.

RN to BSN

See Undergraduate Majors and Programs: Nursing and Health Sciences.

Undergraduate Certificate Programs

Elmhurst University offers two certificate programs at the undergraduate level. Designed for working professionals, both programs are offered entirely online and can be completed in less than a year.

Certificate in Cybersecurity

Elmhurst University offers an undergraduate-level certificate program in cybersecurity, offered entirely online. The certificate program in cybersecurity consists of the five courses listed below.

Course Requirements

- IT 405 Fundamentals of Cryptography
- IT 409 Foundations of Information Assurance
- IT 410 Cyber Crime Investigations and Digital Forensics
- IT 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 University's Integrated Curriculum requirements to earn their full bachelor's degree within this program.

Course Offerings

One unit of credit equals four semester hours.

IT 405 Fundamentals of 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. *Prerequisites: MTH 151, 301 and CS/MTH 302.*

IT 409 Foundations of Information Assurance

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 minimize the potential of a security breach.

IT 410 Cyber Crime Investigations and Digital 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.

IT 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.

IT 415 Ethical Hacking and Penetration Testing

Cybersecurity professionals have a unique responsibility to find and understand an organization's vulnerabilities, and to work to mitigate their threat. This course will teach students how to perform reconnaissance by studying a target's infrastructure through data mining blogs and social networking sites. Students will be immersed in an interactive lab environment where they will be shown how to scan, test, hack, and secure systems from an ethical perspective using various tools, techniques, and methodologies for network penetration testing.

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.

Certificate in Geographic Information Systems (GIS)

Elmhurst University offers an undergraduate-level certificate program in Geographic Information Systems, offered entirely online.

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, environmental management and planning, and other services.

The GIS program consists of five courses from the Departments of Geography and GIS, and Computer Science and Information Systems. All coursework is online. Successful completion of the program results in a GIS Certificate for Adults.

The Elmhurst University GIS Certificate Program for Adults 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 for a Professional GIS Certification (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 nongeographical 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 GIS solutions using Python
- Learn to apply best practices for GIS data modeling and collection combined with relational database design

Format

Fall Term Start

- GIS 100 Introduction to Geospatial Technologies
- GIS 200 Remote Sensing Techniques
- GIS 300 Geospatial Capstone
- ISG 100 GIS Programming
- IGS 200 Implementing Geodatabases

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 University's Integrated Curriculum requirements to earn their full bachelor's degree within this program.

Software

Registered students will access software via the Elmhurst University server. The following software is used: Esri's ArcGIS Pro, ArcGIS Online, and ArcGIS Desktop 10x, plus Python for GIS.

Course Offerings

One unit of credit equals four semester hours.

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 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. *Prerequisite: GIS 100.*

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.*

ISG 100 GIS Programming

This course will introduce the student to computer programming, used in 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. *Prerequisites: GIS 100, GIS 200.*

ISG 200 Implementing Geodatabases

This course will introduce the student to geodatabase modeling, relational models, and object-oriented data modeling with universal modeling language (UML). ArcSDE with SQL (and/or Oracle), an industry standard syntax language for querying and manipulating a geodatabase, is introduced. A number of case studies are presented. The student will get a hands-on introduction to building a geodatabase. *Prerequisites: GIS 100 ,GIS 200, ISG 100.*

Graduate Studies

Elmhurst University 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 hands-on projects, and learn to lead in a collaborative world.

Master's Degree Programs

- Business Administration (MBA)
- Communication Sciences and Disorders (M.S.)
- Computer Information Technology (M.S.)
- Data Science (M.S.)
- Early Childhood Education (MAT)
- Early Childhood Special Education (M.Ed.)
- Geographic Information Systems (GIS) (M.S.)
- Industrial/Organizational Psychology (M.A.)
- Master's Entry in Nursing Practice (MSN)
- Nursing (MSN)
- Occupational Therapy (MOT)
- Project Management (MPM)
- Public Health (MPH)
- 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®
- Marketing and Consumer Insight
- Network Administration
- Project Management

Endorsement Programs

- ESL and Bilingual
- Special Education (LBS1)
- Teacher Leader

Advanced Coursework & Approvals in Education

- Bilingual
- Special Education Approval
- Developmental Therapist
- Early Childhood Special Education Approval

The Cohort Model

Some Elmhurst University 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 University are offered at the master's level. It is expected that candidates for admission to graduate study at the University 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 Office of Admission, where dedicated staff serve the specific needs of prospective graduate students.

To request an application package for admission to graduate study, please contact:

Office of Admission
Elmhurst University
190 Prospect Avenue
Elmhurst, Illinois 60126-3296

(630) 617-3400
admit@elmhurst.edu

Applications may also be submitted online at elmhurst.edu/apply.

Application materials for the following programs are processed by a centralized application service and should not be submitted to the Office of Admission:

- 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 references 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 Office of Admission.
- Submit a current résumé.
- 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). Evaluation agencies include:
  - Educational Perspectives (edperspective.org)
  - World Educational Services (wes.org)
  - Educational Credential Evaluators is an alternative evaluation agency (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 University catalog must be approved by the program director.

Waiting List Policy

Conditional admission requires an applicant to meet one or more conditions before beginning graduate study at Elmhurst University, as outlined in the admission letter. These conditions may include but are not limited to:

- An applicant is in the final year of undergraduate studies and thus cannot produce official transcripts indicating completion of baccalaureate degree.
- One or more program-specific prerequisites, including academic courses, have not been satisfied.
- Official test scores are pending.

Upon review by the appropriate program director, if the applicant successfully satisfies required conditions for admission, the applicant will be granted regular admission. If conditions have not been met, the applicant will be denied admission to graduate study but may reapply to the University at a future date.

Contract Admission to Graduate Study

An applicant granted contract admission to graduate study at Elmhurst University is allowed to begin graduate studies. However, one or more conditions must be satisfied during a specified time of attendance. These may include but are not limited to:

- Earning a specific letter grade(s) in a specific course(s)
- Achieving a specified GPA in graduate coursework
- Submitting official transcripts from an institution(s) or an official foreign credit evaluation
- Submitting official proof of English language proficiently as demonstrated through a TOEFL or IELTS examination score
- For students seeking readmission to graduate study, a specific course may be required to be retaken to earn a specific grade

The appropriate faculty program director will monitor the student's progress toward satisfying conditions set forth in the contract admission letter for the specified timeframe. If the student has not successfully met the conditions of the admission contract, the student will be withdrawn from graduate study. Students may seek readmission to the graduate program by reapplying to the University at a future date.

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. To apply, submit to the Admission Office 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 2020–2021 academic year is based on the program in which the student is enrolled and the number of semester hours required for that program.

Full-Time Graduate Programs

Communication Sciences & Disorders	$32,500/year
Early Childhood Education	$495/semester hour
Master's Entry in Nursing Practice	$30,000/year
Occupational Therapy	$33,500/year

Part-Time Graduate Programs	Per Semester Hour
Computer Information Systems	$810
Data Science	$885
Early Childhood Special Education	$495
Geographic Information Systems	$810
Industrial/Organizational Psychology	$810
MBA	$885
Nursing	$765
Public Health	$765
Special Education	$495
Supply Chain Management	$885
Teacher Leadership	$495

Graduate Certificate Programs	Per Semester Hour
Application Development	$810
Data Science	$885
Enterprise Optimization	$885
ESL and Bilingual Endorsement	$495
Geographic Information Systems	$810
Human Geography for AP®	$495
Marketing and Consumer Insight	$885
Network Administration	$810
Project Management	$885
Special Education Endorsement	$495
Teacher Leadership Endorsement	$495

Fees	Per Term
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
- Online with a credit card through TouchNet Connect (a user fee of 2.85% 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 University, 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 University 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.

Additional financial assistance may be available to students who complete the Free Application for Federal Student Aid (FAFSA) at 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 University 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
- 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 University. The program director will notify the student, in writing, of the dismissal decision.

The academic good standing policy for the Computer Information Technology 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 University must apply for readmission to the University and the graduate program. Readmission consideration will be at the discretion of the program director and the director of adult and graduate admission.

Disputed Final Course Grades

The normal presumption in the administration of grades at Elmhurst University is that the instructor alone is qualified to evaluate the academic work of students in their 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 grade was assigned in a manner that was arbitrary or inappropriate in the Elmhurst University academic setting, or that crucial evidence was not considered, the student shall follow the procedures outlined below.

A grade dispute must be brought in writing to the instructor, department chair/program director, 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 Hearing 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 and/or the program director. If the attempt to settle the issue fails at this level, it moves to the Office of Academic Affairs.
- The student should submit a document indicating the student's position and the rationale for the claim to the Office of Academic Affairs. The student must also provide whatever documentation is needed to support the claim. The instructor may do the same. The Vice President for Academic Affairs or their delegate meets with both the instructor and the student and also confers with the chair of the department or program director. If the matter is still unresolved, it moves to the next level of appeal.

*The next step is the calling of a Hearing Board, which will consist of the Vice President for Academic Affairs or their delegate, who shall chair the board; the Vice President for Student Affairs or their delegate; two faculty members; and two students selected in consultation with the chair of the Academic Standings Committee. The parties directly involved may have one silent advisor present who is not an attorney. The Chair shall designate a secretary or invite an administrative assistant who is responsible for recording the salient issues and the actions of the Hearing Board.

*The parties involved will be asked to submit written arguments to be circulated among members of the Hearing 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 dispute.

*If the Hearing Board finds that a grade has been assigned in a manner that was inconsistent with policies stated in the syllabus, or inappropriate in the Elmhurst University 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 represented in writing to the involved parties 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 decisions of the Hearing Board shall be final.

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 University. A graduate student who withdraws from a course without requesting a Leave of Absence will be required to reapply for admission to the University through the Office of Admission with approval from the appropriate program director.

Students must consult with the program director and follow appropriate withdrawal or Leave of Absence procedures. The Office of Registration and Records 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, program-specific re-entry requirements established in consultation with the program director must be satisfied.

In most cases, students are limited to one leave, not to exceed 180 days, within a 12-month period. Students who are enrolled in a graduate program that uses a cohort model may not be able to resume the program after six months. In these cases, the leave can be extended for up to 12 months to allow students to resume studies in line with the cohort system. Students must apply for an extension of any leave longer than what is approved.

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

The 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.

M. Kelly Cunningham, Sherry Smoak, Siaw-Peng Wan,
MBA Team
7.50 credits (30 semester hours)

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 professionals who have completed an undergraduate degree and have three or more years of full-time/part-time work experience or internships. Students entering the MBA program must have completed undergraduate courses in financial reporting analysis and accounting. The University offers an online prep course to fulfill the finance and accounting prerequisites.

Learning Goals

Students will:

- Understand and use Microsoft Excel and other technologies as management tools;
- Demonstrate the analytical tools for making decisions on complex business issues and problems;
- Learn and demonstrate organizational skills necessary for careers in business;
- Demonstrate the ability to better assess ethical decision-making in the workplace; and
- Recognize the challenges faced by businesses in a global and diverse environment and demonstrate an ability to assess whether the global strategy created and implemented is sound and ethical.

Program Format

Three different options provide maximum flexibility.

Part-Time Options

- **On Campus** The on-campus MBA program follows a cohort model for the required core courses.
- **Online** The online program has the same admission requirements and sequence as the on-campus program. Classes are small, so professors can devote the same level of personal attention to each student.

Full-Time MBA

Most of the classes are offered online, but can be customized.

Practical work experience, such as an internship or practicum, is 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.

Part-Time Program Requirements

Both online and cohort models require 10 courses for graduation: six common core courses and four electives that may be concentrated in an area of specialization.

Students entering the on-campus program 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.

Online students complete the six core courses, followed by four suggested online courses.

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

Transfer Credit

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. For coursework to be considered for transfer it must be at the graduate level. Graduate students who have completed courses in an Elmhurst University graduate program as nondegree students will be allowed to apply those courses to a graduate program in the Department of Business and Economics, 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.

Full-Time Program Requirements

Full-time students need to successfully complete 10 required courses (30 semester hours). The sequential nature of the coursework is designed to help the student gain the foundational business knowledge to become effective decision makers. Below is one example of how a fulltime MBA can be structured. The program director will work with the student to develop a plan thatwill most meet their needs for career and personal development.

Required 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
- MBA 509 Project Management
- MBA 520 Global Business Management
- MBA 550 Cultural Diversity in Organizations
- MBA 558 Leading Change Management

Areas of Specialization

The electives and areas of specialization of the MBA have been developed in cooperation with other graduate programs at the University and new and existing courses in the Department of Business and Economics. The choice of an area of specialization must be approved by the program director.

Computer Information Technology

- CS 501 Windows Application Programming
- CS 504 Computer Network Concepts
- CS 530 Database Systems and Programming
- BUS 551 Organizational Behavior and Project Management

Management of People (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.

- PSY 530 Organizational Theory
- PSY 531 Organizational Development
- PSY 539 Work Motivation
- MBA 553 Organization Behavior

Finance (*choose four of the following*)

- 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

Marketing and Consumer Insights

- MBA 583 Marketing Insights and Analysis
- MBA 584 Social/Digital Media
- MBA 585 Research Practicum I
- MBA 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:** SCM 512 Outsource Decisions: Selecting a Third-party Logistics Firm and SCM 513 Forecasting in the Supply Chain. Meets once a week, Fall Term.
- **Set 2:** SCM 550 Transportation Management Strategies and SCM 551 Marketing and Supply Chain Networks. Meets once a week, Fall Term.
- **Set 3a:** SCM 520 Quality Process Management and SCM 521 Inbound Logistics Strategies. Meets twice a week, January Term.
- **Set 3b:** SCM 560 E-Commerce and the Supply Chain and SCM 561 Customer Relationships. Meets twice a week, January Term.
- **Set 4:** SCM 531 Manufacture Decisions and SCM 530 Supplier Certification in the Supply Chain. Meets once a week, Spring Term.
- **Set 5:** SCM 540 Inventory Strategies and SCM 541 Warehouse Management Strategies. Meets once a week, Summer Term.

Note: Students can choose either Set 3a or Set 3b (but not both).

Managerial Leadership

- MBA 552 Leadership
- MBA 555 Negotiations
- MBA 553 Organizational Behavior
- MBA 550 Cultural Diversity in Organizations

Health Care Administration *(online)*

- HCA 508 Health Care Systems and Health Policy
- HCA 504 Health Services Marketing
- HCA 502 Health Care Finance
- HCA 506 Health Care Law, Policy and Ethics

Data Science *(online)*

- MDS 534 Data Mining and Business Intelligence
- MDS 560 Business Intelligence for Enterprise Value
- MDS 523 Data Warehousing
- MDS 546 Quantitative Methods

General Management

The General Management specialization allows you to choose four master's-level electives across any discipline as long as the total is 3.0 credits.

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 which will be assembled into 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 520 Global Business Management

Global management will review the basic challenges of operating a business in today's global world. Emphasis is on the sociocultural aspects of a global business, the management and leadership challenges, and the financial implications.

MBA 541 Corporate Finance

This course is designed to analyze the environment and circumstances under which a firm makes large-scale and impactful financial decisions. The concepts of time-value of money and risk identification, and the attendant risk-return tradeoffs are a focal point of the class.

MBA 542 Investment Theory and Portfolio Management

This course is designed to study a number of theories that formed the foundation of sound investment decisions for individual investors. The course will focus on risk and return measurements, construction of a personal investment statement and various portfolio theories.

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

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

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

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.*

Master of Science in Communication Sciences and Disorders

The master's program in communication sciences and disorders (CSD) at Elmhurst University prepares students for rewarding careers as speech-language pathologists in professional settings such as schools, hospitals, clinics, research institutions, private practice and more.

Ruiying Ding, *Director*
15.00 credits (60 semester hours)

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 University in Chicago's western suburbs. Most students can complete the program in 22 months (Summer Year 1 to Spring Year 2); students may also complete the program in Summer Year 3, 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 University's own Speech-Language-Hearing Clinic.

Throughout the CSD curriculum, Elmhurst University 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.

In conjunction with this Course Catalog, CSD Graduate Student Program and Practicum Handbooks detail policies and procedures for students enrolled in the program.

The Master of Science (M.S.) program in speech-language pathology through the Department of Communication Sciences and Disorders at Elmhurst University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. The program is accredited through June 30, 2022.

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. Weekly class meeting times to address a variety of clinical topics.

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. Weekly class meeting times to address a variety of clinical topics.
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. Weekly class meeting times to address a variety of clinical topics. *Prerequisite: CSD 501.*

CSD 503 Practicum in Education Settings

.50 credit; part-time
External practicum supervised by an off or on 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. Weekly class meeting times to address a variety of clinical topics.

CSD 504 CSD Practicum in Medical Settings

.50 credit; part-time
External practicum supervised by an off or on campus supervisor. Graduate medical practicum experience emphasizing planning, conducting therapy programs, obtaining case histories, conferring with other professionals, writing reports and making recommendations. Weekly class meeting times to address a variety of clinical topics.

CSD 505 Introduction to Professional Clinical Procedures

Noncredit, Pass/No Pass
Students observe and then assist graduate students enrolled in CSD 502 in the on-campus clinic. Incoming graduate students participate in supervised clinical practice, including planning, treatment, data collection, preparation of materials, and writing of lesson plans and notes. Attendance at weekly class sessions on clinic policy and procedures, diagnostic and treatment techniques, evidence-based practice, and current topics in speech-language pathology is required.

CSD 507 Research Methods in Communication Sciences and Disorders

.75 credit
Objectives are to help the student understand the ethical and scientific foundations of evidence-based practice and its applications to clinical questions. Focus will be on the scientific method as a problem-solving process, developing research designs for answering research questions, interpreting and critically evaluating research studies, and communicating scientific findings.

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, identification and prevention, evidencebased assessment and intervention, needs of families, specific populations of children with special needs, and interprofessional collaborative practice. Students will learn strategies for effectively serving clients in our multilingual society.

CSD 510 Advanced Studies in Speech Sound Disorders

.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, evidence-based 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 513 CSD Practicum in Educational Settings

1.50 credit; 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 credit; 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 and Academic Literacies in K-12 Classrooms: Assessment and Intervention

.75 credit

An in-depth exploration of the etiology, evaluation, and remediation oflanguage and literacy disorders in school-age and adolescent students. Students will study theories of literacies, the developmental reading process, and practical applications for reading across content areas for K-12 grade students. The course 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.

CSD 518 Cultural & Linguistic Issues in Communication Sciences and Disorders

.75 credit

Students will gain understanding of the forces of culture that influence communication and interaction styles, and how these may impact outcomes in healthcare and educational treatment settings. Students will gain familiarity and practical field experience with research techniques, instructional strategies, and counseling strategies that address the need for tailored service delivery according to the values, needs, modes of communication, cultural, and linguistic backgrounds of a diverse client base. Students will understand how to appropriately apply and/or modify formal and informal assessment/intervention techniques for a diverse client population.

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 Augmentative and Alternative Communication (AAC)

.75 credit

Introduction to the process of clinical evaluation and treatment of individuals who are nonverbal; covers augmentative and alternative communication systems, assessment, and treatment methods.

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 Technology (MCIT)

The graduate program in computer information technology is designed to prepare students for the rapidly evolving discipline of information technology (IT). Students gain an in-depth knowledge of both networking and programming, emphasizing the applications of each in today's business environment. The degree equips students with knowledge and skills that have immediate application within the job market.

Ali Ghane, *Director*
7.50 credits (30 semester hours)

In this program, students learn to design, program and administer outstanding computer network systems, database systems and web/mobile applications. They also gain interpersonal skills, develop an understanding of the ethical issues in information sharing, and learn how to reach across disciplines and teams in any organization.

Admission Requirements

Applicants for the Master of Science in Computer Information Technology must have a bachelor's degree from a regionally accredited university/college. General knowledge of computer programming and basics of a computer network is expected, otherwise, students are expected to take MIT 300.

Other Requirements

Students are required to maintain a 3.00 cumulative grade-point average throughout the program. Students with less than a cumulative 3.00 grade-point average will be place 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.

Areas of Concentration

- Computer Networks
- Application Development
- Data Science

Program Format

The program can be completed in two years of part-time work. Required courses are offered in the EC Flex format. Students may attend online, on-campus or both.

- Part-time
- One night per week
- Fall/Spring start dates
- Completed in 24 months

Prerequisites

- Programming Concepts prep course
- Networking Concepts prep course

Course Requirements

The master's program requires the successful completion of 10 courses for a total of 30 semester hours.

All courses are eight weeks in length. Class schedule is based on program start point and area of concentration.

Required Core Courses

- MIT 550 Computer Security & Risk Management
- MIT 561 Computer Network I
- MIT 562 Computer Network II
- MIT 567 Cloud Computing
- MBA 509 Project Management
- MIT 510 Database Management and Data Warehousing
- MIT 572 Capstone

Electives (choose three)

- MIT 520 System Integration and Automation
- MIT 565 Internetworking
- MIT 566 Virtualization
- MIT 541 Human-Computer Interaction (UI/UX)
- MIT 543 Web Application Development
- MIT 545 Mobile Application Development
- MDS 546 Quantitative Methods*
- MDS 534 Data Mining and Business Intelligence*

**Offered online only*

Course Offerings

One unit of credit equals four semester hours. All courses are .75 credit (three semester hours).

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.

MIT 565 Internetworking

This course discusses the fundamental technologies, products and procedures involved in creating and administering internetworks within industry. 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.

MIT 566 Virtualization

This course introduces students to datacenter virtualization concepts. Students will learn about hardware virtualization including a discussion of Tier-1 vs. Tier-2 hypervisors, virtual machine storage, virtual networking and access control. Upon completion, students should be able to perform tasks related to virtual machine and hypervisor installation, configuration, and the management of virtual machines using VMware.

MIT 567 Cloud Computing

This course discusses Infrastructure as a Service (IaaS) and Platform as a Service (PaaS) as two of the three fundamental layers of the Cloud Computing model, and focuses on hardware being provided by an external entity. This course introduces students to IaaS using Microsoft Azure as the cloud computing service provider. Students will learn about provisioning and managing virtual servers (Windows and Linux), network security groups, and other virtualized hardware resources.

MIT 510 Database Management and 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.

MIT 561 Computer Network I

This course discusses data communication fundamentals and concepts such as Nyquist and Shannon theories. Included in this discussion are the topics of architecture, topologies, applications and security of local and wide area networks (LAN/WAN), TCP/IP, packets and datagrams.

MIT 562 Computer Network II

This course focuses on the architecture, components, design and installation of local and wide area networks (LAN/WAN). Included in the discussion are the topics of Network Operating Systems (NOS), DNS, DHCP, Active Directory, data storage, NAS, SAN, DNS, SMTP, SNMP, Apache/IIS Web Server and VPN. Students will also learn about Firewall administering networks using a network operating system such as Windows Server or UNIX.

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.

MIT 543 Web Application 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 SQL and NoSQL 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.

MIT 550 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.

MIT 520 System Integration and Automation

This course focuses on the integration of information systems in organizations, the process by which different computing systems and software applications are linked together physically or functionally. The course will explore tools and techniques for systems integration and automation, PowerShell scripting as well as proven management practices for integration projects.

MIT 541 Human Computer Interaction UI/UX

This course introduces students to the principles of user interface and user experience design. Students will learn various design patterns, and how to apply them to the creation of storyboards, mockups and prototypes for web and mobile applications. These designs will be implemented in subsequent courses.

MIT 545 Mobile Application Development

This course covers ways to create native and hybrid mobile applications using both server side and client side programming. In this course students will learn how to design, develop and publish mobile apps using native development tools for Apple (Swift and Objective-C) and Android (Java), as well as hybrid (HTML, CSS, JavaScript) platforms. The use of Application Programming Interfaces (APIs) and Mobile Backend as a Service (MBaaS) providers will also be discussed to facilitate push notifications, social network integrations and cloud storage.

MIT 572 Capstone

In this course, a final team project is developed and presented at the University's Research and Performance Showcase to demonstrate the integration of all aspects of the MCIT program. In this course students will develop the necessary source code and cloud infrastructure (IaaS and/or PaaS) to support the implementation of the project they designed in the previous course. *Prerequisite: completion of other core courses.*

Master of Science in Data Science

The 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.

James Kulich, *Director*
7.50 credits (30 semester hours)

The Elmhurst University 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 University MDS curriculum is updated regularly with new software technologies that are widely used throughout the industry. Some examples include programming languages such as R and Python; commercial predictive modeling software such as RapidMiner, Salford Predictive Modeler, and Provalis Research Wordstat; software frameworks tor large-scale datasets such as Hadoop using Map-Reduce; databases and query languages such as Microsoft SOL Server; and data visualization tools such as Tableau.

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 may be completed as part of the student's undergraduate coursework or transferred from another college or university. Noncredit options for meeting prerequisites are also available. 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.

Program Format

The MDS program is a part-time program that can be completed in two years. 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
- 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.

Electives

Students must complete two graduate-level electives at Elmhurst University.

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. 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

In this course, students learn to apply Enterprise Project Management (EPM) concepts as applied to the development, deployment and value attainment of Business Intelligence projects. The course provides a hands-on experience where

students successfully manage the implementation/deployment life cycle of data-oriented projects in order to achieve a business process transformation. Special emphasis is placed upon value mapping, cross-functional collaboration, risk management at the project-program-portfolio levels, organizational change management, stakeholder management and business value attainment. The course is highly interactive as students complete project management assignments working individually and in teams, using collaboration software. *Prerequisites: MDS 546, MDS 534, MPM 501, MPM 502. Students who are certified project management professionals or who have prior equivalent experience may waive the project management course requirements.*

MDS 562 Data Analysis for Business Transformation Projects

In this course, the student learns to apply the project management tools and techniques needed to effectively plan and lead project teams on a business transformation initiative. The course emphasizes project execution by providing the student with a hands-on, team experience in developing, training, validating and deploying machine learning and time series models to a web production environment. Students construct KPI dashboards and learn methods of organizational change management necessary to drive business value creation across a variety of common enterprise processes including marketing/sales, operations, procurement, finance and customer service. The course is highly interactive as students complete data science and project management assignments working individually as well as in teams using collaboration software. *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.

Master of Arts in Teaching (MAT) in Early Childhood Education

Elmhurst University'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.

Therese Wehman, *Director*
17.25 credits (69 semester hours)
Graduate students must maintain a 3.00 GPA requirement for all coursework and earn C's or higher in all coursework.

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 three years of age and young children three to eight 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 three), early childhood and early childhood special education (for children three to five 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 three to eight 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

- 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 Five: 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 five. 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 three who have disabilities. This seminar will provide a forum for students to meet with their cohort and reflect upon their birth to three 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 three to five 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 University 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 selfreflection and professionalism is scheduled to meet bi-weekly for eight sessions during the 16 weeks of practicum placement. *A total of 250 clock hours are 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 checkpoint 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 researchbased 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 contentarea 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 hours required: 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)

1.50 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 Learners

.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–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 Pre–K–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 Pre–K–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 Pre–K–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 Pre–K–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 Pre–K–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 Pre–K–12 classroom. Prerequisites: MTL 544, MTL 558, MTL 569 and MTL 579.*

Master of Education (M.Ed.) in Early Childhood Special Education

Elmhurst University'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.

Therese Wehman, *Director*
9.25 credits (37 semester hours)
Graduate students must maintain a 3.00 GPA requirement for all coursework and earn C's or higher in all coursework.

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 five 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 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 three and young children three to eight 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 three) and early childhood and early childhood special education (for children three to five 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 three to five 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
- 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 three who have disabilities. This seminar will provide a forum for students to meet with their cohort and reflect upon their birth to three 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 develop-mental 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 University 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 are 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 checkpoint 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. 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. C*linical 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, socioemotional 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

1.50 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

The graduate program in geographic information systems (MS-GIS) features two possible tracks: 1) a six-course graduate certificate track, and 2) a 10-course Master of Science 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 master's degree.

Judith K. Bock, *Director*

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
- 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 or with industry experience may have the AGS 500 prerequisite waived.

Graduates of the Elmhurst University Online GIS Certificate for Adults Program may have AGS 500 waived, provided they have a baccalaureate degree.

Coursework

Graduate Certificate Track

Certificate coursework includes six courses:

- AGS 500 Fundamentals of Geospatial Technologies
- AGS 510 Remote Sensing Technologies
- AGS 520 Geospatial Programming
- AGS 530 Principles of Geodatabases
- AGS 540 Spatial Analysis and Web Mapping
- AGS 580 E-Portfolio and Research Seminar

Master's Track

Master's degree coursework includes 10 courses

- AGS 500 Fundamentals of Geospatial Technologies
- AGS 510 Remote Sensing Technologies
- AGS 520 Geospatial Programming
- AGS 530 Principles of Geodatabases
- AGS 540 Spatial Analysis and Web Mapping
- AGS 550 Advanced Spatial Analysis
- AGS 560 Graduate Internship Experience *(current work/ employment time may be extended and enhanced to fulfill internship with permission of program director)*
- AGS 580 E-Portfolio and Research Symposium
- AGS 590 Geospatial Thesis
  OR
- AGS 592 Geospatial Capstone Project in MS-GIS

Plus one approved elective:

- AGS 554 Geopolitics and Geospatial Intelligence
- MBA 509 Project Management *(MBA course for Professional Science Master's credential or sub-discipline elective*)*

Course Offerings

.75 credits equals three 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). *Note: courses are not taken in sequence.*

AGS 500 Fundamentals of Geospatial Technology

.75 credit

This course reviews geospatial technologies and the use of Geographic Information Systems (GIS) applications and analysis. Goals of the course include: the fundamentals of geographic information science and technology; spatial, analytical, and critical thinking applied to imagery; and problem solving using GIS. Fundamentals of mapping, GPS, GIS theory, spatial analysis, cartography, remote sensing UAS (Unmanned Aerial Systems) and drone technology are highlighted. The course integrates innovative tools (such as software and hardware) and techniques (such as data capture, display and analysis), allowing users to view, question, interpret, visualize and analyze temporal and spatial relationships. Activities include data acquisition and management, analysis methods, and web-mapping with an emphasis on spatial skills. *May be waived with appropriate degree, coursework or industry experience or at the discretion of the program director. Required course for graduate certificate and master's degree.*

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 master's degree. Prerequisite: AGS 500 or equivalent experience.*

AGS 520 Fundamentals of Geospatial Programming

.75 credit

This course is an introduction to automating data preparation, workflow and spatial processing, using Python. Goals include an understanding of basic programming and Python syntax, leading to the ability to create and share custom scripting tools. The course introduces basic programming concepts, such as variables, strings, keywords, integrated development environments, user-defined functions and modules. It also provides an introduction to object-oriented programming and the use of object classes. Activities include using scripting in a GIS environment to apply computer programming concepts to GIS tasks, such as batch processing, manipulating attribute tables, customizing ArcGIS software with script tools and buttons, and managing and adding map layers. *Required course for graduate certificate and master's degree. Prerequisites: AGS 500 or equivalent experience, AGS 510, AGS 530 and AGS 540.*

AGS 530 Principles of Geodatabases

.75 credit

This course provides information about and practice in using and creating geodatabases. Goals include demonstrating the ability to collect, record and utilize spatial data; proficiency to create and process spatial data, and an understanding of the fundaments of GIS data storage and interoperability. Activities include geodatabase modeling, relational models, object-oriented data modeling with universal modeling language (UML), distributed database concepts and implementation, query language, web delivery interoperability and Open Geospatial Consortium (OGC) standards. Concepts and applications of remote sensing, GPS and affiliated data capture technologies are included. *Required course for graduate certificate and master's degree. Prerequisites: AGS 500 or equivalent experience, AGS 510.*

AGS 540 Spatial Analysis and Web Mapping

.75 credit

This course introduces basic concepts of spatial analysis. The course emphasizes core concepts such as spatial data acquisition and data management, topology, metadata creation and interpretation, and quality control for data. Basic spatial analysis methodologies use new and traditional GIS software, web-mapping principles, and the implementation of GIS for management of operations. Activities include geospatial analysis techniques to explore cost surfaces, least-cost path, emergency response applications, spatial interpolation and approximation, topographic analysis, line of sight, view shed analysis, landform analysis and modeling of geospatial processes. *Required course for graduate certificate and master's degree. Prerequisites: AGS 500 or equivalent experience, AGS 510 and AGS 530.*

AGS 544 Geopolitics and Geospatial Intelligence

This course covers topics relevant to geopolitics, geointelligence, and national security. It discusses the fundamental concepts of geointelligence in national security and disaster management while exploring the history of U.S. geopolitics. The course will include an examination of current trends in geointelligence, including the use of remote sensing in intelligence gathering. Students will be familiarized with the skills and core competencies that are integral to geointelligence analysts, such as Remote Sensing and Imagery Analysis, Geospatial Data Management, and Data Visualization. *Prerequisites: AGS 510, AGS 540.*

AGS 550 Advanced Spatial Analysis

.75 credit

The second in a two-course sequence with AGS 540, this course includes a review of geospatial data acquisition systems, sensors and associated processing technologies, and advanced analysis of spatial visualizations. The goal is to provide extended spatial analysis opportunities utilizing advanced spatial analysis tools. Activities in this course include: geospatial

metadata generation principles, interoperability, introduction of advanced spatial analysis tools for manipulation of geospatial data, and advanced spatial analysis. *Required course for master's track. Prerequisites: AGS 500 or equivalent experience, AGS 510, AGS 530 and AGS 540.*

AGS 560 Graduate Internship

.75 credit

This course requires students to take on an internship with 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 their 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 master's track. Prerequisites: AGS 500 or equivalent experience, AGS 510, AGS 530 and AGS 540.*

AGS 580 E-Portfolio and Research Seminar

.75 credit

This course prepares students to enter the geospatial workforce and to choose a geospatial research topic, if continuing as a candidate for the master of science in GIS. The goal of this research seminar is the creation of an e-portfolio to showcase the student's geospatial skills and professional experiences. Activities include qualitative, quantitative and observational methodologies, in addition to research techniques, spatial data acquisition and data management. *Required course for graduate certificate and master's degree. Prerequisites: AGS 500 or equivalent experience, AGS 510, AGS 520, AGS 540 and AGS 550. AGS 550 is for the Masters program only.*

Students must choose one of the following final courses for completion of the Master of Science in Geographic Information Systems:

AGS 590 Geospatial Thesis

.75 credit

This course is one of two options for completing the Master of Science in GIS. Students will undertake a geospatial research thesis in consultation with a thesis advisor. After completing the thesis, the student will successfully defend it before a graduate thesis committee. Successful completion of the course includes a formal binding of the thesis and submission to the A.C. Buehler Library. This course requires a minimum of 16 weeks, meeting biweekly with the instructor (considered an accelerated eight-week course in terms of tuition). *Recommended for students who plan to pursue a Ph.D. Required course for master's track. Prerequisites: AGS 500 or equivalent experience, AGS 510, AGS 520, AGS 530, AGS 540, AGS 550, AGS 560, AGS 580 and an approved elective course.*

AGS 591 Geospatial Capstone for Educators

.75 credit

This course is the capstone for students with a specialization in Advanced Placement within the graduate Human Geography geospatial information systems program. Based on previous coursework in both GIS and Human Geography, 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, subsequently to be submitted to a peer-reviewed journal for publication. Participants will successfully defend their manuscript to a committee of human geography and geospatial educators. *For educators only required course for master's degree. Prerequisites: APH 500, APH 501, APH 502, APH 503, AGS 500, AGS 510, AGS 520, AGS 530 and AGS 540.*

AGS 592 Geospatial Capstone Project

.75 credit

This course is one of two options for completing the Master of Science in GIS. 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 will present their capstone project to the graduate committee for review. *Required course for master's degree. Prerequisites: AGS 500 or equivalent experience, AGS 510, AGS 520, AGS 530, AGS 540, AGS 550, AGS 560, AGS 580 and 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 Geopolitics and Geospatial Intelligence

.75 credit

This course covers topics relevant to geopolitics, geointelligence, and national security. It discusses the fundamental concepts of geointelligence in national security and disaster management while exploring the history of U.S. geopolitics. The course will include an examination of current trends in geointelligence, including the use of remote sensing in intelligence gathering. Students will be familiarized with the skills and core competencies that are integral to geointelligence analysts, such as Remote Sensing and Imagery Analysis, Geospatial Data Management, and Data Visualization. May be substituted for MBA 509 to complete master's degree without PSM designation. *Prerequisites: AGS 510 and 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 of Arts in Industrial/Organizational Psychology

The 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 issues impacting 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.

Carrie Hewitt, *Director*
9.00 credits (36 semester hours)

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 four undergraduate courses in psychology: Introductory Psychology, Statistics, Research Methods and Introduction to Industrial/Organizational Psychology (or equivalent). For interested applicants without the prerequisite courses, the University offers all four courses during the Fall, Spring and Summer Terms. Specifically, Introduction to Industrial/Organizational Psychology is offered online in the summer for students to fulfill this requirement before starting the Industrial/Organizational program. 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, critical-thinking, speaking skills and collaboration skills
- Perform effectively in a capstone experience that involves the application of research in Industrial/Organizational Psychology

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, PSY 590-593 OR PSY 599) for a total of 9.00 credits (36 semester hours). Students can complete the internship/experiential component or thesis 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, students who cannot complete a course during any term must drop out of the cohort.

Course Offerings

One unit of credit equals four semester hours.

PSY 501 Foundations of Industrial/Organizational Psychology
.50 credit
An overview of foundational aspects of the field in industrial/organizational psychology through the lens of the scientist/practitioner model. Ethical guidelines and legal issues that affect the professional will be discussed. Other topics of I/O psychology will also be discussed. Students will analyze and design presentations and discuss research reports, case studies and application readings.

PSY 511 Research Methods in Industrial/Organizational Psychology

.50 credit

This course presents problem-solving research methods currently used in I/O psychology. The topic areas include ethics in research, issues of validity, proper use of research designs, and evidence-based practice. Coursework relies heavily on analysis of articles published in I/O psychology. This course is designed to be a companion course to Statistical Analysis in Industrial/Organizational Psychology.

PSY 512 Statistical Analysis in Industrial/Organizational Psychology

1.00 credit

The course presents the descriptive and inferential statistical techniques for problem-solving and decision making used in I/O applications. Students will apply these statistics using computer programs designed to fulfill the needs of an I/O practitioner. The course will focus on statistics up to and including multiple regression. Students will gain familiarity with a number of multivariate methods. This last feature is to insure that students can interpret the more complex research literature in the I/O field. This course complements the Research Methods in Industrial/Organizational Psychology course of this program and builds on the prerequisite of undergraduate statistics.

PSY 517 Small Group Theory and Processes

.50 credit

Small group theory, research, and practice will be closely examined and evaluated for the purpose of understanding and improving students' ability to interact in work groups. Group activities in class will focus on problem-solving and simulation of workplace situations. Topics to be covered include: group leadership, power, conformity, conflict resolution, and group decision-making.

PSY 520 Employee Selection Procedures

1.00 credit

This course acquaints students with the wide variety of selection procedures used to assess individuals for hiring, promotion and other employment decisions. The course examines the lawful, ethical, and professional basis of such procedures as interviews, ability tests, personality inventories, and other less structured methods. Each method will be examined by exploring recent research and the evidence for reliability and validity. Students will learn decision theory and apply this theory to simulations consisting of data sets from actual organizations.

PSY 521 Job Analysis and Performance Management

1.00 credit

This course focuses on criterion theory, which is the framework for developing standards used to indicate the effectiveness of individuals, groups, and organizations. To do this, students will acquire an understanding of the techniques that identify the tasks performed and the knowledges, abilities and skills of successful job performance. These techniques of job analysis and competency modeling form the bedrock of all I/O interventions. Performance appraisal, which examines the methods of constructing and evaluating various scales for measuring work performance, will also be presented.

PSY 523 Training: Theory, Design and Evaluation

.50 credit

This course provides an examination of the design and implementation of effective training programs in organizations. It addresses critical areas such as needs analyses of the organization, the job, and the individuals performing the job. Students will learn and apply modern learning theories and principles of adult learning. Also, they will develop their ability to assess the ethicality and effectiveness of training, especially the transfer of training to the workplace. Examples of actual training programs will be examined by student work teams.

PSY 527 Measurement and Assessment in Industrial/Organizational Psychology

1.00 credit

This course will cover a variety of methods of measurement, including the development and use of questionnaires and surveys. Students will also evaluate standards of psychological testing that are the foundation for the ethical and professional assessment of individual difference through existing tests, as well as, the evaluation of emerging testing methodologies.

PSY 530 Organizational Theory

.50 credit

This course focuses on the joint influence of organizations and individuals. It will examine the structures and social systems of organizations through current theories and case studies. Topics will include: organizational power and politics, organizational roles and norms, and policy formation. Emphasis will be placed on the topic of 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 539 Work Motivation

.50 credit

This course will review theories of work motivation including need-motive-value theories that focus on person-based determinants of behavior, cognitive choice research such as expectancy-value approaches, and self-regulation approaches that include areas of goal setting and social learning. The

course will emphasize the integration and application of these theories.

PSY 540 Advanced Topics in Industrial/Organizational Psychology

.50 credit

An advanced seminar course designed to address a specific current topic in I/O Psychology. The topic will vary each year based on student input and faculty experience/knowledge.

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

This course is the nexus of the program. Students will work interactively with the faculty and the internship organization to choose a topic area that is acceptable to all concerned. 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. Students will prepare a proposal and submit it to the Department of Psychology for approval. When the project is completed, students will submit a manuscript suitable for a departmental symposium. More information, including the criteria for evaluation, is available from the program director.

PSY 599 Thesis

Although this program is designed for students desiring I/O practitioner oriented training, it is possible to go from this program into doctoral training if the student does an original research thesis. I/O psychology is a field of applied psychology, even at the doctoral level; therefore, this would be the only accommodation needed for students desiring post-masters education. Thesis completion is in addition to all other course work requirements.

Master of Science in Nursing: Master's Entry in Nursing Practice

Elizabeth Davis, *Director*

Designed for individuals with a baccalaureate degree in fields other than nursing

The Master's Entry in Nursing Practice (MENP) track builds upon previous educational knowledge and experiences to provide an intense, rigorous nursing curriculum that prepare graduates to take the NCLEX examination and to earn their Master of Science in Nursing (MSN) degree within two years. Coursework focuses on clinical leadership, quality and safety, inter-professional communication and implementation of evidence-based practice to improve clinical outcomes, preparing graduates for the Clinical Nurse Leader certification exam.

This program is conducted in a hybrid format consisting of both on-campus and online learning, with didactic, simulation laboratory time and clinical coursework throughout the program to prepare graduates for today's complex health care system.

Note: It is expected that students in the program are not currently employed during their time of study.

Learning Outcomes

The 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 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
- 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 3.20 out of 4.00.

Candidates for the program must have completed the following prerequisites within the past five years with a grade of C or better:

- Anatomy and Physiology (2 semesters with lab)
- General Chemistry (laboratory course)
- Microbiology (laboratory course)

Applicants must also have at least one course in psychology or sociology. College-level oral and written communication skills and computer literacy are also required.

Academic Standing and Progression Policies

Students in this program are accountable for all standards and policies stated in the Masters Entry in Nursing Program Handbook. Other academic policies are the same as the MSN program.

Course Sequence

Year One

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

Year Two

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

Focuses on theories, principles and processes for the adult population experiencing health problems within priority areas of care. A systems framework is used to discuss clinical prevention and patient-centered care for select care issues. Utilize knowledge of illness and disease management to support evidence-based decision making as a provider of direct care. Beginning leadership skills and ethical practice in promoting optimal care outcomes are fostered in an advanced nursing role. *Prerequisite: NRS 501.*

NRS 510 Adult Health II: Alterations Across the Lifespan

Focuses on theories, principles and processes for care of the adult population experiencing health problems. A systems framework facilitates integration of knowledge from previous nursing and science courses. Knowledge of illness and disease management to support evidence-based decision making as a provider of care. Application of critical thinking and clinical judgment supports progressive decision making in promoting optimal outcomes of the adult population in advanced nursing roles. Clinical leadership for patient care practices and delivery

is fostered in the coordination and evaluation of care. *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 of the graduate for entry into the profession in the advanced nursing role. Emphasis is placed on clinical reasoning and ethical principles needed for professional nursing practice. Structured to provide comprehensive review preparation for licensure and certification exams demonstrating synthesis of knowledge from the program curriculum. *Co-requisite: 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

1.50 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 Science in Nursing

The Master of Science in Nursing (MSN) prepares professional nurses to address the dynamic and complex health care environment while improving health outcomes. Students select an area of specialization as a Nurse Administrator, Clinical Nurse Leader (CNL) or Nurse Educator. Graduates of this program are prepared to synthesize knowledge and demonstrate behaviors consistent with advanced preparation in nursing.

Becky Hulett, *Director*
8.25 credits (33 semester hours)

The Master of Science in Nursing Program at Elmhurst University 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), AONE Nurse Executive Competencies (American Organization of Nurse Executives, 2015), 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, 2018), and the Illinois Nurse Practice Act (Illinois Department of Financial and Professional Regulation, 2007).

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 intraprofessional collaborative skills and information technologies in advanced nursing roles
- 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 MSN program must hold a bachelor's degree in nursing from an accredited institution with a minimum cumulative GPA of 3.00 out of 4.00
- Successful completion of undergraduate/college-level courses in nursing research and statistics (statistics within the past ten years or must demonstrate competency)
- Current RN licensure in Illinois
- Students in the MSN 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 references 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 University will enable achievement of those outcomes

- 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 communication skills including oral, written, and computer based skills.

See the Graduate Nursing Student Handbook for details about different types of admission to graduate study in nursing.

Academic Standing and Progression Policies

Graduate nursing students are accountable for all standards and policies stated in the Graduate Nursing Student Handbook.

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 specialization: Nurse Administrator, Clinical Nurse Leader or Nurse Educator.

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. Role concentration courses focus on knowledge and skills for leadership in clinical practice with inter-professional 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 & 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

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 provides depth in 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

Area of Concentration: Nurse Administrator

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 clinical care and management of outcomes in administration or management. Concentration courses focus on knowledge and skills in executive leadership roles. 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 (3 semester hours)
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 (3 semester hours)
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. *Prerequisite: NRS 523.*

NRS 503 Applied Research for Clinical Leadership

.75 credit (3 semester hours)
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 undergraduate research course.

NRS 504 Clinical Prevention and Population-Based Practice

.75 credit (3 semester hours)
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. *Prerequisite: NRS 523.*

NRS 521 Foundations for Advanced Clinical Role

1.00 credit (4 semester hours)
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. *Prerequisite: NRS 538.*

NRS 523 Clinical Leadership Role Development

.50 credit (2 semester hours)
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. *Prerequisites: NRS 501 and NRS 503.*

NRS 524 Practicum: Advanced Clinical Role

.75 credit (3 semester hours)
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. *Prerequisites: NRS 538; may be taken concurrently with NRS 521 or NRS 535.*

NRS 532 Technology in Health Care Education and Practice

.75 credit (3 semester hours)
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 521 or NRS 535 and NRS 524.*

NRS 533 Curriculum Development and Evaluation for Nurse Educators

0.75 credit (3 semester hours)
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; may be taken concurrently with NRS 534.*

NRS 534 Residency: Clinical Leadership in Nursing Education

.75 credit (3 semester hours)
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 524 and NRS 532; may be taken concurrently with NRS* 533.

NRS 535 Topics in Nursing Administration and Management

1.00 credit (4 semester hours)
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 health care environment; and business skills and principles. *Prerequisite: NRS 538; may be taken concurrently with NRS 524.*

NRS 536 Advanced Topics in Nursing Administration and Management

.75 credit (3 semester hours)
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 health care environment; and business skills and principles. *Prerequisites: NRS 535 and NRS 532.*

NRS 537 Residency: Clinical Leadership in Nursing Administration

.75 credit (3 semester hours)
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: NRS 535 and NRS 524; may be taken concurrently with NRS 536.*

NRS 538 Management of Clinical Outcomes

.75 credit (3 semester hours)
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 502 and NRS 504.*

NRS 540 Residency: Clinical Leadership in the Care Environment

1.50 credits (6 semester hours)
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: NRS 521, NRS 524 and NRS 532.*

RN to MSN Option

The RN to 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:

- Official transcripts from all undergraduate and graduate institutions attended
- *ADN Program: GPA 3.00 on a 4-point scale
- Baccalaureate Program (BA or BS): GPA: 3.00 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 past two years (one year full-time equivalent)
- *Recommendations from three references who can attest to the applicant's professional and clinical nursing performance; one must be from the applicant's current clinical supervisor
- Goal statement: one- to two-page essay describing personal and professional goals and how graduate study at Elmhurst University will enable achievement of those outcomes
- 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 communication skills including oral, written, and computer based skills.

Prerequisite Courses

Successful completion of college-level courses in the following areas:

- Statistics (within the past 10 years or must demonstrate competency)
- Research
- Health Assessment (or must demonstrate competency)

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 to BSN 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 (nine 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 University will enable the achievement of those outcomes

- 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 (3 semester hours)
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 (3 semester hours)
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; may be taken concurrently with NRS 534.*

NRS 534 Residency: Clinical Leadership in Nursing Education

.75 credit (3 semester hours)
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. *Prerequisite: NRS 532; may be taken concurrently with NRS 533.*

Master of Occupational Therapy

The 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.

Elizabeth Wanka DrOT, MOT, OTR/L
Director of Occupational Therapy
60 credit hours

The program combines rigorous academic preparation with practical experiences designed to support the health, wellbeing 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. This program is conducted in a hybrid format consisting of both on-campus and online learning.

Elmhurst University Master of Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA, and its web address is acoteonline.org.

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

.75 credit (3 semester hours)

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

.75 credit (3 semester hours)

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 and Health Policy

.75 credit (3 semester hours)

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 polices—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

.75 credit (3 semester hours)

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

.50 credit (2 semester hours)

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

.75 credit (3 semester hours)

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

.25 credit (1 semester hours)

The aim of this class is to engage students in interprofessional and intraprofessional 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

.75 credit (3 semester hours)

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

.75 credit (3 semester hours)
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

.75 credit (3 semester hours)
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

.50 credit (2 semester hours)
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

.75 credit (3 semester hours)
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

.75 credit (3 semester hours)
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

.75 credit (3 semester hours)
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

.75 credit (3 semester hours)
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

.75 credit (3 semester hours)
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

.50 credit (2 semester hours)
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

.50 credit (2 semester hours)

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

1.25 credit (5 semester hours)

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

1.25 credit (5 semester hours)

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

.50 credit (2 semester hours)

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

Elmhurst University's master in 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.

Bruce D. Fischer, *Director*
7.50 credits (30 semester hours)

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 in 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 University'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
- MBA 504 Financial Management
- MBA 509 Project Management
- MBA 558 Leadership and Change Management
- MPM 501 Project Management Fundamentals in Practice I
- MPM 502 Project Management Fundamentals in Practice II
- MPM 503 Project Management Tools and Techniques
- MPM506 Corporate Communications
- MPM 590 PMP Exam Preparation Review Course *(optional)*

Electives (choose two)

- MBA 552 Leadership
- MBA 553 Organizational Behavior
- MBA 554 Human Resource Management
- MBA 555 Negotiations
- MBA 556 Operations Management
- MDS 534 Data, Mining and Business Intelligence

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. *Prerequisites: MPM 501 and MPM 502.*

MPM 506 Corporate Communications

.75 credit

Communications are at the core of project management. The success or failure of a project is based upon how well communications occur with senior management, stakeholders, project team members, external parties, and clients. Dependent upon the type of project, communications can vary broadly. This course outlines the importance of communications and provides students with a foundation for how communications occur in the corporate setting and an assessment of effective communications. All modes of communications are explored and outlined. The course also considers optimal individual organizational relationships, small groups, group dynamics, and conflict management.

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.

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 decisionmaking 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.

Master of Public Health

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 and healthy communities.

Molly Tran, *Director*
10.50 credits (42 semester hours)

The Master of Public Health (MPH) program at Elmhurst University 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 University 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

One unit of credit equals four semester hours

MPH 500 Foundations of Public Health

1.00 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 of 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 MPH 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 507 Role Development for Public Health Practice II

.25 credit
This course will equip students with a toolbox of problem-solving skills and operational knowledge needed to integrate into the professional public health community. Students will also be exposed to transdisciplinary methods that will allow them to perform effectively on interprofessional teams with

experts from other relevant disciplines including data science, health care administration, business, and others.

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. *Prerequisites: 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 .50 credit course and is a core element of the Master of Public Health (MPH) Program at Elmhurst University. Following the completion of all required courses, 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. *Prerequisites: 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

This special education master's program is designed for experienced teachers from prekindergarten through high school with professional educator licenses in early childhood; elementary, secondary and middle school; and K-12 specialty areas, including current special educators.

Jeanne White, *Director*
Lisa Burke, *Program Coordinator*
Approved for the State of Illinois LBS1 endorsement
8.50 credits (34 semester hours)
Graduate students must maintain a 3.00 GPA requirement for all coursework and earn C's or higher in all coursework.

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 LBS1 endorsement, which may be added to the professional license after successful completion of the Learning Behavior Specialist 1 (LBS1, #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
- 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. *Spring Term. May be substituted based on prior coursework in Special Education.*

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. *Spring Term, even years.*

Advocacy and Leadership Courses

Teachers choose two advocacy and leadership courses to complete the M.S.Ed. in Special Education from any MTL course offerings. 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 591 Action Research in Education

The 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. *Prerequisite: 15 hours of prior graduate credits in program.*

MTL 598 Seminar in Leadership

This course represents the culminating experience for all teachers. This seminar is completed during the final fall or spring term of the program. The course goals require that the teachers integrate the three core program areas with their focus areas. Small groups of teachers prepare, present and peer-evaluate final masters projects, which may be individual or collaborative. *Prerequisites: 24 hours of prior graduate credits in program, including MTL 591 and two additional research courses. Offered Fall Term or Spring Term for one, two or three semester hours.*

Teachers choose two of the following three courses with research-embedded projects. The course that is not chosen may be used as an elective advocacy and leadership course.

MTL 521 Building Professional and Community Relationships through Collaboration

This course will provide a study of the collaborative processes and build communication skills necessary for effective interaction among stakeholders (e.g., educational professionals, paraprofessionals, parents and students). Course topics include: an overview of the communication, consultation, coaching and teaming processes. Students will also be exposed to conflict management and problem-solving strategies, ways of establishing positive collaborative relationships as well as the management and assessment of collaboration. Roles, rights, and responsibilities of all team members will be reviewed. A special focus on working with paraprofessionals, families and community agencies and organizations will be provided. *Spring Term.*

MTL 538 Improving School Climate and Classroom Learning Environments

Teachers explore controversial issues and best practices in positive school and classroom climates. They 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 broaden their understanding and skills for meeting the needs of their students and set goals for moving to a higher-level of professional practice. *Spring Term.*

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. *Fall Term.*

Master of Science in Supply Chain Management

An integrated and collaborative supply chain strategy is increasingly 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.

Roby Thomas, *Director*
9.50 credits (38 semester hours)

Elmhurst University offers the Chicago area's first and foremost graduate program in supply chain management. This graduate program builds on the University's extensive experience as the only Chicago-area provider of an undergraduate degree program in logistics and supply chain management and draws strength from its 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. Some applicants may require additional foundation work that could be accomplished in the six months or year prior to the startup 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 University 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, students 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 student 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
- 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 and Financial Strategies

The fundamentals and insights into how supply chain management affects business strategies. A case study approach emphasizes supply chain management practices, business strategy and financial flows and strategy 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 521 Inbound Logistics Strategies

.25 credit

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 522 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 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 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 542 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 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 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 554 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 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

This master's program is designed for experienced teachers from the pre-kindergarten to the high school levels, with professional educator licenses in early childhood, elementary, secondary, middle school, special education and K-12 specialty areas.

Jeanne White, *Director*
8.50 credits (34 semester hours)
Graduate students must maintain a 3.0 GPA requirement for all coursework and earn C's or higher in all coursework.

Approved for the State of Illinois Teacher Leader Endorsement[1]

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

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
- Develop self-reflective and critical thinking skills that promote innovative special education practice and learning using a variety of perspectives

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

Teacher Leader Endorsement

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.

[1] *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.*

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.

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, paraprofessionals, 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 Pre–K–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 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 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 Pre–K–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 Pre–K–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 Pre–K–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.

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 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 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 Pre–K–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 Pre–K–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 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.

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 Pre–K–12 classroom.*

MTL 558 Theoretical Foundations of Teaching English Language Learners

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 Pre–K–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 Pre–K–12 classroom.*

MTL 569 Linguistics for Second Language Learning

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 Pre–K–12 classroom.*

MTL 579 Methods and Materials for Teaching English Language Learners

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 Pre–K–12 classroom. Prerequisite: MTL 558.*

MTL 587 Assessment of English Language Learners

This course will focus on the discussion of basic principles and current approaches to assessment of language learning students in ESL and bilingual Pre–K–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 Pre–K–12 classroom. Prerequisites: MTL 544, 558 or 569.*

MTL 592 Action Research and Application of Bilingual Methods

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 Pre–K–12 classroom. Prerequisites: MTL 544, MTL 558, MTL 569 and MTL 579.*

Special Education Course Offerings

Elective coursework for the State of Illinois LBS1 endorsement, which may be added to the professional license after successful completion of the Learning Behavior Specialist 1

(LBS1, #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

The graduate certificate in application development utilizes existing application development courses from the Master of Science in Computer Information Technology degree and includes a project management 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 Technology.

Ali Ghane, *Director*

Required Courses

- MBA 509 Project Management
- MIT 510 Database Management and Data Warehousing
- MIT 541 Human Computer Interaction UI/UX
- MIT 543 Web Application Development
- MIT 545 Mobile Application Development

To complete the master's degree, students must also complete MIT 550, MIT 561, MIT 562, MIT 567 and MIT 572.

Course Offerings

One unit of credit equals four semester hours. All courses are .75 credit (three semester hours).

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 which will be assembled into a project plan.

MIT 510 Database Management and 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.

MIT 541 Human Computer Interaction UI/UX

This course introduces students to the principles of user interface and user experience design. Students will learn various design patterns, and how to apply them to the creation of storyboards, mockups and prototypes for web and mobile applications. These designs will be implemented in subsequent courses.

MIT 543 Web Application 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 SQL and NoSQL 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.

MIT 545 Mobile Application Development

This course covers ways to create native and hybrid mobile applications using both server side and client side programming. In this course students will learn how to design, develop and publish mobile apps using native development tools for Apple (Swift and Objective-C) and Android (Java), as well as hybrid (HTML, CSS, JavaScript) platforms. The use of Application Programming Interfaces (APIs) and Mobile Backend as a Service (MBaaS) providers will also be discussed to facilitate push notifications, social network integrations and cloud storage.

Certificate in Data Science

Elmhurst University'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.

Jim Kulich, *Director*

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

Elmhurst'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. The program is especially appropriate for individuals who have experience leading business transformation projects, such as certified project management professionals.

Jim Kulich, *Director*

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. 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

In this course, students learn to apply Enterprise Project Management (EPM) concepts as applied to the development, deployment and value attainment of Business Intelligence projects. The course provides a hands-on experience where students successfully manage the implementation/deployment life cycle of data-oriented projects in order to achieve a business process transformation. Special emphasis is placed upon value mapping, cross-functional collaboration, risk management at the project-program-portfolio levels, organizational change management, stakeholder management and business value attainment. The course is highly interactive as students complete project management assignments working individually and in teams using collaboration software. *Prerequisites: MDS 546, MDS 534, MPM 501, MPM 502. Students who are certified Project Management Professionals (PMP) or who have prior equivalent experience can waive the project management course requirements.*

MDS 562 Data Analysis for Business Transformation Projects

In this course, the student learns to apply the project management tools and techniques needed to effectively plan and lead project teams on a business transformation initiative. The course emphasizes project execution by providing the student with a hands-on, team experience in developing, training, validating and deploying machine learning and time series models to a web production environment. Students construct KPI dashboards and learn methods of organizational change management necessary to drive business value creation across a variety of common enterprise processes including marketing/sales, operations, procurement, finance and customer service. The course is highly interactive as students complete data science and project management assignments working individually as well as in teams using collaboration software. *Prerequisite: MDS 561.*

Graduate Certificate in Geographic Information Systems

Elmhurst University offers an online graduate-level certificate in Geographic Information Systems (GIS). Elmhurst's graduate certificate consists of six courses that include: basic GIS and remote sensing skills, Python scripting, understanding geodatabases, and spatial analysis. The final capstone course features an e-portfolio and research symposium experience. Students who complete the six courses for credit receive a graduate certificate in GIS, or they may apply to complete an additional four courses to earn a Master of Science in GIS.

Judith K. Bock, *Director*

Course Requirements

- AGS 500 Fundamentals of Geospatial Technology *(Fall A)*
- AGS 510 Remote Sensing and Imagery Interpretation *(Fall B)*
- AGS 530 Principles of Geodatabases *(Spring A)*
- AGS 540 Spatial Analysis and Web Mapping *(Spring B)*
- AGS 520 Fundamentals of Geospatial Programming *(Fall A)*
- AGS 580 E-Portfolio and Research Seminar *(Fall B)*

Admission Requirements

Applicants for the Graduate Certificate in GIS at Elmhurst University must hold a baccalaureate degree in any major discipline. Applicants are required to submit a completed application along with official transcripts from all undergraduate institutions attended to represent the completion of a bachelor's degree.

Course Offerings

.75 credits equals three semester hours.

AGS 500 Fundamentals of Geospatial Technology

.75 credit

This course reviews geospatial technologies and the use of Geographic Information Systems (GIS) applications and analysis. Goals of the course include the fundamentals of geographic information science and technology; spatial, analytical, and critical thinking applied to imagery; and problem solving using GIS. Fundamentals of mapping, GPS, GIS theory, spatial analysis, cartography, remote sensing and UAS (Unmanned Aerial Systems) are highlighted. The course integrates innovative tools (such as software and hardware) and techniques (such as data capture, display and analysis), allowing users to view, question, interpret, visualize and analyze temporal and spatial relationships. Activities include data acquisition and management, analysis methods, and web-mapping with an emphasis on spatial skills. May be waived with appropriate degree, coursework or industry experience or at the discretion of the program director. *Required course for graduate certificate and master's degree.*

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 master's degree. Prerequisite: AGS 500 or equivalent experience.*

AGS 520 Fundamentals of Geospatial Programming

.75 credit

This course is an introduction to automating data preparation, workflow and spatial processing, using Python. Goals include an understanding of basic programming and Python syntax, leading to the ability to create and share custom scripting tools. The course introduces basic programming concepts, such as variables, strings, keywords, integrated development environments, user-defined functions and modules. It also provides an introduction to object-oriented programming and the use of object classes. Activities include using scripting in a GIS environment to apply computer programming concepts to GIS tasks, such as batch processing, manipulating attribute tables, customizing ArcGIS software with script tools and buttons, and managing and adding map layers. *Required course for graduate certificate and master's degree. Prerequisites: AGS 500 or equivalent experience, AGS 510, AGS 530 and AGS 540.*

AGS 530 Principles of Geodatabases

.75 credit

This course provides information about and practice in using and creating geodatabases. Goals include demonstrating the ability to collect, record and utilize spatial data; proficiency to create and process spatial data; and an understanding of the fundaments of GIS data storage and interoperability. Activities include geodatabase modeling, relational models, object-oriented data modeling with universal modeling language (UML), distributed database concepts and implementation, query language, web delivery (including open source software), interoperability and Open Geospatial Consortium (OGC) standards. Concepts and applications of remote sensing, GPS and affiliated data capture technologies are included. *Required course for graduate certificate and master's degree. Prerequisites: AGS 500 or equivalent experience, AGS 510.*

AGS 540 Spatial Analysis and Web Mapping

.75 credit

This course introduces basic concepts of spatial analysis. The course emphasizes core concepts such as spatial data acquisition and data management, topology, metadata creation and interpretation, quality control for data, basic spatial analysis methodologies, the use of new and traditional GIS software, web-mapping principles, and the implementation of GIS for management of operations. Activities include geospatial analysis techniques to explore cost surfaces, least-cost path, emergency response applications, spatial interpolation and approximation, topographic analysis, line of sight, view shed analysis, landform analysis and modeling of geospatial processes. *Required course for graduate certificate and master's degree. Prerequisites: AGS 500 or equivalent experience, AGS 510 and AGS 530.*

AGS 580 E-Portfolio and Research Seminar

.75 credit

This course prepares students to enter the geospatial workforce and to choose a geospatial research topic, if continuing as a candidate for the master of science in GIS. The goal of this research seminar is the creation of an e-portfolio to showcase the student's geospatial skills and professional experiences. Activities include qualitative, quantitative and observational methodologies, in addition to research techniques, spatial data acquisition and data management. *Required course for graduate certificate and master's degree. Prerequisites: AGS 500 or equivalent experience, AGS 510, AGS 520, AGS 540 and AGS 550.*

Certificate in Human Geography for Advanced Placement

Since 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 AP courses. As more students take the AP Human Geography® exam, the demand for qualified teachers continues.

Judith K. Bock, *Director*
3.75 credits (15 semester hours)

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 (APHG) 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, Human Geography teachers work with experienced educators and professionals to learn geospatial skills and technologies that can be applied to the classroom curriculum in support of the approved College Board curriculum for APHG©. Participants receive a graduate certificate in less than a year.

*AP Human Geography (APHG)© is a registered trademark of The College Board. This Certificate Program and coursework were developed to compliment The College Board and is not an accredited College Board course.

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
- Affords the opportunity to publish lesson plans and/or exercises in a nationally recognized professional geography journal
- Provides a springboard for transferring into the Master of Science in Geographic Information Systems with a specialization in Human Geography

Program Format

The Human Geography program is offered 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.

Admission Requirements

To apply for admission, applicants must:

- Have a baccalaureate degree from an accredited college or university
- Have certification in education
- Be currently employed as a secondary educator
- Be currently teaching AP Human Geography® or want to teach AP Human Geography in the future

Elective Participant

Designed for students who are interested in applying geospatial thinking concepts and/or incorporating technology applications to any discipline, the Elective Participant program allows applicants from disciplines outside of education or who teach at a different grade level to take one or more courses for graduate credit. Courses available for this option are APH 501, APH 502 and APH 503. 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 Human Geography for Advanced Placement

This option consists of 10 total courses and r requires a 2 1/2 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 program, plus a capstone focusing on a specialization in human geography. The final capstone course combines concepts and elements of both certificate programs, designed for the APHG® educator and prepares the teacher for teaching high school GIS courses.

Course Offerings

.75 credit equals three semester hours.

APH 500 Teaching AP Human Geography®

.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®. *This course can be waived by the program director with evidence of previous teaching experience in high school 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 for geospatial concepts. Pedagogical methodologies, as well as technological tools in spatial concepts, are explored and implemented.

APH 502 Implementing Spatial Concepts and Tools into the Classroom

.75 credit

Participants will use geographic and spatial concepts learned in APH 500 and APH 501 to further implement these principles into the classroom. Activities include hands-on geospatial technology applications (including GIS, remote sensing and story maps) that can be used in the AP Human Geography® classroom to enhance and/or supplement APHG® curriculum. *Prerequisite(s): APH 500, APH 501 or equivalent or permission of instructor.*

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, analysis 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. *Prerequisites: APH 500, APH 501, APH 502.*

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 GIS skills learned in previous coursework to instruct participants about how to incorporate all the skills and concepts into their own lesson plans and classroom materials. Course participants will work collaboratively with a faculty advisor to write a publishable manuscript that details their lesson plan and how geospatial concepts will be incorporated into their classrooms. Expectation is for the manuscript to be completed and ready for submission to a peer-reviewed journal by the end of the eight weeks. For students working toward a Master's degree in GIS with a specialization in Human Geography, this course will be replaced by AGS 591 after taking GIS courses. See the Master of Science in GIS section of this catalog. *Prerequisites: APH 500, APH 501 APH 502, APH 503.*

Certificate in Marketing and Consumer Insights

The graduate certificate program in marketing and consumer insights 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 through evening courses on campus. Successful completion of the program results in a marketing and consumer insights certificate or specialization in the MBA program.

Sherry Smoak, *Director*

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 apply their knowledge by developing solutions for real-world client marketing challenges through the D.K. Hardin Center for Market Research, in order to advance their skills to become sought-after marketing professionals.

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 University.

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
- Develop and implement innovative research solutions for real-world problems with actual clients

Format

Fall Term

- MBA 583 Principles of Marketing Insights and Analysis *(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 Marketing Insights and Analysis

.75 credit
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 and analysis.

MBA 584 Use of Social and Digital Media in Research

.75 credit
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. A strong emphasis on application of skills will be provided in a live-case scenario.

MBA 585 Marketing Strategy and Research Practicum, Part 1

.75 credit

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 credit

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 focus on data analysis for project from Practicum Part 1. Additionally, application of SPSS statistical software will be incorporated in the data analysis approach for client project. A presentation and report are developed and presented to the client with recommendations for next steps based on the research findings and analysis. *Prerequisites: MBA 583, MBA 584, MBA 585.*

Certificate in Network Administration

The graduate certificate in network administration encompasses five courses from the Master of Science in Computer Information Technology degree. 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 technology.

Ali Ghane, *Director*

Required Courses

- MIT 550 Computer Security and Risk Management
- MIT 561 Computer Network I
- MIT 562 Computer Network II
- MIT 565 Internetworking
- MIT 567 Cloud Computing

To complete the master's degree, students must also complete MBA 509, MIT 510, MIT 572 and two other electives.

Course Offerings

MIT 550 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.

MIT 561 Computer Network I

This course discusses data communication fundamentals and concepts such as Nyquist and Shannon theories. Included in this discussion are the topics of architecture, topologies, applications and security of local and wide area networks (LAN/WAN), TCP/IP, packets and datagrams.

MIT 562 Computer Network II

This course focuses on the architecture, components, design and installation of local and wide area networks (LAN/WAN). Included in the discussion are the topics of Network Operating Systems (NOS), DNS, DHCP, Active Directory, data storage, NAS, SAN, DNS, SMTP, SNMP, Apache/IIS Web Server and VPN. Students will also learn about Firewall administering networks using a network operating system such as Windows Server or UNIX.

MIT 565 Internetworking

This course discusses the fundamental technologies, products and procedures involved in creating and administering internetworks within industry. 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.

MIT 567 Cloud Computing

This course discusses Infrastructure as a Service (IaaS) and Platform as a Service (PaaS) as two of the three fundamental layers of the Cloud Computing model and focuses on hardware being provided by an external entity. This course introduces students to IaaS using Microsoft Azure as the cloud computing service provider. Students will learn about provisioning and managing virtual servers (Windows and Linux), network security groups, and other virtualized hardware resources.

Certificate in Project Management

Elmhurst University'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 a Master in Project Management.

Bruce D. Fischer, *Director*

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.

MBA 509 Project Management

.75 credit

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 related to the five phases of project management: initiating, planning, executing, monitoring, and controlling as well as closing projects. The program allows student to immediately practice course concepts in various activities where they will create key project documents which will be assembled into a project plan.

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)

Noncredit

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.