

**COLLEGE
OF EDUCATION**



Youth Development M.Ed.
Student Handbook
2018 - 2019

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On behalf of the program faculty, the Department of Educational Psychology, and the College of Education, I want to welcome you to the Youth Development M.Ed. program at the University of Illinois at Chicago. We are so excited about this program and your participation in it. We hope that the next two to three years will be stimulating, challenging, and inspiring as you engage with us, your fellow students, and the Chicago youth development community in thinking and learning about how to best partner with youth in creating spaces, programs, and organizations that allow young people to find meaning in themselves and make sense of their world. Our program vision is that all young people thrive.

We have worked hard to develop a program that provides you with both foundational knowledge in youth development, programming, and research, as well as allows you the flexibility to tailor your academic program to meet your specific educational and professional goals and objectives. In addition to developing a close relationship with your advisor, this handbook will serve as a primary resource for you. Within this handbook, we have tried to encapsulate all of the critical information you will need to successfully navigate your journey through the program and the University. We have not, however, duplicated information that is in the College of Education M.Ed. student handbook and recommend that you become familiar with that resource as well. We hope that between these resources and your relationship with your advisor, you will obtain the information you need to make good decisions about your educational program.

While we can provide you with a range of experiences during your time here that will foster your intellectual and professional growth, *you* will be the driving force behind your experience in this program and what you take away. Chicago is a diverse city with a deep history related to youth participation and youth development and we hope you will take advantage of all that the Youth Development program and the city have to offer.

Since coming to UIC, specifically for the Youth Development program in the College of Education, I have encountered numerous students who are passionate about working with young people and organizations in urban communities to create a more beautiful and equitable world. Each year as we welcome our next cohort of stellar students, I am reminded that none of us walk this road alone. We are part of a diverse network of professionals who care deeply for youth. At this place and time, I am humbled and inspired to become a part of your educational and professional journey. Please do not hesitate to contact me if you have any questions or concerns.

Aerika Brittian Loyd, Ph.D.
Program Coordinator
Associate Professor
Educational Psychology

TABLE OF CONTENTS

| | |
|---|----|
| WELCOME LETTER..... | 2 |
| COLLEGE OF EDUCATION MISSION STATEMENT & VISION..... | 4 |
| NONDISCRIMINATION STATEMENT..... | 5 |
| YOUTH DEVELOPMENT PROGRAM MISSION..... | 6 |
| PROGRAM OVERVIEW..... | 7 |
| PROGRAM CONTACTS..... | 8 |
| DEGREE REQUIREMENTS..... | 9 |
| COURSE DESCRIPTIONS..... | 12 |
| SPECIALIZATION ELECTIVES..... | 15 |
| SAMPLE SPECIALIZATION STRANDS..... | 38 |
| CULMINATING EXPERIENCE..... | 41 |
| FIELD PLACEMENTS..... | 42 |
| M.ED. ACADEMIC REGULATIONS..... | 46 |
| GRADUATION..... | 47 |
| UIC IMPORTANT CONTACTS..... | 48 |

Created by Allison Tingwall, Program Assistant, 2008

Updated by Emilia Chico, Program Advisor, 2012

Updated by Aerika Loyd & Stacey Horn, 2018

College of Education Mission Statement

We are a community of scholars committed to educational equity as it contributes to the development of social, political and economic parity. We develop new knowledge about education that improves teaching, learning, and assessment; informs policy and practice; and is valued by the communities we serve. We direct our teaching, research, and public service to all learners, but particularly to those who are least well-served by the nation's educational institutions, particularly those in urban environments.

College of Education Vision

We aspire to be the recognized leader among the urban research colleges of education, known for fostering educational equity and excellence through our programs and our scholarship.

Nondiscrimination Statement

The commitment of the University of Illinois to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms.

The University of Illinois will not engage in discrimination or harassment against any person because of race, color, sex, religion, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs and activities.

University complaint and grievance procedures provide employees and students with the means for the resolution of complaints that allege a violation of this Statement. Members of the public should direct their inquiries or complaints to the appropriate equal opportunity office.

For information on what constitutes retaliation visit the OAE website:
<http://www.uic.edu/depts/oea/>

For additional information or assistance with the equal opportunity, affirmative action, and harassment policies and procedures of the University of Illinois at Chicago, please contact:

Office of Access and Equity
717 Marshfield Avenue Building
809 South Marshfield Avenue
Chicago, IL 60612-7207
(312) 996-8670

Youth Development Program Mission

The mission of the master's degree in Youth Development at UIC is to cultivate graduates who understand the cognitive, social, emotional, moral, and physical development of youth and are aware of the contextual, cultural and institutional factors that affect their developmental outcomes. Our graduates are prepared to serve as advocates, mentors, and partners with youth to create programs and spaces in their communities that promote positive developmental outcomes.

M.Ed. in Youth Development Program Overview

The master's degree in Youth Development is a two-year program (32 credits) that integrates theory, fieldwork, and/or original research to prepare students to be advocates for and partners with youth in implementing high quality programs aimed at promoting positive developmental outcomes. The primary objectives of the program are to provide students with strong grounding in research and theory concerning the cognitive, social, emotional, moral, and physical development of youth, as well as, knowledge of contextual and institutional factors that lead to positive developmental outcomes for youth.

The program has two primary strands: 1) an applied strand aimed at producing high quality professionals to work within the field of youth development and 2) a thesis strand aimed at providing students planning to seek doctoral degrees in Educational Psychology, as well as other fields, with preparatory training and background in developmental theory, research methods, and statistics. The curricular difference between these two strands lies in the Culminating Experience. Applied students do two semesters of fieldwork from which they build a professional practice portfolio. Students in the thesis strand spend their last two semesters conducting research and writing their thesis.

In addition to this distinction within the degree, the program is further personalized to reflect each student's own interests and ambitions in youth work. The specialization component of the program allows students to fortify their knowledge and experience in an area of their choosing related to youth development. Due to the personalized nature of the degree, the Youth Development program requires that students maintain open and regular communication with their advisor. With the diverse possibilities presented by the program, there is a broad range of opportunities for students to apply their degree. Examples of types of youth development professionals include:

- **After-school coordinators** who work with youth to enhance their physical, social and emotional well-being
- **Community organizers** who work with young people to use their skills and resources to advocate for change in their schools, communities, states and in national settings
- **Juvenile justice advocates** who work to create criminal, social and family systems that support young people and provide them with positive developmental opportunities that allow them to flourish
- **Public health professionals** who work with youth to enhance community based health programs
- Professionals who work in youth-serving organizations in research and evaluation, training and professional development

Youth Development Program Contacts

| | | | |
|----------------------------|---|------------------------------|--|
| Program Director & Advisor | Dr. Aerika Brittian Loyd | (312) 996-9478 ETMSW 3521 | brittian@uic.edu |
| Program Faculty | Dr. Stacey Horn Educational Psychology | (312) 413-3679 ETMSW 3507 | sshorn@uic.edu |
| | Dr. Marisha Humphries Educational Psychology | (312) 996 4677 ETMSW 3529 | mhumphri@uic.edu |
| | Dr. Aisha Griffith Educational Psychology | ETMSW 3541 | griffit3@uic.edu |
| | Dr. Dalal Katsiaficas Educational Psychology | (312) 413-5382 ETMSW 3525 | dalalkat@uic.edu |
| EPSY Admin Support | Alex Cantero Adrienne Gilg | (312) 996-5651 ETMSW 3343 | acante2@uic.edu amgilg@uic.edu |
| M.Ed. Programs Advisor | Ana Valenta Office of Student Services | (312) 355-0575 ETMSW 3145 | agarci5@uic.edu |

M.Ed. in Youth Development Degree Requirements

From UIC Graduate College Catalog (Effective Fall 2016). In addition to the Graduate College minimum requirements, students must meet the following program requirements:

- **Minimum Semester Hours Required:** 32 beyond the baccalaureate, at least 9 hours must be at the 500-level, excluding independent study and thesis courses. At least 24 hours must be earned as a degree candidate at UIC.
- Only 400- and 500-level courses can be applied to the degree. Credit toward the degree is only given for courses in which a student received a grade of A, B, C, CR, or S.

- **Course Work**

- **Applied Track:**

- *Developmental Theory Core (minimum of 7 hours):* Required: EPSY 517; Select one additional course from: EPSY 420, 429, 446, 525; ED 421, 422, 445.
 - *Research and Methodology Core (minimum of 9 hours):* Select three courses from: ED 501; 502, EDPS 480, 587, EPSY 414, 416, 503, 509, 560, EPSY/SPED 482/582 (or other courses as approved by advisor).
 - *Electives (9 hours):* Determined with approval of advisor.

- **Thesis Track:**

- *Developmental Theory Core (minimum of 6 hours):* Select two courses from: EPSY 420, 429, 446, 517, 525; ED 421, 422, 445.
 - *Research and Methodology Core (minimum of 12 hours):* Required: EPSY 509. Select additional courses from: ED 501; 502, EDPS 587, EPSY 503, EPSY 560 (or other courses as approved by advisor).
 - *Electives (9 hours):* Determined with approval of advisor.

- **Comprehensive Examination** None.

- **Culminating Experience** Required.

- *Applied Strand (7 credits):* Required: EPSY 518 and EPSY 528. Students in the Applied Strand earn 7 credit hours and complete a minimum of two semesters of fieldwork in a youth service organization or an approved program aimed at promoting positive development among youth. The student's advisor should approve the fieldwork site prior to work beginning at the site. As part of the two-semester course sequence, students will complete a comprehensive professional practice portfolio related to their fieldwork and developed in conjunction with their advisor. Students are required to present their portfolio to their professional practice community at the culmination of EPSY 528.
 - *Thesis Strand (5 credits):* In accordance with Graduate College guidelines, students electing to complete a thesis must earn a minimum of 5 hours in thesis research (EPSY

598). Students earning 5 hours may write a literature review of publishable quality on a chosen thesis topic or conduct a secondary data analysis to explore a research question related to a chosen thesis topic. Students who elect to conduct an original study on chosen thesis topic must complete 8 hours of thesis research. Once the student has completed all graduation requirements and is in good academic standing, s/he must defend the thesis before a committee appointed by the dean of the Graduate College on the recommendation of the student's department or program. A majority of the committee must approve the thesis.

Thesis Option

| Program Component | Minimum credits | Courses |
|-------------------------------|------------------------|--|
| Developmental Theory Core | 6 credits | Select from: EPSY 420, EPSY 446, EPSY 429, EPSY 447, EPSY 517, EPSY 525; ED 421, ED 422, ED 445 |
| Research and Methodology Core | 12 credits | <i>Required:</i> EPSY 509 Select remaining credits from: ED 501, ED 502, EPSY 503, EPSY 560 or additional courses with approval from advisor |
| Culminating Experience | 5 credits | <i>Thesis Strand:</i> EPSY 598 |
| Specialization | 9 credits | Determined with approval of advisor. |

Applied Option

| Program Component | Minimum credits | Courses |
|-------------------------------|------------------------|--|
| Developmental Theory Core | 7 credits | <i>Required:</i> EPSY 517 Select from: EPSY 420, EPSY 429, EPSY 446, EPSY 447, EPSY 525; ED 421, ED 422, ED 445 |
| Research and Methodology Core | 9 credits | Select credits from: ED 501, ED 502, EPSY 414, EPSY 416, EPSY 503, EPSY 509, EPSY 560, EPSY/SPED 582, EDPS 587(or additional courses with approval from advisor). |
| Culminating Experience | 7 credits | Either two semesters of EPSY 415, or one semester of EPSY 415 and one semester of EPSY 596 (at least three credits). |
| Specialization | 9 credits | Determined with approval of advisor |

Course Descriptions

Developmental Theory Core

EPSY 420. Social Development of Urban Children. 4 Hours. Same as Psch 420. General principles of social development and socialization during childhood and the factors common to urban children that illustrate and modify these principles. Prerequisite: Admission to the graduate program in education or psychology, or consent of the instructor.

EPSY 429. Constructivist Approaches to Development: Piaget and Vygotsky. 4 Hours. Same as Psch 429. Piaget's and Vygotsky theories of development of knowledge. Empirical and logico-mathematical forms of knowledge. Thought and action. Thought and language. Prerequisites: Graduate standing in education and Ed 422 or the equivalent, or consent of the instructor.

EPSY 446. Characteristics of Early Adolescence. 3 Hours. Same as Psch 423. Physiological, social, emotional and cognitive development of early adolescence. The relationship between these developmental characteristics and success in the middle grades. Prerequisite: Admission to the Ph.D. program in psychology; or approval of the College of Education or consent of the instructor, and Ed 210 or 421 or 422.

ESPY 517. Seminar in Urban Youth Development. 3 Hours. In-depth analysis of topics and issues in the field of youth development, with special attention to the urban context. Previously listed as CIE 517. Prerequisite: Consent of the Instructor.

EPSY 525. Advanced Adolescent Development. 4 Hours. Examines current theory and research on physiological, intellectual, emotional, and social development during the adolescent years. Examines relationships among individual, interpersonal, and contextual factors related to adolescent development.

ED 421. Advanced Educational Psychology. 3 Hours. Examines current theory and research on the teaching-learning process with particular attention to general learning and curriculum-relevant problem-solving skills.

ED 422. Advanced Developmental Psychology and Educational Processes. 3 Hours. Same as Psch 422. Focuses on cognitive and social development from birth to adolescence. Examines relations between development, learning, and educational processes. Prerequisites: Psch 100 and any one from Ed 210, Psch 259, Psch 320; or graduate standing and consent of the instructor.

ED 445. Adolescence and the Schools. 3 Hours. Physiological, intellectual, and social development of adolescence. Relations between aspects of adolescent development and the academic and social demands of secondary schools.

Research and Methodology Core

EPSY 414 Developing Programs for Youth in Urban Contexts. 3 Hours. Survey, evaluation, and development of models and programs designed to facilitate growth, development and learning for diverse youth. Specific focus will be on the urban context. Previously listed as CI 416. Prerequisite(s): Consent of the instructor or enrollment in the Youth Development Program.

EPSY 416: Systematic Approaches to Program Quality. 3 Hours. An overview of the theories and practical methods in exploring the system of program development, quality of program implementation, and program evaluation. This course is relevant for those working in Early Childhood Education, Educational Settings, Social Services and in Youth Development programs.

ED 501. Data and Interpretation in Educational Inquiry. 4 Hours. Data, interpretation, reliability, validity, accuracy, stability, and generalizability from different methodological perspectives; how research design, data collection, and interpretation vary with different philosophical approaches. Prerequisite: Admission to the Ph.D. in Education program or consent of the instructor.

ED 502. Essentials of Qualitative Inquiry in Education. 4 Hours. Hands-on introduction to qualitative research methods, including foundations, practices, and ethics in qualitative research. Prerequisite: Admission to the Ph.D. in Education program or consent of the instructor.

EPSY 509 Research Design in Education. 4 hours. Explores the formation of high quality research questions and the strengths and limitations of various research designs for exploring such questions. Emphasis is placed on discriminating theoretical and program evaluation research, distinguishing the parts of a study, and designing a research proposal. Prerequisite(s): Admission to a program focused on educational research.

ED/EPSY 503. Essentials of Quantitative Inquiry in Education. 4 hours. Introduces theory and assumptions behind parametric statistics. Also provides hands-on experience in conducting basic quantitative research (t-test, correlation, regression, analysis of variance). Prerequisite: Admission to a program focused on educational research.

EPSY 560. Educational program evaluation. 4 Hours. Concepts, approaches, techniques, and practices of educational program evaluation. Students work toward acquiring the knowledge, skills, and understandings that are necessary to plan and conduct evaluations of educational programs, projects, curricula, and institutions.

EPSY/SPED 582 Forging Collaborations with Family and Community 3 Hours. Develops skills necessary to work in partnership with the families of children with disabilities, and community members. Same as SPED 582. Prerequisite(s): ED 461 or SPED 461 or the equivalent or consent of the instructor.

EDPS 480. Youth Community and Education. 4 hours. Introduction to the tenets of

community organizing in partnership with contemporary interpretations of youth culture as a means to interpret urban public education. Course Information: Prerequisite(s): Graduate standing; or consent of the instructor. Recommended background: Experience with working with youth in K-12 classrooms, community organizations, community centers, and faith-based groups.

EDPS 587 Methods of Case Study Research 4 hours. Study and practice in documentary and field research methods of collecting, organizing and integrating educational data for case study. Includes attention to interviewing, observation, ethnography, and historiography. May be repeated to a maximum of 8 hours. Students may register in more than one section per term. Prerequisite(s): Consent of the instructor.

Culminating Experience

Thesis Strand

EPSY 598. Thesis Research. 0 to 8 hours. Research on the topic of the student's Masters thesis. Satisfactory/Unsatisfactory grading only. May be repeated. Prerequisite: Consent of the thesis advisor.

Applied Strand

EPSY 518. Intro Youth Dev Practice. 3 hours. Students will be engaged in bridging theory and research to their professional practice with young people in an urban context. The first in a two-course sequence. Course Information: Prerequisite(s): EPSY 517. Recommended background: EPSY 414 and EPSY 416. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

EPSY 528. Advanced Youth Dev Practice. 4 hours. Students will be engaged in implementing their designed field work project in an urban youth development organization. The second in a two-course sequence. Course Information: Field work required. Prerequisite(s): EPSY 517 and EPSY 518. Recommended background: EPSY 414 and EPSY 416. Class Schedule Information: To be properly registered, students must enroll in one Lecture-Discussion and one Practice.

Specialization Electives

Students develop an area of specialization particular to their personal and professional goals. A series of 400- & 500-level courses, adding up to at least 9 credits, is self-designed with advisor approval to provide students with a learning experience that reflects their interests and ambitions in working with youth. Courses are listed by department. University courses that may be applicable to students' specialization but do not appear below may be proposed to the advisor.

*****All specialization courses MUST be approved by your advisor. Do not register for specialization courses without your advisor's consent.*****

African American Studies (AAST)

405. Urban Ethnography. 3 or 4 hours. The study of processes and meanings in African American communities in urban areas, interviews, participant observation, focus groups. Same as SOC 406. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: AAST 100; and junior standing or above.

406. Politics of Race, Gender and Class. 4 hours. Formation of social status categories, individual and collective identity construction, the mechanisms of group-based marginalization and stigmatization; relationship between social status categories. Same as GWS 406. 4 graduate hours. *Prerequisite(s)*: AAST 100 or GWS 102 or GWS 101; or graduate or professional standing; or consent of the instructor.

407. Seminar in Comparative Racialization. 3 or 4 hours. Provides an interdisciplinary and comparative approach to the making and remaking of "race" and the resultant racialized experiences of different groups in the U.S. and globally. Same as SOC 407. *Prerequisite(s)*: AAST 247 or AAST 248 or AAST 340 or SOC 225; and senior standing or above; or consent of the instructor.

410. Seminar in Black Child Development. 3 or 4 hours. Race, class and cultural theories of black child development. Examination of socialization process and developmental outcomes, with particular attention to social attitudes and behaviors. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: AAST 201 or PSCH 100 or consent of instructor.

496. Topics in Race, Ethnic and Minority History. 3 or 4 hours. Specific topics are announced each term. Same as HIST 496. 3 undergraduate hours. 4 graduate hours. May be repeated. *Prerequisite(s)*: 3 hours of history or consent of the instructor.

Anthropology (ANTH)

401. Linguistic Anthropology. 3 or 4 hours. Exploration of the relationship between language and culture in a cross-cultural perspective. Attention to methods of field research as well as theory and substantive issues. Course information: 3 undergraduate hours. 4 graduate hours.

411. Urban Cultural Problems. 3 or 4 hours. A study of the processes of urbanization and of cultural and social adjustments to the city; illustrated by case studies. 3 undergraduate hours. 4 graduate hours.

413. Social Organization. 3 or 4 hours. Theory and method in the study of kinship and social organization, for advanced undergraduate and graduate students. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: ANTH 213 or graduate standing or consent of the instructor.

424. Violence. 3 or 4 hours. Explores how men and women have experienced violence historically and in modern times. Students examine how violence is perpetrated through words, pictures, physical harm, and silences. Same as CLJ 423. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: CLJ 101 and CLJ 200.

440. The Experience of Culture Difference: Culture Shock. 3 or 4 hours. Explores experience of different cultures, the process of learning a different culture, and issues arising from the nature of the encounter in fieldwork. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: One course in social or cultural anthropology, or experience in another culture.

462. Museum Exhibit Research and Design. 4 hours. Introduction to anthropological museum exhibitions. Issues of representation and cultural politics, museums' roles in the communities they serve, developing a story around objects, and the technical aspects of exhibit design.

473. Anthropology of Social Movements. 3 or 4 hours. Examines the causes of social change from the perspective of sociocultural anthropology. An ethnographic approach to political life, how communities describe and enact their experiences as individuals and citizens. 3 undergraduate hours; 4 graduate hours.

480. Sociolinguistics. 3 or 4 hours. Variations in language that correlate with variation in societies and smaller social groups; interactions of languages and societies. Same as LING 480. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: LING 405 or junior standing and consent of the instructor.

508. Research Design and Grant Writing. 4 hours. Each student will produce a research grant proposal, similar in style and length to an NSF proposal. May be repeated. *Prerequisite(s)*: Approval of the department.

514. Gender Issues in Cross-Cultural Perspectives. 4 hours. Selected substantive and theoretical issues in the cross-cultural study of gender roles, conceptions, and relations. Same as GWS 514. *Prerequisite(s)*: ANTH 500 or consent of the instructor.

516. Anthropology and Global Health Integrative Seminar. 4 hours. Critical examination of global health issues from social science and public health perspectives. Includes consideration of cultural underpinnings, geo-political influences, design of appropriate and effective interventions, and policy formation. Same as IPHS 516. *Prerequisite(s)*: Graduate or professional standing; and consent of the instructor.

Art and Design (AD)

482. Visual and Verbal Literacy in Art Education. 4 hours. Explores relevance of critical theory, text-based contemporary art, cultural studies, and aesthetics to the school art curriculum. Strategies for incorporating reading and writing into arts education. May be repeated once if grade is lower than B. Field work required. *Prerequisite(s)*: Grade of B or better in AD 281; and credit or concurrent registration in AD 382; and junior standing or above; and approval of the school.

494. Special Topics in Art Therapy. 1 to 5 hours. Specializations, new developments in the field, in-depth study of theory, process, application, or independent study. 1 to 4 undergraduate hours. 2 to 5 graduate hours. May be repeated. Students may register in more than one section per term. A maximum

of 8 hours of credit is allowed for undergraduates; 10 hours for graduate students. *Prerequisite(s)*: Consent of the instructor.

Asian American Studies (ASAM)

441. Topics in Asian American Literature and Culture. 3 or 4 hours. An advanced seminar that examines various forms of cultural production by Asian American artists of diverse ethnic backgrounds. Topics vary. Same as ENGL 441. 3 undergraduate hours. 4 graduate hours. May be repeated up to 1 time(s). *Prerequisite(s)*: ENGL 327 or ENGL 328 or ENGL 359; and senior standing or above; or consent of the instructor.

490. Advanced Topics in Asian American Studies. 3 or 4 hours. Study of a specific advanced topic within Asian American Studies. May be repeated if content does not duplicate previous coursework. May be repeated to a maximum of 12 hours.

Communications (COMM)

416. Conflict and Communication. 3 or 4 hours. Students learn to manage and resolve conflict in business, governmental, and community settings. Practical analysis of interpersonal and group conflict cases. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: COMM 312 and COMM 313 and COMM 315; or approval of the department.

458. Minorities and Communication. 3 or 4 hours. Description and analysis of the processes through which ethnic and racial perceptions shape public discourse. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: Two communication courses at the 300-level; or approval of the department.

467. Public Opinion and Political Communication. 3 or 4 hours. Nature of public opinion and political communication systems. Patterns of opinion distribution and its measurement. Forces shaping public opinion and its impact on public policy. Same as POLS 467. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: POLS 200 or the equivalent or consent of the instructor.

490. Seminar in Culture and Communication. 3 hours. Analysis of contrastive cultural paradigms (interethnic, gender, class) to develop student's awareness of own socialization and cultural orientation. *Prerequisite(s)*: COMM 301 plus any other 300-level Communication course, or approval of department.

491. Seminar in Media and Communication. 3 hours. Analysis of contemporary or historical issues in mediated communication. *Prerequisite(s)*: COMM 301 plus any other 300-level Communication course, or approval of Department.

503. Seminar in Intercultural Communication. 4 hours. Introduction to basic theoretical concepts and important issues in intercultural communication. *Prerequisite(s)*: COMM 500; or consent of the instructor.

506. Cross-Cultural Communication. 4 hours. Analysis of different theoretical approaches to cross-cultural communication (sociolinguistic, attributional); contrastive analysis of Western and non-Western cultural systems (interactional etiquette, discourse rules). Same as LING 506.

Community Health Sciences (CHSC)

400. Public Health Concepts and Practice. 3 hours. Concepts, principles, discussions, exercises, and case studies that provide an overview of the philosophy, purpose, history, organization, functions, tools, activities, and results of public health practice. *Prerequisite(s)*: Enrollment restricted to public health students; other graduate, professional and advanced undergraduate students admitted by consent as space permits. To obtain consent, see the SPH registrar.

401. Behavioral Sciences in Public Health. 3 hours. Provides grounding in the social and behavioral sciences to analyze public health issues. Includes analysis of individual, community, institutional, and societal factors influencing health and illness. *Prerequisite(s)*: Enrollment restricted to public health students; other graduate, professional and advanced undergraduate students admitted by consent as space permits. To obtain consent, see the SPH registrar.

405. Leadership in Public Health Practice. 3 hours. Utilizing public health core functions, this course explores leadership style and practice through case studies and techniques which enhance leadership development. Same as HPA 405. *Prerequisite(s)*: CHSC 400 and consent of the instructor.

411. Nutrition for Public Health Professionals. 3 hours. Foundation course to introduce nutrition principles and their application to public health populations and problems. *Prerequisite(s)*: CHSC 400; and graduate or professional standing; or consent of the instructor.

419. Public Health Aspects of Sexuality and Women's Health. 3 hours. An overview of human sexuality from a public health view with special emphasis on family planning, sexuality and behavior effects on women's health. Same as GWS 419. *Prerequisite(s)*: Graduate standing; or junior standing or above with consent of the instructor.

431 Community Assessment in Public Health. 3 hours. An introduction to community assessment in health promotion. Concepts & models of community health & community social dynamics: community participation & capacity building; strategies for situated inquiry and use of existing indicators; ethical issues. Field work required. *Prerequisite(s)*: Credit or concurrent registration in BSTT 400 and credit or concurrent registration in EPID 400 and credit or concurrent registration in CHSC 400 and consent of the instructor.

433. Public Health Planning and Evaluation. 3 hours. Planning and evaluation for community health programs, including proposal development and evaluation; considerations for community/ consumer involvement in planning process. *Prerequisite(s)*: Credit or concurrent registration in CHSC 431 and credit or concurrent registration in CHSC 480; or consent of the instructor.

441. Introduction to Maternal and Child Health. 3 hours. Title V maternal and child health programs; concepts of delivery risks by age; effective interventions and public sector organization for delivery of MCH services. Same as GWS 441. *Prerequisite(s)*: Consent of the instructor.
Recommended background: Some knowledge of maternal and child health issues.

480. Health Education and Health Promotion. 3 hours. Theories of health education and health promotion for public health professionals; approaches for individual, group, and community-level behavior change. *Prerequisite(s)*: Graduate or professional standing. Priority enrollment given to students in the division of Community Health Sciences within the School of Public Health.
Recommended background: For CHSC students, CHSC 401 is recommended as a prerequisite.

510. Women's, Children's, and Family Health: Outcomes and Measurement. 3 hours. Introduces key theoretical frameworks, measurement tools, and relevant datasets needed to understand and describe the health status of women, children, and families at the individual and population/community level. *Prerequisite(s)*: Consent of the instructor. Recommended background: Enrollment in the Master of Public Health or other graduate program.

526. Family Perspectives on Disability. 3 hours. Examines trends, theories and research methods, policies, and family centered intervention approaches for families of persons with disabilities. Same as DHD 526 and DIS 526. *Prerequisite(s)*: Consent of the instructor.

544. Public Health Aspects of Adolescent Health. 3 hours. Overview of critical health/developmental issues in adolescence; youth participation in health initiatives. Crosscutting perspectives of social identity, gender, culture and social class will be essential to any topic discussion/ assignment. Same as SOCW 546. *Prerequisite(s)*: CHSC 446 or consent on the instructor. Recommended background: Research, policy and/or practice and interest in adolescence and in community development and intervention studies; ethnic/minority studies; education; health and social/human service professions.

547. Public Health Approaches to Maternal and Child Nutrition. 2 hours. Advanced seminar to integrate role and application of nutrition for maternal and child populations. *Prerequisite(s)*: CHSC 411 or CHSC 441 or consent of the instructor.

550. Advanced Concepts in Community Health Sciences. 3 hours. Critical review of landmark publications in community health, with analysis of current literature for developing community health science and practice. *Prerequisite(s)*: CHSC 400 or the equivalent.

553. Family Planning: Policies and Practices. 2 hours. Provides an understanding of family planning concepts, including contraceptive and abortion methods, and the policies that affect their implementation. *Prerequisite(s)*: CHSC 400 and EPID 403 and BSTT 400; or consent of the instructor.

564. Community Integration in Developmental Disabilities. 3 hours. Historical and contemporary issues pertaining to the empowerment and integration of persons with developmental disabilities into community settings. Same as DHD 564, and DIS 564.

584. Community Organizing for Health. 3 hours. Focus on the bases of facilitating community organizing processes in health promotion including theories, fieldwork tools, feminist and international perspectives. Field work required. *Prerequisite(s)*: CHSC 480 or consent of the instructor.

586. Health Behavior Interventions. 3 hours. Addresses advanced concepts and strategies for the development, implementation, and evaluation of public health interventions to change health behaviors. *Prerequisite(s)*: CHSC 446 and CHSC 480.

Criminology, Law, and Justice (CLJ)

421. Youth, Crime, Law and Justice in Society. 3 or 4 hours. Theories of juvenile delinquency and rule-breaking; juvenile rights; organization and administration of the juvenile justice system in the U.S. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: CLJ 210 and CLJ 220.

422. Victimization. 3 or 4 hours. Survey of criminal victimization theory and research. Examination of causes, consequences, and prevention of violent crime and of victims' experiences in the criminal justice

system. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: CLJ 101 and two 200-level criminology, law, and justice courses.

423. Violence. 3 or 4 hours. Explores how men and women have experienced violence historically and in modern times. Students examine how violence is perpetrated through words, pictures, physical harm, and silences. Same as ANTH 424. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: CLJ 101 and CLJ 200.

424. Gender, Crime, and Justice. 3 or 4 hours. An in-depth examination of the etiology of female crime and the involvement of females in the criminal justice system as offenders, victims, and workers/professionals. Same as GWS 424. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: CLJ 101 and CLJ 220; or consent of the instructor.

456. Community Corrections. 3 or 4 hours. History, processes, and functions of programs organized for sanctioning offenders in community settings, such as probation, parole, halfway houses, restitution, community service, home confinement. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: CLJ 350 or CLJ 355; plus one 200-level criminology, law, and justice course.

547. Race, Class, and Gender Dimensions of Crime and Justice. 4 hours. Theories addressing the intersections of race, class, gender, crime and justice. Students examine criminological theories, social construction of race, class, and gender, legal decision-making, and implications for justice in our society. Same as GWS 547.

Curriculum and Instruction (CI)

413. Foundations of Literacy Instruction, K-8. 4 hours. Introduction to teaching literacy K-8; examining cognitive, social, developmental perspectives; relationships between language, literacy; connections to other school subjects; align instruction, assessment, standards. School-based field experience.

414. Middle and High School Literacy. 3 hours. This course focuses on the teaching of reading and writing strategies appropriate for disciplinary learning and expression. *Prerequisites: Junior standing or above; and consent of the instructor.*

450. Literacy and Society. 4 hours. Literacy and Society explores the significant role of literacy in cognition, law, economics, social and personal life and its implications for teaching and learning. *Prerequisite: Graduate standing.*

464. Bilingualism and Literacy in a Second Language. 4 hours. Theoretical foundations of second language acquisition and the teaching of English as second language. Methods and materials for teaching reading and writing in bilingual/ESL settings. *Prerequisites: Junior standing and admission into the College of Education or permission of instructor.*

481. Foundations and Current Issues in Educating English Language Learners. 4 hours. Philosophical, theoretical, sociocultural, and educational examination of learning and achievement issues that culturally and linguistically diverse students face in American schools. *Prerequisite: Junior standing or above.*

482. Assessment and Instruction: A Multilingual/Multicultural Perspective. 4 hours. Methods and materials for teaching English language learners (ELLs) in bilingual/ESL classrooms. Emphasis upon

curricular and methodological practices, assessment for academic placement, and instruction. *Prerequisites: CIE 481 and junior standing or above; or consent of the instructor.*

483. Methodology of TESOL. 3 or 4 hours. Same as LING 483. Methods of teaching listening, speaking, reading, and writing to speakers of English as a second or foreign language. 3 undergraduate hours. 4 graduate hours. *Prerequisite: Junior standing or above and Consent of the instructor.*

503. Advanced Foundations of Literacy Instruction, K-8. 4 hours. Introduction to teaching literacy K-8; examining cognitive, social, developmental perspectives; relationships between language and literacy; connections to other school subjects; aligning instruction, assessment, standards. Extensive computer use required [word processing on writing; search engines for examining literacy curriculum, professional organizations, email networks]. *Prerequisite(s): CI 450; or consent of the instructor. Open to Master's degree students and Ph.D. degree students. Recommended background: Admission to M.Ed. in Instructional Leadership: Literacy, Language and Culture.*

515. Urban Youth Program Evaluation, 3 hours. Analysis of the impact of social trends and problems on urban youth. Evaluation of urban youth programs with emphasis on affective and moral dimensions.

536. Colloquium on Literacy. 1 Hour. May be repeated for 12 hours of credit. S/U grade only. Various areas of reading, writing, and literacy including research on learning, instruction, and use. *Prerequisites: Graduate standing, enrollment in a graduate specialization in reading and consent of the instructor.*

542. Improving School/District Literacy Achievement. 4 hours. Review of research on school/factors implicated in improvement of literacy achievement. Role of empirical evidence (best practices, scientifically based research, research synthesis, beat the odds studies) in school decision making and policy. *Prerequisite(s): CI 450 and CI 503 and CI 504.*

543. Using Multimedia Environments to Support Literacy and Learning. 4 hours. Introduction to ways changes in technologies of communication transform environments for teaching and learning. Analyzing technologies, linear and non-linear reading environments and designing instructional strategies to enhance multiple literacies. Extensive computer use required. *Prerequisite(s): One social science course or one computing course focused on the human use of computing.*

549. Teaching for Social Justice. 4 hours. Examine theory and practice of social justice teaching in schools, including: history liberatory pedagogies, culturally relevant and critical pedagogies, funds of knowledge, critical multiculturalism and anti-racist pedagogy, critical race theory. Same as EDPS 549. *Prerequisite(s): Consent of the instructor.*

575. Seminar in Research Issues with English Language Learners. 4 Hours. Selected topics on research in the education of language minority students for advanced M.Ed. and Ph.D. students. Topics vary each semester. May be repeated for a maximum of 12 hours. *Prerequisites: Graduate standing and CIE 481 (Foundations and Cross-Cultural Issues in Educating LEP Students).*

578. Advanced Studies in Qualitative Research Methods. 4 Hours. The dynamics of data collection and analysis, the use of theory and interdisciplinary frameworks, and writing up and presenting original research. *Prerequisite: ED 502.*

590. Alternative Paradigms of Qualitative Research in Education. 4 Hours. Methodology, cases, and rationale for action research, educational criticism, critical ethnography, historiography, and phenomenological hermeneutics as alternatives in qualitative research in education. *Prerequisites: CIE*

578 or consent of instructor; and admission to Ph.D. in Education program or Ph.D. in Public Policy Analysis program.

Disability and Human Development (DHD)

401. Foundations of Disability and Human Development. 3 hours. A critical review of key concepts and issues in disability. Students will develop a framework for understanding disability as a multi-level entity, including the impact of disability at personal, social, and societal levels. *Prerequisite(s)*: Enrollment in the M.S. in Disability and Human Development program or consent of the instructor.

440. Introduction to Assistive Technology: Principles and Practice. 3 hours. Principles and exemplary practice of assistive technology used by individuals with disabilities, including augmentative communication, seating, mobility, computer access, environmental control, home modifications, and worksite modifications. *Prerequisite(s)*: Graduate standing or consent of the instructor. Recommended background: Undergraduate enrolled in health sciences, education, or engineering and working professionals seeking to develop assistive technology as an area of concentration.

444. Assistive Technology for Literacy, Learning and Participation in Pre-K through High School. 3 hours. Use of communication systems, computers, adapted equipment and strategies to foster participation and inclusion of students in grades preschool through high school. Same as SPED 444.

445. Topics in Disability Studies. 3 or 4 hours. This course will focus on topics structured around particular aspects of Disability Studies and its practical, cultural, and theoretical implications. Same as ENGL 445. 3 undergraduate hours. 4 graduate hours. May be repeated up to 1 time(s). *Prerequisite(s)*: ENGL 361 or ENGL 362 or ENGL 363 or ENGL 364; and senior standing or above; or consent of the instructor.

464. Survey of Developmental Disabilities. 3 hours. Survey of the developmental disabilities field, including basic definitions, history of DD services, relevant public policies and legislation, service delivery systems, and research. Same as CHSC 464. *Prerequisite(s)*: Graduate standing or consent of the instructor.

517 Ethics and Disability: Contemporary Problems. 3 hours. Ethical theories and ethical decision-making are examined from an interdisciplinary disability studies perspective in relation to people with disabilities. Topics include assisted suicide, de-institutionalization, and genetic discrimination. *Prerequisite(s)*: DHD 514 or consent of the instructor.

520. Disability and Physical Activity. 3 hours. Examination of the foundations of physical activity for persons with disabilities. Emphasis on strategies for promoting physical activity among persons with disabilities in community settings. Same as MVSC 520.

525. Technology to Promote Physical Activity Among Persons with Disabilities. 3 hours. Applications of new and emerging technologies to promote participation in and adherence to healthful physical activity by people with disabilities. Considers ways of redesigning physical, social and attitudinal environments to achieve these outcomes. Same as IE 525. Recommended background: DHD 515 or an equivalent course on interpreting research findings.

526. Family Perspectives on Disability. 3 hours. Examines trends, theories and research methods, policies, and family centered intervention approaches for families of persons with disabilities. Same as CHSC 526. *Prerequisite(s)*: Consent of the instructor.

532. Community Intervention

3 hours. Theory, research and practice of community interventions in public, nonprofit and voluntary settings, such as disability organizations; intervention types and effectiveness; role of community intervenor. Same as PSCH 532. *Prerequisite(s):* Consent of the instructor.

535. Advocacy and Empowerment in Disability. 3 hours. In-depth review of academic literature on advocacy and empowerment. Relevant theories, research, and interventions in the context of individuals with disabilities will be reviewed.

537. Disability and Health Promotion. 3 hours. Examines health issues in disability with emphasis on health promotion and preventing secondary disease. Relationship of emerging theories of health promotion to disability are discussed.

545. Leadership in the Non-Profit Disability Organization. 3 hours. Applications in management and leadership in the non-profit disability agency. Focus on employee motivation, recruitment, retention, fiscal management, long-range planning, board development and succession planning.

564. Community Integration in Developmental Disabilities. 3 hours. Historical and contemporary issues pertaining to the empowerment and integration of persons with developmental disabilities into community settings. Same as CHSC 564. Provides an analysis of the historical and current approaches to the treatment of persons with disabilities within institutions and the natural community. It provides an important perspective for the understanding of current research issues, services systems, public policies, legislation, and litigation pertaining to disability. It is relevant to all specializations in the Disability and Human Development and Disability Studies programs.

570. Disability and Culture. 3 hours. Development of a cultural comparative approach in disability studies; American and cross-cultural aspects of disability; imagery of disability; disability and the body: gender and life-course issues, cultures of disability. *Prerequisite(s):* DHD 401 or consent of the instructor.

Education (ED)

402. Philosophy of Education and Urban School Policy. 3 Hours. Selected social and education philosophies and their impact on urban school curriculum design, school organization, and control.

403. Policy Issues in the History of American Education. 3 Hours. Political, economic, and cultural influences shaping the development of American education policy; emphasis on issues of education theory and practice in their historical settings.

431. Improving Learning Environments. 3 Hours. Analysis of structural, normative, and social dimensions of learning environments and their relationships to student learning. Exploration of change processes to improve those environments. *Prerequisites: Graduate standing or consent of the instructor*

500. Philosophical Foundations of Educational Inquiry. 4 Hours. Philosophical foundations of various forms of educational inquiry. Epistemological and ethical dimensions of different research approaches. *Prerequisites: Admission to a program focused on educational research or consent of the instructor.*

Educational Policy Studies (EDPS)

453. Topics in Education Policy: Education and Social Policies. 3 or 4 Hours. May be repeated for a maximum of 12 hours of credit. Workshop; emphasis on issues related to school organization, control and community relations. Topics are announced at the time the class is scheduled. 3 undergraduate hours. 4 graduate hours. *Prerequisites: Advanced undergraduate or graduate standing.*

500. City Schools: The Urban Educational Environment. 4 Hours. Cross-disciplinary, critical analysis of relationships between public schools and their urban contexts, with attention to implications for school improvement. *Prerequisites: Graduate standing; and consent of the instructor.*

550. Organizational Leadership and Change in Education. 4 Hours. Introduction to models and theories of organizational leadership and change in education. Overview of mechanisms, resources, and contexts of effective school improvement. *Prerequisites: Graduate standing; and consent of instructor.*

555. Politics of Urban Education. 4 Hours. Politics of urban school policy and practice. Interest groups, school boards, educators, citizens, and governments as political actors. Educational leadership in political context. *Prerequisites: Graduate standing; and consent of the instructor.*

568. Education and the Law. 4 Hours. Legal rights, responsibilities, and authority of students, parents, teachers, administrators, boards, and government units in relation to schools. Legal issues in education policy and practice. *Prerequisites: Graduate standing; and consent of the instructor.*

570. Educational Policy: Historical and Philosophical Analysis. 4 Hours. The evolution of American educational thought and policy in the context of social and intellectual developments in the culture of the United States. *Prerequisite: Consent of the instructor.*

572. Sociology of Education. 4 Hours. Same as SOC 572. Education as a social institution in interaction with other institutions, such as the economy. Topics include the emergence of national systems of education, purposes of education, inequality and educational reform. *Prerequisites: Consent of the instructor, or enrollment in the Ph.D. in Policy Studies in Urban Education program.*

574. Impact of College on Students. 4 hours. Introduction to research on the impact of college on students. Emphasis is placed on methods of assessing impact and research on college effects. *Prerequisite(s): Consent of the instructor.*

582. Cultural Pluralism and Education Policy. 4 Hours. Social philosophical analysis of the theory of cultural pluralism, emphasizing its relation to the liberal-experimentalist tradition in educational thought; selected equal educational opportunity policies; recent federal and state legislation on multicultural education. *Prerequisite: Consent of the instructor.*

583. Women in Education. 4 Hours. Same as GWS 583. An overview of girl's and women's educational experiences and placement within the academic structure (as students, professionals and intellectuals). The impact of gender on the realization of educational, economic and social opportunities. *Prerequisites: Consent of the instructor, or enrollment in the Ph.D. in Policy Studies in Urban Education program.*

587 Methods of Case Study Research 4 hours. Study and practice in documentary and field research methods of collecting, organizing and integrating educational data for case study. Includes attention to interviewing, observation, ethnography, and historiography. May be repeated to a maximum of 8 hours. Students may register in more than one section per term. *Prerequisite(s): Consent of the instructor.*

588. Critical Race Theory: Race and Racism in Education. 4 Hours. Examines theories of race and racism in education within the interdisciplinary construct of Critical Race Theory. *Prerequisites: Consent of the instructor, or admission to the Ph.D. in Policy Studies in Urban Education program.*

English (ENGL)

437. Topics in Poetry and Poetic Theory. 3 or 4 hours. Investigations into the nature of poetry. Discussions of issues such as technical, theoretical, formal and historical developments. Topics and readings vary. 3 undergraduate hours. 4 graduate hours. May be repeated up to 1 time(s). *Prerequisite(s): ENGL 303 or ENGL 316 or ENGL 355; and senior standing or above; or consent of the instructor.*

438. Topics in Performance Studies. 3 or 4 hours. In-depth study of a topic, movement, artist or author in the field of drama and performance studies, broadly defined. Content varies. 3 undergraduate hours. 4 graduate hours. May be repeated up to 1 time(s). *Prerequisite(s): ENGL 304 or ENGL 313 or ENGL 341 or ENGL 342 or ENGL 370 or ENGL 375; and senior standing or above; or consent of the instructor.*

440. Topics in Cultural and Media Studies. 3 or 4 hours. Study of a medium, genre, theme, period, influence, or problem in Culture and Cultural Theory. Topics Vary. 3 undergraduate hours. 4 graduate hours. May be repeated up to 1 time(s). *Prerequisite(s): ENGL 302 or ENGL 341 or ENGL 342; and senior standing or above; or consent of the instructor.*

441. Topics in Asian American Literature and Culture. 3 or 4 hours. An advanced seminar that examines various forms of cultural production by Asian American artists of diverse ethnic backgrounds. Topics vary. Same as ASAM 441. 3 undergraduate hours. 4 graduate hours. May be repeated up to 1 time(s). *Prerequisite(s): ENGL 327 or ENGL 328 or ENGL 359; and senior standing or above; or consent of the instructor.*

443. Topics in Gender, Sexuality and Literature. 3 or 4 hours. Specific study of topics in gender and literature. Content varies. Same as GWS 443. 3 undergraduate hours. 4 graduate hours. May be repeated up to 1 time(s). *Prerequisite(s): ENGL 361 or ENGL 362 or ENGL 363 or GWS 101 or GWS 102; and senior standing or above; or consent of the instructor.*

444. Topics in Theories of Gender and Sexuality. 3 or 4 hours. Advanced study of topics related to theories of gender and sexuality. Same as GWS 444. 3 undergraduate hours. 4 graduate hours. May be repeated up to 1 time(s). *Prerequisite(s): ENGL 361 or ENGL 362 or ENGL 363 or GWS 101 or GWS 102; and senior standing or above; or consent of the instructor.*

445. Topics in Disability Studies. 3 or 4 hours. This course will focus on topics structured around particular aspects of Disability Studies and its practical, cultural, and theoretical implications. Same as DHD 445. 3 undergraduate hours. 4 graduate hours. May be repeated up to 1 time(s). *Prerequisite(s): ENGL 361 or ENGL 362 or ENGL 363 or ENGL 364; and senior standing or above; or consent of the instructor.*

459. Introduction to the Teaching of English in Middle and Secondary Schools. 3 or 4 hours. Intended as a general initiation to the field of secondary English teaching, the course focuses on many of the crucial issues facing teachers in contemporary language arts classrooms. 3 undergraduate hours. 4 graduate hours. Field work required. *Prerequisite(s): Completion of the University Writing requirement; and sophomore standing or above.*

469. Women's Literary Traditions. 3 or 4 hours. An exploration of issues such as the female aesthetic; women's popular literature; factors that enable creativity; differences of race and class. Same as GWS 469. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: ENGL 361 or ENGL 362 or ENGL 363; and senior standing or above; or consent of instructor.

470. Topics in Multiethnic Literatures in the United States. 3 or 4 hours.. Topics in the literatures of American racial and ethnic groups. Content varies. 3 undergraduate hours. 4 graduate hours. May be repeated up to 1 time(s). *Prerequisite(s)*: ENGL 328 or ENGL 333 or ENGL 350 or ENGL 351 or ENGL 355 or 357; or ENGL 359; and senior standing or above; or consent of the instructor.

471. Topics in Native American Literatures. 3 or 4 hours. The history and development of literature by and about American Indians. Content varies. Same as NAST 471. 3 undergraduate hours. 4 graduate hours. May be repeated up to 1 time(s). *Prerequisite(s)*: Senior standing or above and 6 hours of English, African American studies, or Latin American studies or consent of the instructor.

473. Topics in African-American Literature. 3 or 4 hours. African American literature and culture for students with significant background in the field. Topics vary. Same as AAST 490. 3 undergraduate hours. 4 graduate hours. May be repeated. Students may register in more than one section per term. *Prerequisite(s)*: AAST 357 or AAST 360 or ENGL 357; and senior standing or above; or consent of the instructor.

474. Topics in Popular Culture and Literature. 3 or 4 hours. Study of a specific topic relating literature to popular culture, such as sport, television, and best sellers. Critical analysis of the cultural mythology encasing these subjects. Content varies. 3 undergraduate hours. 4 graduate hours. May be repeated up to 1 time(s). *Prerequisite(s)*: ENGL 302 or ENGL 341 or ENGL 342; and senior standing or above; or consent of the instructor.

486. The Teaching of Writing in Middle and Secondary Schools. 3 or 4 hours. Rhetoric and composition pedagogy. Study of a topic. Content varies. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: Senior standing or 9 hours of English or consent of the instructor.

489. The Teaching of Reading and Literature in Middle and Secondary Schools. 3 or 4 hours. Intended as a part of the English education methods sequence, with particular emphasis on helping prospective teachers assist struggling readers in the study of literature. 3 undergraduate hours. 4 graduate hours. Field work required. *Prerequisite(s)*: ENGL 459 and completion of the University Writing requirement; or consent of the instructor.

494. Topics in the Teaching of English. 1 to 4 hours. Study of a topic in literature, composition, and/or pedagogy. The content varies with each offering. May be repeated to a maximum of 8 hours. Students may register in more than one section per term. *Prerequisite(s)*: Consent of the instructor.

554. Seminar in English Education. 4 hours. Critical examination of theory and practice in the teaching of English. Content varies.

556. Teaching Creative Writing. 4 hours. Methods, materials, and practice in teaching creative writing. Satisfactory/Unsatisfactory grading only. *Prerequisite(s)*: Admission to the Program for Writers or consent of the instructor.

Epidemiology (EPID)

400. Principles of Epidemiology. 3 hours. Introduction to descriptive and analytic epidemiology, determinants of health and disease in populations, and application of epidemiologic methods to disease control; includes use of basic epidemiologic software. *Prerequisite(s)*: Credit or concurrent registration in BSTT 400 or consent of the instructor. Enrollment restricted to public health students; other graduate, professional, and advanced undergraduate students admitted by consent as space permits. To obtain consent, see the SPH registrar.

405. Human Growth and Nutrition. 3 hours. Worldwide variation in human growth and the factors that contribute to differences between populations and individuals in the timing and pattern of growth and development. Same as ANTH 405.

409. The Epidemiology of HIV/AIDS. 2 hours. Review of the HIV/AIDS pandemic and the global response to it focusing on patterns of transmission, risk factors and prevention/ intervention. *Prerequisite(s)*: EPID 400 or consent of the instructor.

428. Epidemiology of Violence. 2 hours. Reviews public health aspects of violence-related mortality and morbidity, examines existing data bases and conceptual frameworks focusing on etiology, epidemiology, surveillance and prevention. *Prerequisite(s)*: EPID 400 or consent of the instructor.

545. Reproductive and Perinatal Health. 3 hours. Focuses on the epidemiology of key reproductive and perinatal health outcomes and relevant health services and health policies. Same as CHSC 545. *Prerequisite(s)*: BSTT 400; and EPID 400 and EPID 403; or consent of the instructor.

Gender and Women's Studies (GWS)

403. Culture and Sexuality: Cultural History of Same-Sex Relations. 3 or 4 hours. Lesbian/gay studies; issues in the history of (homo)sexuality; cultural and historical analysis of same-sexuality in several periods, including our own. Same as HIST 403. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: Junior standing or consent of the instructor.

406. Politics of Race, Gender and Class. 3 or 4 hours. Formation of social status categories, individual and collective identity construction, the mechanisms of group-based marginalization and stigmatization; relationship between social status categories. Same as AAST 406. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: AAST 100 or GWS 102 or GWS 101; or graduate or professional standing; or consent of the instructor.

419. Public Health Aspects of Sexuality and Women's Health. 3 hours. An overview of human sexuality from a public health view with special emphasis on family planning, sexuality and behavior effects on women's health. Same as CHSC 419. *Prerequisite(s)*: Graduate standing; or junior standing or above with consent of the instructor.

424. Gender, Crime, and Justice. 3 or 4 hours. An in-depth examination of the etiology of female crime and the involvement of females in the criminal justice system as offenders, victims, and workers/professionals. Same as CLJ 424. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: CLJ 101 and CLJ 220; or consent of the instructor.

425. Sociology of Gender. 3 or 4 hours. Variety and change in gender roles; patterns and consequences of gender inequality; gender and sexuality; gender and social institutions such as family, economy. Same as SOC 424. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: 6 hours of upper-division sociology or gender and women's studies courses or consent of the instructor.

439. Gender and Cultural Production. 3 or 4 hours. Issues of gender representation and gender politics examined through the use of theoretical texts or through the study of women authors. Same as GER 439. 3 undergraduate hours. 4 graduate hours. May be repeated up to 1 time(s) if topics vary. Taught in English. Students who intend to use GER 439/GWS 439 toward a degree offered by the Department in Germanic Studies will do assignments in German. Area: Literature/Culture.
Prerequisite(s): GER 212 or consent of the instructor.

443. Topics in Gender, Sexuality and Literature. 3 or 4 hours. Specific study of topics in gender and literature. Content varies. Same as ENGL 443. 3 undergraduate hours. 4 graduate hours. May be repeated up to 1 time(s). *Prerequisite(s):* ENGL 361 or ENGL 362 or ENGL 363 or GWS 101 or GWS 102; and senior standing or above; or consent of the instructor.

444. Topics in Theories of Gender and Sexuality. 3 or 4 hours. Advanced study of topics related to theories of gender and sexuality. Same as ENGL 444. 3 undergraduate hours. 4 graduate hours. May be repeated up to 1 time(s). *Prerequisite(s):* ENGL 361 or ENGL 362 or ENGL 363 or GWS 101 or GWS 102; and senior standing or above; or consent of the instructor.

462. AIDS, Politics and Culture. 3 or 4 hours. Introduction to the study of AIDS as a medical, social, political and cultural construction. Explores the epidemiology of AIDS, the politics of the state's response, how activists have addressed AIDS, and media representations of AIDS. Same as HIST 462. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s):* GWS 101 or GWS 102 or GWS 203 or GWS 214 and junior standing or above; or consent of the instructor.

485. Gender and Politics. 3 or 4 hours. Impact of gender on basic categories of western political thought. Distinctions between reason and emotion, public and private, among others, examined from feminist perspective. Same as POLS 485. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s):* POLS 190 and one 200-level course in political theory; or consent of the instructor.

490. Advanced Topics in the Study of Sexuality. 3 or 4 hours. Special study at an advanced level of a topic concerning sexuality. 3 undergraduate hours. 4 graduate hours. May be repeated. Students may register in more than one section per term. *Prerequisite(s):* 3 hours of gender and women's studies, or consent of the instructor.

494. Advanced Topics in Gender and Women's Studies. 3 or 4 hours. Specialized study of a problem, topic or issue relevant to the interdisciplinary area of gender and women's studies at the advanced level. Content varies. 3 undergraduate hours. 4 graduate hours. May be repeated. Students may register in more than one section per term. *Prerequisite(s):*

515. Psychology of Women and Gender. 3 hours. Critical examination of psychological theories and research on women and gender, including biological, psychoanalytic, socialization, power, and social constructionist perspectives. Same as PSCH 515. *Prerequisite(s):* Graduate standing in psychology; or PSCH 315 or GWS 315, and consent of the instructor.

521. Violence Against Women. 4 hours. Examines the extent, causes, and consequences of sexual assault, intimate partner violence (e.g., domestic violence, dating violence), and sexual harassment, and considers the impact of culture and community on violence and its victims. Same as PSCH 521.
Prerequisite(s): Consent of the instructor.

540. Language and Gender. 4 hours. Examination of sociolinguistic research and theories on the interrelationships between language and gender, including gender categories in linguistic systems, gender differences in language use, interaction, and cross-cultural comparisons. Same as LING 540.

547. Race, Class, and Gender Dimensions of Crime and Justice. 4 hours. Theories addressing the intersections of race, class, gender, crime and justice. Specifically, students examine criminological theories, social construction of race, class, and gender, legal decision-making, and implications of this for justice in our society. Same as CLJ 547.

583. Women in Education. 4 hours. An overview of girl's and women's educational experiences and placement within the academic structure (as students, professionals and intellectuals). The impact of gender on the realization of educational, economic and social opportunities. Same as EDPS 583.
Prerequisite(s): Consent of the instructor or enrollment in the Ph.D. in Policy Studies in Urban Education program.

594. Special Topics in Gender and Women's Studies. 1 to 4 hours. Study of a problem, topic or issue relevant to the interdisciplinary area of gender and women's studies. Content varies. May be repeated to a maximum of 12 hours. Students may register in more than one section per term. *Prerequisite(s):* Consent of the instructor or one course in gender and women's studies.

Health Policy and Administration (HPA)

400. Principles of Management in Public Health. 3 hours. A detailed discussion of the conceptual and theoretical foundations to the principles of management with an emphasis on public health and health care settings. *Prerequisite(s):* Enrollment restricted to public health students; other graduate, professional and advanced undergraduate students admitted by consent as space permits. To obtain consent, see the SPH registrar.

402. Social Ethics and Public Health. 3 hours. Application of ideas from philosophy, law, political science and economics to analyze the ethical basis of public health policies and programs.

405. Leadership in Public Health Practice. 3 hours. Utilizing public health core functions, this course explores leadership style and practice through case studies and techniques which enhance leadership development. Same as CHSC 405. *Prerequisite(s):* CHSC 400 and consent of the instructor.

410. Health Organizational Leadership. 3 hours. Examines the roles, responsibilities, and impact of leaders of organizations in the health industry. Critical structures and techniques of effective organizational leaders are taught.

432. Public Health Advocacy. 3 hours. Examination of the courts, government agencies, legislatures and public opinion and an analysis of their decision making; planning an advocacy campaign using "strategic analysis."

525. Population Based Healthcare Services Planning. 3 hours. Examines the roles that health care delivery organizations can play, and methodologies used, in developing programs specific to the needs of the community they serve. *Prerequisite(s):* HPA 403 and HPA 410 and HPA 495.

556. U.S. Mental Health Policy. 2 hours. Public policies which have supported the U.S. mental health service system from 1946 to the present. Theory, development, and evaluation of mental health policy in the US. *Prerequisite(s):* HPA 400 and HPA 430 and either EPID 400 or BSTT 400.

590. Grant Writing. 1 hours. Students will learn how to write a grant application through the guidance of a mentoring committee. They will formulate a research proposal which will be presented to a panel of researchers who will critique the proposed study.

History (HIST)

403. Culture and Sexuality: Cultural History of Same-Sex Relations. 3 or 4 hours. Lesbian/gay studies; issues in the history of (homo)sexuality; cultural and historical analysis of same-sexuality in several periods, including our own. Same as GWS 403. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s):* Junior standing or consent of the instructor.

462. AIDS, Politics and Culture. 3 or 4 hours. Introduction to the study of AIDS as a medical, social, political and cultural construction. Explores the epidemiology of AIDS, the politics of the state's response, how activists have addressed AIDS, and media representations of AIDS. Same as GWS 462. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s):* GWS 101 or GWS 102 or GWS 203 or GWS 214 and junior standing or above; or consent of the instructor.

483. Topics in the History of Public Policy. 3 or 4 hours. Specific topics are announced each term. 3 undergraduate hours. 4 graduate hours. May be repeated. Students may register in more than one section per term. *Prerequisite(s):* 3 hours of history.

485. Topics in African and African American History. 3 or 4 hours. African and/or African American history for students with significant background in the field. Topics vary. Same as AAST 481. 3 undergraduate hours. 4 graduate hours. May be repeated if topics vary. Students may register in more than one section per term. *Prerequisite(s):* AAST 247 or AAST 248 or HIST 104 or HIST 247 or HIST 248 or consent of the instructor.

487. Topics in the History of Sexuality. 3 or 4 hours. Specific topics are announced each term. 3 undergraduate hours. 4 graduate hours. May be repeated. Students may register in more than one section per term. *Prerequisite(s):* 3 hours in history or consent of the instructor.

488. Topics in Urban History. 3 or 4 hours. Specific topics are announced each term. 3 undergraduate hours. 4 graduate hours. May be repeated. Students may register in more than one section per term. *Prerequisite(s):* 3 hours of history.

561. Colloquium on Latin American History. 4 hours. Topics on themes in Latin American history. Specific topics are announced each term. Same as LALS 561. May be repeated. Students may register in more than one section per term.

593. Special Topics in the History of Work, Race, and Gender in the Urban World. 4 hours. Special topics related to the concentration in the History of Work, Race, and Gender in the Urban World. May be repeated. Students may register in more than one section per term. *Prerequisite(s):* Graduate standing and consent of the instructor.

Human Nutrition (HN)

413. Principles of Delivering Public Health Nutrition Services. 3 hours. Assessment, planning and evaluation of community nutrition programs using a systems approach.

420. Clinical Nutrition II. 2 hours. Principles of nutrition, biochemistry, physiology, pathology, education, and psychology related to management of selected diseases (renal disease, AIDS and cancer, and pediatrics). *Prerequisite(s)*: HN 320; or consent of the instructor.

422. Clinical Nutrition III. 2 hours. Principles of nutrition, biochemistry, physiology, and pathology related to the management of critically ill patients. *Prerequisite(s)*: HN 309 and HN 420; or consent of the instructor.

532. Evaluation of Nutritional Status. 3 hours. Community and clinical considerations in nutrition status surveillance and monitoring systems; characterization in the collection, standards and reference population development. *Prerequisite(s)*: HN 410; or consent of the instructor.

Kinesiology (KN)

435. Psychology and Physical Activity. 3 hours. Analysis and application of psychological concepts related to process and outcomes of sport and exercise programs. Previously listed as KINE 412.

481. Workshop in Kinesiology. 1 to 3 hours. Intensified study of selected activities, topics, processes or areas in kinesiology. Topic will be announced. May be repeated if topics vary. Students may register in more than one section per term. Previously listed as KINE 481.

489. Seminars in Kinesiology. 1 to 3 hours. Weekly seminars devoted to research in kinesiology and related fields, followed by a one-hour discussion. Satisfactory/ Unsatisfactory grading only. May be repeated. *Prerequisite(s)*: Junior standing or above.

520. Disability and Physical Activity. 3 hours. Examination of the foundations of physical activity for persons with disabilities. Emphasis on strategies for promoting physical activity among persons with disabilities in community settings. Same as DHD 520. Previously listed as KINE 540.

523. Exercise Biology in Health and Disease. 3 hours. Interrelationships between exercise and various pathological conditions. Current research focusing on molecular and cellular mechanisms in healthy and diseased states. Same as PHYB 523. Previously listed as KINE 523. *Prerequisite(s)*: Consent of the instructor.

Latin American and Latino Studies (LALS)

427. Studies in Language Policy and Cultural Identity. 3 or 4 hours. Examines the development, articulation, and effects of language policies on identity formation and culture. Focuses on the United States and the Spanish language, although other countries and languages are included. Same as SPAN 427. 3 undergraduate hours. 4 graduate hours. Taught in English. *Prerequisite(s)*: Junior standing or above. Reading and writing knowledge of Spanish.

491. Interdisciplinary Seminar in Latin American Studies. 3 or 4 hours. Specific topics as announced each semester. In-depth study of selected topics such as: process of state formation, education, populism, the family, democratization, industrialization and ideological currents. 3 undergraduate hours. 4 graduate hours. May be repeated if topics vary. *Prerequisite(s)*: Any two 200-level Latin American and Latino Studies courses or consent of the instructor.

495. Interdisciplinary Seminar in Latino Studies. 3 or 4 hours. In-depth study of Latino communities and current issues from an interdisciplinary perspective, with emphasis on the learning and use of investigative methodologies. 3 undergraduate hours. 4 graduate hours. May be repeated if topics vary.

Prerequisite(s): Any two 200-level Latin American and Latino Studies courses or consent of the instructor.

Linguistics (LING)

483. Methodology of TESOL. 3 or 4 hours. Methods of teaching listening, speaking, reading, and writing to speakers of English as a second or foreign language. Same as CI 483. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: Junior standing and consent of the instructor.

487. Computer Assisted Language Learning. 3 or 4 hours. An introduction to computer assisted language learning (CALL): the use of computer technology in second language reading and research. The effectiveness of CALL technology is assessed based on SLA theory and research studies. Same as GER 487 and SPAN 487. 3 undergraduate hours. 4 graduate hours. Taught in English. Extensive computer use required. *Prerequisite(s)*: LING 483 or CIE 483 or GER 448 or FR 448 or SPAN 448 or GER 449 or FR 449 or SPAN 449; or SPAN 502 or FR 502 or the equivalent; and senior standing or above.

556. Second Language Learning. 4 hours. An introduction to research findings and methods in second language learning. Same as SPAN 556. *Prerequisite(s)*: Consent of the instructor.

583. Materials and Curriculum Development in TESOL. 4 hours. Evaluation, adaptation, and development of curricula, syllabi, and materials for TESOL. *Prerequisite(s)*: LING 483.

Mathematics Teaching (MTHT)

490. Topics in Teaching Secondary Mathematics. 1 to 5 hours. Course content is announced prior to each term in which it is given. May be repeated. Students may register in more than one section per term. *Prerequisite(s)*: Prerequisites may vary per topic.

491. Topics in Teaching Elementary/Junior High School Mathematics. 1 to 5 hours. Course content is announced prior to each term in which it is given. May be repeated. Students may register in more than one section per term. *Prerequisite(s)*: Prerequisites may vary per topic.

Music (MUS)

490. Music Education: Special Topics. 1 to 4 hours. An investigation of various topics in music education pertinent to practicing music teachers. May be repeated. *Prerequisite(s)*: Senior standing or above.

Native American Studies (NAST)

415. American Indian Ethnohistory. 3 or 4 hours. Introduction to ethnohistory, an interdisciplinary approach to researching, conceptualizing, and writing American Indian history. The course is organized topically and centers on classic and current monographs and articles. Same as HIST 415. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: Junior standing or above and consent of the instructor. Recommended background: Courses in Cultural Anthropology, American Indian Anthropology, American Indian Literature.

471. Topics in Native American Literatures. 3 or 4 hours. The history and development of literature by and about American Indians. Content varies. Same as ENGL 471. 3 undergraduate hours. 4 graduate

hours. May be repeated up to 1 time(s). *Prerequisite(s)*: Senior standing or above and 6 hours of English, African American studies, or Latin American studies or consent of the instructor.

Physics (PHYS)

494. Special Topics in Physics Teaching. 2 to 4 hours. Seminar on various topics related to the teaching of physics. Subjects are announced. May be repeated. Students may register in more than one section per term. Supervised teaching practice included. *Prerequisite(s)*: Graduate standing or approval of the department.

Political Science (POLS)

551. Seminar in Urban Politics. 4 hours. Explores relationships between private economy and public policies in American cities; causes of urban decline and uneven development; and urban redevelopment and human capital policies. *Prerequisite(s)*: POLS 500; and consent of the instructor.

553. Urban Public Policy. 4 hours. Explores the problems of poverty, race, education, transportation policy, and housing in America's cities, with a special emphasis on Chicago.

Psychology (PSCH)

411. Stereotyping, Prejudice, and Racism. 3 hours. Psychological research and theory concerning stereotyping, prejudice, and racism. Historical conceptualization, development, causes, expression, and psychological consequences of prejudice, as well as theories of prejudice reduction. *Prerequisite(s)*: Graduate standing in psychology or consent of the instructor.

420. Social Development of Urban Children. 3 or 4 hours. General principles of social development and socialization during childhood and the factors common to urban children that illustrate and modify these principles. Same as EPSY 420. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: Admission to a graduate program in education or psychology, or consent of the instructor.

422. Advanced Developmental Psychology and Educational Processes. 3 hours. Focuses on cognitive and social development from birth to adolescence. Examines relations between development, learning, and educational processes. Same as ED 422. *Prerequisite(s)*: PSCH 100 and any one from ED 210, PSCH 259, PSCH 320; or graduate standing and consent of the instructor.

423. Characteristics of Early Adolescence. 3 hours. Physiological, social, emotional and cognitive development of early adolescence. The relationship between these developmental characteristics and success in the middle grades. Same as EPSY 446. *Prerequisite(s)*: ED 210 or ED 421 or ED 422 or PSCH 422 or the equivalent, and approval of the College of Education; or admission to the Ph.D. in Psychology program; or consent of the instructor.

429. Constructivist Approaches to Development: Piaget and Vygotsky. 3 or 4 hours. Piaget's and Vygotsky's theories of development of knowledge. Empirical and logico-mathematical forms of knowledge. Thought and action. Thought and language. Same as EPSY 429. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: ED 422 or PSCH 422 or the equivalent and graduate standing in education or graduate standing in psychology or consent of the instructor.

517. Social Psychology of Education. 4 hours. Social psychological factors influencing academic and social outcomes in schools. Achievement motivation, peer relations, social values in relation to student

characteristics and school practice. Same as EPSY 502. *Prerequisite(s)*: Admission to the Ph.D. in Education program or the Ph.D. in Psychology program; or consent of the instructor.

521. Violence Against Women. 4 hours. Examines the extent, causes, and consequences of sexual assault, intimate partner violence (e.g., domestic violence, dating violence), and sexual harassment, and considers the impact of culture and community on violence and its victims. Same as GWS 521. *Prerequisite(s)*: Consent of the instructor. **525. Achievement Motivation.** 4 hours. The psychology of achievement motivation will be explored from the perspectives of personality, social, and educational psychology. Same as EPSY 530. *Prerequisite(s)*: Graduate standing in education or psychology or consent of the instructor.

526. Developmental Psychopathology. 3 hours. Major sources and manifestations of maladjustment in childhood with an emphasis on emotional and intellectual handicaps. *Prerequisite(s)*: Consent of the instructor.

527. Seminar in Moral Development, Character Formation, and Education. 4 hours. Philosophical assumptions, psychology research, and theory underlying current approaches to moral and character education. Cultural and developmental factors in value formation. Same as EPSY 527. *Prerequisite(s)*: ED 422 or PSCH 422 or the equivalent, or admission to the Ph.D. in Education program, Ph.D. in Psychology program, or Ph.D. in Social Work program, or consent of the instructor.

532. Community Intervention. 3 hours. Theory, research and practice of community interventions in public, nonprofit and voluntary settings, such as disability organizations; intervention types and effectiveness; role of community intervenor. Same as DHD 532. *Prerequisite(s)*: Consent of the instructor.

533. Advanced Community and Prevention Research. 3 hours. Overview of community psychology theory and intervention research in areas like prevention, empowerment, diversity, ecology, competence enhancement, and social change from historical and contemporary perspectives. *Prerequisite(s)*: Graduate standing in psychology or consent of the instructor.

534. Prevention Research, Theory, and Practice. 3 hours. Emphasizes issues related to the conceptualization, design, implementation, and evaluation of prevention and competence-promotion programming. *Prerequisite(s)*: Consent of the instructor.

Public Administration (PA)

400. Public Administration Theory. 3 or 4 hours. PA as a professional and scholarly area of knowledge and practice focusing on administrative reform and its intellectual roots. Politics versus administration, efficiency, effectiveness, representative bureaucracy, and market versus bureaucratic alternatives. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: Admission to the MPA program or consent of the instructor.

538. Nonprofit Management. 4 hours. Examines management in nonprofit organizations: volunteer management, membership, fundraising, faith-based organizations, grant management, service delivery, philanthropies and missions, finance and reporting requirements, and performance. *Prerequisite(s)*: Admission to the MPA program or consent of the instructor.

Public Health Nursing (NUPH)

501. Education Perspectives in School Health. 4 hours. The scientific knowledge base of child

development and educational psychology. Will explore the implications for classroom practice.
Prerequisite(s): Consent of the instructor.

507. Advanced Community Health Nursing: Introduction and Interventions. 4 hours. Addresses application of evidence-based population-focused interventions in health care organizations that promote wellness and improve community health status. Introduces leadership roles/concepts in advanced public health nursing practice.

Religious Studies (RELS)

446. Race, Ethnicity, and Gender in American Religion. 3 or 4 hours. Religious institutions in the U.S. as a crucible for racial, ethnic, and gender identities, group formation, and intergroup relations; major world religions represented in the U.S. Same as SOC 446. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: SOC 100 and junior standing or above; or consent of instructor.

Sociology (SOC)

407. Seminar in Comparative Racialization. 3 or 4 hours. Provides an interdisciplinary and comparative approach to the making and remaking of "race" and the resultant racialized experiences of different groups in the U.S. and globally. Same as AAST 407. *Prerequisite(s)*: AAST 247 or AAST 248 or AAST 340 or SOC 225; and senior standing or above; or consent of the instructor.

424. Sociology of Gender. 3 or 4 hours. Variety and change in gender roles; patterns and consequences of gender inequality; gender and sexuality; gender and social institutions such as family, economy. Same as GWS 425. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: SOC 224, or any 100 or 200-level GWS course and an additional 200 or 300-level elective in sociology or gender and women studies; Junior standing or above; or graduate standing; or consent of the instructor.

425. Race and Ethnicity. 3 or 4 hours. Critical examination of the conceptual frameworks and empirical findings in the study of race and ethnicity. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: SOC 225 and an additional 200- or 300-level elective in Sociology; or consent of the instructor.

426. Topics in Race, Ethnicity, and Gender. 3 or 4 hours. Intensive examination of a specialized topic in race, ethnicity and gender. The specific topic of the course varies depending on the faculty offering it. 3 undergraduate hours. 4 graduate hours. May be repeated up to 2 times. Students may register in more than one section per term. *Prerequisite(s)*: SOC 224; or SOC 225; and junior standing or above and an additional 200 or 300-level elective in sociology; or consent of the instructor.

445. Sociology of the Family. 3 or 4 hours. Variety and change in family patterns; family formation and break-up; parents' and childrens' effects on each other; influences of culture and political economy; consequences for other institutions. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: SOC 224, or SOC 245 and an additional 200 or 300-level Sociology elective; and Junior standing or above; or consent of the instructor.

446. Race, Ethnicity, and Gender in American Religion. 3 or 4 hours. Religious institutions in the U.S. as a crucible for racial, ethnic, and gender identities, group formation, and intergroup relations; major world religions represented in the U.S. Same as RELS 446. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: SOC 246 and an additional 200 or 300-level elective in Sociology; and Junior standing or above; or consent of instructor.

525. Sociology of Race and Ethnicity. 4 hours. A survey of classical and contemporary research on

"race" and "ethnicity" focusing on how their meaning is both ascribed and achieved and the relationship of these categories to individual and collective life chances. *Prerequisite(s)*: Consent of the instructor.

572. Sociology of Education. 4 hours. Education as a social institution in interaction with other institutions, such as the economy. Topics include the emergence of national systems of education, purposes of education, inequality and educational reform. Same as EDPS 572. *Prerequisite(s)*: Consent of the instructor.

Special Education (SPED)

410. Survey of Characteristics of Learners with Disabilities. 3 hours. Fulfills requirements for Illinois House Bill 150. Field experience required. Learning and personality characteristics of exceptional learners. Diagnostic processes and educational approaches are examined. *Prerequisite(s)*: ED 210 or ED 421 or graduate standing and consent of the instructor.

415. Characteristics of Exceptional Learners. 3 hours. Provides a foundation for the understanding of the exceptional learner in an inclusive environment. No graduation credit for students enrolled in a secondary education, social work or any graduate degree program. *Prerequisite(s)*: Junior standing or above and admission to the Bachelor of Arts in Elementary Education program or consent of the instructor.

444. Assistive Technology for Literacy, Learning and Participation in Pre-K through High School. 3 hours. Use of communication systems, computers, adapted equipment and strategies to foster participation and inclusion of students in grades preschool through high school. Same as DHD 444.

467. Social and Emotional Development and Disabilities. 3 hours. Exploration of the risk factors and different theoretical approaches associated with the social and emotional development of youth ages 5-21 with and without disabilities. Same as EPSY 467. Field work required. *Prerequisite(s)*: SPED 461 or ED 461 or the equivalent or consent of the instructor.

472. Promoting Academic and Prosocial Behavior I. 3 hours. The importance of school-wide and classroom structure and climate in the educational process. Strategies to promote academic success and desired social behavior. Same as ED 472. Field work required. *Prerequisite(s)*: SPED 461 or ED 461 or the equivalent or consent of the instructor.

507. Children with Disabilities and the Family. 4 hours. Strategies for working with families of young children with disabilities. Focus on parents and siblings within community context. Design and implementation of individual family service plans. *Prerequisite(s)*: SPED 506 or SPED 511 or SPED 513 or SPED 515.

516. Characteristics of Students with Emotional and Behavioral Disorders. 3 hours. Exploration of the risk factors and different theoretical approaches associated with the development and prevention of serious emotional and behavioral disorders. Field work required. *Prerequisite(s)*: SPED 424 and SPED 426.

582. Forging Collaborations with Family and Community. 3 hours. Develops skills necessary to work in partnership with the families of children with disabilities, and community members. Same as EPSY 582. *Prerequisite(s)*: ED 461 or SPED 461 or the equivalent or consent of the instructor.

Theatre (THTR)

444. Drama in Its Cultural Context I. 3 or 4 hours. Drama in its social and cultural context, through

the seventeenth century. 3 undergraduate hours. 4 graduate hours.

445. Drama in Its Cultural Context II. 3 or 4 hours. Drama in its social and cultural context, eighteenth to twentieth centuries. 3 undergraduate hours. 4 graduate hours.

465. Stage Direction. 3 or 4 hours. Exploration of conceptual planning and implementation skills for the stage director ranging from script interpretation to rehearsal and performance. Performance projects required. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: THTR 210 and THTR 250 and THTR 262; and THTR 256 or THTR 257 or graduate standing in theatre

470. Contemporary Performance Techniques. 3 or 4 hours. The relationship of contemporary theory and performance techniques with attention to both text and non-text based forms. Topics vary. Performance projects required. 3 undergraduate hours. 4 graduate hours. May be repeated up to 1 time(s). *Prerequisite(s)*: Grade of B or better in THTR 262; or graduate standing in theatre.

Sample Specialization Strands:

Law and Justice (Choose three):

CLJ 421. Youth, Crime, Law and Justice in Society. 3 or 4 hours. Theories of juvenile delinquency and rule-breaking; juvenile rights; organization and administration of the juvenile justice system in the U.S. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s):* CLJ 210 and CLJ 220.

CLJ 547. Race, Class, and Gender Dimensions of Crime and Justice. 4 hours. Theories addressing the intersections of race, class, gender, crime and justice. Students examine criminological theories, social construction of race, class, and gender, legal decision-making, and implications for justice in our society. Same as GWS 547.

POLS 553. Urban Public Policy. 4 hours. Explores the problems of poverty, race, education, transportation policy, and housing in America's cities, with a special emphasis on Chicago.

PSCH 420. Social Development of Urban Children. 3 or 4 hours. General principles of social development and socialization during childhood and the factors common to urban children that illustrate and modify these principles. Same as EPSY 420. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s):* Admission to a graduate program in education or psychology, or consent of the instructor.

PSCH 532. Community Intervention. 3 hours. Theory, research and practice of community interventions in public, nonprofit and voluntary settings, such as disability organizations; intervention types and effectiveness; role of community intervenor. Same as DHD 532. *Prerequisite(s):* Consent of the instructor.

Nutrition & Health (Choose three):

HN 413. Principles of Delivering Public Health Nutrition Services. 3 hours. Assessment, planning and evaluation of community nutrition programs using a systems approach.

HN 532. Evaluation of Nutritional Status. 3 hours. Community and clinical considerations in nutrition status surveillance and monitoring systems; characterization in the collection, standards and reference population development. *Prerequisite(s):* HN 410; or consent of the instructor.

MVSC 435. Psychology and Physical Activity. 3 hours. Analysis and application of psychological concepts related to process and outcomes of sport and exercise programs. Previously listed as KINE 412.

NUPH 501. Education Perspectives in School Health. 4 hours. The scientific knowledge base of child development and educational psychology. Will explore the implications for classroom practice. *Prerequisite(s):* Consent of the instructor.

Performing Arts (Choose three):

ENG 438. Topics in Performance Studies. 3 or 4 hours. In-depth study of a topic, movement, artist or author in the field of drama and performance studies, broadly defined. Content varies. 3 undergraduate hours. 4 graduate hours. May be repeated up to 1 time(s). Prerequisite(s): ENGL 304 or ENGL 313 or ENGL 341 or ENGL 342 or ENGL 370 or ENGL 375; and senior standing or above; or consent of the instructor.

THTR 444. Drama in Its Cultural Context I. 3 or 4 hours. Drama in its social and cultural context, through the seventeenth century. 3 undergraduate hours. 4 graduate hours.

THTR 445. Drama in Its Cultural Context II. 3 or 4 hours. Drama in its social and cultural context, eighteenth to twentieth centuries. 3 undergraduate hours. 4 graduate hours.

THTR 470. Contemporary Performance Techniques. 3 or 4 hours. The relationship of contemporary theory and performance techniques with attention to both text and non-text based forms. Topics vary. Performance projects required. 3 undergraduate hours. 4 graduate hours. May be repeated up to 1 time(s). *Prerequisite(s)*: Grade of B or better in THTR 262; or graduate standing in theatre.

Race & Racism (Choose three):

AAST 406. Politics of Race, Gender and Class. 3 or 4 hours. Formation of social status categories, individual and collective identity construction, the mechanisms of group-based marginalization and stigmatization; relationship between social status categories. Same as GWS 406. 3 undergraduate hours. 4 graduate hours. *Prerequisite(s)*: AAST 100 or GWS 102 or GWS 101; or graduate or professional standing; or consent of the instructor.

AAST 407. Seminar in Comparative Racialization. 3 or 4 hours. Provides an interdisciplinary and comparative approach to the making and remaking of "race" and the resultant racialized experiences of different groups in the U.S. and globally. Same as SOC 407. *Prerequisite(s)*: AAST 247 or AAST 248 or AAST 340 or SOC 225; and senior standing or above; or consent of the instructor.

CLJ 547. Race, Class, and Gender Dimensions of Crime and Justice. 4 hours. Theories addressing the intersections of race, class, gender, crime and justice. Students examine criminological theories, social construction of race, class, and gender, legal decision-making, and implications for justice in our society. Same as GWS 547.

EDPS 588. Critical Race Theory: Race and Racism in Education. 4 Hours. Examines theories of race and racism in education within the interdisciplinary construct of Critical Race Theory. *Prerequisites*: *Consent of the instructor, or admission to the Ph.D. in Policy Studies in Urban Education program.*

PSCH 411. Stereotyping, Prejudice, and Racism. 3 hours. Psychological research and theory concerning stereotyping, prejudice, and racism. Historical conceptualization, development, causes, expression, and psychological consequences of prejudice, as well as theories of prejudice reduction. *Prerequisite(s)*: Graduate standing in psychology or consent of the instructor.

SOC 425. Race and Ethnicity. 3 or 4 hours. Critical examination of the conceptual frameworks and empirical findings in the study of race and ethnicity. 3 undergraduate hours. 4 graduate hours.

Prerequisite(s): SOC 225 an additional 200- or 300- level elective in Sociology; or consent of the instructor.

Youth with Disabilities (Choose three):

DHD 535. Advocacy and Empowerment in Disability. 3 hours. In-depth review of academic literature on advocacy and empowerment. Relevant theories, research, and interventions in the context of individuals with disabilities will be reviewed.

DHD 564. Community Integration in Developmental Disabilities. 3 hours. Historical and contemporary issues pertaining to the empowerment and integration of persons with developmental disabilities into community settings. Same as CHSC 564. Provides an analysis of the historical and current approaches to the treatment of persons with disabilities within institutions and the natural community. It provides an important perspective for the understanding of current research issues, services systems, public policies, legislation, and litigation pertaining to disability. It is relevant to all specializations in the Disability and Human Development and Disability Studies programs.

SPED 472. Promoting Academic and Prosocial Behavior I. 3 hours. The importance of school-wide and classroom structure and climate in the educational process. Strategies to promote academic success and desired social behavior. Same as ED 472. Field work required. *Prerequisite(s)*: SPED 461 or ED 461 or the equivalent or consent of the instructor.

SPED 507. Children with Disabilities and the Family. 4 hours. Strategies for working with families of young children with disabilities. Focus on parents and siblings within community context. Design and implementation of individual family service plans. *Prerequisite(s)*: SPED 506 or SPED 511 or SPED 513 or SPED 515.

Culminating Experience

The final facet of the degree is the culminating experience. During this time, students are engaged in an experience that synthesizes their learned and prior knowledge and applies it to research or fieldwork that reflects their specializations.

For students in the *thesis strand*, this experience includes two semesters of EPSY 598 during which research and thesis work is done. Ultimately, students in this strand must successfully defend their thesis to a dean-appointed committee.

For students in the *applied stand* (see **Field Placements, p. 42**), this experience includes EPSY 518 and EPSY 528. The field experience is self-directed in that in EPSY 518 students complete a proposal for their field experience which includes elements such as learning goals, activities, assessment of experience. Students also choose the site at which they will complete their experience. In EPSY 528 students complete a professional practice portfolio that documents their learning throughout the course and the program. Students present this portfolio to the community of learners at the end of the semester.

There is a database of pre-approved fieldwork sites, but students can propose new sites to their advisor.

***Students in EPSY 518 may be expected to complete an application, background check, and interview prior to being placed at a fieldwork site.*

For *all students*, arrangements for the culminating experience will be made with your advisor prior to your final two semesters.

Field Placements

Students in the applied track of the M. Ed. in Youth Development are required to do two semesters of fieldwork in a community based organization/agency. In order to meet the needs of the range of students entering into the Youth Development program, the field placement requirement is flexible. The field work can take a numbers of forms. Students, with support from their advisor, will choose an organization/agency with whom to partner for the experience. The actual activities/experiences that students engage in during the fieldwork will be determined by the student and the agency with whom the student is partnering. The intention is for students to engage in experiences that will stretch them personally and professionally and that will benefit the organization or program with whom they are working. The minimal criteria for the field experience are below.

Course Credits

Students must register for EPSY 518 (3 credits) for their first semester of fieldwork and EPSY 528 (4 credits) for second semester of fieldwork.

Field Experience Proposal

At the beginning of the experience, students will prepare a Field Experience Proposal (see p. 44-46) that will serve as their learning contract for their fieldwork. The proposal must be approved by their advisor, the EPSY 518 instructor, and their agency reflective learning partner (see below for a description of this) prior to beginning their work with the agency.

Number of Hours

Students must complete between 100 and 200 hours (over the course of two semesters) engaged in their field experience. Depending on the nature of the experience and the learning goals this can be a combination of planning time, administrative duties, programming, and other direct service with young people. For students who do not have substantive experience working directly with youth prior to the M.Ed. program, at least 70% of the hours must be direct service with young people.

Reflective Learning Partner

In order to maximize students' learning during their field experience, students must have a designated person within the agency with whom they are in regular contact. While this person serves as a type of supervisor in terms of logistics and other administrative aspects of the partnership, we also would like this person to serve as a reflective learning partner. The RLP's role is to help the M.Ed. candidate reflect on their experiences and to challenge them to deeply examine these experiences in relation to their own growth and development, as well as the growth and development of the young people with whom they are engaged.

FIELD EXPERIENCE PROPOSAL
EPSY 415
Urban Youth Fieldwork

PROPOSED FIELD EXPERIENCE:

A one-sentence description of your proposed field experience. Think main idea. This is not a description of the agency but rather the overall goal or purpose of the experience.

FIELD EXPERIENCE PURPOSE AND GOALS:

What is the purpose of your field experience? [What point is there in doing it?] In order to bring your main goal (purpose) to life, you will likely need to accomplish smaller tasks and goals along the way. What goals do you have that will lead to your success in achieving your ultimate purpose?

- *This section of your field experience proposal can be written in paragraph form, similar to what you see above.*
- *However, you are not required to write your proposal in paragraph form. If, when writing in paragraph form, you find yourself explaining and justifying various aspects of your proposed field experience, you will probably benefit by challenging yourself to summarize those ideas in a brief, bulleted list.*
- *A well-refined list cuts through the fog of your musings, making it easier to focus your proposal on the things that matter the most.*

RATIONALE FOR PROJECT SELECTION:

[HOW THIS PROJECT WILL ENHANCE MY DEVELOPMENT AS A LEADER IN THE YOUTH DEVELOPMENT FIELD.]

How did you decide that this was the field experience you would propose? Why is it right for you? What will you learn? What concrete skills will you develop? How will this field experience enhance who you are and how you live as a vocational youth worker? Explain how your proposed field experience creates the best possible context in which you can reach your personal and professional learning goals.

ACTION PLAN:

What you are going to do, how you are going to do it, when you will do it, and how you will report on it. This is a step-by-step explanation of what you plan to do during your field experience.

PROPOSED READINGS:

List resources that you will use to inform and/or enhance your learning during your field experience.

Adapted from University of Minnesota Youth Development Program

PLANNED WORKING AND REPORTING METHODS NEW TO ME:

What will you be doing during your field experience that you have never done before? How has your field experience been designed to “stretch” you? In what ways will you challenge yourself to go beyond those contexts and experiences

that are familiar? If you haven't considered these things, now is the time to start! Note that you may need to adapt your statement of purpose and goals to reflect what you have written here.

CONTRIBUTIONS TO THE GROWTH AND DEVELOPMENT OF YOUTH AND THE COMMUNITIES FROM WHICH THEY COME:

How will your field experience make a difference in the lives of others, in the community, or in the field of youth development?

ASSESSMENT OF FIELD EXPERIENCE:

How do you propose that you and your supervisor/reflective partner evaluate your progress at the end of your field experience? Think about the purpose and goals you established for yourself. Which of these can be objectively measured? If all of your goals are subjective, what aspects of each goal might objectively indicate your progress? Challenge yourself to get the most out of your field experience by setting this bar high, but be realistic about what you can accomplish in the time you plan to dedicate to your field experience. It is highly recommended that you work with your field experience supervisor in establishing these assessment criteria.

Adapted from University of Minnesota Youth Development Program

**COMMUNITY PARTNER CONSULTATION
YD FIELD EXPERIENCE PROPOSAL**

(Student Name)

(Location/Agency)

(Date)

(Reflective Partner)

(Date)

Comments from Community Agency/Reflective Partner:

MASTER'S DEGREE IN EDUCATION ACADEMIC REGULATIONS

You should familiarize yourself with the academic requirements of the Graduate College and the graduate program in which you are working. You are responsible for complying with these regulations and for fulfilling all the degree requirements. The Graduate Catalog does not give much information on specific academic program details, but provides ample information on policy such as transfer of credit, registration requirements, leaves of absence, academic ethics and regulations, and grievance procedures. All Graduate College academic policies can be found in the graduate catalog which can be obtained in the bookstore or online at:

<http://grad.uic.edu/cms/?pid=1000209>

You may be dropped from the Graduate College at any time for violation of continuation and Probation Rules (see the UIC Graduate Catalog.) This includes, but is not limited to:

- Violation of limited status admission conditions
- A Graduate Progress Index (GPI) that falls below 3.00
- Failure to make satisfactory progress toward completion of your degree requirements, e.g., an abundance of Incomplete (IN), Deferred (DF), and Non Reported (NR) grades, or failure to complete degree requirements in a timely manner.

A Few Reminders about Academic Regulations:

1. At least 9 hours of your degree program must be at the “500” level. Independent Study courses and 597 or 598 courses do not count towards the required nine hours of 500 level coursework.
2. The specific number of credit hours accepted for transfer is determined on an individual basis. Non-degree seeking students admitted into a degree program, may petition to transfer up to 12 hours of graduate-level coursework into a degree program. Students enrolled in continuing education courses may petition to transfer up to 8 hours of graduate-level credit into a degree program. No more than 8 hours of graduate-level credit may be transferred from another institution or another college at UIC. Furthermore, only those courses that are graduate level, and not used toward a previous degree can be transferred in to a M.Ed. Program.
3. Any course work you have taken before admission to your degree program in Education must be approved through a petition process. Please contact OSS for questions regarding this procedure.
4. All Masters Degree students in Education have five years from the first term of matriculation to complete their degree requirements. Any extensions to this limit must be approved by petition. Graduate Petitions are available in the Office of Student Services (3145 ETMSW).

5. An incomplete grade may be given only if, for reasons beyond your control, required work has not been completed by the end of the term. An IN must be removed by the end of the next term in which you are registered (including summer), or within 12 months of the end of the term in which the IN was received, whichever occurs sooner. Course instructors may require an earlier deadline. An IN that is not removed by the deadline will remain on your record as an IN, with no credit earned (or may be replaced by a grade, at the instructor's discretion, before the Graduate College deadline to change an IN grade). A course in which an IN was received and not removed by the deadline may be repeated for credit only once.
6. If you are given a "deferred" grade in a course, the deferred grade will be replaced with a letter grade when the course sequence is completed (e.g.: thesis or seminar courses). Please note that these policies are not inclusive. Please see the graduate catalog for a complete list of policies. If you have any questions about any of these policies, contact Ana Valenta in the Office of Student Services at 312-355-0575.

Graduation

In order to graduate you must take two important steps. First, you must put yourself on the Pending Degree List (PDL) for the term you intend to graduate, and second, you must schedule an appointment for a graduation review. The University has an automated process for graduating students and all students must submit a Pending Degree list form electronically by logging on to UIC Web for Student at: <http://osssorawebprod2.admin.uillinois.edu/webforstudent/wfs3.asp> and selecting the PDL option. The Pending Degree List form is only available during the registration period for the term through the 3rd week (2nd week summer), so timing is essential. Pending Degree List instructions may be found at: <http://osssorawebprod2.admin.uillinois.edu/webforstudent/graduationpdl3.asp>.

To schedule your graduation review contact the M.Ed. Programs Advisor, Ana Valenta. Optimally, you should schedule your review in the semester before your graduate, so you have your remaining semester to resolve any unexpected problems. You must come in for this review or you will not graduate. You may schedule an appointment at any time during your program for advising and to check on your degree progress.

Important University Contacts

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| Campus Housing | SRH Student Residence Hall 818 S. Wolcott Ave. Rm. 220 | Phone: (312) 355-6300 Fax: (312) 355-6304 |
| Children's Center - Daycare | East 728 W. Roosevelt Rd. | Phone: (312) 413-5330 Fax: (312) 413-5333 |
| | West 1919 W. Taylor St. | Phone: (312) 413-5330 Fax: (312) 413-5329 |
| Disability Resource Center | SSB Student Services Building 1200 W. Harrison St. Ste. 1190 | Phone: (312) 413-2183 Fax: (312) 413-7781 TDD: (312) 413-0123 |
| Family Medicine Center | University Village 722 W. Maxwell St. 2nd Floor | Phone: (312) 996-2901 |
| | Outpatient Care Center (OCC) 1801 W. Taylor St. Ste. 2A | Phone: (312) 996-2901 |
| Office of Student Financial Aid | SSB Student Services Building 1200 W. Harrison St. Ste. 1800 | Phone: (312) 996-3126 Fax: (312) 996-3385 money@uic.edu |
| Parking | East Service Office SSB Student Services Building 1200 W. Harrison St. Ste. 2620 | Phone: (312) 413-9020 Fax: (312) 413-5850 |
| | West Service Office SCW Student Center West 828 S. Wolcott Ave. Room B5A | Phone: (312) 413-9020 Fax: (312) 413-5812 |
| Student Counseling Center | SSB Student Services Building 1200 W. Harrison St. Ste. 2010 | Phone: (312) 996-3490 Fax: (312) 996-7645 |
| University Library | 801 S. Morgan St. | Phone: (312) 996-2726 Fax: (312) 413-0424 |
| University Police | 943 W. Maxwell St. | Emergency Phone: (312) 355-5555 Nonemergency: (312) 996-2830 Fax: (312) 413-2617 |
| Evening Escort Safety Service | Students may request an escort to accompany them to their campus location on foot | Phone: (312) 996-2830 |