

Health Sciences, Physical Education, Educational Foundations, and Urban Community Studies

The Department of Health Sciences & Physical Education (HSPE) is located in the Physical Education Complex at the south end of the campus. This facility includes two gymnasias, a suspended jogging track, a climbing wall, one high ropes course, four racquetball courts, two mirrored fitness studios, a 25 yard swimming pool and diving well, a fitness center, four tennis courts, a baseball field, a softball field, a soccer field, classrooms, the Department of HSPE's Human Performance Laboratory, and faculty/staff offices.

The goals of the Department are to provide students with:

1. An awareness of the role of health, physical education, recreation, athletics, and exercise sciences in schools and society;
2. The opportunity to acquire competencies that will enable them to be successful in varied educational and professional settings;
3. The opportunity to develop a satisfactory level of proficiency in many areas of the discipline; and
4. A basis and desire for continued professional growth following graduation.

The Department of Health Sciences and Physical Education offers a Bachelor of Arts in Physical Education K-12 Licensure, Bachelor of Science in Community Health, Master of Public Health, Master of Science in Exercise Science, Graduate Certificate in Public Health, Graduate Certificate in School Health, Minor in Health Promotion, and Minor in Exercise Science.

Educational Foundations

The Educational Foundations is home to coursework for those seeking to become educators in alternative contexts, to develop as community and teacher leaders, or to enhance their understanding of the historical, political, and social underpinnings of education in and out of classrooms within urban areas and beyond. Our students leave our department uniquely prepared as reflective, collaborative, and transformative education professionals.

The coursework introduces students to content and application of educational ideas from the disciplines of philosophy, psychology, history, anthropology, economics, political science and sociology as basic to understanding educational processes. Each program in the Goodwin College of Education requires specific Educational Foundations coursework. Please refer to the specific program for the program's required Educational Foundations courses.

Urban Community Studies

Programs in Urban Community Studies (UCS) are offered at the Jacob H. Carruthers Center for Inner City Studies (CCICS), 700 East Oakwood Boulevard, 60653, in the heart of Chicago's historic Bronzeville community. The scholar/activist thrust is the overriding entity that drives the community and academic programming of the programs of the Carruthers Center.

The Programs in Urban Community Studies, through the Goodwin College of Education, offer the following degrees:

Bachelor of Arts in Urban Community Studies
 Minor in Urban Community Studies
 Master of Arts in Urban Community Studies

Health Sciences and Physical Education

- Major in Physical Education PreK-12 Licensure (<http://catalog.neiu.edu/education/health-sciences-physical-education/physical-education-k-12-licensure/>)
- Major in Community Health (<http://catalog.neiu.edu/education/health-sciences-physical-education/community-health/>)
- Minor in Health Promotion (<http://catalog.neiu.edu/education/health-sciences-physical-education/minor-health-education/>)
- Minor in Exercise Science (<http://catalog.neiu.edu/education/health-sciences-physical-education/minor-exercise-science/>)

Educational Foundations

- Educational Foundations Coursework (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/educational-foundations-sequence/>)
- Minor in Educational Studies (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/minor-educational-foundations/>)

Urban Community Studies

- Major in Urban Community Studies (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/inner-city-studies-education/>)
 - Minor in Urban Community Studies (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/minor-inner-city-careers/>)
-

Students considering a major or minor in the Department of Health Sciences, Physical Education, Educational Foundations, and Urban Community Studies should make an appointment with the program advisor and/or the Department Chair.

Students pursuing a degree in the Department must maintain a 2.75 (on a 4.0 scale) grade point average in all major courses for admission and retention.

NOTE: For all undergraduate programs, students must receive a grade of "C" or above in all major courses. Students with a grade below a "C" will have the opportunity to repeat the course only once.

The Department Professional Standards Committee reviews faculty recommendations for students requiring special attention and meets with the student to discuss and remedy any areas of improvement.

Health Sciences and Physical Education

Master of Science in Exercise Science (<http://catalog.neiu.edu/education/health-sciences-physical-education/master-science-exercise-science/>)

Master of Public Health (<http://catalog.neiu.edu/education/health-sciences-physical-education/master-public-health/>)

Graduate Certificate in Public Health (<http://catalog.neiu.edu/education/health-sciences-physical-education/graduate-certificate-public-health/>)

School Health Graduate Certificate (<http://catalog.neiu.edu/education/health-sciences-physical-education/school-health-graduate-certificate/>)

Educational Foundations

- Master of Arts (MA) in Community and Teacher Leaders (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/master-arts-community-teacher-leader/>)

Urban Community Studies

- Master of Arts (MA) in Urban Community Studies (<http://catalog.neiu.edu/education/educational-inquiry-curriculum-studies/master-arts-inner-city-studies-education/>)

James Ball, Ph.D., Professor, Department Chair

Sunni Ali, Ph.D., Associate Professor

Hua Bai, Ph.D., Professor

Jennifer Banas, Ed.D., Professor

Kimya Barden, PhD., Associate Professor, Director of Nontraditional Programs

Karen Hand, Ed.D., Associate Professor

Nicole Holland, Ph.D., Professor

Zada Johnson, Ph.D., Professor

Eleni Makris, Ph.D., Associate Professor

Kim Maljak, Ph.D., Associate Professor

Erica Meiners, Ph.D., Professor

Isaura Pulido, Ph.D., Professor

Kamau Rashid, PhD., Professor, Director of Ed.D. program

Maira E. Stuart, Ph.D., Professor

Isidore Udoh, Ph.D., Associate Professor

Julia Valley, Ph.D., Associate Professor

Durene Wheeler, Ph.D., Professor

Lance Williams, Ph.D., Professor

educational foundations

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

This course analyzes education in and outside Chicago Public Schools as a key social institution that both influences and is influenced by the larger society. You will be introduced to a wide array of topics and case studies that elaborate on the embeddedness of classrooms and schools in social environments across Chicago. This course will span a variety of school processes such as curricular differentiation, social and economic reproduction, voluntary associations (extra-curricular clubs, parent organizations), social groupings and peer influence. Particular attention is paid to questions about the relationship between social stratification and education. For example, how is the structure, content and funding of schools across Illinois affected by wider social and political conflicts? Does educational attainment affect an individual's economic status? Does education promote social equality? This course will introduce students to use of new information technologies in k-12 education.

EDFN-202. Laboratory In The Foundations Of Education. 1 Hour.

Students will be guided toward appropriate experiences in a school setting that will increase their understanding and utilization of concepts developed in the foundations courses. Chicago metropolitan area schools and other settings will be used as the laboratory.

EDFN-203. Laboratory In The Foundations Of Education. 2 Hours.

(See EDFN-202 for description.).

EDFN-204. Laboratory In The Foundations Of Education. 3 Hours.

(See EDFN-202 for description.).

EDFN-206. Laboratory In Foundations Of Education. 1 Hour.

(See EDFN-202 for general description) Specific to understanding and utilization of concepts developed in EDFN-306 (Educational and Individual Differences).

EDFN-207. Laboratory In Foundations Of Education. 1 Hour.

(See EDFN-202 for general description) Specific to understanding and utilization of concepts developed in EDFN-307 (Psychology of Instruction and Learning).

EDFN-214. Technology In The Classroom. 3 Hours.

This course focuses on instructional use of media technology and helps participants develop foundational skills in technology integration in the classroom. They will learn to use various programs and tools in the educational context. Participants will understand how to enhance teaching and learning experiences through the meaningful integration of technology.

EDFN-215. Schools As A Social Institution. 3 Hours.

This course explores the underpinnings of American public education. Students explore key historical moments, within broader social, cultural, political and economic developments, that shape responses to questions about the role of schools in society. For example, what is the purpose of schools? Who should be educated? What should that education consist of? Students will unpack the different perspectives surrounding these questions and explore parallels to debates in education today. This course lays the foundations to understand schools as a complex social institution that can potentially empower individuals and simultaneously operate in contradictory ways.

EDFN-216. Child And Adolescent Development:Individual Differences. 3 Hours.

Consideration of Human developmental individual differences, including diversity within physical, social, emotional, and cognitive domains from birth through adolescence. Focus will include: 1) genetic, maturational, and environmental factors effects on development; 2) impact of special education and other federal laws on working with children in the classroom; 3) building observational skills for assessing differences to aid student development; 4) study of selected individual children or adolescents; 5) application of principles to classroom practice. Ten hours of classroom observation required. Ten hours of service required.

EDFN-217. Educational Psychology. 3 Hours.

Principles of educational psychology, focusing on learning, assessment of learning, motivation and classroom management for a diverse, global society, including special need students. Ten hours of classroom observation required. Ten hours of service learning required.

EDFN-302. Philosophical And Historical Foundations Of Early Childhood Education. 3 Hours.

This course examines the philosophical, historical, and psychological underpinnings of early childhood education for children from birth to age eight in public and private school settings. It evaluates trends in the field, current social and family issues that affect young children and their families. It examines children's health, wellness, safety and nutrition and how families' access to resources often impacts these factors. The course also evaluates different types of programs and services for young children and families, and examines early childhood educators' professional standards with an emphasis on linking theory with classroom practice.

EDFN-303. Early Childhood Development. 3 Hours.

This course is designed to study the growth and development of young children from birth through second grade, including physical, cognitive, language and socio-emotional development. The course presents major theories, principles, concepts and research in child development and how to provide learning opportunities that support these areas of development. Candidates learn how early brain development is promoted through developmentally and culturally appropriate learning experiences, and discuss how children differ in their development and approaches to learning. The course also addresses the basic principles of health, nutrition, children's safety needs, and trauma and resiliency.

EDFN-305. Philosophical And Historical Foundations Of Public Education. 3 Hours.

The exploration of differing views of the aims of public education in America. The study of the historic settings in which the system developed. Identification of major social and cultural problems in relation to their historic antecedents. The study of various philosophic schools of thought and their impact on educational theory and practice, past and present.

EDFN-306. Education And Individual Differences. 3 Hours.

Consideration of individual differences and principles of human development as factors in creating effective learning environments. Emphasis on: (1) understanding children and adolescents as individuals with differing abilities, aptitudes, interests, emotional responses and accomplishments as the result of genetic, maturational and environmental factors. Special attention given to children and adolescents covered by Public Law 94-142; (2) observational skills for assessing differences in order to aid student development. Focused study by each student of children or adolescents at a particular age level; (3) application of knowledge of developmental and individual differences to classroom practice. Twenty hours of classroom observation required. A federal background check will be required for in-person school observations.

EDFN-307. Psychology Of Instruction And Learning. 3 Hours.

Study and application to the teaching situation of theories and principles of learning (cognitive, affective, behavioral), motivation and classroom management including problems of mainstreaming. Also attention to establishing objectives, instructional design concepts, evaluation of learning and introduction to statistical analysis of scores. Focused study by each student of classroom in terms of application of theories and applications associated with learning and instruction. Twenty hours of classroom observation required. A federal background check will be required for in-person school observations.

Prerequisites: College of Education Admission YES and (EDFN-306 minimum grade of C or ZFND-306 minimum grade of C).

EDFN-308. Teaching And Learning. 1.5 Hour.

This course is designed to have the learner study and apply psychological theories and principles of instruction, learning (cognitive, affective, and behavioral), classroom and school-wide diversity, motivation, productive learning environments, assessment strategies, achievement, classroom management including inclusion, standardized testing and interpreting test scores. Offering this course concurrently with student teaching will allow students an authentic learning experience allowing them to directly apply theory learned in this course to real life issues that they are experiencing in their student teaching.

Prerequisite: College of Education Admission YES.

EDFN-312. Seminar In Current Educational Literature. 3 Hours.

An examination of current educational literature included would be recent research findings, important views of educational critics, newly developed theories of learning and education and innovative practices in educational institutions.

EDFN-313. Problems, Issues And Practices In Education. 3 Hours.

An in-depth examination of salient issues confronting contemporary American education. Topics selected are varied in accordance with student interest.

Prerequisite: College of Education Admission YES.

EDFN-314B. Race, Identity, & Cultures In Education. 3 Hours.

This course examines theories and methods of educating children of diverse racial, cultural and linguistic backgrounds in the U.S. school system. Students will learn how to identify cultural, and linguistic differences that may impede a person's progress in an educational system or in learning a new language or culture. Students will develop an understanding of how these differences can be used as a positive rather than negative resource in the teaching-learning process.

EDFN-314K. Social Justice And The Politics Of Education. 3 Hours.

In this course, students will examine social justice concerns in educational policy and practice. This course will explore theories and debates about social justice goals and themes, and education. Through our study of critical issues in education globally and locally, we will explore ideas about the role of education in society. The following questions are central to the course: What concepts and conditions constitute "social justice"? What kind of education is needed in a democracy? What is the relationship between schooling and participation in democratic life?.

EDFN-314L. Gender, Race, And Class Issues In Education. 3 Hours.

This course focuses on the role of the educational system in the constructions and reproduction of gender and racial inequality. Using both academic and popular literature to gain perspectives, we will examine relationships between school and society. Topics to be addresses include the historical constructions, representation of schooling and the teaching profession, popular culture and education, class and schooling, access and equity of schooling experiences, as well as sexuality and schooling.

EDFN-319. Adolescent Development. 3 Hours.

This course focuses on adolescent development of middle level students with attention to its impact on psychology and education. The content includes theories related to middle school students' self-concept, affect, motivation, effective thinking, interpersonal skills, classroom diagnosis, individualization, teacher effectiveness, roles and problems of teachers, moral development, diversity, inclusion, effective parenting, learning styles, and developing independent learners.

Prerequisite: College of Education Admission YES.

EDFN-342. Teaching With Technology. 3 Hours.

This course focuses on instructional use of computer technology and helps students develop technology integration skills. Students will understand how to enhance learning experiences through meaningful integration of technology. They will learn to use different programs and tools to facilitate teaching and learning in classrooms.

Prerequisite: College of Education Admission YES.

EDFN-343. Using Technology In Classrooms. 2 Hours.

This course focuses on the instructional use of computer technology and helps students develop foundational skills in technology integration in K-8 classrooms. Students will understand how to enhance learning experiences through meaningful integration of technology. They will learn to use different programs and tools to facilitate teaching and learning in classrooms.

EDFN-350. Philosophy Of Curriculum Integration In Middle Grades. 3 Hours.

This course focuses on the philosophical, theoretical, and practical tenets of middle level education. The course explores interdisciplinary project-, problem-, and challenge-based curriculum to learn various approaches for developing cohesive, integrated curriculum and authentic assessment in the middle grades 5-8. Particular attention will focus on developing skills through inquiry and justice-oriented projects that transcend disciplinary boundaries and are relevant and responsive to students' questions and curiosities.

Prerequisite: EDFN-305 with a minimum grade of C and EDFN-319 with a minimum grade of C and ELED-300 with a minimum grade of B and SPED-317 with a minimum grade of B and MLED-302 with a minimum grade of B and MLED-310 with a minimum grade of B and BLBC-338 with a minimum grade of B and MLED-328A with a minimum grade of B and ELED-303 with a minimum grade of B and MLED-309 with a minimum grade of B and MLED-305 with a minimum grade of B.

EDFN-405. Development Of Educational Thought. 3 Hours.

An examination of the historical development of American education and some of its antecedents. A study of the educational theories of selected philosophies; an examination of the purposes of education in pluralistic America; an evaluation of educational institutions and practices in terms of present circumstances.

EDFN-406. Human Development And Learning. 3 Hours.

The study of theories and principles of development of school age children and youth. Focus on current theories and research and their implications for learning and identification of teaching practices that facilitate the acquisition of intellectual and social skills of children and youth. Attention to characteristics covered by PL.94-142 as well as differences due to social, cultural and ethnic factors. Twenty hours of classroom observation required. A federal background check will be required for in-person school observations.

EDFN-407. Learning Theories And Educational Practices. 3 Hours.

Analysis of classroom learning and management in terms of principles and theories of learning and motivation and recent research on effective teaching. Twenty hours of classroom observations required. A federal background check will be required for in-person school observations.

Prerequisite: College of Education Admission YES.

EDFN-409. Individual Differences And Educational Practice. 3 Hours.

This course is designed to have candidates consider individual differences of human development and how these changes impact learning. Current educational and human development theories and research will be used to understand that children and adolescents are individuals with differing abilities, aptitudes, interests and emotional responses due to genetic, maturational, cultural, societal and environmental factors. Candidates will apply theories and principles of instruction, learning, diversity, motivation, bullying prevention and intervention, social emotional development and socially just classroom management to guide and inform teaching practice.

Prerequisite: College of Education Admission YES.

EDFN-410. Education As A Social Institution. 3 Hours.

Study of the school as a social system and as an institution which influences and is shaped by other institutions of society. Particular attention is given to urban education. Laboratory experiences are expected.

EDFN-411. Comparative Education. 3 Hours.

This course provides the student in the College of Education with an opportunity to study a variety of critical issues and current topics which relate to the fields of comparative and international education. This course will provide students with an opportunity to utilize Internet and other distance education opportunities. Students participating in this course will also have the option of participating in an educational experience outside of the United States. This international experience is designed to enhance the students's mastery of international and comparative education elements of the course topic.

EDFN-411B. Leadership In Communities And School. 3 Hours.

This course provides the student with an opportunity to analyze and examine leadership as a theoretical process with consideration of practical applications. Leadership models will be used to plan, evaluate, implement and facilitate positive change in and among schools and communities.

EDFN-413. Power, Communities And Change. 3 Hours.

The purpose of this course is to provide a forum and structure for community and school leaders to increase their understanding of school-community relations while enhancing their ability to implement effective programs and act as change agents. Participants will deepen their understanding of salient and critical global and local policy issues and develop skills to actively and participate in the public life of their communities. Course involves out of class time activities and community engagement.

EDFN-415. Educational Thought And Secondary Schooling. 3 Hours.

In this course, candidates examine critical issues in U.S. education and discuss them in light of the social, economic, and political conditions of the times. Throughout the course, candidates focus on the following recurring themes: (a) sociopolitical consciousness; (b) cultural competence; and (c) academic success. Candidates will analyze how these themes manifest in contemporary contexts, examine their own educational experiences and philosophies, and identify curricular and pedagogical strategies for promoting success among diverse students. This course includes a variety of instructional strategies: reading, research, lecture, guided discussion, small group discussion, candidate presentations, group projects, directed writing assignments and community engagement/experiences.

Corequisite: SCED-415.

EDFN-416. Cultural Pluralism And Schools. 3 Hours.

The study of multicultural groups: differences and commonalities. Special emphasis is on the investigation and evaluation of various concepts and models of cultural and subcultural relationships as manifested in the schools. Study and application of ethnographic methods to sub-cultures related to and within the educational context.

EDFN-420A. Seminar In Development & Learning: Contemporary Issues In Middle Level Education. 3 Hours.

This course examines theory and key components involved in middle level education settings relating to historical and contemporary issues facing middle schools. In focusing on historical, organizational, and philosophical characteristics of middle schools, and how these impact middle level education as well as educators, the course explores social and cultural issues and their impact on middle level students, and his/her school. Topics include but not limited to an overview of challenging curriculum and instruction, empowering and equitable schools and classrooms for all middle level students and their families, and dealing with special aspects of middle school design and development.

EDFN-421. Middle School Advisory & Counseling. 3 Hours.

This course emphasizes the ways middle school teachers can help meet the developmental needs of early adolescents through consultation, collaboration and counseling. Content includes key elements of an effective middle school guidance program and how to implement these elements in schools; the developmental characteristics and needs of early adolescents as related to the development of school guidance, advisory, special education and regular education programs and the teacher advisor as a communicator, student advocate, supporter-confidant and home-school liaison who can assess, coordinate and refer students for various health, social and special needs services.

EDFN-441. Digital Literacy: Learning And Leadership. 3 Hours.

This course is intended to foster digital literacy among participants as it applies to education and leadership. Course content will emphasize contemporary issues and utilize authentic learning experiences to improve participants' digital technology knowledge and skills. Through the improvement of technology knowledge and skills, participants' leadership capacity will be developed or enhanced so that they may be able to use technology effectively as school leaders or community leaders.

EDFN-442. Media Technology For Educators. 3 Hours.

The media technology course will encompass all types of curricular/learning materials in varied formats ζ CD-ROM, laser disc technology, telecommunications, satellite learning, and online databases. Multimedia educational software will be integrated into computer instruction in multicultural/multiethnic learning presentations. Electronic data management, classroom application, and integrated learning systems will be utilized in educational settings.

EDFN-443. Integrating Media Technology Into Elementary Classroom. 3 Hours.

This class will familiarize participants with media and technology for instructional use in K-8 classroom settings. Participants will learn to utilize current media technology to enhance teaching, learning, and assessments. The learning activities in this class include the development of projects that enhance the creativity and media technology knowledge base of teacher candidates. This knowledge base will be developed through readings, interactive discussions, reflections, creative process, and presentations. This course focuses on both the knowledge and skills needed to use technology to teach, to design curriculum, and also to enable elementary students use the technology in their assignments.

EDFN-450. African Studies Institute (AfSI). 3 Hours.

As the origin of humanity, Africa's history is steeped in culture, biodiversity, and indigenous knowledge. The African Studies Institute (AfSI) introduces students to Africa and heightens their curiosity to research and explore more about this fascinating continent. AfSI is a good fit for students in education who are interested in learning about Africa and/or will be working with students, refugees and immigrants from Africa. Moreover, AfSI provides the necessary tools for teachers and other professionals who are interested in integrating African sociocultural, linguistic, historical, political, human rights, and economic contexts into their teaching practice and workplace.

Requirement: Graduate standing or approval from the instructor and the Dean of the College of Graduate Studies and Research for undergraduates.

EDFN-451. Research Methods. 3 Hours.

The purpose of this course is to help develop knowledge, skills and dispositions related to standardized and action research methods. This course will include quantitative, qualitative and mixed methods designs, data collection, analysis and interpretation as they relate to teaching and leadership. Students will understand how assessment is used to improve learning and achievement, how professional development improves learning and how leadership enhances learning and development.

EDFN-452. Technology In Content Area Teaching. 1.5 Hour.

This course intends to familiarize participants with technology for instructional use in secondary school classrooms. Participants will gain insights into how technology could be used for instructional applications, and learn to implement current technology to enhance teaching and learning in content areas. Participants in this course will gain hands-on experience in technology integration in instructional activities. The activities in this class include the development of projects that enhance the creativity and technology knowledge base of teacher candidates. This knowledge base will be developed through readings, reflections, interactive discussions, creative process, and presentations.

EDFN-453. E-learning Design And Development. 3 Hours.

This course is designed to empower participants to create effective e-learning experiences for instruction, training, professional development and other learning environments. Educators, instructional designers, trainers or anyone who is interested in e-learning will be equipped with the essential guidelines and multimedia programs to design and develop e-learning content and activities. Participants will also explore the trends of e-learning.

EDFN-455A. Seminar I. 3 Hours.

This seminar provides an opportunity for students to synthesize educational, intellectual and experiential interests. Students apply relevant research to their area of inquiry and utilize this research to write a master's level research paper. This process will involve both intensive individual work and significant engagement with peers' projects creating an interdisciplinary learning community through interaction and collaboration. Students are expected to follow a prescribed procedure under the direct guidance and supervision of the instructor that will produce a research proposal.

EDFN-455B. Seminar II. 3 Hours.

This seminar provides an opportunity for students to synthesize educational, intellectual and experiential interests. Students apply relevant research to their area of inquiry and utilize this research to write a master's level research paper. This process will involve both intensive individual work and significant engagement with peers' projects creating an interdisciplinary learning community through interaction and collaboration which implements a research proposal and culminates in a completed research study. Students are expected to follow a prescribed procedure under the direct guidance and supervision of the instructor.

Prerequisite: EDFN-455A with a minimum grade of C.

EDFN-492. Social Justice Education In Schools. 3 Hours.

This course engages students in an examination of historical and contemporary approaches to promoting equity and justice in K-12 education, including curricular, pedagogical, and policy-related interventions. Topics include but are not limited to the relationship between social justice education and student outcomes, strategies for enacting social justice in standards-based classrooms, and approaches to designing, implementing and evaluating social justice curriculum and policy.

EDFN-497. Critical Race Theory In Education. 3 Hours.

The purpose of this course is to provide an introduction to the tenets of Critical Race Theory (CRT) in legal scholarship and education as a means to interpret education in school and community contexts. Incorporating legal, historical, policy analysis and sociological approaches, this class develops analysis and praxis through CRT in the examination of educational concerns. Through the incorporation of various segments of critical theory (e.g. post-modern, post-structural, post-colonial, critical feminism, etc.) the class seeks to place CRT in the realm of education for social justice. This course is reading and writing intensive.

Exercise Science**EXSC-210. Group Exercise Instructor. 3 Hours.**

In this course students will learn how to design resistance and cardiovascular training programs based on periodization principles that are specific to group exercise classes. Successful completion of this course will allow students to sit for the exam to become a Certified Group Exercise Instructor.

EXSC-215. Resistance & Cardiovascular Training For Health & Fitness. 3 Hours.

In this course students will learn how to design a resistance and cardiovascular training program based on periodization principles that are specific to an individual. Successful completion of this course will allow students to sit for the exam to become a Certified Personal Trainer.

EXSC-304. Testing And Prescription For Health And Fitness. 3 Hours.

This course focuses on the physiological rationale for health-related fitness tests (i.e., cardiorespiratory endurance, muscular strength/endurance, muscular flexibility, and body composition) and covers the procedures for utilizing the information collected from these tests. The course also provides laboratory and field experiences on how to conduct and evaluate health-related fitness tests.

Prerequisite: PEMT-306 with a minimum grade of C.

EXSC-315. Design Of Specific Exercise Programs. 3 Hours.

In this course students will learn how to design a resistance and cardiovascular training program based on periodization principles that are specific to an individual or sport. Successful completion of this course will allow students to sit for the exam to become a Certified Strength and Conditioning Specialist.

Prerequisite: EXSC-215 with a minimum grade of C.

EXSC-350. Independent Study Exercise Science. 3 Hours.

In this course the instructor will work with the student to develop classroom materials as well as field experiences that are directly related to the students' future career interests. This course is taken in the students' final semester and needs departmental approval to enroll in it.

Requirement: Departmental Approval.

EXSC-403. Research Methods In Exercise Science, Physical Education, Sport, And Recreation Settings. 3 Hours.

This course provides an introduction to the types of research methods and design utilized in exercise science, physical education, sport, and recreation settings. Students will learn how to read and interpret peer-reviewed literature and use that literature to develop a research proposal.

EXSC-404. Exercise Testing And Prescription. 3 Hours.

The laboratory component of the course provides instruction and experience in the performance of laboratory and field tests for the measurement of variables needed to evaluate the health-related fitness components (i.e., cardiorespiratory endurance, muscular strength/endurance, muscular flexibility, and body composition). The lecture component of the course focuses on the physiological rationale for these tests and covers the procedures for utilizing the information collected in laboratory and field testing. Specifically, students will be instructed on the evaluation the health-related fitness status of tested individuals and on the prescription of exercise training regimens for health-related fitness status alteration and physical performance enhancement. An equipment fee of \$125 is required.

EXSC-405. Applied Nutrition. 3 Hours.

The course provides instruction in macronutrient requirements at rest and during exercise, energy balance for body composition alteration or maintenance (i.e., obesity prevention), fluid and electrolyte balance during exercise, and the vitamin/mineral concerns associated with exercise and performance. Additionally, the course will consider the preventative role of nutrition in various disease states including cardiovascular disease, degenerative bone disease, and diabetes.

EXSC-413. Development And Management Of Physical Education, Recreation, And Sport Programs. 3 Hours.

The course provides instruction on the development and management of physical education, recreation, and sport programs in schools, universities, corporations, and recreational facilities. Specifically, an overview and the underlying principles of operating facilities, sales/marketing strategies, member/ staff recruitment, management practices, equipment purchase/ maintenance, health/ safety considerations, financial management, legal issues, and insurance considerations will be discussed.

EXSC-414. Program Development And Management In Health Promotion. 3 Hours.

The course provides instruction in the area of organizational development and management in the health promotion field. Specifically, the procedures for needs assessment, planning, implementation, resource identification/ allocation, marketing and evaluation for health promotion programs will be discussed.

EXSC-415. Exercise Management In Chronic Diseases And Disabilities. 3 Hours.

The course expands on the exercise testing and prescription information covered in EXSC-404 to include special population with chronic disease and/or disabilities. The course provides a pathophysiological overview of various cardiovascular, pulmonary, metabolic, immunological/hematological, orthopedic, neuromuscular, cognitive, emotional and sensory disorders. A major portion of the course deals with exercise management in people with these disease/ disabilities and, in particular, instruction on the special exercise testing and prescription considerations for these populations (e.g., abnormal exercise response potential, exercise interaction with commonly prescribed medication, etc.).

Prerequisite: EXSC-404 with a minimum grade of D.

EXSC-416. Practices In Cardiac Rehabilitation. 3 Hours.

The course provides the student with a concise and comprehensive overview of the research and currently accepted professional practice in the fields of heart disease primary prevention and cardiac rehabilitation. Specifically, the epidemiology, pathophysiology, diagnosis and treatment of heart disease will be discussed. Included in these discussions will be the diagnostic and prognostic use of exercise testing in cardiac patients. Additionally, a significant portion of the course will cover cardiovascular disease risk factor modification and the rehabilitation cardiac patients, including exercise prescription guidelines for this special population.

Prerequisite: EXSC-404 with a minimum grade of D.

EXSC-418. Current Topics In Exercise And Sport Science. 3 Hours.

The course provides students with the opportunity to explore the current research in the various areas that encompass the Exercise Sciences. Additionally, students are provided with a venue in which to discuss, with their peers and their professors, these topics salient to their professional growth and development. Understanding of these current topics is evaluated through the students' written reviews, oral presentations, and participation in class discussions of the presented reviews.

EXSC-419. Psychology Of Exercise & Health Behaviors. 3 Hours.

Research and psychological theories are examined in relation to Exercise and Physical activity behaviors across the lifespan; Psychological responses to exercise, sport and physical activity are examined in relation to behavior change and adherence. Students learn how to develop psychological interventions for increasing exercise participation and adherence.

EXSC-420. Prevention Of Chronic Disease Through Diet & Exercise. 3 Hours.

The course covers the molecular and cellular basis of prevention of chronic diseases. The emphasis is on the biological mechanisms of the causes of chronic diseases and on how dietary components and repeated stressful exercise alter the mechanisms of cause to reduce risk for these diseases. The major topics include: inflammation, obesity, metabolic syndrome and diabetes, atherosclerosis, and cancer.

EXSC-421. Motor Control And Learning. 3 Hours.

The course provides instruction in how humans control locomotion and how they learn/re-learn motor skills. Specifically, the course emphasizes the observable behavioral aspects of motor control/learning while detailing the neurophysiological and biomechanical processes that result in the aforementioned motor behaviors.

EXSC-422. Biomechanics. 3 Hours.

The course provides instruction in how the interaction between anatomy, physiology, and the laws of physics affect and control human movement and performance. Specifically, the biomechanics of work and energy, balance and movement control, force load and force production, and fatigue during exercise and performance will be discussed.

EXSC-427. Adapted Physical Education, Recreation, And Sport Programs. 3 Hours.

The course provides instruction on the history, current status, and future directions of adapted physical education, recreation, and sport programs within our society. The course will include discussions on the psychosocial and medical issues that must be considered when working with individuals with disabilities. Students will learn about existing sports, sport modifications, participation opportunities, and participation barriers for individuals with performance-altering impairments. Field work and visits to various agencies included in these programs.

EXSC-430. Internship. 3 Hours.

The course provides students the opportunity to gain practical exercise science (e.g., fitness, wellness, or human performance) career experience in corporate, commercial, institutional, community, educational, rehabilitative or research settings.

EXSC-431. Independent Study/Research. 3 Hours.

The course affords students the opportunity to conduct an independent experimental, descriptive, analytical or qualitative research project within the exercise sciences. The credit hours can also be used for faculty-monitored learning of advanced laboratory methodology not covered in the current curriculum. Planning of the proposed research project or independent study must be supervised and approved by an EXSC faculty member prior to course enrollment approval. Submission of a written report of the completed research project or independent study will be required for all students.

Prerequisite: EXSC-403 with a minimum grade of D.

EXSC-433. Rehabilitation And Performance Injuries. 3 Hours.

The course provides instruction in the prevention, management, and rehabilitation of performance injuries. The topics discussed include an overview of the prevention and care of injury, techniques for injury risk management, the pathology of injury, various injury management skills (e.g., psychosocial intervention, injury evaluation/emergency care, therapeutic modalities, and exercise rehabilitation), and an overview of the evaluation, care, and rehabilitation of various specific performance-related injuries.

EXSC-434. Physiology Of Aging And Physical Activity. 3 Hours.

The course provides instruction in the theories of the aging process and the age-related changes in the functioning of various physiological systems. Specifically, the age-related changes in bioenergetics, work capacity/ efficiency, cardiopulmonary function, muscular strength, endurance, motor control, motor performance, and psychosocial functioning, among other variables are discussed. Additionally, the potential role of physical activity and exercise in the alteration of these age-related changes, quality of life indices, functional capacity, and productivity in the elderly will be presented.

Prerequisite: EXSC-402 with a minimum grade of D.

EXSC-435. Theory & Methodology Of Coaching. 3 Hours.

The course provides instruction on the theories and methodologies of sport coaching. Specific emphasis will be placed on the planning, implementation and assessment aspects of coaching, including the philosophical foundations of coaching, technical and tactical coaching principles and player assessment strategies.

EXSC-442. Sports-Specific Exercise Training. 3 Hours.

This course integrates the cellular basis of performance enhancement with the components of fitness and of skill enhancement to develop an integrated and applied-science approach to exercise training for: the maximum-performance/moderate-skill sports of sprint & long-distance running, cycling, and swimming; the high-level fitness/high-skill sports of gymnastics, hockey, and soccer, and to the lower-level fitness/high-skill sports of basketball, football, and golf.

EXSC-444. Cellular Physiology Of Exercise. 3 Hours.

The course provides instruction in the bioenergetics of human movement. Specifically, cellular metabolism and its neuroendocrine control, at rest and in response to both acute and chronic exercise, will be discussed. Additionally, the processes and control of transcription, protein synthesis, and protein degradation will be covered.

EXSC-445. Cardiovascular & Respiratory Physiology Of Exercise. 3 Hours.

The course provides advanced instruction in the functioning of the respiratory, cardiovascular and skeletal muscular systems at rest and during exercise. Specifically, the course will provide instruction in pulmonary ventilation, myocardial functioning, circulatory response and skeletal muscle contraction, as well as neuroendocrine control of these processes, at rest and during exercise. Additionally, the exercise-specific application of these physiological processes will be discussed in reference to strength/endurance exercise training adaptations, neuro-muscular fatigue, ergogenic aids (i.e., human performance enhancement substances), gender-related performance differences, and youth exercise/performance.

EXSC-5901. Thesis Hours. 1 Hour.

For those students selecting the Thesis Option for the Master of Science in Exercise and Sport Science degree, the course provides faculty guidance in the areas of research question development, research design, data analyses, data interpretation, written research presentation and oral research presentation.

EXSC-5902. Thesis Hours. 2 Hours.

For those students selecting the Thesis Option for the Master of Science in Exercise and Sport Science degree, the course provides faculty guidance in the areas of research question development, research design, data analyses, data interpretation, written research presentation and oral research presentation.

EXSC-5903. Thesis Hours. 3 Hours.

For those students selecting the Thesis Option for the Master of Science in Exercise and Sport Science degree, the course provides faculty guidance in the areas of research question development, research design, data analyses, data interpretation, written research presentation and oral research presentation.

Health Science

HSCI-107. Health For Effective Living. 3 Hours.

Consideration of concepts related to the physical, mental and social dimensions underlying personal health. Emphasis upon motivation for intelligent self-direction of health behavior based upon current scientific facts.

HSCI-109. First Year Experience: Health And Wellness In Chicago. 3 Hours.

In this course the four foundations (Future planning, Academics, Self-discovery and Transitions) of the First-year Experience are interwoven with the field specific concepts of health, wellness, and the urban environment of Chicago. Students will learn basic skills and identify resources throughout the city to help them become successful students. Students will learn the importance of addressing issues related to health in the urban environment and the professions they might pursue to address these issues.

HSCI-200. Community Health. 3 Hours.

This course is an introduction to community health, public health, and health education that includes health services, environmental health, behavioral health, public policy, healthcare systems, occupational health and other subfields. Students will explore the concepts of advocacy and health disparities on local and global levels in the context of historical and contemporary events. Students will locate and interpret valid health information, practice assessment skills, develop educational interventions for priority populations, act as a resource person, and advocate for the profession and health of others. This will be accomplished through course discussions, assignments, and presentations.

HSCI-203. Fitness Education. 3 Hours.

This course will cover the development and implementation of numerous fitness-related activities and current trends in fitness for physical education. Students will be introduced to the components of health and skill related fitness, principles of training and fitness pedagogy through experiential activities. Students will achieve a thorough understanding of fitness.

HSCI-303. Human Sexuality And Sex Education. 3 Hours.

This course provides a foundation for educating others in the area of human sexuality. Students will acquire knowledge about anatomy, pregnancy, childbirth, contraception, sexually transmitted infections, and the consequences of inadequate sex education at the individual, community, and societal levels. An emphasis will be placed on social, cultural, political, and religious influences and historical context. Students will evaluate their own values and beliefs and apply health education, learning, and behavior principles to the design and development of sex education.

HSCI-307. Human Diseases. 3 Hours.

This course uses a multidisciplinary approach to discuss the etiology, the major underlying determinants, transmission, prevention, control, and treatment of communicable, chronic, and degenerative diseases. It examines the relationship between disease and political, social and economic development. Drawing upon the sciences, social sciences and humanities, students are introduced to the nature and determinants of communicable, non-communicable, and neglected tropical diseases; and they explore the factors shaping the distribution of disease, as reflected in local, national, and international health goals and research. They also will examine modern approaches disease prevention and health promotion priorities.

HSCI-309. Nutrition And Health. 3 Hours.

This course provides a foundation in nutrition through the examination of the connection between eating and personal health. It also discusses the biological, socioeconomic, cultural, environmental and psychological factors that impact dietary intake. Using a prevention framework, students will explore chronic diseases and intuitive eating. Emphasis will be placed on the relationships between dietary nourishment, health, and quality of life.

HSCI-312. Global And Environmental Health. 3 Hours.

This course will address the relationships between global health, environmental health, and political, social and economic development. Drawing upon the biological, social, and behavioral sciences, students will examine the determinants related to population health throughout the world. Understanding historical context and applying theoretical constructs are critical to this process. Local, national, and international goals, as well as current research, serve as both evidence and resources.

HSCI-314. Epidemiology And Human Diseases. 3 Hours.

Presents principles and practices related to the cause, prevention and control of disease. Emphasis is placed on understanding the occurrence and distribution of disease, incidence and prevalence rates and descriptive and analytic epidemiological studies. Additional emphasis is placed on the application of epidemiologic data to primary, secondary and tertiary prevention.

HSCI-315. Writing Intensive Program: Writing In The Health Sciences And Physical Education. 3 Hours.

This course is a writing intensive experience, offering students the opportunity to develop written communication skills in their profession. Topics include evaluating sources of information, conducting an annotated bibliography using library databases, citing references using APA format, ethical use of resources, utilizing a multi-step writing process, summarizing communications, building a persuasive argument, proposing a solution to a problem, and explaining a phenomenon. Exercises include developing press releases, memo, article critiques, newsletter articles, a grant application, resume, and cover letter in application for a job. Information sources include peer-reviewed and popular periodicals, videos, websites, textbook, and other appropriate media.

Prerequisite: ENGL-101 with a minimum grade of C.

HSCI-316. Health Disparities: Individual, Communities, And Systems. 3 Hours.

In this course, learners will examine how health disparities are defined and discuss the major underlying determinants of poor health and the relationship between health and key socio-demographic variables, including race, sex/gender, age, income, education, and immigrant status. It explores the factors shaping the distribution of poor health, locally and globally, and their connection with historical, social, environmental, economic, and political systems. It also considers the impact of global income inequality on health risks, availability and access to health resources. Learners will explore local and global efforts to narrow and eliminate inequalities via a variety of interventions.

HSCI-317. Age, Death, And Dying. 3 Hours.

This course will provide students with an interdisciplinary understanding of the human experiences of aging, death and dying, focusing primarily on psychosocial, mental health, behavioral, and ethical issues. Students will examine the way individuals, communities, and societies perceive and manage the elderly and the issues surrounding the end of life. The causes and effects of attitudes towards these subjects will be explored as well as how these perceptions relate to health behavior.

HSCI-318. Consumer Health. 3 Hours.

Prepares the student to make wise choices in the selection of health products and health services. Emphasis on proper utilization of the health care system and evaluation of products and services with regard to cost and impact on physical and mental health. Includes identification of reliable sources of health-related information, laws and agencies to protect the consumer.

HSCI-319. Substance Use And Abuse Education. 3 Hours.

This course provides a foundation for educating others in the area of substance use and abuse. Students will acquire knowledge about addiction and legal/illegal drug use and the consequences of inadequate drug education at the individual, community, and societal levels. An emphasis will be placed on social, cultural, political, and religious influences and historical context. Students will evaluate their own values and beliefs about substance usage and apply health education, learning, and behavior principles to the design and development of drug education.

HSCI-320. Cancer Health Policy. 3 Hours.

This course on cancer-related policy cross-examines topics related to cancer as a chronic degenerative disease from diverse disciplinary lenses including public health, biology, economics, and social science. Students will be exposed to various cancer-related issues under the guidance of an instructor and experts in the oncological, social sciences and health policy fields. This course will also explore socio-political issues that influence cancer related policy in United States and other countries.

HSCI-323. Mental And Emotional Health. 3 Hours.

This course covers the principles of community and personal mental, emotional, and social well-being. Employing a socio-ecological approach, students study the individual, family, organizational, biological, historical, and societal factors influencing mental health. Students learn how to improve personal mental health through reflective practice and behavioral strategies, promote community mental health through educational strategies, and advocate for the mental health of others. Ethical use of technology to support learning, reflection, communication, and collaboration is foundational to this course.

HSCI-340. Health Behavior Theory & Practice. 3 Hours.

This course is an introduction to the fundamental theories in behavior. Because theory and practice are driven by research, the course will also introduce students to examples of health promotion research. Students will analyze constructs that explain or predict behavior including intrapersonal capacity, interpersonal supports, and environmental contexts. They also will apply individual and community-based theories to the design of a community health intervention.

HSCI-350. Community And Public Health Education Methods. 3 Hours.

In this course, students develop skills to communicate health information effectively and positively affect population health at the individual, community, and societal levels. Students apply health behavior, communication, and learning theories and models to develop, implement, and evaluate community and public health messages for selected audiences. Emphasis is placed on multicultural humility and competence, health literacy, empowerment, and equity. Ethical use of technology to support learning, reflection, communication, and collaboration is foundational to this course.

Prerequisite: College of Education Admission with a score of Y and HSCI-340 with a minimum grade of C.

HSCI-355. Organization & Administration Of School Health. 3 Hours.

This course introduces students to the connections between health and student learning and to the components of a coordinated school health approach. Students will explain the role of the school health coordinator, assess and advocate for school health needs, plan a school health initiative, and identify opportunities for professional growth. Collaboration and the ethical use of technology to support learning, reflection, and communication is foundational to this course.

HSCI-357. Introduction To Health Care Management And Leadership. 3 Hours.

This course will provide a general introduction to leadership and management in the field of health care. Students will explore concepts, processes, and theoretical content considered necessary for persons who intend to practice in a health care administrative position. Emphasis is placed on the differences between leadership and management, profit and nonprofit, and health care and other commodities with ongoing attention to social, cultural, economic, and environmental accountability.

HSCI-360. Health Program Management & Evaluation. 3 Hours.

In this course, students develop skills to design, develop, and implement a health promotion program that addresses population health. After identifying stakeholders and partners, students conduct a community health assessment, establish program goals, and develop implementation, management, and evaluation plans. Emphasis is placed on multicultural humility and competence, empowerment, and equity. Ethical use of technology to support learning, reflection, communication, and collaboration is foundational to the course.

Prerequisite: HSCI-340 with a minimum grade of C or HSCI-350 with a minimum grade of C.

HSCI-364. Theories And Concepts Of School Health Education. 3 Hours.

This course introduces theories and concepts of health education. Students will explain the role of the health education teacher as a resource person and consider professional and ethical issues in health education. Students also will apply principles and procedures for planning, implementing, and evaluating school health education. This process includes utilizing best practices in instructional and assessment strategies to foster health literacy in the health education classroom. Collaboration and the ethical use of technology to support learning, reflection, and communication is foundational to this course.

HSCI-365. Health Education For The High School. 3 Hours.

This course provides future and practicing educators the functional knowledge and skills needed to teach high school health education effectively. Developing a health education learning segment, that aligns with state and national standards, integrates technology to improve learning outcomes, and meets the needs of a diverse student population will form the focus of the course. Inquiry and theoretical approaches, collaboration, and reflective practice are employed.

HSCI-370. Field Experience: Community Health. 9 Hours.

The 200-hour community health field experience affords students the opportunity to integrate concepts and skills, learned in the curriculum, while immersed in a community and public health setting. A weekly seminar provides interns a forum to debrief field experiences, learn about the profession, and prepare for a job search. Completion of performance-based assessments aligned with public health competencies support the development of a professional portfolio.

Prerequisite: HLED-360 with a minimum grade of C.

HSCI-375. Health Promotion Field Experience. 3 Hours.

This course provides a 100-hour field experience for Community Health minors. Students meet weekly to share and debrief their field experiences, collectively solve instructional and site management problems, revisit research and theory regarding addressing the needs of a diverse learning audience, and learn about the health promotion profession. Observation, reflection, presenting, and assessment are critical activities in this course.

Physical Education

PEMA-105. Beginning Swimming. 1 Hour.

The course is designed for participants with little or no swimming ability or experience. Students will acquire basic swimming and water safety skills.

PEMA-110. Yoga For Beginners. 1 Hour.

The course is designed for participants with little or no yoga experience. Students will acquire basic yoga skills and practice yoga poses.

PEMA-115. Meditation For Stress, Anxiety, And Mental Clarity. 1 Hour.

In this course students will practice a range of meditative techniques ranging from guided meditation, mantra meditation, silent sitting and yoga nidra-deep dreamless yoga sleep. Each class will consist of practice and reflection. Outside class work will include select readings to assist students in understanding the benefits of meditation. Students will develop their own practice using a practice guidebook of their own making.

PEMA-152. Judo And Self-Defense. 1 Hour.

Examination and practical application of judo and self-defense techniques. Special emphasis on proper training methods, physical conditioning, teaching techniques, and rules and regulations in contests.

PEMA-161. Badminton. 1 Hour.

Introduction to basic skills: clear shots, serves, drop shots, smashes, offensive and defensive strategies. Rules, singles and doubles; tournaments.

PEMA-162. Bowling. 1 Hour.

Theory and practices; rules, regulations, skill practice, tournament play and handicapping and coaching.

PEMA-163. Golf. 1 Hour.

Instruction designed for beginning and experienced golfers in proper use of woods; long, middle, and short iron shots; putting, and specialty shots. Etiquette and rules of golf; visitation to driving range and golf course.

PEMA-166. Recreational Games. 1 Hour.

Choosing, teaching and organizing informal recreational activities, including non-traditional, creative activities, sedentary, competitive and cooperative play situations.

PEMA-172. Basketball. 1 Hour.

This course will cover the basic skills of basketball including dribbling, passing, and shooting as well as offensive and defensive strategies. Students will be introduced to small game play and team strategies. They will gain a basic understanding of basketball rules and officiating. Students will achieve proficiency in the fundamentals of basketball.

PEMA-203. Weight Training. 3 Hours.

Basic principles of weight training and its effects on the body; proper lifting and training technique, individualized programs for general fitness or athletics, isometrics and safety procedures.

PEMA-210. Lifeguard Certification American Red Cross. 2 Hours.

This course is designed to teach the skills required to become an American Red Cross Lifeguard. This will include swimming skills in order to perform lifeguarding skills, Cardiopulmonary Resuscitation (CPR), and Automated External Defibrillation (AED). Students who qualify may be certified as a Lifeguard. Student must pass a pre-course swimming skills test and meet all the requirements by the American Red Cross Lifeguard Course in order to be certified. This will include attendance at a minimum of 25 hours in class and passing the written and skills exams.

PEMA-215. Water Safety Instructor Certification American Red Cross. 2 Hours.

This course is designed for physical education students and other professionals who will be expected to teach aquatics. It includes progressive swimming instruction, observation, and participation in other aquatic activities and peer teaching. Students who qualify may be certified as Water Safety instructors (WSI). Students must pass a pre-course swimming skills test and meet all the requirements by the American Red Cross WSI in order to be certified. This will include attendance at a minimum of 32 hours in class.

PEMA-332. Fundamentals Of Yoga Philosophy And Practice. 3 Hours.

Introduction to the philosophy and practice of yoga. The philosophical view will be based on Pantanjali's yoga system. In addition, proper breathing techniques, nutrition, positive thinking, relaxation, concentration and stress management will be covered.

PEMA-334. Philosophy And Practice Of Yoga II. 3 Hours.

This course builds on PEMA-332: Fundamentals Of Yoga Philosophy And Practice. Through reading, discussion, and practice the following will be covered: anatomy and body systems in relation to advanced yoga asana, advanced yoga asana practice, overcoming obstacles to develop your own personal practice and teaching of advanced asana yoga, historical concepts of Western and Vedic ideas, and metaphors present in Eastern thinking.

Prerequisite: PEMA-332 with a minimum grade of C.

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

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

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

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

PEMT-151. Fundamentals Of Rhythms. 3 Hours.

This course will cover basic locomotor movements, choreography skills (movements with music), and several genres of dance (i.e. ballet, jazz, and modern). Students will be introduced to a wide range of dance forms (social, cultural, and creative dance) and dance pedagogy. Students will achieve proficiency in a variety of fundamental dance skills and basic teaching strategies.

PEMT-201. Introduction To Principles And Methods In Physical Education. 3 Hours.

Principles, methods, aims and objectives of physical education; the place of physical education in the school curriculum; general and specific objectives; general techniques in teaching; principles of selecting content; progressions, building curricula to fit varying schools; lesson planning leadership, and squad organizations; co-operation with teachers, supervisors and administrators.

PEMT-203. Fitness Education. 3 Hours.

This course will cover the development and implementation of numerous fitness-related activities and current trends in fitness for physical education. Students will be introduced to the components of health and skill related fitness, principles of training and fitness pedagogy through experiential activities. Students will achieve a thorough understanding of fitness.

PEMT-231. Teaching Target, Net, And Wall Activities In Physical Education. 3 Hours.

A content course focused on movement skills and knowledge for students in grades 3-12 within activity categories aligned to National Standards and Grade Level Outcomes for K-12 Physical Education. Teacher candidates will develop common and specialized content knowledge related to target, net, and wall activity categories. In addition, teacher candidates will recognize and understand academic language and theory related to teaching and learning target, net, and wall activity categories.

PEMT-235. Teaching Physical And Health Education Concepts For Classroom Teachers. 3 Hours.

This course will cover the fundamental principles and basic methodology of teaching physical and health education concepts for elementary classroom teachers. Students will be introduced to fundamental content knowledge and introductory teaching methodology. Students will achieve a broad understanding of quality physical and health education concepts and a variety of strategies to successfully implement them into active, developmentally appropriate lessons.

PEMT-242. Cooperative Learning In Adventure Education. 3 Hours.

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

PEMT-251. Fundamentals Of Rhythms. 3 Hours.

This course will cover basic locomotor movements, choreography skills (movements with music), and several genres of dance (i.e. ballet, jazz, and modern). Students will be introduced to a wide range of dance forms (social, cultural, and creative dance) and dance pedagogy. Students will achieve proficiency in a variety of fundamental dance skills and basic teaching strategies.

PEMT-276. Teaching Invasion, Striking, And Fielding Activities In Physical Education. 3 Hours.

A content course focused on movement skills and knowledge for students in grades 3-12 within activity categories aligned to National Standards and Grade Level Outcomes for K-12 Physical Education. Teacher candidates will develop common and specialized content knowledge related to invasion, striking, and fielding activities. In addition, teacher candidates will recognize and understand academic language and theory related to teaching and learning invasion, striking, and fielding activity categories.

PEMT-300. Adventure Education Programming. 3 Hours.

Course will focus on how to integrate an interdisciplinary adventure-based program into traditional school curricula. The following topics will be investigated: Philosophical knowledge of adventure education, liability and safety in program design and developing interdisciplinary education units.

PEMT-302. Kinesiology. 3 Hours.

A systematic approach to the analysis of the responses of the human organism to both internal and external forces. The human body as an instrument for solving environmental challenges in movement will be investigated from both qualitative and quantitative perspectives. Lecture and laboratory.

PEMT-303. Adapted Physical Education And Recreation. 3 Hours.

The purpose of PEMT-303 is to provide students with the knowledge and basic skills required to meet the professional and legal mandates pertaining to kinesiology for individuals with disabilities. This course encompasses all sub-specialties in the profession with particular emphasis on children and their physical and motor development in schools. The course provides lesson plan writing, practical teaching opportunities and experiences for each student enabling each learner to gain the following; understanding of the knowledge and skills for students with disabilities, and planning and teaching students with disabilities in K-12 setting.

PEMT-305. Functional And Structural Human Anatomy. 3 Hours.

This course will cover the fundamental functional and structural anatomical aspects of the human body. Students will be introduced to the skeletal, muscular, nervous, respiratory, cardiovascular, endocrine and reproductive systems. Students will achieve a broad understanding of the function and structure of these systems and how this knowledge can be applied in health and physical activity settings.

PEMT-306. Exercise Physiology. 3 Hours.

This course will cover a broad understanding of the metabolic processes and various physiological systems that underlie human movement. Students will be introduced to the specific adaptations that occur within the body as a result of various types of physical activity. Students will achieve a strong understanding of how physiological concepts, related to human movement, explain the impact of exercise and physical activity on the body. Additionally, students will be able to apply their knowledge of these systems to provide more effective exercise, sport and physical activity programs. Departmental approval required.

PEMT-307. Assessment In Physical Education. 3 Hours.

This course will cover the role of assessment in k-12 physical education programs. Students will be introduced to the development of assessments in the psychomotor, cognitive and affective learning domains. In addition they will learn basic statistics, introductory data manipulation, presentation, and analysis. Students will achieve an understanding of the basic principles of assessment, creation of developmentally appropriate assessments, and achieve proficiency in the manipulation, presentation, and interpretation of assessment data.

PEMT-308. Motor Skill Behavior. 3 Hours.

This course will cover the central theories of motor skill behavior, concepts of motor skill behavior, and their practical application in instructional settings. Students will be introduced to motor skill learning theories, concepts explaining central and sensory control of movement, childhood motor development, and factors influencing motor skill learning. Students will achieve a broad understanding of how to apply these theories and concepts in practitioner based settings such as teaching, coaching, clinical and therapeutic environments.

PEMT-309. Sport & Exercise Psychology. 3 Hours.

This course will cover the psychological theories and constructs that underlie performance in sport, exercise and physical activity settings. Students will be introduced to the foundational theories that explain individual and contextual factors that influence behavior in the physical realm. A theory to practice approach will be used to understand the psychology of sport and exercise behavior.

PEMT-310. Socio-Cultural Influences On Physical Activity. 3 Hours.

This course will cover the contemporary and historical perspectives on social and cultural issues that influence youth in physical activity settings. Students will be introduced to issues including race, gender, sexuality, body image, and socioeconomic status and how they influence physical activity. Students will achieve a broader understanding of how these issues influence physical activity and strategies to encourage participation.

PEMT-311. Introduction To The Theory And Methodology Of Coaching. 3 Hours.

This course will cover the basic theory, methodology, and principles of athletic coaching. Students will be introduced to sport and exercise science theory, instructional methodology, and pedagogical principles related to athletic coaching. Students will achieve a broad understanding of how theory and methodology underpin quality athletic coaching and the ability to apply these concepts in practice. Requires Departmental authorization/approval.

PEMT-341. Physical Education Curriculum Design. 3 Hours.

This course will cover the design and implementation of current physical education curricular models. Students will be introduced to developmentally appropriate methodologies for lessons, units, and semester planning for a variety of models. Students will achieve an understanding of how to develop and apply these models in k-12 physical education settings.

Prerequisite: PEMT-201 with a minimum grade of C and PEMT-203 with a minimum grade of C.

PEMT-343. Foundations Of Physical Education In Early And Elementary Education. 3 Hours.

This course will cover the basic pedagogical principles and methodologies for the design and implementation of physical education in PreK thru 6th grades. Students will be introduced to planning, pedagogy, behavior management, assessment, and evaluation of student performance. Students will achieve the theoretical knowledge (classroom) and the practical experiences (field experience) required to fulfill the professional responsibilities of a successful elementary school physical educator. Additionally, students will be required to observe 20 hours in an elementary physical education setting.

Prerequisite: PEMT-201 with a minimum grade of C and PEMT-203 with a minimum grade of C.

PEMT-344. Foundations Of Physical Education For Middle & High Schools. 3 Hours.

This course will cover the basic pedagogical principles and methodologies for the design and implementation of physical education at the middle and high school levels. Students will be introduced to planning, pedagogy, behavior management, and assessment and evaluation of student performance. Students will achieve the theoretical knowledge (classroom) and the practical experiences (field experience) required to fulfill the professional responsibilities of a successful middle or high school physical educator. Additionally, students will be required to observe 20 hours in middle or high school physical education settings.

Prerequisite: PEMT-201 with a minimum grade of C and PEMT-203 with a minimum grade of C.

PEMT-351. Independent Study In Physical Education. 1 Hour.

Special project of the student's choosing relating to some facet of physical education.

PEMT-352. Independent Study In Physical Education. 2 Hours.

(See PEMT-351 for description.).

PEMT-353. Independent Study In Physical Education. 3 Hours.

(See PEMT-351 for description.).

PEMT-355. Physical Education Clinical Experience. 3 Hours.

In this course students will be introduced to authentic physical education classroom settings and the planning, implementation, and assessment processes that occur. Students will be required to complete a minimum of 100 hours of clinical observation (50 elementary, 50 secondary) during this course. This course also will cover basic components of the edTPA portfolio, including a review of planning, implementation, and assessment in physical education. Students will achieve a broad understanding of the edTPA process and the factors that influence quality physical education within the school setting. Departmental Authorization/Approval required.

PEMT-375. Student Teaching And Seminar In Physical Education. 12 Hours.

This course requires sixteen weeks of full-day student teaching and practical teaching experience in a preK-12 physical education setting. Students enrolled in this course are supervised by a cooperating teacher and a university supervisor, who conducts a weekly seminar associated with student teaching.

Prerequisite: PEMT-355 with a minimum grade of C.

PEMT-375B. Student Teaching And Seminar In Physical Education. 6 Hours.

This course requires sixteen weeks of full-day student teaching and practical teaching experience in a preK-12 physical education setting. Students enrolled in this course are supervised by a cooperating teacher and a university supervisor, who conducts a weekly seminar associated with student teaching.

Prerequisite: PEMT-355 with a minimum grade of C.

PEMT-400. Adventure Education. 3 Hours.

The course will focus on how to integrate an interdisciplinary adventure-based program into physical education and recreational settings. The course is an experiential based approach to learning that uses cooperative learning, team building, simulations, and debriefing processes to create positive learning environments that promote engaged active learning. Liability and safety measures to consider when designing and developing adventure education programs will be addressed as well.

PEMT-410. Socio/Cultural Influences On Physical Activity, Sport, And Recreation. 3 Hours.

This course will cover contemporary and historical perspectives on social and cultural issues that influence youth and adults in physical activity, sport, and recreation settings. Students will be introduced to issues including race, gender, sexuality, body image, and socioeconomic status and how these factors influence physical activity, sport, and recreation.

PEMT-440. Contemporary Curricula In Physical Education. 3 Hours.

This course will cover the design and implementation of current physical education curricular models. Students will be introduced to developmentally appropriate methodologies for lessons, units, and semester planning for a variety of models. Students will discuss the application of these curricula and how to implement them into their current physical education teaching setting.

PEMT-445. Contemporary Teaching Methods In Physical Education. 3 Hours.

This course will cover contemporary pedagogical principles and methodologies for the design and implementation of physical education at the elementary, middle, and high school levels. Students will discuss, apply, and implement the most current theoretical knowledge and practical experiences within physical education pedagogy.

Public Health

PH-400. Introduction To Public Health. 3 Hours.

In this course, students will be introduced to the profession and science of public health, inclusive of its history, philosophy, values, and roles. Students also will be introduced to the intersecting factors influencing human health and healthy equity including environmental, biological, genetic, behavioral, psychological, social, political, racism, and economic. With a particular focus on marginalized communities, students examine major trends of morbidity and mortality, explain the role of prevention, and compare the US's and other countries' health care systems. Instruction recognizes students' lived experiences and insights and integrates these into discussions and other exercises that promote critical thinking and analysis.

PH-405. Social And Behavioral Health Theory. 3 Hours.

This course will cover theories of social and behavioral health and their application to the assessment, implementation, and evaluation of public health initiatives. In this course students will learn how to implement health behavior interventions that use intrapersonal, interpersonal, and ecological/community theories and models to create positive health behavior changes within individuals, communities, and societies. The assessment, implementation, and evaluation of health behavior interventions will focus particularly on marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location.

Requirement: Accepted to the MPH program or Program coordinator approval.

PH-410. Epidemiology. 3 Hours.

This course provides a foundation in the occurrence, distribution, and determinants of health, diseases, injuries, disability, and mortality in populations. Content includes epidemiological measurements and study designs, their key ethical issues, and their relationship to disease prevention, treatment, and control. Students examine the social, behavioral, and psychological determinants of vulnerability to disease among groups classified by race, ethnicity, sexuality, gender, socio-economic position, gender, age, ability, and location, as well as the intersections of these classifications. Students also practice strategies for designing and supporting public policies that appropriately and effectively promote health in the communities where they live.

PH-415. Biostatistics. 3 Hours.

This course provides an introduction to statistical methods with a focus on public health. Topics include collection, summarization, and analysis of data and the interpretation of and inferences from results. It will include analyses of data that demonstrate how bias affects marginalized communities, with specific and ongoing attention to the intersections they experience including, but not limited to race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. Students will study current research articles to develop their ability to distinguish bias in data collection, data analysis, and resulting government policy. The course includes a project focusing on health disparities.

Requirement: Accepted to the MPH program or Program coordinator approval.

PH-420. Environmental Health. 3 Hours.

This course addresses topics in Environmental Health as they relate to public health. Students develop the knowledge to discuss topics such as air quality; water quality; food safety; risk assessment; indoor health; vector and pest management; and the management of chemical, biological, and physical environmental agents. The context will focus on marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. This will be accomplished through case analyses and with the goal to advocate for equity and justice in legislation and policy.

Requirement: Accepted to the MPH program or Program coordinator approval.

PH-425. Global Health. 3 Hours.

This course uses a multidisciplinary approach to discuss the major underlying determinants of poor health. Students will be introduced to the evolution of modern approaches, the setting of global health priorities, the functions and roles of global health systems, and an overview of current global health practices. Students will explore the factors shaping the global distribution of disease and their connection with issues of social, economic, and political development. Students will also consider the impacts of globalization, climate change, and other environmental factors on health risks and availability of health resources.

PH-430. Health Literacy & Health Communications. 3 Hours.

In this course, students critically examine the implications of health literacy on health and health outcomes and the role of health communication in helping individuals and populations to access, obtain, understand and act on health information. Students will develop skills in conducting a needs assessment; identifying communication goals, objectives, and strategies; designing and testing messages and materials; and developing an implementation and evaluation plan. Central to this process is the accurate measurement of literacy and sensitivity to marginalized communities, with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location.

PH-440. Health Disparities & Health Advocacy. 3 Hours.

This course provides students with the theoretical applications to conduct research and to identify the primordial, historical, and contemporary sources of health disparities in the United States and around the world. Content focuses on how health disparities are defined, their prevalence, why and among whom they exist, issues and methods of measurement, and approaches to addressing them. Students learn why scholars and practitioners describe health disparities as unnecessary, avoidable, and unfair. Using multidisciplinary, multisectoral, and culturally-appropriate approaches, students will develop advocacy strategies to target and eliminate health disparities.

PH-450. Health Care Program And Services Administration. 3 Hours.

This course is designed to develop skills in healthcare program and services administration, including organizational structures, management styles and challenges in public health and healthcare organizations. Students will practice how to successfully manage change, appropriately solve problems, and make ethical decisions with consideration for social determinants of health. Examples will focus on marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. Achieving quality outcomes through planning, organizing, administering, managing, and evaluating public health policy is integral to this course.

PH-460. Design And Development Of Public Health Programs. 3 Hours.

This course develops public health program planning, management, and evaluation skills. Planning activities include conducting a needs assessment, setting goals and objectives, selecting intervention strategies, and building an implementation timeline. Management activities include preparing a budget and developing a marketing plan. Evaluation activities include establishing program performance standards and developing an evaluation plan. Emphasis will be placed on evidence-based approaches to reduce health disparities among marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location.

Prerequisite: PH-400 with a minimum grade of C.

PH-470. Research Methods In Public Health. 3 Hours.

This course will cover all aspects of conducting qualitative and quantitative research in the social sciences. Students will learn how to collect and interpret data in an ethical and diversity-sensitive manner. The assessment, implementation, and evaluation of research-related processes and outcomes will include discussion of the general public as well as marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. Students will learn about the proper reporting of data, the accurate interpretation of findings, and the use of ethical inferential procedures.

Prerequisite: PH-400 with a minimum grade of C.

PH-480. Internship I. 3 Hours.

This course is a mentored learning experience that serves as a bridge between public health training and practice. During the internship, students complete a site-based project related to one or more core areas of public health and with a focus on marginalized communities and the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. In addition to the project, the course includes coaching meetings, ongoing self-assessment and reflection, synthesis of professional ethics, collaborative and peer-driven problem-solving, and case-based learning exercises that require critical analysis, systems-based thinking, and transformative approaches.

PH-485. Internship II. 3 Hours.

This course is an expansion of Internship I, a mentored learning experience that serves as a bridge between public health training and practice. This course includes additional field experience hours and professional development exercises and opportunities. Internship I and II can be taken in the same semester if it can be clearly established that the student has time for the extended commitment and that the field experience site and site supervisor have the capacity and interest to support this commitment. Department, program, and academic advisor approval are required.

PH-490. Capstone. 3 Hours.

This course is an individualized, mentored, culminating learning experience to support students in synthesizing and integrating their public health coursework. Guided by evidence-based approaches, students conduct mixed-method research to identify community health needs, assets, and resources. Students present their findings in ways that reveal a deep understanding of public health functions, an ecological perspective of health, and a capacity to be competent, reflective, collaborative, transformative, and ethical public health researchers, practitioners, and managers. Students also participate in a self-study project during which they examine and reflect on their career interests, personal values, and experiential capital.

PH-498. Public Health Independent Research Project. 3 Hours.

This course is for students majoring in public health who choose to fulfill graduation requirements via an approved Independent Study. Directed research, analysis, and presentation of a research paper on an important topic in public health are the focus of the course.

PH-503. Human Sexuality And Sex Education. 3 Hours.

This course provides a basic foundation in the area of human sexuality and sex education. In addition to acquiring knowledge in anatomy, pregnancy, childbirth, contraception, sexually transmitted infections, and relationships, students also will examine the evolutionary factors, historical foundations, and contemporary influences on human sexuality and sex education. Students will locate and interpret health data and information, evaluate policy, reflect on personal beliefs, develop educational interventions, and acquire the skills to act as a resource person and advocate for science-based instruction and policies.

PH-519. Substance Use And Abuse Education. 3 Hours.

This course is an introduction to substance use and abuse including the role of and effects on human behavior, the neurobiology and complexity of addiction, the impact on health and society, historical foundations and outcomes of substance use laws, and the influence of religion, politics, and other factors on substance use, abuse, and perceptions. Students will locate and interpret health data and information, evaluate policy, reflect on personal beliefs, develop educational interventions, and acquire the skills to act as a resource person.

PH-523. Mental Health Education And Promotion. 3 Hours.

This course develops knowledge and competencies related to mental health, education, and promotion. Learners gain insight into the factors that impact mental health across the lifespan, including historical, environmental, biological, genetic, behavioral, psychological, cultural, sociological, political, and economic. Learners administer a community-level mental health assessment, develop culturally and linguistically appropriate mental health curricula, evaluate mental health promotion interventions, and advocate for transformative mental health policies, programs, and services. They also conduct a self-care self-study, examine personal dispositions, and create personal and professional action plans. Cultural humility, ethical practices, and ecological approaches are emphasized throughout.

PH-555. Organization And Administration Of School Health. 3 Hours.

This course provides foundational content and builds skills related to the organization and administration of school health. Emphasis is placed on the factors that contribute to a healthy school environment and the social determinants that impact PK-12th grade students' motivation and ability to learn. Learners interpret data to identify school health needs; conduct a personal inventory; make plans to engage stakeholders in the formation of a school health council; select and use sources to advocate for school health; interpret and analyze school health policies; design and develop school health initiatives; and prepare to become a school health leader.

PH-564. Theories And Concepts Of School Health Education. 3 Hours.

This course provides foundational knowledge about effective school health education curricula, health behavior theories, health education standards, the whole child approach, risk and protective factors, and the multidimensionality of health. Students practice assessing learners' needs, applying principles of learning towards curriculum design, employing instructional strategies to engage learners, utilizing multiple methods of assessment, and cultivating an inclusive classroom environment. Students also analyze the role of the health education teacher as a resource person; consider professional and ethical issues in health education; and make plans for ongoing professional development.

urban community studies

UCS-103. Introduction To Urban Community Studies. 3 Hours.

Introduction to Urban Community Studies is an overview of the Urban Community Studies program and its interdisciplinary approach to examining the political, economic, social, and cultural forces that impact urban communities in this country and throughout the world. The course is designed to introduce students to core analytical concepts and build their critical thinking and analytic writing skills.

UCS-201. Power And Oppression In The Urban Community. 3 Hours.

The purpose of this course is to examine social organization and theories of power and oppression to determine who rules the United States. Moreover, review the "center" of power as a matrix to decide how it impinges in various ways on those who live within the United States society.

UCS-203. Activism And Community Engagement In The Urban Context. 3 Hours.

Activism and Community Engagement in the Urban Context explores historic and contemporary forms of activism and community engagement in local, national and global urban communities. Students will become familiar with the analytic frameworks that inform community activism and trace the connections between activism and community engagement. Through an examination of course readings, guest lecturers and visits to community events, students will investigate forms of activism and community engagement as they relate to issues including education, food security, violence prevention, police reform, equal rights, homelessness, health and wellness and voting rights.

UCS-302. Urban Education And The Art Of Critical Pedagogy. 3 Hours.

The course provides educational practitioners with multimodal approaches to better engage students in a curriculum to improve the child's learning experiences. Research-based strategies are reviewed to enhance teachers' delivery of instruction to promote student outcomes.

UCS-303. Writing Intensive Program: Research Writing In Urban Community Studies. 3 Hours.

Research Writing in Urban Community Studies provides an overview in research methodology. In this course students will learn how to design and write a scholar-activist oriented research proposal on a social science topic pertinent to the urban community. The course covers the following topics: the selection of a research topic, the articulation of research questions, writing a literature review, the development and application of social science theory, the development of methodology, research design, data analysis, research ethics, and research dissemination.

Prerequisite: ENGL-101 with a minimum grade of C.

UCS-304. Contemporary Issues In Urban Community Studies. 3 Hours.

This course focuses on the contemporary issues surrounding urban communities in the United States. It specifically examines the economic, political, educational, and environmental underpinnings of such communities. Throughout this course the major issues affecting the environment of urban communities, specifically educational inequalities, and the misuse and abuse of economic and political power are discussed. In addition, the discussion of racism as the underlying cause of the historic and contemporary issues in the urban community is explored.

Prerequisite: College of Education Admission with a score of Y.

UCS-305. Urban Entrepreneurship. 3 Hours.

Urban Entrepreneurship explores the fundamentals of entrepreneurship and its connections to community engagement in the urban context. Students will learn the stages of entrepreneurship including idea generation, developing a business model and financing an entrepreneurship venture. Students will also have an opportunity to explore their own entrepreneurship interests and learn the ways that community engagement and social entrepreneurship can play a role in their entrepreneurial ventures.

Prerequisite: (100 - 399 or 100A - 399Z).

UCS-327. Media And Popular Culture In Urban Communities. 3 Hours.

Media and Popular Culture in the Urban Community will examine basic concepts of popular culture as they apply to the urban experience. The course will focus on the socio-cultural factors that influence popular culture as well as the way urban communities are represented in mainstream media.

UCS-328. Trauma, Resilience, And Resistance In Urban Communities. 3 Hours.

Trauma, Resilience, and Resistance in Urban Communities explores psychological trauma symptomatology and interventions in an urban context. In this course students will use books, articles, and film to learn about: 1) the relationship between trauma and neurobiology; 2) historical trauma impacts affecting multigenerational communities of color, 3) structural factors that impact community violence-induced trauma; and 4) contemporary trauma treatments for individuals, children, families, and groups.

UCS-329. Structural Violence In The Urban Community. 3 Hours.

In an attempt to present a holistic perspective of violence in urban spaces, this course will delve into the systemic causes of violence in the urban community. Also, the course will identify the common contributing factors associated with violence, like individual-level influences, to probe deeper into the root causes of violence like misguided public policies, environmental injustices, and the United State's culture producing industries.

UCS-330. Film Analysis In The Urban Context. 3 Hours.

This course examines featured films and historical dramas on various topics to provide evidence and information as an alternative source for understanding critical issues and social events.

UCS-341. Motherhood Studies In The Urban Community. 3 Hours.

Motherhood Studies in the Urban Community will explore the institution and experience of motherhood as a site of power and healing. Specific emphasis will be given to theorizing about the specific ways African American, Latinx, indigenous, and immigrant mothers experience mothering in an urban context. In addition, this course will use memoirs, articles, and film to explore: 1) the labors of motherhood; 2) how race, socioeconomic status, and sexuality impact mothering; 3) how mothers navigate and resist structural oppression found in education, economic, and political systems; and 4) mothers' hope and resiliency in the wake of urban community violence.

UCS-342. A Critical Analysis Of Hip Hop Culture. 3 Hours.

This course explores the social, political, and cultural forces that influence hip hop culture and the rap music industry. Ecological conceptual models will be used to determine if multinational media conglomerates function as one massive empire that uses some aspects of the rap music industry as cultural imperialism, or if they are involved with hip hop for classic capitalism purposes or a combination of both.

UCS-343. Racism, Xenophobia, And Bias In The Urban Context. 3 Hours.

Racism, Xenophobia, and Bias in the Urban Context addresses how the construct of race and racism produces economic inequities, biased policy formations, and social injustices toward people of color. The course is designed and framed around contemporary and historic topics allowing students to critically analyze and review the concept of racism as a destructive philosophy and theoretical application.

UCS-344. Seminar In Urban Community Studies. 3 Hours.

Seminar in Urban Community Studies explores selected topics in Urban Community Studies including urban history, urban sociology, urban education, urban art/literature, urban social services, urban structural violence, urban politics, urban architecture, and urban culture. Course content varies. Course can be repeated on different topics up to three times.

Prerequisite: UCS-303 with a minimum grade of C.

UCS-411. Theoretical Foundations In Urban Community Studies. 3 Hours.

This is the orientation for the Master's Degree program in Urban Community Studies. This course is designed to provide students with a rigorous grounding in the theoretical frameworks that analyze and understand the Inner City. This course will explore the intellectual foundations of the human condition in the part of urban America referred to as the "inner city" by comparative investigation of cultural, education, economic, social, and political issues in these spaces.

UCS-412. Methods In Urban Community Research. 3 Hours.

Research design and analysis of data; methods for collecting and interpreting data, observation, formulation of hypotheses, techniques of interviewing, questionnaire construction, and writing of reports. The primary objective of the course is to train students to read research studies with understanding and to apply the findings to their own research projects.

UCS-415. Urban Ethnography. 3 Hours.

Urban Ethnography introduces students to ethnographic data collection methods associated with the study of urban environments. Students will explore the foundations of urban ethnography through classical sociological and anthropological studies. Students will conduct their own ethnographies and learn how to incorporate ethnographic analysis into their research writing.

Prerequisite: UCS-411 with a minimum grade of C.

UCS-416. The African-American Experience In Urban Communities. 3 Hours.

This course explores how pull and push factors influence social, political, and economic outcomes for African Americans living in urban spaces. Students will examine how issues of race, class, gender, urban development gentrification and displacement impact African-American urban life.

UCS-420. Migration And Diaspora In Urban Communities. 3 Hours.

Migration and Diaspora in Urban Communities is an examination of movement and diaspora in the historical, cultural and socio-political development of urban communities. Special emphasis is placed on the Great Migration and the Bronzeville community as well as migration experiences in local Chicago communities such as Englewood, Austin, Humboldt Park and Pilsen.

Prerequisite: UCS-411 with a minimum grade of C.

UCS-421. Faith Institutions As Political Instruments. 3 Hours.

The focus of this course is to examine faith institutions as sites of political discourse, engagement, and activism. Special attention is given to examining the history of Black institutions, the intersection of race and gender on religiosity, and the role of resistance movements from contemporary faith-based institutions.

UCS-426. History And Philosophy Of Urban Education. 3 Hours.

Examine the various theoretical constructs, pedagogy, and policies defining urban education since the Post Reconstruction Era. Navigate the journey of how school reform from a philanthropic paradigm and urban policy-planning framework develop and influence textbook selections, curriculum benchmarks, testing requirements, school arrangements, and employment trends.

Prerequisite: UCS-411 with a minimum grade of C.

UCS-431. Systemic Challenges In Public Education. 3 Hours.

The course contrasts and compares how educational ordeals and outcomes are universal throughout many school districts. From addressing minority teacher shortages to cultural curriculum applications, the course will examine a variety of best practices, policy interventions, and instructional strategies required to better teach and service marginalized and traditional youth impacted from external school forces, e.g. family issues, parental arrangements, drugs, social media, poverty.

UCS-432. Curriculum And Pedagogy In Urban Schools. 3 Hours.

The course offers a historical analysis, contemporary examination, and ethnographic review of educational policies and school initiatives framing urban America's curriculum pedagogy. The purpose of the course is to advance an interpretive understanding of how urban policy planning and school equity influences the construction of a school curriculum.

UCS-433. Popular Culture. 3 Hours.

Popular Culture is an examination of critical issues and theoretical approaches to the study of popular culture with special attention of popular culture within an urban context. The course will explore the way that Popular culture analysis occurs in a number of different fields, including Sociology, Communications, Anthropology, History, Cultural Studies, English, Women's Studies, Ethnic Studies, and Urban Studies. Special focus will be placed on the relationship between urban communities and several areas of popular culture including television, film, advertising, popular music, and social media.

Prerequisite: UCS-411 with a minimum grade of C.

UCS-441. Urban Culture. 3 Hours.

Urban Culture examines the social practices and shared expression of groups that live in urban settings. This course is intended to introduce students to the changing nature of community, social inequality, political power, socio-spatial change, technological change, and the relationship between the built environment and human behavior. Special emphasis will be placed on the urban cultures of various ethnic groups in Chicago.

UCS-443. Research Writing. 3 Hours.

This course will offer instruction in writing reports, proposals, papers and the thesis with consideration given to form and style. Moreover, this course is intended to help you master the strategies and conventions of academic research writing. In the broadest terms, we do research whenever we gather information to answer a question that solves a problem. At its most fundamental level, the basis for research writing is to collect all of the available information/data (within reason) on a specific topic, read it, categorize and analyze the information (process) and produce a written report of your findings.

UCS-445. Critical Analysis Of Hip Hop Culture. 3 Hours.

This course explores the social, political, and cultural forces that influence hip-hop culture and the rap music industry. The conceptual paradigm used in this course will be guided by an activist-scholarship paradigm which involves the shaping of public policy via participatory research and community empowerment. The research presented and conducted in this course is intended to contribute to the forces of activism for social justice in the inner city. An outcome of this course will be to use hip-hop to mobilize inner-city populations to become involved in the shaping of public policy and civic engagement.

Prerequisite: UCS-411 with a minimum grade of C.

UCS-446. Urban Health And Wellness. 3 Hours.

Urban Health and Wellness examines the historical development and current state of urban health and wellness particularly the ability of urban health agencies to meet community health needs. The course will pay special attention to contemporary public health issues and the ways these issues are addressed by urban health agencies and communities as a whole.

Prerequisite: UCS-411 with a minimum grade of C.

UCS-447. Urban Youth Culture And Development. 3 Hours.

The focus of this course is to examine complexities of youth development within an urban context. Specifically, this course will use critical race theory and systems theory to explore youth development within the context of neurobiology, violence management, sexuality, civic engagement, and media consumption.

Prerequisite: UCS-411 with a minimum grade of C.

UCS-452. Field Internship. 1 Hour.

The field internship allows students to receive professional training aligned to their existing research topics and thesis to support their completion of the master thesis requirement. Students are not only directly engaged in the fields of varied organizational agencies to gain work-related experience, but also asked to write reflective exercises as a means to apply various data tools to summarize varied learning experiences. Furthermore, students are to develop a portfolio/e-portfolio that captures the intellectual and practical experiences encountered servicing people in urban environments. To be taken concurrently with UCS-453. Students are required to complete 100 intern hours.

UCS-453. Seminar. 3 Hours.

ICSE-453 is the seminar section of ICSE-452, which allows students to review and analyze qualitative methodology and data collection tools in the fields including social work, criminal justice, and education. The seminar research course also investigates the theories, perspectives, and data used to assess and interpret urban challenges and social phenomena. To be taken concurrently with UCS-452.

UCS-5901. Research And Thesis. 1 Hour.

Supervision and advisement in the research and writing of a thesis to fulfill the requirements for the Master of Arts degree in Urban Community Studies. This course requires the approval of the instructor, program facilitator and the appropriate College Dean(s). Students will have completed the required courses with a B average or higher, and have obtained the approval of their graduate advisor before registering for the thesis hours.

UCS-5902. Research And Thesis. 2 Hours.

Supervision and advisement in the research and writing of a thesis to fulfill the requirements for the Master of Arts degree in Urban Community Studies. This course requires the approval of the instructor, program facilitator and the appropriate College Dean(s). Students will have completed the required courses with a B average or higher, and have obtained the approval of their graduate advisor before registering for the thesis hours.

UCS-5903. Research And Thesis. 3 Hours.

Supervision and advisement in the research and writing of a thesis to fulfill the requirements for the Master of Arts degree in Urban Community Studies. This course requires the approval of the instructor, program facilitator and the appropriate College Dean(s). Students will have completed the required courses with a B average or higher, and have obtained the approval of their graduate advisor before registering for the thesis hours.