National-Louis University
2004-2005 Undergraduate Catalog

College of Arts and Sciences
College of Management and Business
National College of Education

Excelling since 1886 as National College of Education
### Illinois Campuses

**Chicago Campus**  
122 South Michigan Avenue  
Chicago, IL 60603-3032  
312/621-9650  
FAX 312/261-3057

**Elgin Campus**  
620 Tollgate Road  
Intersection of I-90 (Northwest Toll Road) and Hwy. 31  
Elgin, IL 60123-9364  
847/695-0670  
FAX 847/239-1036

**Evanston Campus**  
2840 Sheridan Road  
Evanston, IL 60201-1796  
847/475-1100  
800/443-5522  
FAX 847/256-1057

**Wheaton Campus**  
200 S. Naperville Road  
Wheaton, IL 60187-5422  
630/668-3838  
FAX 630/668-3833

**Wheeling Campus**  
1000 Capitol Drive  
Wheeling, IL 60090-7201  
847/465-0575  
FAX 847/465-5659

### Campuses in Other Locations

**Florida Regional Campus**  
**McLean Site**  
8000 Westpark Drive, Suite 125  
McLean, VA 22102-3105  
703/749-3000  
FAX 703/749-3024

**Northern Virginia/Washington, D.C. Campus**  
**McLean Site**  
8000 Westpark Drive, Suite 125  
McLean, VA 22102-3105  
703/749-3000  
FAX 703/749-3024

**Washington, D.C. Site**  
1325 G Street  
Suite 740  
Washington, DC 20005-3104  
202/733-1658  
FAX 202/633-0199

**Milwaukee/Beloit Campus**  
**Milwaukee Site**  
1110 N. Old World Third Street, Suite 300  
Milwaukee, WI 53203-1100  
414/272-2658  
FAX 414/227-1377

**Beloit Site**  
501 Prospect Street  
Beloit, WI 53511-6336  
608/364-3999  
315/962-6644  
FAX 608/364-3983

**Newy Sacz, Poland Campus**  
**WSB-NLU**  
ul. Zielona 27  
33-300 Nowy Sacz  
Poland  
T +48 18 449 9102  
F +48 18 449-9121  
www.wsb-nlu.edu.pl
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Elizabeth Harrison (left), founder and first president of our university (1886-1920), with Edna Dean Baker, student in the class of 1908 and second university president, 1920-1949. When Elizabeth Harrison founded NLU in Chicago in 1886, she named it Miss Harrison’s Training School.

Our university moved to Evanston in 1926. This photo depicts the freshman class at our Evanston campus having fun during orientation.

An early kindergarten class. Elizabeth Harrison brought the concept of kindergarten to the Midwest and trained its teachers.

The tradition of the Daisy Chain at our university began in 1923 when sophomores, lined by a chain of fresh daisies and dressed in white, escorted the seniors down the aisle at Commencement. This photo is of the 1948 Daisy Chain.
Our University: The History of National-Louis University

“The real end of education is individual growth, and the right use of that growth is in the service of humanity.”

– National Louis University founder, Elizabeth Harrison, in Sketches Along Life’s Road

(above) Our university changed its name to National College of Education in 1930. National College of Education was the first Illinois institution to offer the bachelor’s degree for elementary teachers.

(above) 1953-54 class of freshmen at our Evanston campus

(left) Michael W. Louis of Wilmette, Illinois, is the largest benefactor in the university’s history. His $33 million gift, announced in June of 1989, was the catalyst for the institution to become National-Louis University. The university was renamed National-Louis in 1990 in honor of Louis. Today, National College of Education, the College of Management and Business, and the College of Arts and Sciences comprise National-Louis University. Michael Louis died on Thursday, July 31, 2003 in Scottsdale, Arizona at the age of 72.

(above) A generous gift from Mary and Foster McGaw in 1972 enabled the broad expansion of the National College of Education’s graduate programs and led to greatly increased professionalization of educational leadership.

(left) In 1999 National-Louis relocated its flagship campus to a historic building in downtown Chicago at 122 South Michigan Avenue.
President’s Welcome

OFFICE OF THE PRESIDENT

NATIONAL-LOUIS UNIVERSITY

Fundamentals of Freedom

Dear National-Louis Student:

“Learned institutions ought to be favorite objects with every free people,” said James Madison in 1822. “They throw that light over the public mind which is the best security against crafty and dangerous encroachments on the public liberty.”

In our democratic society, it is more important than ever for citizens to have the ability to think critically and clearly about the issues that face us. In today’s rapidly changing economy, knowledge has become the single most important commodity for all of us. Thus, the most important skill becomes the ability to learn, throughout one’s career, throughout one’s life.

I welcome you to National-Louis University, the place where, in 1886, we began as a place committed to the process of learning as our core mission – the teaching of teachers. Although our programs have expanded since then through all branches of education into business and the liberal arts, we remain committed to the fundamental value of effective teaching and collaborative learning.

All of us at National-Louis University welcome you and pledge our support in your journey of discovery.

Sincerely,

Curtis L. McCray
President
Statement of Mission

The mission of National-Louis University is to develop highly competent and humane individuals to serve and lead in an increasingly diverse and global society. Central to this mission is a commitment to life-long and active engagement in learning. As an independent, not-for-profit university that values teaching, NLU links tested theory and practice with the ongoing experiences of its students. NLU is sensitive to the changing needs of society and is responsive to the students and publics it serves.

Purposes

In addition to the mission, the University is defined by a set of key institutional purposes. The University endeavors to:

1. Educate individuals for service and leadership through academic programs at the prebaccalaureate, bachelors, masters, advanced certificate, specialist, and doctoral levels,
2. Sustain a university environment which optimizes learning and inquiry for students and faculty,
3. Continuously monitor and assess both student academic progress toward NLU’s educational purposes and the quality of academic programs and services.
4. Emphasize the development of individuals and organizations through innovative programs locally, nationally and internationally.
5. Support teaching, scholarly activity and service that lead to the integration of theory and practice.
6. Maintain a deep sense of community in the institutional, instructional, collegial, and scholarly lives of NLU faculty, staff and students.

General Education Philosophy

Consistent with the university mission, the general education core provides the foundation to develop the breadth of knowledge, intellectual understandings, and skills that NLU graduates will demonstrate. A coherent general education core is fundamental to further, in-depth study and serves as a catalyst for lifelong learning. The core enables students to acquire critical inquiry skills and to recognize the interrelationships of areas of study. Analytical skills, information technology literacy, and ethics, values and respect for human diversity are infused throughout the core.

National-Louis University: A Brief History

For more than a century, National-Louis University has served those who serve others.

The institution was founded as National College of Education in 1886 by Elizabeth Harrison, a pioneer in elementary and early childhood education. Under Harrison’s leadership, National College of Education championed the concept of kindergarten teaching in America and was one of the first teacher’s colleges in the country to offer a four-year program culminating in the bachelor of education degree. National College of Education also was instrumental in the founding of the PTA and later played a major role in launching the national Head Start program.

In 1926 the institution relocated its main campus from Chicago to Evanston. In 1999, after purchasing six floors of a historic landmark building at 122 South Michigan Avenue, the main campus was returned to downtown Chicago. Today, National-Louis University serves students from five Northern Illinois campuses - Chicago, Elgin, Evanston, Wheaton and Wheeling. The University also has academic centers in three other states and the District of Columbia.

The growth of traditional education programs was followed by the development of programs in allied health, applied behavioral sciences, and human services. The institution formally organized these programs in 1982 under the Michael W. Louis School of Arts and Sciences.

Another rapid growth area, business programs, culminated in the formation in 1989 of the School of Management and Business.

The institutional name, National-Louis University, unites the great name of National College of Education with that of trustee and benefactor Michael W. Louis. The Louis gift, a major financial gift that spearheaded the transition in 1990 from college to university, is among the largest to private education in the State of Illinois. Three colleges comprise National-Louis University—National College of Education, the College of Arts and Sciences, and the College of Management and Business.

National-Louis University continues to serve students who are traditional to higher education as well as students who face special challenges in continuing their education. The student body includes adults who are working full time or contemplating career changes, teachers and administrators who want to further their education while continuing to work in their fields, and immigrants and other language minorities with limited English skills.

National-Louis University offers 14 degrees extending to the doctoral level and certificate programs across its three colleges plus more than 60 academic programs. The University serves more than 15,000 students annually from its five Chicago-area campuses and at campuses in Milwaukee/Beloit, Wisconsin; Northern Virginia/Washington, D.C.; and Tampa, Florida.
Accreditation

National-Louis University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, 30 N. LaSalle St., Suite 2400, Chicago, IL 60606-3122/263-0456. National College of Education meets all twenty standards of the National Council for the Accreditation of Teacher Education. The College of Management and Business has earned professional accreditation from the International Assembly of Collegiate Business Education. Selected programs in the National College of Education are approved by the Illinois State Board of Education for certification of education professionals.

State Approvals

National-Louis University is authorized to operate as a degree-granting institution in the following states and foreign countries:

Illinois: The University is authorized to operate in Illinois by the Illinois Board of Higher Education.

Virginia: The University is approved to operate in Northern Virginia by the State Council of Higher Education for Virginia.

District of Columbia: The University is licensed to operate in Washington, D.C. by the Education Licensure Commission of the District of Columbia.

Wisconsin: The University is licensed to operate by the Educational Approval Board and has approval from the Department of Public Instruction for selected course work for the continuing education of teachers. In addition, the Wisconsin Department of Public Instruction recognizes the Administration and Supervision program for administrative licenses and the Master of Arts in Teaching in Elementary Education, Special Education, and Secondary Education for initial teacher certification.

Florida: The University holds Regular Licensure from the Florida Commission for Independent Education of the Florida Department of Education to operate as a university, to offer programs of instruction, and to award degrees.

Credit and degrees earned from colleges in the State of Florida which are licensed by the Florida Commission for Independent Education do not automatically qualify the holder for a Florida teaching certificate. Any person interested in obtaining a Florida teaching certificate should contact the Office of Teacher Certification, Department of Education, Tallahassee, FL 32399.

The M.Ed. in Interdisciplinary Studies in Curriculum and Instruction does not provide for teacher certification by the Florida Board of Education. It is intended only for teachers who already hold certification. Additional information regarding NLU may be obtained by contacting the Commission at: 2650 Apalachee Parkway, Suite A, Tallahassee, Florida 32301. Toll free phone number: 888/224-6684.

Poland: The University is approved by the North Central Association of Colleges and Schools to offer the Bachelor of Science in Management and the Master of Business Administration to foreign nationals.

Membership List

National-Louis University maintains institutional memberships in the following organizations:

AACSB
AREA Association of Independent Educational Administrators
AILACTE Association of Independent Liberal Arts College
American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of University Women
American Council on Education
American Library Association
American Payroll Association
American Counseling Association
ASCD Association for Supervision
Association for Gerontology
Association for Institutional Research
Association for Supervision and Curriculum Development
Association Forum of Chicago
Association of College Administrators
Association of College and Research Libraries
Association of Governing Boards
Association of Physical Plant Administrators
ATE – Association of Teacher Educators
Bolingbrook Chamber of Commerce
CAAD – Chicago Area Admission Directors
CAEL – Council for Adult & Experienced Learning
Cardinal Area Chamber of Commerce
CCAC – Chicago Central Area Committee
CCADE – Council of Chicago Area Deans
Chicagoland Chamber of Commerce
Child Care Workforce Alliance
City Club of Chicago
College and University Personnel Administrators
Corporate University Consortium
Council for the Advancement of Experiential Learning
Council on Law in Higher Education
Crystal Lake Chamber of Commerce
D.C. Chamber of Commerce
Dekalb Chamber of Commerce
Donors Forum
Elgin Area Chamber of Commerce
Elmhurst Chamber of Commerce
Evanston (Illinois) Chamber of Commerce
Experiential Learning Assessment Network
Fairfax County Virginia Chamber of Commerce
Federation of Independent Illinois Colleges and Universities
Fox Valley Educational Alliance
Government College Relations Council
Greater St. Charles Area Chamber of Commerce
Gwinnett Chamber of Commerce
IATEPC
ICBCHIE
IACBE
ILAECTE
Illinois Association of College Admissions Counselors
Illinois Association of Colleges for Teacher Education
Illinois Association of Collegiate Registrars and Admissions Officers
Illinois Head Start Association
Illinois Library Association
Illinois Library Computer Systems Organization
Illinois Reading Council
Institute of Educational Research
Manatee Chamber of Commerce
Metropolitan Milwaukee Association
NALS
Naperville Chamber of Commerce
National Association of College and University Business Officers
National Association of Foreign Student Advisers: Association of International Educators
National Association of Independent Colleges and Universities
National Association of International Educators
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National College Testing Association
National Education Association
National Middle School Association
National University Continuing Education Association
NCATE
NCCTE
North Central Association of Colleges and Schools
North Suburban Higher Education Consortium
North Suburban Library System
Northern Illinois Business Association
Northwest Suburban Association of Commerce
Polish American Chamber of Commerce
Rockford Area Chamber of Commerce
SASFAA
Society for College and University Planning
South Tampa Chamber of Commerce
St. Petersburg Chamber of Commerce
Tampa Bay Higher Education Alliance
Tampa Chamber of Commerce
The College Board
Virginia Association of Collegiate Registrars and Admissions Officers
Virginia Association of Student Financial Aid Administrators
Washington Educational Coalition for Adults Returning to Education
Washington, DC Chamber of Commerce
West Suburban Higher Education Consortium
Wheaton Camber of Commerce
Wheeling (Illinois) Chamber of Commerce
Wilmette (Illinois) Chamber of Commerce

Service Members Opportunity Colleges (SOC)

National-Louis University participates in the SOC program. For more information contact Tom Gross (703/394-6909).

Facilities

Chicago Campus

National-Louis University’s main campus occupies five floors of a historic landmark office building at 122 South Michigan Avenue. Facilities include classrooms, developmental skills laboratories, library, bookstore, computer laboratories, and the Language Institute.

The campus location in the heart of Chicago’s active downtown area creates an ideal setting for programs in the College of Arts and Sciences, National College of Education, and the College of Management and Business, the latter of which is based at the Chicago Campus. This campus also houses the Language Institute serving students for whom English is a second language. Situated across the street from the Art Institute of Chicago, and one block south from Goodman Theater, Orchestra Hall, and scenic Grant Park, the campus is within walking distance to these and other Chicago cultural and recreational activities.

With classes scheduled during daytime, weekend, and evening hours, the Chicago Campus furthers National-Louis University’s commitment to serving both traditional and nontraditional student populations.

Elgin Campus

The Elgin Campus is conveniently located at the intersection of I-90 (Northwest Tollway) and Route 31 at 620 Tollgate Road. Its location in the beautiful Illinois Fox Valley can be accessed from any direction.

The Elgin Campus boasts a fine faculty drawn from the metropolitan Chicagoland area. With classes offered late afternoons, evenings and weekends, working adults at the undergraduate or graduate level can easily attend classes. Housed in a modern office complex, the campus includes classrooms, administration and faculty offices, an electronic library, computer laboratory, and student lounge.

Programs available through the College of Arts and Sciences are the Bachelor of Arts in Applied Behavioral Sciences (in an accelerated learning format), the Bachelor of Arts in Human Services, and the Bachelor of Arts in Psychology. Offered at the graduate level are the Master of Science in Human Services with a counseling concentration, the Master of Arts in Psychology, and the Master of Arts in Adult Education.

The College of Management and Business offers the Bachelor of Science in Management, the Master of Business Administration and the Master of Science in Managerial Leadership, presented in an accelerated learning format.

National College of Education offers undergraduate and graduate programs. Students have the opportunity to complete either an undergraduate or graduate degree and earn Illinois State elementary teaching certification. For practicing teachers, several graduate programs are available.
Evanston Campus

The Evanston Campus sits on five acres on the border of the northern Chicago suburbs of Evanston and Wilmette at 2940 Sheridan Road.

Academic facilities are housed in Keck Hall and Sutherland Hall. Keck Hall, renamed after long-time Board of Trustee Chairman Robert C. Keck, also is the home of the Weinstein Center for Performing Arts, renowned on the North Shore for attracting leading musical and dance performers. Sutherland Hall contains the University Library and the Baker Demonstration School, a laboratory school serving preschoolers through eighth graders. Additional administrative and academic offices are located in former private residences surrounding the main building.

The Evanston Campus also is the site of the Baker Residence Hall which houses faculty offices and living areas for undergraduate students and those who serve and work with them.

Florida Regional Campus

The mission of National-Louis University’s Florida Regional Campus is to assist adult learners in the realization of their higher educational goals and aspirations through high-quality, innovative degree programs and services. Serving a diverse Florida population, the campus supports class groups throughout the state with an office in Tampa (4950 West Kennedy Boulevard, Suite 300).

In Florida, National-Louis University currently offers: the Bachelor of Arts in Applied Behavioral Sciences, the Bachelor of Science in Health Care Leadership, the Bachelor of Science in Management, the Master of Science in Management, the Master of Business Administration, the Master of Arts in Teaching in Elementary Education, the Master of Education in Interdisciplinary Studies in Curriculum and Instruction, the Master of Education in Administration and Supervision, and the Educational Specialist Degree in Administration and Supervision.

Founded in 1988, Florida Regional Campus provides a full range of university services, including enrollment counseling, academic services, financial services, academic development, information and library support, and student affairs.

Milwaukee/Beloit Campus

The main site of the Milwaukee/Beloit Campus is located in Milwaukee at 1110 N. Old World Third Street, Suite 300 and is the administrative site for field and cluster programs offered to residents of southeastern Wisconsin. The original site opened in 1984.

Located downtown, facilities include administrative and faculty offices, classrooms, and an electronic library. Enrollment and financial aid services, information and library assistance, student affairs, and academic development services are provided at the campus.

Currently, the Interdisciplinary Studies Program offers the Master of Education Degree in Curriculum and Instruction, and the Educational Leadership Program offers the Master of Education Degree and the Certificate of Advanced Study in Administration and Supervision at many locations in southeastern Wisconsin. Also offered are the Master of Arts in Teaching degrees in Elementary Education, Secondary Education, and Special Education.

The Beloit branch of the campus, located in downtown Beloit, Wisconsin, at 501 Prospect Street, is the site for field and cluster programs offered to residents of southern Wisconsin and northern Illinois. The Beloit branch opened in 1986.

The Beloit facilities include faculty and enrollment offices and administrative support services. The site provides an electronic library and an academic affairs representative for its students.

The Master of Education degrees in Curriculum and Instruction and in Administration and Supervision, as well as the Master of Arts in Elementary Education, are offered out of the Beloit office. In addition, extension classes and workshops are offered at other locations throughout southern Wisconsin. The Milwaukee/Beloit Campus currently serves more than 700 graduate students.

Northern Virginia/Washington, D.C. Campus

The Northern Virginia/Washington, D.C. Campus offers the Bachelor of Science in Business Administration, Bachelor of Science in Management Information Systems, Master of Science in Management, the Master of Business Administration, Master of Science in Human Resource Management and Development, and the Master of Education in Interdisciplinary Studies in Curriculum and Instruction. Classes are offered in a variety of schedules, both during the week and on the weekend, to accommodate the other professional and personal commitments of the adult student population.

The Northern Virginia/Washington, D.C. Campus offers the Bachelor of Science in Business Administration, Bachelor of Science in Management Information Systems, Master of Science in Management, the Master of Business Administration, Master of Science in Human Resource Management and Development, and the Master of Education in Interdisciplinary Studies in Curriculum and Instruction. Classes are offered in a variety of schedules, both during the week and on the weekend, to accommodate the other professional and personal commitments of the adult student population.

The Northern Virginia/Washington, D.C. Campus serves approximately 850 students a year in the greater Washington D.C. area and provides a full range of university services. These include enrollment counseling and admissions, academic advisement, financial services, library assistance, and academic development.
Nowy Sacz, Poland Campus

The Nowy Sacz, Poland-based Wyzsza Szkola Biznesu – National-Louis University (WSB-NLU) was established on May 8, 1992. A second agreement, signed in November 1999, committed the founders to secure approval from North Central Association, a U.S. accreditation agency, for NLU to grant bachelor’s and master’s degrees to qualified students at WSB-NLU, and provided a basis for the partnership for a five-year period. On January 20, 2004, WSB-NLU signed a new agreement that strengthens the close relationship between the two institutions, expands it, and secures it for the next ten years. This agreement makes it possible for WSB-NLU to offer additional NLU degree and certificate programs and commits both institutions to increased collaboration in the area of student and faculty internships, exchanges, and transfers.

Wheaton Campus

National-Louis University began offering graduate education classes in the western suburbs in 1976. As these offerings grew to accommodate the population boom in DuPage County, the earlier facilities in Lombard were no longer adequate to meet the growth in students and program offerings. The University purchased the former DuPage County courthouse complex at 200 S. Naperville Road, where the campus moved during the summer of 1993.

The campus serves a rapidly growing student body with upper-level undergraduate and graduate programs in the College of Arts and Sciences, National College of Education and the College of Management and Business; a majority of these students are working adults.

Along with the academic programs, the Wheaton Campus also offers unique services through its Center for Learning, Reading Recovery Center, and CAS Counseling Center.

Programs available through the College of Arts and Sciences are the Bachelor of Arts in Applied Behavioral Sciences (in an accelerated learning format), the Bachelor of Arts in Human Services, and the Bachelor of Arts in Psychology. Offered at the graduate level are the Master of Science in Human Services with a counseling concentration, the Master of Arts in Psychology, and the Master of Arts in Adult Education.

Wheeling Campus

The opening of National-Louis University’s Wheeling Campus, in January, 1994, further exemplifies the University’s commitment to making higher education attainable for working adults.

No stranger to Chicago’s northwest suburbs, National-Louis University had served Wheeling and surrounding communities for many years by offering courses at rented facilities. Classes at the Wheeling Campus, a permanent site located near the intersection of Palatine and Wolf Roads, are easily accessible to busy adults who live and work in northwest Cook and Lake Counties.

Program options at the Wheeling Campus include numerous graduate degree programs from National College of Education, the College of Arts and Sciences, and the College of Management and Business; upper division undergraduate degree programs from the College of Arts and Sciences and National College of Education.

The Wheeling Campus occupies a modern, three-story office building with ample parking. Approximately 180 University faculty, staff members, and administrators are based on the Wheeling Campus.

Alumni Statement

National-Louis University has more than 50,000 alumni living across the country and around the world whose lives have been enriched and enhanced by their National-Louis University experience. The quality education received at our institution prepares them for careers in education, healthcare, counseling, business, social services and fine arts.

Giving back to the University is a natural outgrowth of an NLU academic experience. As alumni, we are eager to continue to grow, both personally and professionally. The Alumni Board of Directors and regional Alumni Leadership Councils provide opportunities for alumni to attend functions and volunteer on committees that address the challenges faced by our University. Participation with NLU Alumni is an opportunity for personal growth by getting involved in life-long learning and education.

Alumni are an invaluable part of the University. They assist with recruitment of students, provide career networking and continuing education opportunities, support student scholarships and fund raising projects. They serve as ambassadors-at-large for students and the University.

The Office of Alumni Relations is the liaison between the University and the alumni constituencies that serves to coordinate events and projects that keep alumni in touch with the National-Louis University we are today. The Director of Alumni Relations acts as the contributing editor for the university publication, National View, which is a primary vehicle for communication with alumni in addition to the NLU Alumni website at www.nl.edu/alumni. Any questions concerning alumni events or benefits should be directed to the Office of Alumni-Relations at 800/443-5522, extension 3111. National-Louis University Alumni link our rich traditions to our vital present and into our exciting future.
# 2004-05 Academic Calendar

## 2004 Fall Quarter

### August
- **2 Monday**  
  Fall Graduate registration begins
- **31 Tuesday**  
  August Diploma Date

### September
- **1-3 Wednesday**  
  Fall University Connection (tentative)
- **6 Monday**  
  Labor Day Holiday (University Closed)
- **7-10 Tuesday**  
  Undergraduate orientation and final registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
- **13 Monday**  
  Fall Quarter on-campus classes begin; 10-week and 11-week – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
- **15 Wednesday**  
  Rosh Hashanah (begins at sundown)*
- **24 Friday**  
  Yom Kippur (begins at sundown)*

### October
- **18 Monday**  
  Undergraduate Winter Registration begins

### November
- **15 Monday**  
  Graduate Winter registration begins
- **21 Sunday**  
  Fall 10-week classes end** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
- **22-24 Monday**  
  No regularly scheduled classes
- **25-26 Thursday**  
  Thanksgiving Holiday (University Closed)
- **29-30 Monday**  
  10-week make-up week**/end of 11-week classes***

### December
- **5 Sunday**  
  December Diploma Date
- **8-10 Wednesday**  
  Winter University Connection (tentative)
- **10 Friday**  
  Hanukkah*
- **24 Friday**  
  Christmas Eve* (University Closed)
- **25 Saturday**  
  Christmas* (University Closed)
- **31 Friday**  
  New Year’s Eve (University Closed)

## 2005 Winter Quarter

### January
- **1 Saturday**  
  New Year’s Day (University Closed)
- **3-7 Monday-Friday**  
  Winter Undergraduate orientation and final registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
- **10 Monday**  
  Winter Quarter on-campus classes begin; 10-week and 11-week Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
- **17 Monday**  
  Martin Luther King Jr. Holiday (University Closed)

### February
- **14 Monday**  
  Spring Undergraduate and Graduate registration begins

### March
- **20 Sunday**  
  Winter 10-week classes end** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
- **25 Friday**  
  Good Friday*
- **21-26 Monday-Saturday**  
  10-week make-up week**/end of 11-week classes***
- **27 Sunday**  
  Easter*
- **31 Thursday**  
  March Diploma Date

## 2005 Spring Quarter

### April
- **4 Monday**  
  Spring Quarter on-campus classes begin; 10-week and 11-week – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
- **24 Sunday**  
  Passover*

### May
- **2 Monday**  
  Graduate Summer Registration begins
- **9 Monday**  
  Undergraduate Summer & Fall registration begins
- **30 Monday**  
  Memorial Day Holiday (University Closed)

### June
- **11 Saturday**  
  Commencement/June Diploma Date
- **12 Sunday**  
  10-week Spring classes end** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
- **13-19 Monday-Sunday**  
  10-week make-up week**/end of 11-week classes***

* Religious holidays included for informational purposes.

** Undergraduate classes missed for reasons of holidays and/or canceled classes need to be made up per instructor arrangement during make-up week.

*** Graduate classes missed for reasons of holiday and/or cancellation need to be made up per instructor arrangement.
2005 Summer Quarter

June
20-24 Monday-Friday Summer Undergraduate orientation & final registration including Fall registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
27 Monday Summer Quarter on-campus classes begin; Session I, II, and III – graduate and undergraduate ● – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses

July
4 Monday Independence Day Holiday (University Closed)
17 Sunday Summer Session I classes end
18 Monday Summer Session II classes begin

August
1 Monday Graduate Fall registration begins
7 Sunday Summer Session II and I&II classes end
21 Sunday Summer Session III classes end – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
31 Sunday August Diploma Date

2005-06 Academic Calendar

2005 Fall Quarter

September
1-2 Thursday-Friday Fall University Connection (tentative)
5 Monday Labor Day Holiday (University Closed)
6-9 Tuesday-Friday Fall Undergraduate orientation and final registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
12 Monday Fall Quarter on-campus classes begin; 10-week and 11-week – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses

October
3 Monday Rosh Hashanah (begins at sundown)*
12 Wednesday Yom Kippur (begins at sundown)*
17 Monday Undergraduate Winter Registration begins

November
14 Monday Graduate Winter registration begins
20 Sunday Fall 10-week classes end** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
22-23 Monday-Wednesday No regularly scheduled classes
24-25 Thursday-Friday Thanksgiving Holiday (University Closed)
28- Monday-Thursday 10-week make-up week**/end of 11-week classes ***

December
11 Sunday December Diploma Date
7-9 Wednesday-Friday Winter University Connection (tentative)
24 Saturday Christmas Eve* (University Closed)
25 Saturday Christmas* (University Closed)
26 Monday Hanukkah*
31 Saturday New Year’s Eve (University Closed)

2006 Winter Quarter

January
1 Sunday New Year’s Day (University Closed)
3-6 Tuesday-Friday Winter Undergraduate orientation and final registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
9 Monday Winter Quarter on-campus classes begin; 10-week and 11-week – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
16 Monday Martin Luther King Jr. Holiday (University Closed)

February
13 Monday Spring Undergraduate and Graduate registration begins

March
19 Sunday Winter 10-week classes end** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
20-26 Monday-Saturday 10-week make-up week**/end of 11-week classes***
31 Thursday March Diploma Date

* Religious holidays included for informational purposes.
** Undergraduate classes missed for reasons of holidays and/or canceled classes need to be made up per instructor arrangement during make-up week.
*** Graduate classes missed for reasons of holiday and/or cancellation need to be made up per instructor arrangement.
● Session I – 1st three weeks, Session II – 2nd three weeks, Session I & II – 6 weeks, Session III – 8 weeks. As there is no make-up week in Summer Quarter, classes missed for reasons of holiday and/or cancelled classes need to be made up per instructor arrangement.
2006 Spring Quarter

March
27-31 Monday-Friday Spring Undergraduate orientation and final registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses

April
3 Monday Spring Quarter on-campus classes begin; 10-week and 11-week – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
13 Sunday Passover*
14 Friday Good Friday*
16 Sunday Easter*

May
1 Monday Graduate Summer registration begins
8 Monday Undergraduate Summer & Fall registration begins
29 Monday Memorial Day Holiday (University Closed)

June
10 Saturday Commencement/June Diploma Date
11 Sunday 10-week Spring classes end** – Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
12-18 Monday- 10-week make-up week**/end of 11-week Sunday classes***

2006 Summer Quarter

June
19-23 Monday-Friday Summer Undergraduate orientation and final registration; including Fall registration; Chicago/Evanston/Wheaton/Wheeling/Elgin Campuses
26 Monday Summer Quarter on-campus classes begin; Session I, I & II and III courses – undergraduate & graduate: Chicago/ Evanston/Wheaton/Wheeling/Elgin Campuses

July
4 Tuesday Independence Day Holiday (University Closed)
16 Sunday Summer Session I classes end
17 Monday Summer Session II classes begin
31 Monday Fall Graduate registration begins

August
6 Sunday Summer Session II and I&II classes end
20 Sunday Summer Session III classes end – Chicago/ Evanston/Wheaton/Wheeling/Elgin Campuses
31 Tuesday August Diploma Date

University Expenses

The tuition charges assessed do not cover the full instructional and operational costs involved in educating a student. The University receives additional funding from several sources including contributions by private individuals and corporations who recognize the quality of education provided by the University. The University operates an extensive financial assistance program, with over one-half of all full-time students receiving some form of financial assistance for student tuition and other costs of education.

Registration and tuition fees are established by the Board of Trustees. These fees are subject to change without notice. The applicable 2004-2005 credit hour fee schedule is as follows:

Tuition and Fee Schedule 2004-2005

This information is current as of the catalog publication date. The quarterly bulletins will contain the most current fee information. Tuition rate is subject to change.

A non-refundable S95 tuition deposit is required from ALL NEW students pre-registering for any term. This deposit will be applied against term charges. A new student is someone not enrolled in the prior term.

Undergraduate Tuition and Fees 2004-2005

On-Campus Programs

Application fee (non-refundable)................................. $40.00
Tuition deposit (non-refundable)................................. $95.00

Tuition:†
Summer (2004) .............................................. 360.00/QH
Fall, Winter, Spring (FWS).................................... 360.00/QH
Full-time/(FWS); @ 15QH/term............................... 16,200.00
Full-time/term @ 15 QH ........................................ 5,400.00

Fees:
Student fee (part-time, per term).............................. 20.00
Student fee (full-time, per term).............................. 40.00
Course audit fee (not for credit)............................... 130.00
Fees for private applied music lessons for academic credit – in addition to regular tuition...20.00/QH
Fees for studio art class materials vary by course................................. 20.00 – 60.00

* Religious holidays included for informational purposes.
** Undergraduate classes missed for reasons of holidays and/or canceled classes need to be made up per instructor arrangement during make-up week.
*** Graduate classes missed for reasons of holiday and/or cancellation need to be made up per instructor arrangement.
● Session I – 1st three weeks, Session II – 2nd three weeks, Session I & II – 6 weeks, Session III – 3 weeks. As there is no make-up week in Summer Quarter, classes missed for reasons of holiday and/or cancelled classes need to be made up per instructor arrangement.
† Please note that there may be regional differences in the tuition rates for campuses outside Illinois. Please contact your local campus to obtain their current rates.
Off-Campus Degree Programs

Application fee (non-refundable) ........................................... $40.00
Tuition deposit (non-refundable) ............................................. 95.00

Credit by Portfolio Fees:
Application fee ................................................................. 130.00
Per Essay Assessed .............................................................. 130.00

FOCUS Terms: ................................................................. 200.00/QH

Graduate Tuition and Fees 2004-2005

Application fee (non-refundable) ........................................... $40.00
Tuition deposit (non-refundable) ............................................. 95.00

Tuition:†
National College of Education
(On-Campus Programs) ..................................................... 534.00/SH
National College of Education
(Field-based Degree Programs) ........................................... 534.00/SH*
National College of Education
(Workshop) ...................................................................... 260.00/SH
College of Arts & Sciences
(On-Campus Programs) ..................................................... 534.00/SH
(Online Program) ............................................................... 534.00/SH**
College of Management & Business
(Off-Campus Programs) ..................................................... 580.00/SH*

Fees:
Student fee (part-time) per quarter ..................................... 20.00
Student fee (full-time) per quarter ....................................... 40.00

* Inclusive of costs for books and other instructional materials.
** An additional residential workshop fee of $40.00/SH is added for all Online Courses.
† Please note that there may be regional differences in the tuition rates for campuses outside Illinois. Please contact your local campus to obtain their current rates.

General Fees

Miller Analogies Test fee ...................................................... $60.00
Watson-Glaser Critical Thinking Appraisal ......................... 25.00
Transcript of records, per copy ............................................ 8.00
Rush transcript service ....................................................... 12.00
Transcript with completion statement ................................. 12.00
Special letters ...................................................................... 15.00
Course descriptions ............................................................. 10.00
Graduation fee .................................................................... 50.00
Certificate fee ...................................................................... 50.00
Diploma re-order (each time) ................................................... 35.00
Student I.D. Replacement fee ................................................ 10.00
Deferred Payment Plan fee .................................................... 35.00
Tuition Reimbursement Plan fee .......................................... 35.00
Late Payment fee ................................................................. 10.00
Payment Plan finance charge: 1-1/2% per month on outstanding balances
Returned check/credit card rejection fee .............................. 25.00
Late Registration fee ........................................................... 30.00

Room and Board 2004-2005

Per Quarter

<table>
<thead>
<tr>
<th>Room</th>
<th>Plan A</th>
<th>Plan B</th>
<th>Plan A</th>
<th>Plan B</th>
</tr>
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<tbody>
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<td>$1,150</td>
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<tr>
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<td>$1,040</td>
<td>$1,100</td>
<td>$2,980</td>
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</tbody>
</table>

Three Quarters (Fall, Winter, Spring)

<table>
<thead>
<tr>
<th>Room</th>
<th>Plan A</th>
<th>Plan B</th>
<th>Plan A</th>
<th>Plan B</th>
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</thead>
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<td>$6,570</td>
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<tr>
<td>Single</td>
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<td>$3,300</td>
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<tr>
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<td>$5,320</td>
<td>$3,120</td>
<td>$3,300</td>
<td>$8,940</td>
</tr>
</tbody>
</table>

Rates do not include the PACE Extended Term Program, Interim Housing at Winter Break, or Summer housing fees.

Resident students pay both room and board charges for each period of registration.

Room Deposits & Fees:

Application Deposit ......................................................... $100.00
(applied to first term of housing, non-refundable)

Damage Deposit, NLU Students ................................. $200.00
(applied to final damage repairs or refunded)

Damage Deposit, Other Students ............................. $300.00
(applied to final damage repairs or refunded)

Key/Access Card Deposit ............................................ $25.00
(refunded when key/card returned)

Key/Access Card Replacement ..................................... $50.00
(50% refunded when key/card returned)
2003 commencement student speaker Borislava Miltcheva with President McCray

NLU graduates waste no time looking for employment.

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General Information

A listing of the important information you’ll need to know to get you from admission to graduation.

Excited graduates at the 2003 Chicago commencement ceremony in Evanston, Illinois

The members of the “Half Century Club” carry on the tradition of the Daisy Chain at graduation.
Admission

The admission process at National-Louis University is designed to assure that students’ needs are properly identified and matched to appropriate degree programs. The admission process seeks to consider individual students through a personalized review which takes into account prior academic record, personal and professional achievement, and student goals and objectives. The University reserves the right to change requirements for admission at any time and every non-admitted applicant for a degree program shall be held to compliance with these changes.

National-Louis University enrolls a diverse student population. Through academic and other support services, every effort is made to create environments which promote student success and achievement and reflect the diversity of the student population.

Financial assistance cannot be awarded prior to admission. On-campus students must officially register for courses in the current quarter/term at the current tuition rate before they sit or participate in class; field students must officially register in the current term with the cohort group that begins in that term. For individuals seeking financial assistance, it is to their advantage to apply early. Once an application for admission is received, it is acted upon promptly. Applicants can usually expect a reply to their application within two weeks of receipt of all admission documents.

Program Admission

Many programs have specific admission requirements. Admission to the University does not guarantee admission to the program of your choice. Please consult the appropriate program section of this catalog for admission criteria and specific procedures for application.

Freshman Admission

Freshman students are high school graduates who are first-time college attendees. Applicants should be high school graduates in the top half of their graduating class. Applicants must submit results of a college entrance examination, either the ACT or SAT, and should have achieved a minimum composite score of 19 on the ACT or combined verbal and mathematics score of 750 on the SAT. Some students who do not meet these criteria may be admitted on a provisional basis (see High Potential Students). Precollage entrance examinations may be waived for freshmen applicants age 21 and older.

The following list outlines specific admission requirements:

1. Completed application (available online: www.nl.edu).
2. Application fee (nonrefundable).
3. Scores from the ACT or SAT.
4. Official high school transcript showing graduation date and rank in class. Applicants who have received a high school graduation certificate as a result of having taken the General Educational Development Test (GED) may also be considered for admission. Admission for GED recipients will be on a provisional basis.

5. Applicants to Human Services programs are required to submit two letters of recommendation. Letters of recommendation should address the applicant’s academic and professional promise.

Personal interviews with faculty may be required.

Transfer Admission

Entering students who have earned 15 quarter hours or more of transferable credit at another accredited college or university are considered transfer students. Transfer students are required to have a 2.0 grade point average on a 4.0 scale (C average) and to be in good standing at the college previously attended. Applicants with less than a 2.0 average may be considered for provisional admission—see High Potential Students.

Transfer applicants are asked to submit the following application materials to the Office of Admission.

1. Completed application form.
2. Application fee (nonrefundable).
3. Official transcripts from all colleges and universities attended.
4. Proof of high school graduation is required of transfer students entering with fewer than 15 quarter hours of transferable credit.
5. Applicants to Human Services programs are required to submit two letters of recommendation. Letters of recommendation should address the applicant’s academic and professional promise.

Personal interviews with faculty may be required.

All new undergraduate students at National-Louis University are required to complete skills assessment prior to registration. These assessments are specifically designed to help place students in the appropriate courses to ensure academic success. Testing is ongoing throughout the year and is administered by the Center for Academic Development (CAD).

Testing of non-native speakers of English is administered by the Department of Applied Language/Language Institute.

Dual Admission and Articulation Agreements

NLU is the first private institution in Illinois to have a Dual Admissions agreement with the Chicago City Colleges System, signed in March 2000.

In addition, to aid students in transferring credit toward undergraduate CAS and CMB programs, National-Louis University has created articulation agreements with over 70 community colleges and other institutions. These agreements allow students who have earned an Associate’s Degree from an institution with which NLU has a current and verified articulation agreement to transfer all credits earned as part of their degree to NLU. Accepted credits include all courses, even those transferred from other institutions and approved by the institution with which NLU has articulation agreement. A list of current articulation agreements may be obtained from the Provost’s Office.
High Potential Students

It has been the experience at National-Louis University that a change in a student’s learning environment may make a change in his or her academic performance. Therefore, applications are considered from students who do not meet the admission criteria described above. Such students may be admitted on a provisional basis and referred for appropriate assistance to the Center for Academic Development or other academic and student support services.

Criteria used in determining admissibility could include work experience, demonstrated leadership in community or extracurricular activities, motivation and attitude toward learning, and career objectives. The applicant is required to submit a personal statement and two letters of support reflecting the applicant’s academic work or ability. A personal interview may also be required. Some students may be asked to sit for the University’s Skills Assessment prior to admission and the results of these tests will be used as a basis for the admission decision.

Unclassified Students

Students who, for valid reasons, cannot complete the application file before registration may be allowed to enroll as Unclassified Students. In all cases, the student must have on file a completed Application for Admission. Permission to enroll in the Unclassified Status is given by the Director of Admissions. Students may attend in the Unclassified Status for one term only. It is the applicant’s responsibility to make certain that the admission requirements are completed well before the end of the first term of enrollment. While enrolled in the unclassified status, students are not eligible for financial assistance.

Non-degree Status (Visiting Students)

Students may apply for enrollment in Non-degree Status if they do not wish to pursue a degree or credential. Students in Non-degree Status may have credits received from National-Louis University transferred elsewhere or take courses for personal enrichment only. Course work taken as a non-degree student is not generally applied to degree programs at the University. Students in this status may not register in advance. No amount of course work taken while on Non-degree Status will assure a student of admission. Requests for permission to enroll in this status should be addressed to the University Registrar. Students enrolled in the Non-degree Status are not eligible for financial assistance.

Students Whose Previous Academic Work Was Not in the United States

U.S. citizens or resident aliens whose previous academic work was not in the United States must present proof of grades and secondary school completion or scores on a federally approved standardized test.

The University may require a certified English translation of such documents as well as an evaluation by one of several approved foreign credentials evaluation services listed in the International Student Admission section of this catalog.

Admission of Veterans

National-Louis University is approved for benefits for the education of veterans, active duty service personnel, disabled veterans, and qualified dependents (widows, war orphans, etc.). In most of our locations, veterans who seek admission should follow the regular admission policies, but should also contact the Veterans Affairs Coordinator in the Registrar’s Office at the student’s home campus. This should be done as early as possible to expedite handling of applicants’ VA forms and counseling. Veterans must be admitted to qualify for benefits.

International Student Admission

Residents of foreign countries who desire to study at National-Louis University must satisfy the following requirements before the I-20 can be issued:

1. Completed application: (available on-line: www.nl.edu)
2. An application fee: (Non-refundable). You can pay by cash, check or money order (US Currency) made payable to National-Louis University.
3. Program requirements: Admission requirements vary by program. Please refer to the appropriate College checklist.
4. Undergraduate applicant transcripts: English translations and official educational credential evaluation of transcripts from ALL secondary schools colleges and universities attended. This translation and evaluation must be completed by one of the three approved agencies.

Educational Credential Evaluators, Inc.
P.O. Box 92970
Milwaukee, WI 53202-0970
Telephone: 414/289-3400
FAX: 414/289-3411
Web Site: www.ece.org
Email: eval@ece.org

World Educational Services, Inc.
P.O. Box 11623
Chicago, IL 60611-0623
Telephone: 312/222-0882
Web Site: www.wes.org
Email: info@wes.org

International Education Research Foundation, Inc.
P.O. Box 66940
Los Angeles, CA 90066
Telephone: 310/390-6276
FAX: 310/397-7686
Web Site: www.ierf.org
Email: info@ierf.org
5. **Official Test of English As a Foreign Language (TOEFL)** ([www.toefl.org](http://www.toefl.org)) **Scores:** TOEFL scores are not required from undergraduate students who are planning to study English as a Second Language. Undergraduate applicants may enroll in National-Louis University's Language Institute. Upon successful completion of level 5 undergraduate students may begin the program of study to which the student has been admitted.

- Undergraduate applicants: A minimum score of 500 paper-based or 173 computer-based.

6. **Affidavit of Support (US citizens or residents) or Letter of Support (non-US residents):** The person who is paying your tuition and living expenses while you attend National-Louis University, must complete and sign an affidavit of support or letter of support while in the presence of a Notary Public or First Class Magistrate. Once completed, the Notary Public must also sign the affidavit of support. An applicant can have more than one sponsor.

7. **Financial Resources:** Applicants must also prove that sufficient funds are or will be available from an identified and reliable financial source to defray all living and school expenses during the entire period of anticipated study in the United States. Specifically, applicants must prove they have enough readily available funds to meet all expenses for the first year of study, and that adequate funds will be available for each subsequent year of study. The estimated expenses are $20,000-$25,000 per year for a single student, and an additional $9,000 per dependent. All Sponsors (US citizens, US residents and Non-US residents) must provide a signed statement from employer on business stationery showing date and nature of employment, salary paid, and whether position is temporary or permanent. If Sponsor is US citizen or resident and self-employed, please provide copy of last income tax return filed.

8. **Copy of Passport/I-94 Card:** We require a copy of your passport, specifically the page with your photograph and identifying information, and if you are currently residing in the U.S., we need a copy of your US visa stamp and your I-94 card.

Re-entry

Applicants who have previously been granted admission to National-Louis University, but have been away from the University for one term or more, excluding the summer session or an approved leave of absence, must reapply. The following is required:

1. Application for Re-entry (no fee)
2. Official transcripts of any college work taken since leaving the University, as well as a statement by the applicant concerning work, educational activities and any other information relevant to re-entry must be submitted.

Students who are eligible for re-entry may return with the same academic status as when they left. Students who were dismissed for reasons of academic ineligibility may apply for re-entry and reinstatement after 2 quarters of nonenrollment. Petition for reinstatement should be directed to the University Registrar who will forward the petition to the governance unit designated by the respective college to deal with student appeals.

Students are subject to degree requirements in effect at the time of re-entry.

Course enrollment may be limited if the student is required to complete “In-Progress” courses from a previous term or the student is on warning or probation.

Enrollment Requirements

Students who are accepted will receive a letter of acceptance.

Upon receipt of the letter, the following are required from the accepted student:

1. A tuition deposit of $95 reserves a place in the university, confirming the student’s intention to enroll at National-Louis University. This deposit is applied directly to the student’s first term of enrollment.

The tuition deposit is nonrefundable, except under 3-day right of cancelation in those states which have a consumer right of rescission law. However, should a student decide to postpone enrollment, the tuition deposit remains on account and may be used for later terms.

2. Housing/board contracts are mailed to applicants who indicate interest in living in the residence hall. To be assured of a room reservation, the contract should be returned with a nonrefundable $50.00 room deposit by July 30 for Fall Term enrollment.

3. Freshman applicants must request their high schools to send final transcripts including eighth semester grades and indication of high school graduation.

4. Applicants with coursework in progress at another college or university must submit an official transcript of the completed coursework.
Students seeking transfer from an Illinois community college have available in their counseling offices information concerning transfer credit for the general education requirements and for certain degree programs where individual specific articulation agreements have been defined. Transfer advising is also available through the University Office of Student Enrollment to assist in community college course planning. All students intending to transfer after registration at another college or university are advised to contact an Enrollment Counselor for assistance in schedule planning prior to enrollment at National-Louis University.

The Student Right-To-Know and Campus Security Act

Information related to “The Student Right-To-Know and Campus Security Act” is available to all prospective students and their parents on request through the Office of Student Affairs.

Types of Credit

Transfer Credit

All bona fide college level courses, appropriate to the program to be pursued, may be applied toward National-Louis University’s undergraduate degree programs if the courses are normally applicable to a baccalaureate program; if courses were taken at a regionally accredited college; and if the student received a “C” grade or better.

Evaluation of transfer coursework toward specific degree program requirements is done by the Registrar’s Office in consultation with the departments. There may be limits to the acceptance of lower level credit, technical credit, prior learning credit, etc., according to the specific degree program.

Provisional admission may be granted to students who desire to transfer credit from institutions without regional accreditation but with a recognized accreditation by the Council on Recognition of Postsecondary Accreditation (CORPA). Upon successful completion of one term enrollment as a full-time student (minimum of 12 quarter hours) with grades of “C” or better or “P” for all courses attended at National-Louis University, such students may be granted full admission. All credit considered of appropriate level, content and applicability to the degree program being pursued, may be accepted for transfer, according to established admissions standards.

U.S. citizens or resident aliens whose previous academic work was not in the United States are asked to obtain official transcripts documenting their work. Certified English translations of such documents must be furnished. In addition, students must submit their foreign credentials to one of several approved foreign credentials evaluation services. Credit will be awarded only after official documents and the foreign credential evaluation service report have been received.

The approved foreign credential evaluation services are listed below:

- Educational Credential Evaluators, Inc.
  P.O. Box 514070
  Milwaukee, WI 53203
  Tel. 414/239-3400

- World Education Services, Inc.
  P.O. Box 11623
  Chicago, IL 60611-0623
  Tel. 312/222-0882

- International Educational Research Foundation, Inc.
  P.O. Box 66940
  Los Angeles, CA 90066

Credit may also be granted for credit recommendations made by the American Council on Education. This includes the council’s military evaluations program and Program on Noncollegiate Sponsored Instruction (PONSI).

Military Experience and Training Credit

Acceptance Policy

National-Louis University recognizes that members of the United States Armed Forces may have had significant learning experiences during the course of their military service. The American Council on Education’s Guide to the Evaluation of Educational Experience in the Armed Services (the ACE Guide) will be used to evaluate military experience and training, and credit will not be taken from another school’s transcript unless it is listed as experiential learning credit. In that case, it will be accepted as such. Specific documents will be required in order to do a military evaluation. See accompanying sheet for details.

Graduate Credit

Recommendations for graduate credit are not acceptable at the undergraduate level. It may be possible to transfer graduate credit into a graduate program. Students must fill out a petition for graduate transfer credit. The program director will review the content of the training and determine whether it is equivalent to a program course and recommend that it be accepted or denied for transfer.

Undergraduate Credit

Recommendations for lower and upper level baccalaureate credit are acceptable for transfer at the undergraduate level. Vocational credit is not acceptable. It is not possible to use credits earned through military training for the required program coursework, but these credits can be used for elective credit or to fulfill general education requirements.

Coursework

In order to give credit for evaluated coursework, documentation for the course must match the entry in the ACE Guide exactly with regard to course title, location(s), length of course (length of time spent at a training center may be longer...
than actual length of course), date(s), and course number, if any. It is not necessary to have served in the military to receive credit for military courses. If a civilian has attended an evaluated course and documents it as stated above, s/he can be awarded credit. A service member who attended an evaluated course given by another branch of service can also receive credit for the courses if s/he documents it as stated above.

Military Occupational Specialties, Navy Enlisted Ratings or Classifications, Warrant Officer and Limited Duty Officer Ratings

In order to receive credit for an Army or Marine Military Occupational Specialty (MOS) at the enlisted or warrant officer level, it is necessary that the service member document 12 consecutive months of active service in a Duty MOS or passed the qualification exam for the MOS and level.

In order to receive credit for more than one duty or secondary MOS, a service member must provide documentation that s/he successfully held it for at least one year or passed the qualification exam.

In order to receive credit for a Navy Enlisted Rating (NER), Coast Guard Enlisted Rating (CGR), Navy or Coast Guard Warrant Officer (NWO or CGW) or Limited Duty Officer (LDO) Rating, it is necessary that the service member document that s/he has advanced to the rating of Passed But Not Advanced (PNA).

Sailors are also eligible for credit for the following initial NER’s: Fireman, Hospitalman, Constructionman, Airman, Seaman, Dentalman if held within the evaluation periods.

In order to receive credit for a Navy Enlisted Classification (NEC), the sailor must document the requirements listed in the ACE Guide for each NEC. Persons holding NER’s and evaluated NEC’s are eligible for credit for both.

A service member who reaches the Warrant rating or LDO rank is eligible for credit for the enlisted specialty as well as that of the officer rank.

Air Force Credit

The Air Force awards lower level credit for coursework and occupational specialties through the Community College of the Air Force (CCAF). Service members or civilians with Air Force training must submit their documentation to CCAF. CCAF transcripts will be evaluated like those from any accredited school. However, most CCAF coursework is technical or professional in nature, and is not always listed on the transcript by departments that reflect that. Therefore, courses will not be evaluated according to departments, but, instead, according to course content.

Basic Training Credit

The American Council on Education first evaluated Army Recruit Basic Training in 1979, the Coast Guard in 1978, the Marine Corps in 1976, the Navy in 1979, and the Air Force in 1973 (on CCAF transcript). Any service member who served prior to these dates will receive credit for basic training as follows:

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
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<tbody>
<tr>
<td>Health</td>
<td>2 SH</td>
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<tr>
<td>Hygiene</td>
<td>2 SH</td>
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<tr>
<td>Physical Education</td>
<td>2 SH</td>
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Evaluation of Military Documentation for College Credit

The American Council on Education (ACE) publishes the Guide to the Evaluation of Educational Experience in the Armed Services (the ACE Guide). National-Louis University accepts credit recommendations for military experience and training (see policy statement for specific information). In order to complete an evaluation, several documents may be necessary. The following are the approved forms of documentation for military credit:

1. ARMY/AMERICAN COUNCIL OF EDUCATION REGISTRY TRANSCRIPT (AARTS) - this is the only acceptable documentation for army service Military Occupation Specialty (MOS), MOS level, and Army Service School credit.

2. The DD214 is acceptable documentation for those who are retired from the military and whose service predates the AARTS transcript system (1981).

3. The Army Retirement Points Accounts Statement (ARPAS) is the acceptable documentation for credit for army reservists who have one consecutive year of active duty service in the highest MOS level. (The one year of service may need to be verified through additional documentation, including the DD214 or DD295.)

4. All Air Force military course and school transfer credit will be accepted through the Community College of the Air Force (CCAF) only. (CCAF transcripts credit for non Air Force members who attend Air Force courses.)

5. The Navy Enlisted Ratings and Marine Corps Enlisted MOSs will be documented with the SAILOR/MARINE REGISTRY TRANSCRIPT (SMART).

Procurement of Documentation

1. It will be the responsibility of the student to obtain course documentation.

2. Students can request AARTS transcripts from:

   Manager/AARTS
   AARTS Operation Center
   451 McPherson Ave.
   Ft. Leavenworth KS 66027-1373
   All updates of army military education and/or MOS and MOS level will be validated through the AARTS transcript. (Update requests to AARTS must include completion certificate as documentation of course completion.)
GENERAL INFORMATION

3. Students can request Air Force course documentation through the Community College of the Air Force from:

CCAF/RRRA
Office of the Registrar
Maxwell AFB AL 36112-6655

Student name, SSN, and course completion certificate must be included.

a. CCAF will transcript Air Force courses for Air Force retirees whose service predates CCAF. The retirees should send their retirement papers and all completion certificates to CCAF and a transcript will be issued for accredited courses.

b. CCAF will transcript post associate degree Air Force course work.

c. CCAF will transcript Air Force courses for all non-Air Force members who attend Air Force courses.

Transfer Credit Policy for Satisfactory/No Credit and Pass/Fail Credit

Transfer course(s) with “pass” or “satisfactory” grades will be accepted by National-Louis University, providing the institution issuing the grade has verified the level of competence required of the student to be equivalent to a “C” or better.

Prior Learning Assessment Credit

Credit by Portfolio

Credit by portfolio is possible at National-Louis University in some programs. In order to be eligible for portfolio assessment, students are required to successfully complete the portfolio development course, ACL301 Perspectives on Prior Learning. Portfolios are prepared by students to demonstrate their prior or extramural learning. Student learning outcomes are assessed and credit granted by content-area experts in accordance with policies established by the faculty and guidelines for the evaluation of prior or extramural learning recommended by the Council for Adult and Experiential Learning (CAEL) and the American Council on Education (ACE). Fees are charged to cover the cost of evaluations. A maximum of 60 quarter hours of credit by portfolio may be applied toward the baccalaureate degree. Only ten (10) quarter hours of credit by portfolio may be applied toward admission requirements in the ABS, BSM, BSMIS and HCL programs.

Credit by Examination

National-Louis University awards credit to students who have achieved acceptable scores on the Advanced Placement (AP), the American College Testing Program (ACT-PEP), the College Board’s College Level Examination Program (CLEP), and the DANTES Subject Standardized Tests (DSSTs). The University has adopted the American Council on Education’s (ACE) recommendations for acceptable score requirements and credit awards. DANTES exams may be taken at NLU and are scheduled on a regular basis. Fees are charged to cover the costs of tests and administration.

Credit by Proficiency

Credit by proficiency is possible at NLU for some courses. Students may attempt to demonstrate the required competencies in a course and receive credit for that course. The evaluation is completed by a faculty member in that content area. A fee is charged to cover the cost of administration.

Financial Aid

National-Louis University participates in the federal Title IV financial assistance programs, Illinois and Florida state grant programs and funds institutional need-based grants and merit scholarships. Student eligibility is determined by federal and state regulations. Types of aid include grants, scholarships, loans and student employment. Generally, a student must be enrolled at least half-time (6 quarter hours), degree seeking, and fully admitted to be eligible for financial aid. Students enrolled in 3 to 5 quarter hours may qualify for the Federal Pell Grant and/or the Illinois State Monetary award. For additional eligibility information, contact the Student Finance Office.

With the exception of merit and private scholarships, financial aid is based on each student’s cost of education and a federally determined ability to meet that cost. Applicants for need-based aid must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA can be completed online at www.fafsa.ed.gov or paper forms are available on all NLU campuses. The FAFSA is submitted directly to the U.S. Department of Education (DOE) and DOE forwards the information and results to participating colleges, universities, and state grant programs.

Financial aid programs fall into two sets of broad categories: Need and Non-Need based aid and gift aid and self-help aid.

I. Gift Aid (Need-Based): Scholarships or grants that do not have to be repaid and are based upon financial need.

A. Federal Pell Grant: The largest federal student grant based on need is awarded to eligible undergraduate students.

B. State Grant: Illinois residents attending National-Louis University will be considered for the Monetary Award Program (MAP). The FAFSA serves as the MAP application. The Illinois Student Assistance Commission determines eligibility for the award. Eligibility and amounts vary annually.
C. NationalLouis University Grant: The NLU Grant is funded by the University to assist students in meeting financial need. The University has developed criteria to determine eligibility and amounts, which may vary annually.

D. Federal Supplemental Educational Opportunity Grant (FSEOG): Funded by the federal government, these grants are administered to exceptionally needy students.

II. Self Help—Work and Loan Programs (Need Based)

A. Federal College Work-Study Program (FWS): This federal program provides on-campus and off-campus community service jobs and jobs through the America Reads Program for students demonstrating financial need. Jobs are available in many departments. Wages are paid directly to the student and can be used to pay tuition and fees.

B. Federal Perkins Loans: This federal program provides need-based low interest (currently 5%) educational loans for students attending postsecondary institutions. The loan funds are credited directly to the student’s account each academic term. Repayment begins nine months after the student graduates, leaves school, or drops below half-time status.

C. Federal Subsidized Stafford Student Loans: A low interest loan offered by a lender such as a bank, credit union or savings and loan association. You must demonstrate NEED for assistance. Repayment begins six months after the student graduates, leaves school or drops below half-time status.

III. Gift Aid (Non Need-Based)

A. Academic Scholarships: Scholarships are available to freshman and transfer students based on previous academic work. Details of the application process and eligibility criteria are available from the Student Enrollment Office.

B. Merit Scholarships: Individuals and special-interest groups have established a number of NLU Merit Scholarships. Each award has specific criteria. In general, recipients must demonstrate academic achievement and involvement in on- and off-campus activities. Further details are available from the Student Finance Office.

IV. Self Help—Work and Loan Programs (Non Need-Based)

A. University Employment: The University offers limited on-campus work programs for those students who do not demonstrate financial need.

B. Federal Unsubsidized Stafford Student Loan: This loan is not based on financial need but is limited to the student’s cost of attendance when combined with all other sources of assistance. For dependent undergraduate students, this loan can be awarded in combination with the Federal Subsidized Loan to the following annual loan limits:

- 1st year $2,625
- 2nd year $3,500
- 3rd and remaining years $5,500

Independent undergraduate students may be awarded the following additional unsubsidized loan limits each academic year:

- 1st year $4,000
- 2nd year $4,000
- 3rd and remaining years $5,000

Repayment of interest begins 30 days after the first disbursement and can be capitalized by the lender. Repayment of the principal follows a six-month grace period after the student drops below half-time enrollment.

C. Parent Loan to Undergraduate Students (PLUS): This federal program was created to provide loan assistance to parents of dependent undergraduate students. The interest rate is variable and subject to change every July 1. As in the Stafford Student Loan Program, these loans are made by a lender such as a bank, credit union or savings and loan association. Parents may borrow up to the student’s cost of attendance. (For more detailed information, contact the Student Finance Office.)

In addition to the federal, state and institutional programs listed above, there are a number of other possibilities. Places of employment and labor unions may have programs to help pay educational expenses. Foundations, religious organizations, community organizations and civic groups are all potential sources. Veterans should check with the local Veterans Administration Office for benefit information.

To demonstrate eligibility for aid programs, a student may be required to submit documentation to support information on the FAFSA. DOE performs an analysis of the information on the FAFSA and matches that information with other federal databases to determine individual student document requirements. DOE informs colleges and universities of the results of the data matches and required actions. NLU will send each student a detailed letter that itemizes all requirements. Aid cannot be awarded until all requirements have been met.

Once all required application forms have been received, the Student Finance Office will send an award letter detailing the awards and dollar amounts for which the student is eligible. This award letter will include the information and forms required for the student to apply for the Federal Stafford Loan program and the Federal Perkins Loan program. A change in number of hours enrolled may result in a change to the Financial Aid Award letter.

All financial aid recipients are required to reapply for financial assistance each year. Every effort will be made to maintain assistance commensurate with the student’s need and consideration will be given to changes in family circumstances.
Student Withdrawal and Return (Loss) of Federal Title IV Funds

The Higher Education Amendments of 1998, Public Law 105-244, mandate the actions that must be taken when a recipient of Title IV funds ceases to be enrolled prior to the end of any term. The Title IV aid programs covered by these provisions are Federal Family Educational Loans (Stafford and PLUS Loans), Federal Pell Grant, Perkins Loan, and Supplemental Educational Opportunity Grant. The return of Title IV aid is completely within the authority of the U.S. Department of Education and is independent of any refund of tuition charges or other actions by the University.

Title IV funds are provided to assist students with their educational expenses related to a specific period of enrollment. Students who apply for aid agree to earn the funds by completing at least 60% of the respective term. If a student fails to complete at least 60% of any term for which funds are received, Title IV funds must be returned on a pro-rated basis. This includes Title IV aid that was sent to students by the University to cover other educational expenses such as books, supplies, and living expenses.

Calculating and Returning Funds: The percent of the term completed is multiplied against the sum of Title IV aid to determine the earned amount. The earned amount is subtracted from the sum to determine the unearned amount that must be returned to Title IV programs. Regardless of the specific Title IV program, the calculated amount is returned to the loan programs first, if the student received loan funds for the term, and then to the grant programs.

The period of enrollment is from and including the official start date to the end date of any quarter. For NLU students attending classes on the traditional calendar, the start and end dates are those published in the catalog for the respective term and are the same for all students enrolled in that term. For students attending field based programs, the start and end dates are specific to the actual dates of the first and last class of their group for the respective term.

Deferments

National-Louis University participates in the National Student Loan Clearinghouse. The University submits reports of students’ enrollment status to the Clearinghouse, which, in turn, supplies verification of enrollment to lending agencies. Once a student is registered on at least a half-time basis, the student’s outstanding student loans may be deferred. Consolidated loans may not be eligible for this option. A student should request a deferment from the lending agency. If the lender provides a deferment form to the student, this form should be submitted to the Registrar’s Office or Student Services Office after the first week of classes. All deferment forms are forwarded to the Clearinghouse. National-Louis University does not supply this information directly to lending agencies.

Standards of Satisfactory Academic Progress for Financial Aid Eligibility Undergraduate Students

The following standards of satisfactory academic progress have been developed by National-Louis University in compliance with the United States Department of Education regulations, other relevant federal regulations, and the policies of the Illinois Student Assistance Commission. Students who receive federal, state and institutional financial aid must maintain satisfactory academic progress. The National-Louis University Student Finance Office is responsible for ensuring that all students who receive financial aid are meeting these standards.

These standards of satisfactory academic progress apply only to eligibility for financial aid, and not necessarily to eligibility for continuation at the University, or for readmission to the University. The standards apply for all financial assistance programs including Federal Pell Grant, Federal Perkins Loan, Federal Work Study (FWS) Federal Supplemental Educational Opportunity Grant (FSEOG) the Federal Family Education Loans (Stafford and PLUS), assistance from the State of Illinois and National-Louis University.

To remain eligible for financial aid, students must adhere to the standards established by National-Louis University. While the University will consider mitigating circumstances, the student must continue to demonstrate satisfactory progress within this policy. Adherence to the following standards will be necessary for continued financial aid eligibility:

A. MAXIMUM TIME FRAME

A student is ineligible to receive financial aid after s/he has 150% of the credit hours required to complete the degree program. The maximum time frame is one and a half times the degree program length. A student enrolled in a 180-hour degree program is allowed 270 hours to complete the program. All registered hours, at the end of the add/drop period, will be counted in the maximum time frame determination. In addition, all transfer credit hours accepted from other institutions will be counted in the maximum time frame. ESOL Levels I and II are not used to calculate the maximum time frame of 270 hours.

B. QUANTITATIVE MEASUREMENT (credit hours)

All students must receive passing grades of A, B, C, D, P, or X grades in at least 67% of courses attempted. “Courses attempted include withdrawals (WW, WS, WU, or WN), in-progress evaluation (I) and N and U grades.”

C. QUALITATIVE MEASUREMENT (GPA)

Maintain a minimum grade point average of 2.0.

The quantitative and qualitative standards used to judge academic progress will be cumulative and will include ALL periods of the student’s enrollment, even periods in which the student did not receive financial aid funds.
WITHDRAWAL, INCOMPLETE, OR REPEAT COURSES

Courses with withdrawal (W) grades and those with in-progress evaluation (I) grades are included in hours attempted but not in hours passed.

A student who receives a C, D, U, N, WU, or WN in an undergraduate course is permitted to repeat the course. The grade achieved in the repeated course is recorded on the academic record; however, the original grade also remains on the academic record. Repeated courses are included in hours attempted. The course with the highest grade is used in determining cumulative credit earned and in computing the grade point average.

FAILURE TO MEET SATISFACTORY ACADEMIC PROGRESS STANDARDS

All students receiving financial aid will be reviewed at the end of each academic year of enrollment. If a student does not meet all of the satisfactory academic progress criteria the student will be placed on “financial aid probation” for the next term of enrollment. The student will be notified in writing of the “financial aid probation”. The student may continue to receive financial aid while on probation.

If a student fails to comply with any standards after the probationary period, eligibility for all Federal, State and Institutional aid will be withdrawn. Written notification will be sent to the student advising the suspension of financial aid and the procedure to appeal the suspension.

APPEAL PROCEDURE

To appeal the financial aid suspension, the student must submit to the Student Finance Office a signed letter explaining why funds should not be suspended. Students may appeal for mitigating circumstances such as an injury or illness of the student, or the death of a student’s relative. The appeal letter, along with the supporting documentation, should be sent to the Student Finance Office. The merit of the appeal will be determined and the student will be notified in writing of the final decision.

REINSTATEMENT

To regain eligibility once financial aid is suspended, the student must enroll and utilize resources other than federal, state or institutional funds to pay for the cost. Financial aid will be reinstated once the student has completed 67% of all courses attempted at National-Louis University and has attained a cumulative grade point average of 2.0.

Students who have been suspended from financial aid after having earned a total of 270 credit hours cannot be reinstated.

The student may be paid Pell and campus-based funds for the term during which he or she regains satisfactory progress, but cannot be paid for any term during which the standards were not met. For Federal Family Education Loans, a student who regains eligibility during a period of enrollment is eligible for the entire period of enrollment (usually an academic year) in which he or she met the satisfactory academic progress standards.

THE STUDENT FINANCIAL AID OMBUDSMAN

The Student Financial Aid (SFA) Ombudsman works with student loan borrowers to informally resolve loan disputes and problems. The goal is to facilitate and provide creative options/alternatives for borrowers needing assistance with the following federal loans:

- Direct Loans – Subsidized and Unsubsidized Direct Student Loans, Direct PLUS Loans (for parents) and Direct Consolidation Loans;
- Federal Family Education Loans – Subsidized and Unsubsidized Stafford Loans, FFEL PLUS Loans (for parents), and FFEL Consolidation Loans;
- Guaranteed Student Loans, SLS Loans; and
- Perkins Loans.

It's best to think of the Ombudsman as a last resource for help when other approaches have failed. If you have a complaint, first calmly discuss it with your Financial Aid Administrator directly involved. If needed, ask to speak with someone higher up, such as a supervisor. In many cases, this action can resolve the problem or help you better understand the reason for the answer you have received.

Information Required to Provide Borrowers

Toll Free Telephone: 877/557-2575
Mail: Office of the Ombudsman
Student Financial Assistance
U.S. Department of Education
Room 3012, ROB #3
7th and D Streets, SW
Washington, DC 20202-5144

Payment Information

Flexible Financing Options

This overview will provide you with general information regarding payment plans available to help you in reaching your educational goals. **Completion of a promissory note is required.** The promissory note must accompany all mailed registrations. Please read the Promissory Note Terms and Conditions.

NLU payment plans are calculated on a term basis.

**Option #1: Full Payment Tuition Payment Plan**

Students enrolled in a field or cluster program can receive an 4% discount on the cost of their program if they pay for the entire program prior to the first class meeting date. Financial aid cannot be used for this option. This option does not apply to the FOCUS program or On Campus program. This discount is not allowed on previously discounted classes.
Option #2: Term by Term Tuition Payment Plan
Payment for each term is due on the first day of the term.

Option #3: Deferred Tuition Payment Plan
Payment for each term is made in three equal installments. One-third of the term’s tuition is due on the first day of the term, with the remaining two payments due thirty and sixty days from the first day of the term. There is a $35.00 handling fee to participate in this plan which is assessed with the first payment of each term. To participate in this plan, take the total cost of your tuition, divide by three and add the $35.00. Remit the calculated amount with the registration form or by the first day of the term.

Option #4: Financial Aid
Financial aid in the form of need and non-need based programs are available to eligible students. Financial aid recipients may be required to remit monthly payments. Financial aid applications must be completed at the time of registration. Any amount not covered by awarded/estimated aid must be paid by the first day of the term. Students must be formally admitted, enrolled at least half-time and not in default on federal aid in order to be eligible for financial aid.

Option #5: Direct Billing To Employer
Under this plan, the employer pays the University directly for all or a portion of the tuition fees. Payment from the employer or information verifying eligibility and providing billing information must accompany the registration.

Option #6: Tuition Reimbursement:
Under this plan, a student can defer tuition paid directly to them by their employer through tuition reimbursement. The student is responsible for a minimum of 25% of the term’s tuition at the beginning of the term. This 25% can be paid through Options 2, 3, or 4. The remaining 75% of the term’s tuition is due 30 days after the posting of the term’s grades. There is a handling fee of $35.00 per term to participate in the plan. A copy of the employer’s reimbursement policy and the student’s eligibility for reimbursement must accompany the student’s registration and promissory note.

National-Louis University Refund Policy
National-Louis University adheres to a fair and equitable refund policy. This policy applies to students who withdraw from the University. A student is determined to have withdrawn from the University when ALL COURSES for which the student registered in a given term are subsequently dropped. In order to obtain a refund, the student must officially withdraw in writing through the Registrar’s Office.

In states that have a Consumer Right-of-Rescission Law, the University abides by the state law. To receive a full refund, the student must execute the Right-of-Rescission Law within three business days of signing the enrollment agreement and prior to the first class session.

- Withdraw no later than the end of the second week of the term: 100% refund less administrative fee.
- Withdraw after the second week of the term and up to 60% completion of the term: Refund is based on the percentage of the term remaining when the student withdraws less the administrative fee.
- Withdraw after 60% of the term has been completed: No Refund.

*An administrative fee of $100.00 or 5% of total institutional charges, whichever is less, will be assessed on all withdrawals.

Policy for Issuing Cash Refunds to Financial Aid Students
National-Louis University applies financial aid to billing accounts by term and does so after the last day that a student is allowed to add courses or drop courses without penalty for the respective term.

For students taking courses on the traditional quarter calendar, previously awarded financial aid, excluding loan funds, is credited to charges during the third week of classes. From that point forward, financial aid is posted on a rolling basis as financial aid awards are processed. Loan funds are posted to student accounts within three business days of receipt from the lender. Lenders do not forward funds prior to the first day of the third week.

For students participating in field-based programs offered on a non-traditional calendar, financial aid, excluding loan funds, is disbursed on the later of the first day of class for a term or the date that the award is processed. Lenders forward loan funds beginning with the second week of classes.

Note: funds are not received from a lender for at least 10 days from the date that the University’s Office of Student Finance receives the Loan Acceptance Form. Additionally new borrowers must have returned a Master Promissory Note to the lender.

If the application of financial aid or other resources to a student’s account results in a credit balance (excess cash), a refund check is issued to the student. The University’s goal is to process refund checks twice weekly but never later than 14 days after the date that the credit balance occurs.
Payment Plan Promissory Note

Terms and Conditions

- In signing the NLU payment plan application, I agree to pay the tuition/fees/room and board assessed or other charges incurred and charged to my account in accordance with my chosen Plan.
- I understand that if I choose the Full Payment Option, payment in full, less an 4% discount, is due prior to the first class meeting date. If payment is not received my account will automatically default to the term-by-term option, which will require the first term’s tuition/fees/room and board, and other charges incurred to be paid immediately.
- Term-by-Term option requires payment of a term’s tuition/fees/room and board and other charges by the first day of the term. My failure to pay the term charges before the first day of class will result in a late fee of not more than $10.00.
- The Deferred Payment option requires a $35.00 handling fee per term. If I choose this option, my tuition/fee/room and board and other charges incurred for the term will be divided into three equal installments requiring payments of one-third plus $35.00 by the first day of the term, one-third on the 30th day following the first class and the final one-third on the 60th day following the first class. Payment more than 30 days past due will be subject to a late fee of not more than $10.00 per month.
- I understand the Financial Aid option requires a completed financial aid application at the time of registration. I understand that my financial aid application is not complete at the time of registration, monthly payments of a minimum of $300.00 are required until the aid has been awarded. I understand that financial aid must be applied to my account for my unpaid charges before a refund check can be issued.
- I understand that I must be fully admitted to the university to receive financial aid.
- I understand that under the Direct Billing to Employer option, NLU will bill the employer at the beginning of the term for all tuition/fees/room and board and other charges incurred. NLU will expect payment in full within 30 days of billing. I understand that if payment is not forthcoming, I am responsible for the bill and will be subject to monthly late fees of not more than $10.00 per month. A letter from my employer indicating my eligibility must be received by NLU prior to registration in order to be eligible for this option.
- I understand that under the Tuition Reimbursement option, I am responsible for a minimum of 25% of the term’s tuition/fees/room and board and other charges by the first day of class. If my employer is reimbursing at less than 75% of the term’s charges, I am responsible for the percentage difference by the first day of class. I understand that I may choose any other option to pay my percentage of responsibility and that portion of my account will be governed by the rules and regulations of that option. I understand that there is a $35.00 handling fee per term for this option and will be incorporated in my first payment. I understand that payment in full for the terms tuition is due 30 days after the posting of my grades for that term, regardless of the grades. I understand that if my employer does not pay for these classes, I am required to pay in full immediately. Payments more than 30 days past due are subject to late fees of not more than $10.00 per month. A letter from my employer indicating my eligibility must be received by NLU prior to registration to be eligible for tuition reimbursement.
- I agree that demand of payment, presentment for payment, notice of dishonor, notice of non-payment, and all other notices except those required by law are hereby expressly and severally waived by the student, and is understood that NLU may, without notice, and without affecting liability of such student, renew and/or extend this agreement, accept partial payment thereon, or settle or compromise the amount due or owing.
- Notice is given that NLU may at its option, report and access good and bad credit information (i.e., credit ratings, etc.) to/from Credit Bureaus and other appropriate non-campus organizations.
- If I fail to comply with the terms and conditions of this agreement, NLU may: a) refer the account to a collection agent for further collection efforts, b) initiate legal proceedings, c) withhold institutional services, such as transcripts or diplomas, and d) assess all costs of collection.
- Notice is given that NLU, in the usual conduct of its credit granting and collection activity, may release the student’s Social Security Number to non-campus organizations.
- In order to register for subsequent terms, or receive transcripts, accounts must be current by the due date.
- If I fail to make any payment when due, NLU may declare my entire balance due and payable 15 days after giving me written notice of default and after my failure to cure such default.
- I am aware that I cannot register for classes without the permission of the Student Finance Office while owing any part of the prior terms tuition/fees/room and board and other charges. Furthermore, I agree/am aware that a Hold may be placed on my records to prevent such a registration.
- I agree to pay all tuition/fees/room and board and other charges in full, this agreement notwithstanding, before any financial aid will be disbursed/refunded to me.

The Promissory Note must accompany all registrations.
**Skills Assessment**

National-Louis University recognizes the importance of competence in English language, reading, writing and quantitative reasoning. All students admitted to on-campus undergraduate programs take skills assessment tests prior to advising and registration. Faculty of the departments of English, Math, Adult, Continuing, and Literacy Education, and Applied Language work cooperatively to assess the skills of newly admitted students. Students who need further development in these areas in order to succeed at the collegiate level are required to enroll in the appropriate English for Speakers of Other Languages or developmental courses designed by the faculty. Test results are used in academic advising to identify students’ strengths and weaknesses, to help students select the appropriate courses, and to ensure that they possess or develop the requisite skills needed for academic success. With the exception of English language proficiency, all testing is conducted through the Center for Academic Development (CAD). Testing of non-native speakers of English is administered by the Department of Applied Language/Language Institute.

**Guidelines**

**English for Speakers of Other Languages:** Students who need to develop English language skills enroll in ESOL courses based upon assessment (ESL100A, ESL100B, ESL200, ESL201, ESL202, ESL203).

**Mathematics:** Students who need to develop skills in computation and basic mathematics must enroll in developmental courses (LAM100A, LAM100B).

**Writing:** Students who need to develop skills in writing are required to complete one or more developmental courses (LAE100, ACL200, ACL205A, ACL205B, ESL203) according to their level of proficiency. Some students will be required or recommended to receive tutoring in addition to their coursework.

**Reading:** Students who need to develop skills in critical thinking and reading comprehension are required to complete two developmental courses (ACL210A, ACL210B).

Developmental course credit toward graduation requirements is limited to 5 quarter hours.

**Academic Credit Load Policy**

A student in good academic standing (not on warning or probation) who has no outstanding In-progress courses is permitted to register for up to 21 quarter hours without special approval in any terms except in certain professional sequence terms. Any student who wishes to register for more than 21 quarter hours must submit a written petition to the appropriate department/program administrator for approval. The approved petition should be directed to the University Registrar the term before the student wishes to register for the overload. A student on academic probation may not carry more than 16 quarter hours. A student completing “F” grades from previous terms may have his/her credit hours limited to allow time for successful completion of the In-progress courses. The student will be notified by the Registrar’s Office, if the credit hours are to be limited.

**Regulations**

1. Registration cannot be processed without the signatures of the appropriate academic adviser and student accounts representative.
2. Registration is not complete until financial arrangements have been made.
3. A late fee is charged for registration processed on or after the first day of a term.
4. A student will receive credit for only the courses for which s/he is registered.
5. Enrollment in courses is not permitted after the last registration date published in the “University On-Campus Class Schedule.”

**Audit**

A student may audit a course, participating in any and all requirements of the course including examination. Auditors will not receive academic credit for the course and must indicate ‘Audit’ at the time of registration. Change to a credit enrollment may be made only during the first week of class. Auditors pay regular tuition.

**Undergraduate Registration in Graduate Courses**

Graduate courses are offered for semester hours of credit. When taken for undergraduate credit, the semester hours are converted to quarter hours.

A graduate course taken by an undergraduate student and applied toward a baccalaureate degree must be taken for undergraduate credit (quarter hours) and undergraduate tuition will be charged. These hours will be included in the student’s undergraduate load, and if the student’s current load limit is exceeded as a result, the student will need to petition the appropriate department/program administrator for overload approval prior to registration.
A student must complete the “Petition to Register for Graduate Courses” form, obtain the required signatures, and present the form at the time of registration.

A graduate course may be taken for graduate credit if a student is a junior or senior in good standing. It cannot apply toward the baccalaureate degree requirements and graduate tuition will be charged.

**On-Campus Student Withdrawals**

To withdraw from a course or from the University, undergraduate students fill out a withdrawal form in the Registrar’s Office or notify the Registrar’s Office in writing. Students may withdraw from a course before the end of the fifth week of classes without academic assessment, and this is recorded WW on the academic record. After the fifth week of classes, withdrawal from a course will be recorded WS, WU or WN on the academic record to indicate that no credit was earned and to indicate the performance of the student at the time of withdrawal.

Exceptions to the policies of withdrawal (when withdrawal is necessary because of illness or accident and “in-progress” is not a possibility) may be possible after verification of the facts. Please see page 32 for information about the Refund Policy. The official date of withdrawal is the date when the student signs the withdrawal form in the Registrar’s Office or the postmark on the withdrawal letter sent to the Registrar’s Office.

**Field Student Withdrawals**

A written withdrawal should be mailed to the Wheaton Registrar, for Chicago area students, or to the Director of Academic Services at the out-of-state campuses. (See Refund Policy on page 32.) A student who withdraws after the third class session of any term will be assigned a “WW” grade, if no other grade has been assigned by the instructor.

**Evaluation of Student Progress**

**Grades**

The National-Louis University student evaluation system emphasizes individual achievement and performance. Grades for completed courses are recorded using the symbols and definitions shown below.

- **A** Outstanding performance
- **B** Above satisfactory performance
- **C** Satisfactory performance
- **D** Marginal performance
- **U** Unsatisfactory performance
- **WU** Voluntary withdrawal within last half of the term/unsatisfactory performance at time of withdrawal
- **FX** Non-attendance
- **P** Pass (“C” Level or better)
- **N** No credit
- **I** Course in-progress
- **IE** “I” grade extended beyond the time normally allowed for completion
- **IU** Lapsed “I”/Unsatisfactory performance
- **IN** Lapsed “I”/No Credit
- **X** Deferred course designed to extend over a longer period than one term
- **WW** Voluntary withdrawal within first half of the term/indicating no academic assessment
- **WS** Voluntary withdrawal last half of the term/indicating satisfactory progress at time of withdrawal
- **WN** Voluntary withdrawal within last half of term for a pass/noncredit course/indicating unsatisfactory progress at time of withdrawal
- **IR** Lapsed “I”/Repeated
- **UR** Unsatisfactory/Repeated
- **NR** No credit/Repeated
- **CR** Satisfactory Performance/Repeated
- **DR** Marginal performance/Repeated
- **AU** Audit

* These grades may be assigned to Skill Development, English for Speakers of Other Languages courses up to ESOL Level 4, and all zero credit courses.

**In-Progress Grade Policy**

In-Progress “I” may be assigned at the discretion of the instructor if the student has successfully completed half (50%) or more of the course requirements at a satisfactory level or better. The In-Progress course is completed by the fulfillment of specific written arrangements between the student and the instructor. No student automatically qualifies for an “I” grade; the decision is made by the instructor on an individual basis.

Unless otherwise specified, the student is expected to complete the work for the In-Progress course by the end of the quarter following the student’s enrollment in the In-Progress course. For students not enrolled in the subsequent term, the course may be completed within one calendar year immediately following the term of original enrollment. If the student re-enrolls prior to the expiration of that year, the one quarter completion rule applies.

All “I” grades will be lapsed to “U” or “N” grades if the course work is not completed by the specified time. The “I” grade may be extended at the discretion of the faculty, for a period of up to one year from the time the grade was originally assigned. At the time an “I” grade is issued, an “In-Progress” contract should be initiated between the faculty and student to document the details for completion of the course requirements. Copies should be filed with the appropriate departments as indicated on the contract form.

*College and program policies vary about the use and time limits for “I” grades. Check with your program adviser before requesting an “I” grade contract. Some programs prohibit the use of “I” grades in Term I for students on provisional admission status.
Standards for Academic Review

All students not in the Language Institute will be monitored on the basis of a cumulative grade point average (GPA) and a term completion ratio. A student is expected to maintain the cumulative GPA of 2.00 required for graduation. Some programs require a higher GPA. Please refer to the individual program for specific program information. Financial Aid eligibility also requires certain satisfactory progress. Please see page 28.

On-Campus Students

Academic Warning: A student will be placed on Academic Warning under the following conditions:

1. The cumulative GPA falls below 2.0.
2. The student fails to have a completion ratio of at least .50 for the term just completed.

Academic Probation: A student on Academic Warning will be placed on Academic Probation under the following conditions:

1. The student has less than a .50 completion ratio for the second consecutive term.
2. The student has less than a 2.0 cumulative GPA for the second consecutive term.
3. The student fails to fulfill any other special conditions of Warning*.
4. If an “I” grade from a previous quarter lapses to a “U” or “N” grade.

Good Standing: A student on Academic Warning or Academic Probation will regain Good Standing by fulfilling the following conditions:

1. The student must have a .50 completion ratio for the term just completed with no failing grades, including no “I” grade from a previous term lapsed to a “U” or “N” grade.
2. The student must have a cumulative GPA of at least 2.0.

Dismissal: A student on Academic Probation may become Academically Ineligible for further enrollment under any of the following conditions:

1. The student has less than a .50 completion ratio for the third consecutive term.
2. The student has less than a 2.0 cumulative GPA for the third consecutive term.
3. The student fails to complete a required course after two separate enrollments.
4. The student fails to fulfill any other special conditions* of probation.
5. The student fails a class.

Field Program Students

Because of the unique nature of their programs, Field Program Students are monitored under a separate policy.

1. Students with less than a 2.00 term GPA will be placed on automatic probation. The student must attain a “C” or better for all courses in the following term.
2. To remain in good standing they are expected to maintain at least a 60% completion ratio for any given term and a cumulative GPA of at least 2.00.
3. Students who miss three class meetings in one course (unless special arrangements were made beforehand) will be given a “U” in that course and are expected to retake the course.
4. Students who miss three consecutive class meetings in a term are dropped at the end of the term and must apply for readmission if they wish to complete the program.
5. Certain programs prohibit the use of “I” grades in Term I by students who are on a provisional admission status. Consult your program adviser before requesting an “I” grade if you are on provisional status.
6. Students who receive “I” or “U” grades for two or more courses in any term will be dropped at the end of that term. If such students wish to complete the program they must first complete any In-progress courses and then apply for readmission to another group.
7. Students have one year after the final class meeting of the group to complete any “I” grades before such grades are converted to “U” grades.
8. Any course for which a “U” grade was assigned must be repeated and successfully completed. Students must pay for re-enrollment in such a course.
9. If provisional admission has been granted, completion of all courses in Term I with grades of “C” or better will give the student full admission and eligibility to continue into Term II.

All Undergraduate Students

Student Appeal: A student dismissed for reasons of academic ineligibility may direct his/her written appeal to the University Registrar. The appeal should be submitted within eight days of the date of the ineligible letter and should provide documentation of any exceptional circumstances that would have caused the faculty governance unit to extend the probation. The University Registrar will forward the petition to the governance unit designated by the respective college to deal with student appeals.

Readmission: A student is eligible to apply for readmission after two quarters, including summer session. A student may begin the application for readmission during the second quarter of non-enrollment. If approved, the student will be readmitted at the Academic Warning level. The petition for
readmission should be directed to the University Registrar. It will be presented to the appropriate department/program administrator for approval.

Forgiveness Policy: A student dismissed from the University who applies for readmission after three years have elapsed shall, by petition to the appropriate department/program administrator, be forgiven their cumulative GPA at the point of dismissal. Their cumulative GPA, then, is based only on National-Louis University courses taken after readmission. This policy is permitted only one time per student.

* Special Conditions
A student may be required to seek assistance from the Center for Academic Development and/or meet with a program/academic adviser or counselor in the Office of Student Affairs.

Program Standards
The information given here is the general policy of the University. In addition to these rules, individual programs have their own specific requirements regarding grade point averages and acceptable grades. Some have a limit on the number of “D” grades a student in a specific program may have. In the case of a required course, a student may be asked to repeat a course in which she/he has previously received a grade of “D.” Please see the Repeat Course Policy (page 38).

Academic Review Policy
• Limited English Proficient Students
Students enrolled in the ESOL program will be monitored under a separate policy until they have completed ESOL Level 5. After that they will be monitored according to the general college policies. While in the ESOL program, they will be reviewed as follows:

Good Standing: Completion of the ESOL courses attempted during the preceding term.

Academic Warning: After one grade of “N” or “U” in an ESOL course. Restrictions and requirements: student must seek assistance from departmental resources (open laboratories) and the Center for Academic Development (CAD). A student may not register for more than 13 quarter hours.

Academic Probation: After the second consecutive grade of “N” or “U” in an ESOL course. Restrictions and requirements: student is required to seek assistance as stated above. Student may not register for more than 13 quarter hours.

Dismissal: After the third consecutive grade of “N” or “U” in the ESOL courses.

Readmission: A student is eligible for readmission after one full quarter out and will have academic warning status. After two quarters out, the readmitted student must be reassessed for placement into the appropriate level language course.

Forgiveness Policy: Students dismissed from the college who apply for readmission after three years or more have elapsed shall, by petition to the appropriate department/program administrator, be forgiven their completion ratio at the point of dismissal. Their completion ratio is thenceforth based only on National-Louis University courses taken after readmission. This policy is permitted only one time per student.

Student Appeal: Same as “Student Appeal” on page 36 for on-campus students.

Grade Point Average
Quality Points

Quality points are awarded to a student in relation to the grade given and the number of quarter hours of credit attempted in the course. Quality points are awarded according to the following schedule.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Four times as many quality points as the credit hours assigned to the course.</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Three times the number of credit hours.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Two times the number of credit hours.</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>One quality point for each credit hour in the course.</td>
<td></td>
</tr>
<tr>
<td>U, WU, IU, FX</td>
<td>No quality points</td>
<td></td>
</tr>
<tr>
<td>P, N, I, X, WW, WS, WN, UR, DR, NR, IE, IR, IN</td>
<td>Quality points not assigned</td>
<td></td>
</tr>
</tbody>
</table>

Illustration

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points per Credit Hour</th>
<th>Credit Hours Attempted</th>
<th>Quality Points Merited</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4 X 4</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3 X 3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2 X 2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1 X 1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>U, WU, IU, FX</td>
<td>0 X 0*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P, N, I, X, WW, WS, WN, UR, DR, NR, IE, IR, IN</td>
<td>Quality points not assigned</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Calculation

Grade point average will be computed by dividing the total quality points for hours with grades of A, B, C, D, U, and WU by the total hours attempted with grades of A, B, C, D, U, and WU. Courses with grades of P, N, I, X, WW, WS, WN, UR, DR, CR, NR, IR, and IE are excluded.

Only courses from National-Louis University will be included in the computation.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Credit Hours</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>16</td>
<td>4</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>12</td>
<td>4</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>8</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
<td>4</td>
<td>1.0</td>
</tr>
<tr>
<td>U, WU</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

P, N, I, X, WW, WS, WN, UR, DR, CR, NR, IE, and IR not calculated in the grade point average.

Completion Ratio

The completion ratio will be computed by dividing the number of hours completed with grades of A, B, C, D, P, or X by the number of hours attempted. (Courses with grades of A, B, C, D, P, X, I, IE, N, U, WU, FX, and WN; courses with grades of WW and WS are excluded.)

* Students taking only nongraded courses in any quarter are evaluated solely on the basis of their completion ratios.

Repeat Course Policy

A student who receives a C, D, U, N, WU or WN in an undergraduate course is permitted to repeat the course. The grade achieved in the repeated course is recorded on the academic record, however, the original grade also remains on the academic record and is converted to a CR, DR, UR, NR, or IR, indicating the course has been repeated. The course with the highest grade is used in determining cumulative credit earned and in computing the GPA.

Transcripts

Official transcripts are available to be sent upon request. All requests must be made in writing to the Registrar’s Office on the Wheeling campus. The fee per transcript is $8 for regular service (5-7 days) and $12 for rush service.

It is recommended that official transcripts be sent directly by the University to schools, employers, agencies, etc. Students may, however, request official transcripts be sent to themselves. In that case, the official transcript will bear the statement ISSUED TO STUDENT.
General Education Core: Requirements

General education “is not directly related to a student’s formal technical, vocational, or professional preparation; it is a part of every student’s course of study, regardless of his or her area of emphasis, and it is intended to impart common knowledge, intellectual concepts, and attitudes that every educated person should possess.” ¹

Integrated Competencies

The following skills, knowledge and abilities are integrated throughout the student’s academic experience in the university:

Information and Technology Literacy
Students will learn to access information efficiently and effectively; evaluate it critically and competently; and use it accurately and creatively. They will be able to identify technological applications and devices appropriate to tasks and will acquire skills necessary to use them effectively.

Analytical Skills
Students will learn to evaluate ideas and outcomes, solve problems, and make informed decisions based upon consideration of evidence, reason, and implications.

Ethics, Values, and Respect for Human Diversity
Students will gain an understanding of the personal and social importance of ethical values and social reasoning. They will develop recognition of and respect for the diversity of social organizations and cultures throughout an ever-changing and evolving world.

Fields of Knowledge

1. Communications
Students will learn to acquire and exchange information accurately from a variety of sources. Using appropriate methodologies, they will develop the ability to speak, read, write, and listen with understanding and critical discernment.

Appropriate coursework or experiences: Oral and written communications.

2. Humanities
Students will examine the human condition through the study of a variety of fields and disciplines, including language, literature, history, philosophy, religion, and ethics.

Appropriate coursework or experiences: History (U.S. and Western; intellectual history), literature, philosophy, religion, foreign language, linguistics.

3. Fine Arts
Students will be exposed to, experience, participate in, and create artistic expression in a variety of forms and contexts.

Appropriate coursework or experiences: Art, music, theatre.

4. Quantitative Reasoning
Students will understand quantitative concepts and perform basic operations at the college level. They will understand the possible multiple interpretations of data and will be able to respond critically and appropriately to concepts, arguments, and conclusions based on numbers and statistics in both abstract and concrete contexts.

Appropriate coursework or experiences: Mathematics/statistics, research methods.

5. Physical and Life Sciences
Students will learn and apply appropriate scientific methods in order to identify, understand, compare, apply, and evaluate natural and physical phenomena.

Appropriate coursework or experiences: Chemistry, physics, astronomy, geology, biology, microbiology, genetics, ecology and conservation, zoology.

6. Social Sciences
Students will understand the organization of social institutions and the emergence and structure of society through the application of appropriate concepts, as well as theoretical and methodological frameworks.

Appropriate coursework or experiences: Anthropology, economics, geography, cultural and ethnic history, political science, sociology.

7. Behavioral Science
Students will understand concepts and theories that seek to explain human behavior, mental processes and development throughout the life span, and the application of behavioral science principles in a variety of settings.

Appropriate coursework or experiences: Psychology and related behavioral science areas.

The above competencies will be documented by students and assessed by the university on the basis of the knowledge, skills, and abilities acquired prior to admission to NLU, during coursework at NLU, and as part of field experiences.

¹ NCA Handbook of Accreditation, 2nd ed. (1997), 23.
GENERAL INFORMATION

NLU requires all students to have a minimum of 60 quarter hours of coursework (or the equivalent) in general education credit, including at least one course (4 quarter hours or more) in each of the seven field-of-knowledge areas above. Many degree programs have additional general education requirements beyond the 60 quarter hour minimum. Please refer to the individual program descriptions later in this catalog.

Students who have completed an Illinois Articulation Initiative (IAI) general education core at another Illinois college or university may transfer this core to meet NLU’s general education core requirements. Departments or programs may require additional courses as part of programmatic requirements.

Students who are interested in transferring NLU’s general education core to another IAI college or university must work closely with their adviser to ensure that they choose the appropriate course distribution and levels of courses to meet IAI requirements.

Second Baccalaureate Degree Policy

Students who wish to earn a second bachelor’s degree must fulfill all University and program requirements for the degree in a field unrelated* to the first baccalaureate. A minimum of 45 quarter hours additional credit must be earned in residence after requirements of the first degree have been met.

* The definition of an unrelated field will be determined by the program in which the second degree is earned.

Students Receiving Dual Baccalaureate Degrees

A student applying for two baccalaureate degrees from National-Louis University will be required to pay the same fee as someone applying for one degree. Payment of this fee will entitle the student to:

1. Have the appropriate graduation audits done and receive a copy of them.
2. Have the official transcript reflect awarding of both degrees upon completion of all requirements for both of them.
3. Receive one diploma reflecting the awarding of one of the degrees (student may choose at the time of application which degree is to be reflected on the diploma). If the student wishes a second diploma for the remaining degree, an additional fee will be charged.

Application for Graduation

There are four graduation dates during the year: March 31, June 30, August 31, and December 31. Transcripts and diplomas reflect the degree awards as of those dates.

Students must apply for a diploma and pay a graduation fee. Each completion date has a final deadline for application. These deadline dates are published each term in the on-campus class schedules. Field program students receive notice of graduate application deadlines in class. Students who apply for diplomas after the published deadline will be included as candidates for the next degree completion date. Students should write the Registrar’s Office, 1000 Capitol Drive, Wheeling, IL 60090 to obtain a diploma application or to change the completion date for a previous application. Information concerning application for graduation may also be obtained at the Student Services Office at any local or out-of-state campus or on the university website (www.nl.edu). There is an additional fee each time a diploma is reordered.

Diplomas will be mailed a few weeks after the degree award date. Students who wish to participate in a commencement ceremony will also pay a cap and gown fee. An official transcript will be available after the graduation date reflecting the degree completion.

All financial and other obligations to the Office of Student Finance, Library, faculty or other university offices, must be cleared. No transcript or diploma will be issued if there is any outstanding encumbrance.

Student Guidelines and Policies

• Statement on Student Rights and Responsibilities
• Student Information and Regulations
• Policy on Acceptable Use of NLU Information Systems
• Family Educational Rights and Privacy Act of 1974
• Policy on Inspection, Search and Seizure
• Policy on Academic Honesty
• Policy on Academic Appeals
• Student Appeals Flow Chart
• Students with Disabilities – Grievance Procedures
• Policy on Disruptive Classroom Behavior
• Student Hearing and Appeal System
• Policy on Sexual Harassment
• Policy for Infectious Disease Issues
• Policy on Falsification of Records
• Policy on Submission of Fraudulent, Incorrect, or Misleading Information Pertaining to Admissions
• Student Right-to-Know and Campus Security Act
• Drug-Free Schools and Communities Act of 1989
• Alcohol and Substance Abuse Policy Summary and Educational Guidelines
• Hazing

Statement on Student Rights and Responsibilities

A University community requires an environment conducive to intellectual and personal growth of its students. Since actions of each individual affect this climate, National-Louis University expects responsible conduct on the part of every student who is a member of this University community.
To further its objectives, and in recognition of students as members of the National-Louis University community, the University has adopted the following:

1. Applicants who meet specifically stated requirements will be eligible for admission to the University and for participation in all of its programs without regard for race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, disability, political beliefs, military status, unfavorable military discharge other than dishonorable, and marital status.

2. Students have the freedom to express reasoned exception to the data or views offered in any courses of study for which they are enrolled but are responsible for learning the content of the courses.

3. For purposes of gaining academic credit, students shall be evaluated in terms of stated course competencies and requirements and not on personal or political beliefs.

4. Disclosure of a student’s personal or political beliefs confidentially expressed in connection with course work will not be made public without explicit permission of the student.

5. Students will be informed of all rules, rates, and regulations deriving from contractual arrangements with the University before signing any such contracts.

6. Students on campus or residing in University-owned housing will be secure against any unreasonable invasion of privacy, search or seizure but are responsible for compliance with all University regulations (see Policy on Inspection, Search and Seizure).

7. Students are free to form, join, and participate in campus organizations for educational, religious, social, political, cultural or other purposes.

8. Students are free to use campus facilities for meetings of registered and officially recognized organizations, subject to uniform regulations as to time and manner governing the facilities.

9. Students’ records may be released only in accordance with provisions of the Family Educational Rights and Privacy Act of 1974.

10. Students are free, individually or in association with other individuals, to engage in activities not sponsored by the University, exercising their rights as citizens of the community, state and nation, provided they do not purport to represent the University.

11. As appropriate, students will have their views and welfare considered in the formation of University policy and will be consulted by, or represented on, University councils and committees which affect students as members of the University community.

12. Students are free to assemble, demonstrate, communicate and protest, recognizing that freedom requires order, discipline and responsibility, and further recognizing the right of faculty and other students to pursue their legitimate goals without interference.

13. Students will be exempt from disciplinary action or dismissal from the University except for academic ineptness or lack of reasonable progress, failure to pay University debts, or violation of student or University rules and regulations.

14. Students are free to be present on campus and to attend classes pending action on criminal or civil charges, except for reasons relating to their physical or emotional safety and well-being, or for reasons relating to the safety and well-being of students, faculty, staff or University property. Students are subject to local, state, and federal statutes.

15. It is recognized that all members of the community have the responsibility to conduct themselves in a manner which does not violate the rights, property, and freedoms of others.

16. Editorial freedom in student publications and media shall be given under the following guidelines:
   a. Students shall be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.
   b. All University published and/or financed student publications should explicitly state on the editorial page that, “the opinions expressed are not necessarily those of the University or of the student body.”
   c. Editors shall be protected from arbitrary suspension and removal because of student, administrative or public disapproval, and editorial policy or content. Only for proper and stated causes shall editors be removed by the proper agency responsible for their appointment.

17. Students have the right to establish and maintain duly-constituted governments, associations, and organizations to the extent approved by the University. A statement of purpose and/or a constitution shall be submitted for approval to the Office of Student Affairs to become officially recognized by the University.

### Student Information and Regulations

The University requires an environment conducive to intellectual and personal growth of its students. National-Louis University seeks to cultivate a sense of personal integrity in each of its students. Students are expected, therefore, to strive toward this objective and to develop as individuals in a manner that is consistent with the educational purposes of the University.

### Access to Student Records

National-Louis University prohibits the release of any personally identifiable information, other than directory information regarding any of its students without first receiving the consent of the student. Students may examine and enter a statement about the content of their own records. Details are described in the section, The Family Education Rights and Privacy Act of 1974, found in this catalog.
Addresses

Students must register their current mailing address. They are also required to keep the University informed of their correct permanent address, if different from their residence during periods of enrollment. Any changes of address or name must be reported promptly to the Registrar’s Office.

Advocacy

Students who need information about some aspect of their National-Louis University experience can receive assistance in solving and/or understanding the problem by contacting the Office of Student Affairs or the Student Services Center.

Affirmative Action

National-Louis University affords equal opportunity to all qualified persons regardless of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, disability, political beliefs, military status, unfavorable military discharge other than dishonorable, and marital status.

Any student with questions or concerns about any type of discrimination are encouraged to bring these issues to the attention of the Diversity Director. Students can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including expulsion.

Alcoholic Beverages

In accordance with Illinois law, alcoholic beverages may not be sold to, given to, nor possessed by persons under 21 years of age. Use of alcoholic beverages at a student-attended function on University property is restricted to officially recognized University clubs and organizations which have received prior written approval of the Vice-President of Operational Services. These clubs or organizations are responsible for complying with local, state and federal laws, as well as University procedures. (See Alcohol and Substance Abuse Policy Summary and Educational Guidelines.)

Within Baker Residence Hall, alcoholic beverages are allowed in the student residence hall rooms only in accordance with Illinois law. (Refer to Baker Hall Handbook for further information on applicable University policy.) The sale of alcoholic beverages is not allowed on University property.

Bookstore

A Barnes and Noble walk-in bookstore is located on the Chicago campus only. For on-campus students taking classes on this campus, textbooks are ordered by instructors and are available in the bookstore. The bookstore also carries school supplies, National-Louis specialty items, cellular phones, and snacks.

On-campus program students in Elgin, Evanston, Wheaton, and Wheeling, as well as Cluster and Focus program students, may order textbooks and other materials through MBS Direct, our contracted distributor. Books and materials may be ordered over the internet through the NLU Virtual Bookstore at http://direct.mbsbooks.com/nlu.htm, by mail, fax, or phone (800/325-3252). NOTE: Field Program students, whose books are included in the cost of the program, call 800/325-3252 to place their order.

Further information on ordering books and materials is available on the above-mentioned website, and also by calling the Instructional Services Department at extension 4479, 4484, 4269, or 4394.

Catalogs

The University catalogs contain official statements on University programs and academic policies and should be carefully consulted for any details. Program-specific information is also described in the handbooks of University programs. Such information is naturally subject to change and may be supplemented at any time by corrections, deletions, or additions.

Center for Career Development

Students are encouraged to utilize the services of the Center for Career Development, which offers career planning on both an individual and group basis. In order to assist students in planning their careers and in designing strategies to carry out successful job searches, the Center uses a range of materials and computer resources. The Center for Career Development sponsors workshops, career fairs, and other events and gives special assistance in resume writing, interview skills, credential file documentation, and job search strategies. The center publicizes job opportunities in a weekly online job bulletin and maintains data on the employment market.

Whether National-Louis University students are interested in a simple resume review, a complex change in professional direction or positioning for an internal promotion, they can receive professional assistance from the Center for Career Development.

The Center for Career Development is located at the Chicago Campus. Staff are available in person at Chicago-area campuses, by telephone, or by email, to assist you. Valuable assistance is available on NLU’s web site – www.nl.edu.

Children on Campus

The University does not permit faculty, staff, or students to bring children onto the property during work or class hours, due to the liability caused for the institution in the event that children are injured or exposed to other problems. Children are not allowed in classrooms, lounges, libraries, food/vending areas or office space at any time during work or class hours. Use of University facilities, equipment, and resources by children is also not permitted at those times.
Parents may bring children while making short visits for student service purposes; however, in those cases, the children must be accompanied by an adult at all times and be supervised so that disruptions to University programs and activities are not allowed.

**Class Attendance**

Attendance is important to the accomplishment of university curriculum objectives. The University has a no-cut attendance policy; therefore, students are expected to be present for all scheduled meeting of courses.

In case of an absence from class, students are encouraged to give prior notice to the instructor. If illness or other necessity causes prolonged absence, students should consult with the instructor and the registrar. In such cases, a physician’s statement may be required.

**Commencement**

Formal commencement exercises are held once each year. Students who have registered their intention to graduate with the Registrar’s Office by the date required will receive notification of all details.

**Contracts**

Students and student organizations are to have all contracts for outside services or arrangements connected with University functions reviewed and approved by the Office of Student Affairs. Such contracts will require the signature of a University official.

**Counseling**

Consultations for academic, personal, and vocational concerns are available through the Office of Student Affairs. This office provides workshops and support groups each designed to enhance skills, awareness, and perspective. Professional staff are available to assist students and alumni in resolving difficulties or roadblocks that hinder progress toward success and satisfaction. Students are encouraged to confer with a staff person at any time about any matter. Referrals to outside service providers may be made, as appropriate.

**Damage, Liability, Loss, or Theft**

The University disclaims responsibility for the loss or damage of personal property in any facility owned or operated by the University, or at any University function. Thefts should be reported to the Campus Services Manager.

Students may file official complaints against other individuals suspected of theft or believed to be responsible for damage to property, with a University administrator, with the civil authorities, or with both.

**Disruption**

National-Louis University recognizes a student’s right to speak, inquire, or dissent but requires that these freedoms be exercised in an orderly and responsible manner. The University, therefore, prohibits any student or group of students from interfering with the personal rights of another individual, the holding of classes, the carrying out of University business, or the progress of any authorized event on campus. (See Policy on Disruptive Classroom Behavior.)

**Drugs**

Possession, use or distribution of cannabis, or other illegal or controlled substances, is not permitted on University property or at University functions, in accordance with local, state, and federal laws. Students receiving prescription medications from a physician must have a prescription in their possession. (See Alcohol and Substance Abuse Policy Summary and Educational Guidelines.)

**Emergency Assistance**

To locate a student in an emergency situation, contact the Office of Student Affairs or the Student Services Center at the campus of attendance, giving essential details. Either office should also be contacted immediately when an emergency involving a student occurs on campus, time permitting. If time does not permit, local emergency procedures should be followed.

**Employment**

On-campus employment is available through the University’s Work-Study Program administered by the Office of Financial Aid. University employment includes University work-study and regular University employment on a part-time basis.

Information regarding off-campus part- and full-time employment is available through the Center for Career Development.

**Facilities and Property**

Students are accountable for the care of University facilities and for the property of the University and its students. Acts of vandalism, such as damage or destruction of property owned by the University or its students are prohibited. Theft of any kind, including seizing, receiving, or concealing property with the knowledge that it has been stolen, is forbidden. Sale or possession of property without the owner’s permission is also prohibited. Repair or replacement costs and/or disciplinary action will result when damage, liability, loss, or theft occurs. The University further reserves the right to contact local authorities to address those acts which are in violation of the law.

**Faculty Information**

The University cannot release faculty members’ home phone numbers or addresses to students. Students should contact their instructors at the beginning of each term to determine the most efficient and appropriate way of contacting them.
Fees

The most up-to-date listings of fees are available from the Business Office. Fees are also listed in the University catalogs. Fees are subject to change.

Field Students

Attendance at all class meetings is mandatory, since a large portion of the learning is dependent on class activities. Students are expected to make up a class they miss by completing alternate assignments designated by the instructor. Unless special arrangements are made beforehand, students who miss 50% or more of the class sessions in one course will be given a “U” grade and are expected to retake that course. Students who miss three consecutive class sessions will be dropped at the end of that term and must apply for readmission to another group if they wish to complete the program.

Financial Obligations

Students are responsible for the payment of all fees as scheduled in the University catalogs and other official notices. Satisfactory arrangements must be made with the Office of Student Finance for the settlement of all accounts before a student may register, receive a diploma, obtain a transcript, or have enrollment or degrees confirmed. The cancellation of a student’s enrollment may result if bills are past due and payment obligations have not been met.

Students must make restitution when they are responsible for the loss of or damage to University property or to the personal possessions of others.

Fire Safety

Fires may not be started in any facility of the University or on University property unless authorized by the Vice-President for Operational Services and in accordance with local, state, and federal laws. Students are expected to cooperate fully with faculty and staff whenever a fire alarm is sounded and proceed to assigned fire exits quickly and calmly. Failure to cooperate will result in disciplinary action.

Fire safety equipment may be used only in the event of an emergency or by authorized personnel in training for emergency. Tampering with, or misuse of, fire safety equipment is a violation of local, state, and federal laws.

Firearms and Explosives

The possession or use of firearms, firecrackers, explosives or weapons of any description, for any purpose, is prohibited.

Forgery

Forgery of any type, such as the alteration or misuse of University business or academic records or papers, is forbidden. Also expressly forbidden is the forgery of a signature of any employee of the University.

Gambling

National-Louis University prohibits gambling, the sponsoring of lotteries, and the sale of lottery tickets.

Health Insurance

Students who are enrolled at least half-time are eligible to participate in a student health insurance plan offered through the University. Brochures, enrollment forms, and prices are available in both the Office of Student Affairs and the campus Student Services Centers.

Hours

Students are free to remain in any of the academic buildings of the University until the buildings are officially closed, unless otherwise authorized by an official of the University, or unless related to an authorized activity or event. See individual campus notifications for clarification of hours.

Identification Cards

All students who are registered for coursework through undergraduate and graduate programs, and Field, Cluster, Cohort and FOCUS groups are issued an identification card, called the Global Card. Global cards will be issued based on current registration data. All Global Cards will be mailed to students following the add/drop period. Students receiving a non-photo card can exchange it for a photo ID card at any Chicago-area campus (a $10 fee is charged for exchanging the card). Global cards will be imprinted with a bar-code which meets the requirements for identification at any library which is part of the ILLINET system, allowing the holder to participate in resource use at that library under the general policies of the ILLINET program (applies to students taking classes in Illinois only).

The Global Card contains a magnetic stripe which allows the user to electronically store money to use on copiers (Chicago area campuses only) and bookstore and food services purchases (Chicago and Evanston campuses only).

The Global Card is valid only during periods of active registration. The card is the official University identification and entitles students to admission to University buildings, use of the libraries, and use of other University facilities and services. Students are required to carry the ID card when present on one of the campuses, or at a class function sponsored by the University. The card is not transferable and is the property of the University and must be surrendered upon request by a University official. The card must be shown to any University employee on request. Any violation of these procedures will be cause for disciplinary action to be requested and the person in question may be barred from University property pending a disciplinary hearing.

In the event that a Global Card is lost or stolen, the student may obtain a replacement card at any campus administration office (the card will be mailed within 24 hours). There will be a fee to replace cards. For more information call ext. 3429 (Chicago), ext. 9011 (Elgin), ext. 2267 (Evanston), ext. 5804 (Wheeling) or ext. 4512 (Wheaton).
International Students

Advocacy and assistance for international students is available through the Office of Student Affairs. Professionals are available to answer questions and to assist students with issues such as academic and cultural adjustment. International students are expected to comply with all federal laws as well as regulations of the University.

Laws

Students are expected to comply with all local, state, and federal laws and are subject to processes and sanctions as provided in these civil and criminal codes.

Leave of Absence: Undergraduate Students

Undergraduate students in good academic standing may request a Leave of Absence for up to one calendar year. Students must submit a petition form to the University Registrar, indicating why a leave is necessary. The petition must have the approval of the individual’s adviser or program director. Students will be notified of the decision in writing by the University Registrar.

Medical and Personal Emergencies

If a medical or personal emergency results in an unexpected absence from class, your class instructor should be notified promptly. In case of a prolonged absence, students should notify their Academic Adviser and the Registrar’s Office. In case of medical emergencies on campus, contact the campus public safety officer and/or dial 911.

Parking

Parking lots are located at the Elgin, Evanston, Wheaton, and Wheeling locations. For information on parking in public or private lots at Chicago, contact the Chicago Campus at extension 3205. Parking lots are also available at the following campuses: Milwaukee/Beloit, Wisconsin; Northern Virginia/Washington, D.C.; and Tampa, Florida.

Performing Arts and Events

Performing arts and cultural events are held regularly in the Weinstein Center for Performing Arts and the Carlson Auditorium, Evanston Campus. For a schedule of upcoming events, students may contact Facility Management on the Evanston Campus at extension 2267.

For a number of the productions and performances on campus and in the community, students may receive either free or reduced-cost tickets on a first-come first-serve basis with the presentation of a valid student identification card.

Personal and Physical Safety

No student shall injure or threaten a member of the University community. All instances should be reported to the Office of Student Affairs, and/or the Campus Services Manager by completing an incident report form. Professional staff members are available for mediation and/or intervention. Records are kept related to unusual occurrences and conduct violations. In situations where a conduct violation is alleged to have occurred, the provisions of the Student Hearing and Appeal System shall apply.

Any student who causes disruption or interruption of a University class or program may be asked by a faculty member, or other University official, to leave the premises for a temporary period. This includes disruptions caused as a result of drug or alcohol use, acute physiological or psychological disorder, or deliberate reasons. The faculty member or other University official should then report the incident to the Office of Student Affairs or to the Public Safety Officer by completing an incident report form. (Please refer to the Policy on Disruptive Classroom Behavior.)

Programs, Events, and Activities

The purpose of special events programming is to provide enrolled students the opportunity to socialize with their classmates, to meet other students enrolled at the University, and to encourage a meaningful bond between students and the larger institution that is National-Louis University. Examples include: convocations, workshops, seminars and student organization and club activities.

Information about programs, events, or activities is published through newsletters and calendars. Information is also posted on bulletin boards, discussed at student representative meetings, and disseminated through campus and/or United States Postal services.

If you’re interested in becoming involved with planning or would like additional information, contact the Office of Student Affairs.

Requests by Officials of the University

Students are expected to comply with reasonable and lawful requests or direction by members of the faculty, administrative staff, and others acting in the performance of their official duties.

Students must respond promptly to summons from faculty members, administrative officers, and officers of disciplinary committees. Students must surrender ID cards at the official request of a faculty member or administrator of the University.

Residence Hall Living

Baker Residence Hall, located at 2308 Sheridan Road in Evanston, is a co-educational facility owned by the University. Built in 1967, Baker Residence Hall has the capacity to house 176 resident students in its living units.
Detailed information regarding Baker Residence Hall and the Residence Hall Programs may be obtained from the Office of Residence Life. Regulations and information related to residence hall living are contained within the Baker Residence Hall Handbook.

**Room Reservations**

Student organizations sponsoring activities and events on campus may use University facilities and certain services, furnishings, and equipment subject to availability and purpose. Reservations must be made in advance by contacting the Campus Services Manager on the appropriate campus. Priority on space use is given as follows: 1) curricular use; 2) co-curricular use; 3) use by groups affiliated with National-Louis University; and 4) rental by groups from outside the University.

**Sales and Soliciting**

Salespersons and solicitors are not permitted to operate within campus facilities without the approval of the Campus Services Office. Students and student organizations may conduct canvasses and charitable or fund-raising drives with prior permission from the Office of Student Affairs or the appropriate University representative.

**Smoking**

National-Louis University is committed to maintain a smoke-free environment. Therefore smoking is prohibited at all National-Louis University indoor locations.

**Services for Students with Special Needs**

National-Louis University continuously seeks to ensure that its programs and services are fully accessible to students who have special needs. The Director of Diversity, Access and Equity and the Center for Academic Development work with students to help them clarify their needs and assist them in identifying and utilizing appropriate accommodations. They also provide guidelines for documentation of a disability that may require academic accommodation. National-Louis University will make reasonable accommodations for qualified individuals with known disabilities as provided by law. Students may meet with the Director for Diversity, Access and Equity or staff at the Center for Academic Development in order to most effectively utilize the following services: introduction to faculty regarding classroom and academic accommodations, including testing alternatives and taping lectures; individual and group consultation and support; career counseling and job search assistance; referral to state rehabilitation and other support service agencies; access assistance for mobility impaired students; other services and advocacy as needs are identified.

**Student Services Center**

Students will undoubtedly encounter questions and need assistance during their educational pursuits at National-Louis University. The Student Services Center’s function is to simplify students’ lives by providing a single location for information and help with most non-academic needs. The Center offers a personal approach which helps to enhance the students’ university experiences.

A Student Services Center is located on each of the Chicago area campuses. Students are encouraged to utilize the centers for information and assistance. All communication with students (either written or face-to-face) is conducted in a personal and confidential manner.

Each center is staffed with a team of service personnel who are able to assist students with admission, registration, financial aid and student account needs. Students can drop off completed paperwork to be sent to these departments and/or other campuses. Departmental literature and forms are also available for distribution at each center.

**Telephones**

Public telephones are available on each campus. Students may not use University telephones for personal, business, or long-distance calls without proper authorization.

**University Colors**

National-Louis University colors are platinum and blue. Platinum symbolizes the richness of our future as an innovative leader in higher education; furthermore, the highly prized nature of platinum is a reflection of the quality National-Louis University always strives to bring to its students. Blue is a tribute to our proud heritage and founding purpose as an outstanding teacher training institution in that blue is the traditional color for the education profession.

**University Health and Wellness Services**

**Evanston Campus**

Confidential, basic medical first-aid treatment is available through nurse assessment, consultation, and nursing treatment.

Students with long-standing or complex medical problems should notify the University Health and Wellness Services upon admission.

During Service hours the nursing staff will assess and stabilize your medical condition and refer you to the appropriate health care provider.

In case of emergency or serious illness after Service hours, seek assistance in an area emergency room.

**Other Campuses**

Students with long-standing or complex medical problems should notify the University Health and Wellness Services upon admission.

In case of emergency or serious illness, seek assistance in an area emergency room.
University Mascot

National-Louis University’s mascot is the Eagle. The eagle is the national symbol and, therefore, it reflects our name as well as the national vision Elizabeth Harrison had for the institution when she founded it. Furthermore, the notion that eagles soar exemplifies the hope that our students and National-Louis University will soar to new heights of achievement.

Violations of University Policy, Local, State, or Federal Laws

Students are expected to comply with all local, state, and federal laws and ordinances. They are subject to all rules and regulations, both academic and co-curricular, developed by the University and included in any of its publications. A student alleged to have violated one or more rules, laws, or regulations will be subject to disciplinary action in accordance with the Student Hearing and Appeal System and/or disciplinary action by the civil authorities.

National-Louis University Community
Acceptable Use of NLU Information Technology

Approved for implementation by President – January 2004

Purpose: The NLU Acceptable Use Policy outlines user responsibilities and provides a framework for accountability for appropriate use of the University information technology and services.

Policy: National-Louis University provides resources to the university community (which includes all NLU prospective students, students, staff, faculty, board members, alumni, and administrators) through its information technology and services (defined as "NLU IT systems"), which include all hardware, software, networks, communications systems, data and other related technologies owned, leased, or licensed by National-Louis University, its partners and affiliates, that are available for use by the NLU community.

The use of NLU IT systems is a privilege and not a right. Inappropriate use may result in the cancellation of that privilege.

Use of NLU IT systems must be consonant with the mission, goals, and objectives of the university. NLU community members are responsible for their activities and accountable for their individual conduct while using NLU IT systems or engaging in NLU-related activities.

NLU Community Members:

1. Are responsible for abiding by all laws applicable to their use of NLU IT systems. This includes but is not limited to those dealing with copyright, trademark, patent, privacy, and intellectual property. [Only licensed software allowed. Fair Use policy must be adhered to.]

2. May use NLU IT systems for educational, instructional, service, research, administrative, and other purposes consistent with their roles in the university community. Incidental personal use of NLU IT systems is allowed if (a) it does not interfere with the operations of any NLU IT system, as determined by any IT professional staff member, and (b) it does not interfere with the job performance of staff or faculty, as determined by the individual’s supervisor. [May not overload the system or detract from time spent "on the job"]

3. May not use NLU IT systems for commercial activity (other than NLU sponsored and authorized activities). May not use NLU IT systems for political, religious or other advocacy purposes unless related to the academic expertise and responsibilities of a faculty member.

4. Must refrain from activities to gain unauthorized access to or use of NLU IT systems, and any activities which would interfere with the normal operations of NLU IT systems. [No "hacking" allowed.]

5. Are responsible for observing secure computing practices and protecting the integrity of data and systems. [Maintain password security; log off systems when appropriate.]

6. Are responsible for conducting themselves in a professional and ethical manner in all communications conducted via NLU IT systems.

7. May not use NLU IT systems to transmit
   a. threatening, or harassing material;
   b. obscene or pornographic material (Faculty involved in research or teaching that requires reference to such material are advised to inform their Dean in advance that such material will be utilized. Faculty are also advised to prepare their students to handle such material.) or;
   c. any NLU proprietary or confidential information to any individual or group not authorized to view such information. [See Banner Confidentiality Agreement for details. The document is at http://oit.nl.edu/documents/BannerAccessRequestForm.pdf.]

NLU IT system users have the right to due process (consistent with respective policies governing the categories of users) in cases of discipline resulting from violations of this policy.

The contents of NLU IT systems are owned by National-Louis University, with the exceptions of any content specifically covered by NLU intellectual property agreements or contractual obligations.

Refer to the "Procedures for Implementation of National-Louis University Policy on Acceptable Use of NLU Information Systems" for procedures related to this policy.
Procedures for Implementation of National-Louis University Policy on Acceptable Use of NLU Information Systems

Definitions

"Users" are all those individuals with privileges to use NLU IT systems. This includes faculty, students, staff, alumni, trustees, visitors and the general public.

1. Adherence to Laws Governing Ownership and Copyright Law

Users must observe intellectual property rights including, in particular, copyright, trademark and property laws as they apply to software and electronic forms of information. Example: users may not copy entire works or significant portions of a work from an NLU IT system unless they have written permission of the owner (copyright holder).

Users may use only legally obtained, licensed data or software in compliance with license or other agreements and federal copyright and intellectual property laws and the NLU copyright policy. Example: every copy of software installed on every NLU IT system must be licensed. It is the Information Technology Department's responsibility to assure that all software they install is licensed. It is the individual user's responsibility to determine that all copies of software s/he installs are properly licensed. Assume that software is licensed for use on a single machine unless otherwise specifically noted in the purchase/license agreement.

Users shall not place copyrighted material (software, images, music, movies, etc.) on any NLU computer without prior permission from the copyright holder or as granted in a license agreement or other contract defining use. Example: users may not place entire works or significant portions of a work onto an NLU IT system unless they have written permission of the owner (copyright holder) or have a license allowing them to use that software or material.

Failure to abide by these laws exposes the individual user to sanctions by both NLU and the respective federal enforcement agency. Example: violations of copyright law by copying software may result in discipline by NLU and personal civil liability for each count of purposive, willful or wanton disregard for the federal copyright laws. The violator may face fines and may be responsible for the payment of statutory attorney's fees of the plaintiff.

2. Authorized Use

a) Use of NLU IT systems is based on the individual's role and responsibilities within the NLU community. The individual's supervisor and Vice President or Provost authorize the establishment of the appropriate accounts and access privileges for each user or class of users. Example: what information you have access to depends on the needs of your job at NLU and not on your personal curiosity.

b) Unauthorized usage or assignment of account privileges is expressly prohibited. Example: you may not use an account that has access privileges to information not needed in your job. A Systems Administrator may not assign to you access rights not required for your job.

c) System users may not access or use another user's computer account or allow another person to use his or her account. Example: do not utilize any other person's account.

d) Users must not conceal their identity when using NLU systems, except when anonymous access is explicitly provided (as with anonymous ftp). Example: some software allows users to send anonymous emails, survey responses or votes.

e) NLU IT systems may not be used as a means of unauthorized access to computing accounts or systems. Example: Using your NLU account to hack (break into) an account on another university's system.

3. Privacy

All access to protected information stored in NLU records systems will comply with the provisions of Federal and State laws. The Family Educational Rights and Privacy Act (FERPA, also known as the "Buckley Amendment", 34 C.F.R. Part 99, as amended by 61 Fed. Reg. 59291 Nov. 21, 1996) provides for protection against unwarranted disclosure of private student education records. See Banner Confidentiality Agreement for details (appended to Banner Access Request Form). The document is available at http://oit.nl.edu/documents/BannerAccessRequestForm.pdf.

Users may not inspect, broadcast, or modify data files without the consent of the individual or individuals specifically charged with creating and maintaining those data, unless such activities are part of the user's job duties.

Users must exercise reasonable judgment when forwarding email or files that may be confidential or contain sensitive information. Such information may not be forwarded or otherwise distributed to individuals or groups unless the user knows the recipients are authorized to access such information.

Administrative users (Information Technology staff or other staff members responsible for maintaining data quality) may inspect or repair data files (including email stored on NLU mail systems) as required as part of their employment, and then only to the extent necessary to maintain the integrity and operations of NLU systems.

Users may not seek out, examine, use, modify, or disclose, without authorization personal or confidential information contained in any NLU IT system. Employees must take necessary precautions to protect the confidentiality of personal or confidential information encountered in the performance of their duties.

NLU retains the unfettered right to view any information in any NLU IT System.
4. Malicious and Destructive Uses of NLU information systems

Users may not vandalize or physically abuse any NLU IT system.

Uses of NLU IT systems specifically prohibited include but are not limited to:

a) Using or attempting to use computer programs to decode passwords or other access control information.

b) Circumventing or attempting to circumvent or subvert system or network security measures.

c) Engaging in any activity that might be purposefully harmful to systems or to any information stored thereon, such as creating or propagating viruses, disrupting services, or damaging files or making unauthorized modifications to university data.

d) Wasting computing resources or network resources; for example, by intentionally placing a program in an endless loop, printing excessive amounts of paper, or by sending chain-letters or unsolicited mass mailings.

e) Using email or messaging services (such as AOL Instant Messenger) to harass, libel, intimidate, or distribute misinformation, for example, by broadcasting unsolicited messages, by repeatedly sending unwanted email or instant messages, or by using someone else's name or user ID.

f) Accessing or attempting to access data on any system they are not authorized to use. [If a user receives a message that s/he is not authorized to access an account or specific data, s/he should immediately cease trying to gain access. If s/he believes they need that access to fulfill his/her job responsibilities s/he should contact his/her supervisor to gain access rights.]

g) Making or attempting to make any deliberate, unauthorized changes to data on an NLU system. [Example: Banner Student System users may not change personal data such as address or date of birth of any NLU employee's record.]

h) Intercepting or attempting to intercept data communications not intended for that user's access, for example, by "promiscuous" bus monitoring, wiretapping, keystroke monitoring or other methods. [There are dozens of software and hardware techniques for spying on computer users. None of these may be used on NLU IT systems with the exception of use by NLU Information Technology administrators investigating violations of the NLU Acceptable Use Policy.] Additionally, such activity is a violation of federal law and violators are subject to prosecution.

5. Security and Data Integrity – User Responsibilities

Users must observe secure computing practices. Practices vary by user category or machine type.

a) All Users, all NLU IT Systems

i) Maintain password security according to current NLU password protocol for each user group or system. [Use a non-obvious password; do not leave a written copy of your password in plain view; do not share your password with other users.]

ii) Implement standard anti-virus practices ("virus" refers to the entire group of destructive software including but not limited to viruses, worms and Trojans), which include but are not limited to exercising reasonable judgment about handling email and other files that are likely virus carriers. [Do not open email or email attachments that come from unknown sources or that have unexpected subject headings or that show evidence of multiple forwardings.]

iii) May not install "Spy-ware", unlicensed software, password cracking software, hacking tools on NLU owned equipment or utilize any such software while using any NLU information system (this includes but is not limited to use of internet access provided by NLU from a user's personal or other non-NLU equipment).

iv) May not install any unauthorized or "rogue" networking components. (i.e. hubs, switches, servers, or wireless access points or other devices). Any unauthorized networking components identified by the Office of Information Technology will be removed immediately and reported to the CIO and corresponding Vice President or Dean of the person who installed it.

b) Individually assigned and individually managed workstations (PC, MAC or other similar systems typically used by the same staff, faculty or student on a regular basis):

i) The same requirements stated in paragraph "5 a)" plus:

ii) Frequently (recommendation is weekly) update anti-virus software files (anti-virus software is installed on all NLU IT systems issued to end users; updates are available from the manufacturer's web site). [Be certain that NLU's current anti-virus software is installed on your PC/Mac. Be certain that it is operational (ask for assistance in the case that you are uncertain).]

iii) Backing up all NLU data files on a regular and frequent basis. "Backing up" means that files are saved to at least two separate physical locations and media. Examples would include (preferred) saving files to a network drive (known as H: or I: drives for non-MAC systems) which in turn are saved to a tape drive on a regular basis by an IT staff member, or saving files to the individual machine's hard drive and making a copy of the files onto a floppy disk, zip disk, or CD.
c) **Public and centrally managed systems**: these include end
user workstations that are open to use by any NLU user
(computing labs, library, Win Terminals, etc.)

i) same requirements stated in paragraph “5 a)” plus:

ii) **Anti-virus file updates**: are handled by the
Information Technology or other technology
specialist staff assigned to manage these machines.

Users of these public or centrally managed
machines are specifically not allowed to install any
software, including anti virus files.

iii) **Backups**: data files are not to be stored on public
machines. Users will need to store data files on
either network drives or removable media (floppy or
zip disks). Users relying on removable media are
expected to make copies of the removable media as
their backup mechanism.

6. **Security and Data Integrity – Information
Technology Responsibilities**

To support the academic, research and business operations
of NLU, the Information Technology staff:

a) **Will operate an industry standard backup process for**
all Information Technology-maintained servers and
network drives.

b) **Will implement strong password security on all**
systems owned or maintained by the University.

c) **Will allow all data traffic destined for sources outside**
the University's network so long as it is in support of
the University's processes and functions.

d) **Will provide access to the services required by NLU**
community members to complete their job function.

e) **Will actively maintain the highest level of data**
protection methods allowable with the provided
resources. (i.e. Anti-virus software, firewalls, and
physical security)

f) **Will deny any traffic identified as malicious,**
dangerous or otherwise harmful to the University's
data infrastructure, whether its source is inside or
outside the University's network.

g) **Will remove any networking hardware or software not**
installed and supported by or with the permission of
the Office of Information Technology.

7. **Enforcement**

While NLU retains the right to access all data on any NLU
system, it imposes protocols on such access during normal
operations.

Information Technology staff members who have
responsibility for network security may utilize various software
and/or hardware tools designed to locate and identify software,
hardware, and user actions that pose threats to NLU Technology
Resources and/or NLU Information. Information Technology staff
may not utilize such tools for any other purpose. Any user
information derived from security investigations is confidential
and is shared only with individuals directly involved in the
investigation of any alleged security violation.

In instances when individuals are suspected of violating
policies, the contents of user files may be inspected only:

a) At the request of the user's supervisor and the
concurrence of the Vice President of H.R. (staff) or
Provost (faculty) or VP of Enrollment Management
(students).

b) When a Systems Administrator has reasonable cause to
believe that a user's activities pose a significant
operational or security problem and has the
concurrence of the CIO.

c) When requested by NLU legal counsel or the NLU
President

d) In accordance with a subpoena.

At the discretion of the System Administrator or the
appropriate Vice President or the Provost, NLU IT system use
privileges may be temporarily suspended, pending the outcome
of an investigation of misuse.

The determination that a user has violated the NLU
Acceptable Use Policy may result in disciplinary action up to
and including termination of employment or dismissal from the
university.

8. **Due Process**

a) **General Public**

Users who are members of the general public (are not
employees or students of NLU) who violate the NLU
Acceptable Use Policy may be reported to the
appropriate law enforcement authorities.

b) **NLU Employees and Students**

Users have the right to due process (consistent with
respective policies governing the categories of users) in
cases of discipline resulting from violations of the NLU
Acceptable Use Policy.

When a Systems Administrator reasonably believes it
necessary to preserve the integrity of NLU IT systems, he or she
may suspend any account, whether or not the account owner
(the user) is suspected of any violation. Where practical, 24-
hour notice will be given in advance of suspension.

Violations of the Acceptable Use Policy identified by any
member of the Information Technology staff will be reported to
the user’s supervisor and to the CIO. If appropriate, violations
may also be reported to NLU counsel and/or law enforcement
authorities.

A user accused of a violation will be notified of the charge
and have an opportunity to respond (consistent with respective
policies governing the categories of users) before a final
determination of a penalty. If a penalty is imposed, the accused
violator may request a review by the designated administrator
or body empowered to assure due process and an impartial and
timely review of the charges.
Bibliography


NOTE:

National-Louis University supports the EDUCAUSE Code of Software and Intellectual Rights. Users should consider the EDUCAUSE Code as a standard to guide their ethical use of electronic resources and information:

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner, and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.


NLU Student Email Account and Communications Policy

NLU’s educational goals include assuring that all students have the skills essential in today’s and tomorrow’s electronic workplace. NLU also believes that electronic communications provide faster and more effective interactive communications than paper mail. For these reasons, NLU provides email accounts to all full-time and part-time students as soon as they register for a class.

Once a student account is established, NLU will send official communications to each student via the student’s NLU student email account. Messages sent to this account will not be duplicated via paper mailings. It is the student’s responsibility to monitor the student’s NLU student email on a regular basis. Failure to meet a deadline because a student did not read the student’s email in time will not be considered an extenuating circumstance. Students may access the NLU email from any computer with an internet connection. Internet access is available at NLU campuses and public libraries.

Individuals with documented disabilities that prevent them from using a computer may request accommodation through NLU’s Office of Disability Assistance in the Human Resources Department. Other individuals who prefer paper communications may obtain them by completing a request form and paying a fee. Forms are available on each campus.

Use of the Student Email system is governed by the Acceptable Use of NLU Information Technology policy, available online at http://oit.nl.edu/documents/Acceptable_Use_Policy.pdf.

For assistance with Student email, contact the Helpdesk at 366/813-1177 or visit the NLU web site at www.nl.edu.

Family Educational Rights and Privacy Act of 1974

Basic Policy

In compliance with the Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment or FERPA, National-Louis University protects the rights of students and their parents with relation to the accuracy and privacy of their educational records. In accordance with the provisions of this act, National-Louis University has established basic policies to prevent the release of any personally identifiable information regarding any of its students, without first having received the consent of the student (or, in some instances, the parent). In addition, procedures have been established by which a student (or, in some instances, a parent) may request to examine his/her educational records, may challenge any portion of the record, and may request the opportunity to have any inaccurate, misleading, or otherwise inappropriate data deleted or corrected, or may have inserted into the record a written explanation regarding the content of the record.

In the Clara Belle Baker Demonstration School, the rights detailed and discussed in these policies and procedures belong to the parents of the students. In the undergraduate and graduate schools of the University, these rights belong to the student. However, the parents of a student who is financially dependent upon the parents (as defined in Section 152 of the Internal Revenue Code of 1954) may have access to the student’s record without first obtaining the student’s consent.

Release Policy

To totally prohibit the release of even a student’s name or dates of enrollment, for example, would be as much a disservice to students as it would be an imposition on the daily functioning of the school. The law permits certain categories of information to be designated as directory information and to be released without requiring written consent, provided the student (or parents where appropriate) has been notified what information is included as directory information and has been given a specific time to request any such information to be withheld from release.
The University has designated as directory information the following categories:

1. Student’s name
2. Local address, telephone numbers, and NLU email address (of currently enrolled students only)
3. Dates of enrollment and enrollment status
4. Area of academic concentration
5. Diploma or degree awarded
6. Honors or awards received
7. Announcement of public performances and ceremonies officially recognized by the University

No other personally identifiable information about a current or former student may be released to any person or agency outside the University except by the written, signed, and dated request of the student (or parent where appropriate) specifying the information to be released and to whom it is to be released. At the request of the student (or parent), a copy of the information to be released will be provided when s/he consents to the release. (The Privacy Act provides for a number of exceptions to this rule whereby information may be released to accrediting agencies, certain federal and state authorities, for reason of emergencies related to the health and safety of the student, etc., without notifying the student or parent. A list of such exceptions may be obtained upon request. Emergency release of information may be necessary on approval of an appropriate administrative officer. In addition, notification shall not be given if the student [or parent, where appropriate] has directly made the request for the release of information.) Within the University, certain information within a student’s record may be necessary for an individual or an office for whom it was not originally collected. Such information may be made available to University officials, including instructors, having legitimate educational interests.

The University shall maintain a record of all individuals or agencies who have requested or obtained access to a student’s educational records and the legitimate interest they have in such records. The University shall keep this record as part of the student’s total educational record, subject to the same restrictions on release and access. The University shall not maintain records of release of directory information requested directly by the student (or parent where appropriate) or requested by individuals within the school who have legitimate educational interest.

Whenever personally identifiable information about a student is released, the University shall stipulate, in writing, that the person or agency to whom it is released may not transmit such information to another individual or agency without the prior written consent of the student or parent of students below the post-secondary level.

Maintenance of Records

In maintaining a student’s educational record, the University shall collect part or all of the following information: name; address; social security number; phone number; date of birth; sex; ethnicity; marital status; citizenship status; names of elementary, secondary, and post-secondary schools attended with dates and diplomas or degrees earned; activities, awards, and work experiences; parents’ names, addresses, phone numbers and occupations; business address and phone numbers; emergency telephone numbers; transcripts; grades received; reports of standardized tests; degree and program evaluations; course evaluations; competency sheets; registration forms; medical forms and records; financial assistance applications; confidential financial statements and eligibility reports; records of student fee payments; student-completed questionnaires; counselor reports and notes; letters of recommendation; placement records; and correspondence.

Letters of recommendation are used as admission documents only. They are not intended nor will they be used for any other purpose.

This information is kept in a variety of offices as indicated below:

- Registration and Records
- Alumni Relations Office
- Center for Career Development
- Graduate Schools
- Office of Residence Life
- Office of Student Affairs
- Office of Student Finance
- Student Teaching Office
- University Health and Wellness Services

Detailed educational records, as defined above, are kept no longer than two years after a student terminates enrollment in one of the University colleges and are then destroyed, with the following exceptions:

1. The Office of Registration and Records maintains student files until graduation. Transcripts are maintained permanently. The Office of Registration and Records keeps for five years general academic files of students who withdraw from the University before graduation and permanently maintains transcripts of all academic records earned at the University.

2. The Alumni Relations Office maintains directory information on all graduates.

3. The Center for Career Development maintains student credential files.

4. The Office of Student Finance maintains complete files until a federal audit has been made.

5. The graduate schools maintain student files until graduation.

6. The Office of Residence Life maintains records for five years from the time of residency.

7. The Office of Student Finance retains quarterly financial summaries of student fee payments and individual student files regarding Perkins Loans necessary to meet statutory requirements.

8. The Student Teaching Office permanently retains information files related to professional study: evaluation, notation, etc.
9. The University Health and Wellness Services maintains required immunization records and retains all other medical records for five years after a student terminates enrollment.

Student Right to Access

Students currently or formerly enrolled in the undergraduate or graduate school may request access to their own educational records with the following exceptions:

1. Medical and psychological reports and records are not open for review, although the University nurse or other recognized professional may act as a student’s agent and review the record for him/her upon the student’s request.

2. Confidential letters and statements of recommendation, written before January 1, 1975 and used only for the purpose for which they were obtained are not open for review.

3. Parent’s Confidential Statements and eligibility reports are not open for student’s review without parental written consent.

Although the rights provided for by the Family Educational Rights and Privacy Act of 1974 belong primarily to the student once he or she is enrolled at a post-secondary level of education, the parents of students who are financially dependent upon them (as defined in Section 152 of the Internal Revenue Code of 1954) may request access to the student’s record without the prior consent of the student, with the same exceptions as listed above.

Waiver of Right to Access

In the following situations, the University shall provide students (or parents, where appropriate) with the means of waiving their right of access to certain limited parts of their educational record for the purpose of preserving confidentiality:

1. Letters of recommendation required for admission.

2. Letters of recommendation collected for a student’s credential file in both the undergraduate and graduate colleges to be used in pursuit of employment.

3. Letters of recommendation used in connection with a student’s eligibility for honorary recognition.

Whenever a student chooses to waive the right of such access, this limited waiver of the right of access applies to the parents, as well. In all three of the above listed situations, where the student or parent waives the right of access, the student (or parent, where appropriate) may request notification of the names of persons making recommendations and the University will provide them with such names.

In providing the means of waiving the right of access, the school shall place this option in writing as part of the printed form being used to obtain statements of recommendation. A student shall indicate in writing his/her choice of waiving or not waiving the right of access to this information before the form is given to other individuals to write their recommendations. Once a recommendation has been received, a student may not change his/her decision with regard to waiving the right to access to that recommendation.

Procedure for Access

To obtain access to any part of a student’s educational record, the student (or parent where appropriate) shall be required to submit a written request to the individual in charge of the office which keeps the records in question. An opportunity to examine the student’s file shall be provided as soon as possible and no later than 45 days after the date of the initial request. The file must be examined within the office and in the presence of the administrator in charge of the office.

Procedure for Challenging the Record and Informal Proceedings

Should a student or parent (or another agent acting on their behalf in the case of medical or psychological records) feel that certain information within the educational record is inaccurate, misleading, or otherwise inappropriate, and wish to challenge such information, the parent or student may request a formal or informal hearing of their objections. The formal hearing request must be made in writing to the official representing the University in whose presence the record is being examined.

This official may offer to hear the objection at that time and thereby attempt to settle the objection in an informal way. Should such official be convinced of the validity of the objections made, they may, at that time, remove incorrect, misleading, or otherwise inappropriate information from the file; correct such information so that it is correct and satisfactory to the person stating the objections; or he or she may insert into the record an explanatory note written by the student or the parent. A summary of the proceedings, objections, and results shall be kept by that office, not in the student’s file.

Formal Hearing

Should the individual hearing the objections not be convinced of their validity and should the person making the objection not be satisfied by the explanations given or by the offer to settle the objection informally, a formal hearing may be held. The student or parent desiring such a hearing shall make a written request to the administrator of that office and shall be contacted within one week to establish a time for the hearing. The hearing should take place no later than three weeks following the written request, providing that school is in session.

Under such circumstances, the objections shall be heard by a group of three representatives of the University, to be appointed by the President or by a designated substitute-none of the
representatives to be directly involved with the information under objection. The hearing shall be conducted by one of the representatives appointed to chair the hearing. The student may bring to the hearing another person who may advise but who may not represent him/her. The chairperson shall present the information being questioned and shall give the student (or parent) requesting the hearing a full and fair opportunity to state the objections being made. The student shall, at this time, present any evidence to substantiate his/her objections. The chair shall then request the individual responsible for the information about which the objection has been made to state the rationale for the existing information and defend its validity. The chair shall then give the members of the hearing committee the opportunity to question both parties. The chair shall then invite concluding statements from each party. The objector shall be notified in writing as soon as possible of the committee’s decision.

Record of Hearing

Should their decision be in favor of the objector, deletions or corrections in the student’s record shall be made immediately, and a summary of the hearing, the objections and the determinations made shall be recorded in the office where the information objected to is kept in a file, though the account of the hearing shall not appear in the student’s record. Should the decision be in favor of retaining the already existing information without change, the record shall be retained as is and a summary of the hearing, the objections and decisions made shall be recorded in the office where the information objected to is kept in a file, though the summary of the hearing shall not appear in the student’s record. Once a particular item in the educational record has been challenged and formally heard, a challenge of the same item shall not be heard again.

Additional Notes

More detailed information concerning the provisions of the Family Educational Rights and Privacy Act of 1974 may be obtained by examination of the act itself, as amended.

For any questions concerning the legal interpretation of the act, the student or parent should consult an attorney.

That information designated by National-Louis University as directory information will be individually released without prior consent unless the student (or parent) requests in writing within the first two weeks of enrollment to withhold release. Any such request to withhold release of directory information will apply to all directory information.

Undergraduate and graduate University students should send such a request to the Registrar’s Office. Parents of students enrolled in the Clara Belle Baker Demonstration School should send such a request to the director of the school.

Policy on Inspection, Search and Seizure

National-Louis University reserves the right to routine inspection of student property while they are on campus or in residence hall facilities for the purpose of maintaining compliance with regulations and standards described in the University catalogs, Baker Hall Residence Handbook and the Student Guidebook.

In general, personal property while it is on campus, in student rooms, in locked drawers and in lockers, is considered the student’s private domain; however, when there is reasonable cause to believe that the student is violating local, state, or federal regulations or laws, these areas may also be subject to the right of inspection.

Procedures

When there is cause to believe that such a violation has occurred or is about to occur, University staff members will use any reasonable means to terminate the violation or render the situation harmless. Whenever possible, the University staff members shall request assistance of one or more additional staff. The University staff members will request entrance or access to the property. The staff members will attempt to persuade the student to surrender whatever evidence pertains to the violation. Upon refusal by the student to cooperate with the inspection, the room, locker, or other property will be locked or otherwise secured until such time as two or more members of University authorized staff can assist. All materials that violate University, local, state, or federal laws will be seized and, at the discretion of the senior student services officer, the proper authorities will be notified.

Disciplinary Action

A student charged with a violation will be given an opportunity to prove innocence, but the burden rests with the student. The student shall be given the following written or oral considerations: description of the charges, including principal witnesses; description of the nature of the hearing process; description of the range of penalties that may be imposed; information about the appeal process; and right of counsel in the person of a faculty member, student advocate, or outside consultant.

Policy on Academic Honesty

National-Louis University subscribes to the principle that academic quality and a productive learning environment are inextricably linked to academic honesty.

Like other colleges and universities, National-Louis University has expectations regarding academic honesty on the part of students, faculty and staff, and, indeed, professional people at all levels of academic activity.
With respect to the academic honesty of students, it is expected that all material submitted as part of any class exercise, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Students found to have engaged in academic dishonesty are subject to disciplinary action and may be dismissed from the University.

When evidence of academic dishonesty is discovered, an established procedure (see below) of resolution will be activated to bring the matter to closure.

Procedure for Handling Incidents of Academic Dishonesty

1. A faculty member (or other University employee) who has reason to believe that a student has violated the University’s Policy on Academic Honesty has an unequivocal obligation to confront the student for an explanation and resolution.

2. The faculty member (or other University employee) shall arrange a private meeting with the student within 14 days of the occurrence of the alleged incident of academic dishonesty or within 14 days of the date s/he learned of the incident to: (1) explain the allegation(s) of violation of the Policy on Academic Honesty; (2) present the reasons or evidence to support such allegations; and, (3) provide a copy of the University’s Policy on Academic Honesty. The desired outcome of this meeting shall be the identification of a mutually satisfactory remedy (see below) by which to correct the breach of the Policy on Academic Honesty. The outcome of this meeting becomes a part of the official record only at such time as Step 3, below, is activated. If the faculty member (or other University employee) and the student are unable to agree mutually on an available remedy (see below), either party may petition for a formal hearing procedure to resolve the matter.

3. The petitioning party shall file a petition for Hearing on Academic Dishonesty (hereinafter petition) within 20 days of the private meeting described at Step 2, above. Said petition shall be filed with the Senior Academic Officer of the University. The 20-day period may be extended by the mutual consent of the parties, but in no event shall any such extension exceed the 20-day period by more than 40 days.

4. The Senior Academic Officer, after determining that the petition falls within the purview of this policy will, within 10 days of receiving the petition, or such other time as may be mutually agreed among the parties, shall convene a hearing committee (hereinafter committee) which shall hear and decide the matter. The petitioner’s presence is required. An accused student shall have a right to appear at the hearing with or without an advocate. However, the absence of an advocate shall not abrogate the Committee’s responsibility to proceed and reach resolution.

5. The Committee shall evaluate all available evidence and materials, including the direct personal statements of the parties in attendance, and others who have direct knowledge of the matters under review. The Committee shall then, in private session, decide upon the remedy (see below) to be applied. That decision shall be reported within three days to the Senior Academic Officer who shall inform both parties in writing of the decision and place a copy of said notification in the student’s file maintained by the Registrar.

6. Either party shall have the right to file a written appeal of the council’s decision. Said appeal shall be received in the Senior Academic Officer’s office within 14 days of the council’s decision.

7. The Senior Academic Officer shall act on said appeal within 21 days of receipt, using whatever means of fact-finding that may be available. All parties shall be notified of his/her decision. This action shall be the final administrative remedy available to resolve matters concerning academic dishonesty. Any remedy requiring further action by the President or Board of Trustees shall be carried out within a reasonable period of time.

Remedies

1. No further action.
2. Further investigation.
3. Mediation by a third party.
4. Extra or repeated assignments.
5. Re-examination.
6. Lowered grade or no credit for assignment, examination, thesis, course, or internship.
7. Suspension from the University.
8. Dismissal from the University.
10. Recommendation to the Board of Trustees to rescind an awarded degree.

Note: Remedies #7–#10 shall be imposed only by the President.

Time Lines

<table>
<thead>
<tr>
<th>Day</th>
<th>Date of alleged incident of academic dishonesty or the date the accusing party learned of said incident.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 14</td>
<td>Deadline for private meeting between accusing party and student.</td>
</tr>
<tr>
<td>Day 34</td>
<td>Deadline to petition Senior Academic Officer for a hearing on academic dishonesty.</td>
</tr>
<tr>
<td>Day 44</td>
<td>Deadline for Senior Academic Officer to convene the Hearing Committee.</td>
</tr>
<tr>
<td>Day 47</td>
<td>Deadline to report committee’s decision(s).</td>
</tr>
<tr>
<td>Day 63</td>
<td>Deadline to file written appeal of committee’s decision.</td>
</tr>
<tr>
<td>Day 84</td>
<td>Deadline for Senior Academic Officer to act on appeal.</td>
</tr>
</tbody>
</table>

Note: All days are calendar days; not working days.
Definitions and Guidelines

Plagiarism

In general, plagiarism is commonly defined as using the words or ideas of another person without proper acknowledgment. In previous times, the term “plagiarism” was applied only to unacknowledged borrowing from published or otherwise copyrighted work; today, it is generally agreed that the concept and term “plagiarism” can apply to improper use of anyone’s materials, whether or not that material has been previously published or copyrighted.

It is important to note that the definition does not limit the term “plagiarism” only to extensive borrowing (e.g., a sentence or more). A few words (or even one single word, if it is a key term or a freshly-coined term) can be considered plagiarism, if not properly attributed to the original author. Moreover-and here is where many writers run into trouble-ideas contained in the work of another, even if they are rewritten into new words, must be attributed to their original author unless they fall into the category of “Public Information,” a term which will be explained shortly.

To summarize: (1) any verbatim reproduction of the work of another, no matter how brief, must be properly documented; (2) any summary or paraphrase of the ideas of another, unless they are public information, must be properly documented.

By way of example, consider the following excerpt from a personal opinion essay appearing in Newsweek on September 24, 1984. Note that it is not “straight news” (which might be considered a “matter of public record”), but one person’s viewpoint. It is entitled Space Odysseys on Tight Budget by Joseph N. Horodyski:

“Further down the road and far more frightening is President Reagan’s Star Wars program . . . which will cost hundreds of millions of dollars in its final form, place an unprecedented strain on this country’s budget and lead to the eventual militarization of space, perhaps the last natural environment to feel man’s violence. Faced with this prospect, American space science as an intellectual endeavor might cease to exist.”

Almost everybody knows that quoting a sentence or more of Mr. Horodyski’s ideas, without quote marks, would be plagiarism. However, these following samples would also qualify as plagiarism.

1. The use of key phrases:

   Far more frightening is the Star Wars plan of President Reagan.

   We could see the end of American space science as an intellectual endeavor.

2. The patch work of borrowed words and phrases:

   Further down the road is the Star Wars plan which is far more frightening. Costing hundreds of billions of dollars, it will raise taxes and place an unprecedented strain on this country’s budget. Thus space, the last natural environment, will be spoiled.

3. The unattributed use of ideas:

   President Reagan’s Star Wars program poses a still greater danger. If our country begins to see space as a military arena worth hundreds of billions of dollars to exploit, we may lose the concept of space exploration as a true intellectual science.

As they presently stand, all three of the above samples exhibit incorrect (and illegal) use of a source. What might be done, in each case, to correct the problem? In simple terms, the writer must make it clear that he is using a source and that he is not attempting to conceal that fact.

More specifically: In cases #1 and #2 the writer must first decide whether the phrases copied from the original are valuable enough as quotations to be kept as such. If so, each word or phrase must be enclosed in quote marks and a formal or informal reference must be added as a footnote or in the text itself indicating the source. Handbooks or members of the faculty can supply various forms or suggestions for actually writing the documentation, whether it be a formal footnote or an informal explanation.

On the other hand, it is often the case that the quoted material is simply saving the writer the trouble of composing his own prose. In such cases it is better to eliminate the verbatim quotations entirely. This may well produce a situation like that of the third sample; i.e., paraphrased, summarized, or otherwise borrowed ideas. In these cases no quote marks are necessary but the source must still be cited, perhaps near the end of the passage. Some brief phrase like, “These ideas were discussed in . . . ,” will tell the reader that the ideas appeared, in some form, in another person’s work.

There is one situation where ideas found in the work of another do not need to be documented as a source. That is the area of “Public Information.” Ideas which appear repeatedly in discussions of certain subjects in the work of various individuals are usually considered to be in the public domain, and it may not be necessary to give credit for these ideas to any particular individual. Descriptions or explanations of things like autism or mainstreaming or the double helix can now even be found in encyclopedias and, assuming no direct verbatim quotations are used, can be considered shared cultural information. Also, facts which are available to any observer, such as the length of the Brooklyn Bridge or the plot of a book or movie or who is married to Elizabeth Taylor, are not considered to be the property of any individual and sources for them do not need to be cited (although, it usually does no harm to tell the reader where the fact was verified).

1. It may be appropriate for the faculty member to have a witness present during the private meeting with the student.

2. The Hearing Committee shall be comprised of a hearing officer appointed by the Senior Academic Officer and two faculty members appointed by the Chair of the Faculty Senate. None of the above individuals may sit on the Committee if s/he is a party in the dispute.
In the above sample, for instance, Mr. Horodyski’s personal opinions, right or wrong, are considered to belong to him; but items of general news (which would appear, in similar form, in many newspapers and news magazines) could be considered a matter of public record and, if no direct quotations were used, a writer could choose whether or not to mention where he obtained the information. Encyclopedia information is usually considered public, but a courtesy footnote is often given.

In all cases, however, a general rule applies: WHEN IN DOUBT, FOOTNOTE. Nobody’s reputation has ever been damaged by an unnecessary footnote; many careers have been destroyed by the absence of a necessary one.

Receiving Improper Assistance

In addition to plagiarism, the academic community categorizes several other kinds of behavior as “dishonest” and liable for disciplinary or even legal action. In general, these can be divided into four types:

1. Turning in an assignment (test or paper) written wholly or partly by another person or agency without so specifying.
2. Turning in an assignment (test or paper) substantially edited or otherwise improved by another person without so specifying. (The relative or friend who retypes a paper and corrects all of its errors fits in here.)
3. Turning in an assignment (test or paper) written wholly or partly for another course for which academic credit was received without so specifying.
4. Otherwise defeating the purpose of the course by dishonestly violating the faculty member’s rules.

Students, like all professionals, must recognize the following fact: since the evaluation of student work results ultimately in a formal grade recorded on a student’s official transcript, any work offered in support of that grade which reflects the unacknowledged efforts of another person is an attempt at fraud and must be dealt with as such.

Policy on Academic Appeals

Fairness of academic decisions shall be ensured by permitting a student to appeal an academic decision for any of the following reasons:

1. The criteria and procedures for the decision were not published.
2. The published criteria and procedures were not consistent with college, school, division, department or program policy and procedures, or violate a student’s rights.
3. The published criteria and procedures were not followed in making the decision. This includes factual and calculation errors or major errors in judgment.
4. The decision was substantially influenced by factors other than published criteria; i.e., the decision was discriminatory.

Introduction

A variety of academic decisions and judgments are essential to the orderly operation of an educational institution. Awarding transfer credit, course grades, admission to a specific program, and certification for graduation are examples of academic decisions that affect an individual student enrolled in the University.

Students have a right to expect that these important decisions will be made fairly by application of published policies and procedures. Individual students are entitled to a reasonable and timely review of academic decisions. At the same time, the collective good of the academic community requires the establishment and consistent application of policies, procedures, and standards. University faculty and staff also have a right to expect reasonable freedom to exercise collective and individual professional judgment within their recognized areas of expertise. This policy has been developed to ensure fairness to all parties involved in such academic decisions.

This policy is limited to the review of academic decisions which are based on the application of established policies, procedures, or standards. It does not establish any individual right to review established policies, procedures, or standards, or limit any existing rights to individually or collectively petition individuals or groups responsible for University policy.

Policy Definitions and Concepts

Reasonable and Customary Academic Judgment

Faculty and academic administrators are said to be exercising “reasonable and customary judgment” when they are faithfully following published criteria and procedures. Reasonable and customary judgments also include those academic decisions made within a faculty member’s recognized areas of expertise.

When an academic administrator decides at Step II of this policy, that a faculty member’s decision was “reasonable and customary,” and thus not qualifying for appeal, the student will be so advised. A student may appeal the administrator’s decision by complying with Step III of this policy. The faculty governance units at that level may sustain the Step II decision or ask the administrator to review the initial appeal.

Academic Policies and Procedures

The institutional catalogs are the primary source of published academic and admissions standards. Additionally, institutional and college generated student guides and handbooks, program/course guides (which students have access to) and faculty generated course syllabi are also sources of documented academic standards. Verifiable, in-class verbal instructions relative to grading criteria/assignments may be considered in an appeals process; however, faculty are cautioned that primary consideration will be given to documented instructions and that decisions influenced by other than published criteria are subject to review in accordance with this policy.
A policy or procedure may not be appealed; only appeals based on academic decisions under a policy and procedure may be heard. This does not prevent students from petitioning for reform of academic policies and procedures outside of the academic appeals process. In such cases, the student should be directed to the individual or academic unit responsible for developing the decision in question.

An Academic Unit

For this policy, an academic unit is defined as a division, department, program or other subdivision of a college.

Academic Administrators

Academic administrators include the Senior Academic Officer (Provost and Senior Vice President for Academic Affairs), the college deans and the individual college department heads, program director or administrator designated by the college deans, all of whom are responsible for academic decision makers (other administrators [registrar, admissions, etc.], faculty and staff) who administer the faculty generated admissions standards and academic standards. At the college department/program level, the administrator must have responsibility for the curriculum/program in which the student (appellant) was enrolled at the time of the academic decision under appeal; this academic administrator will attempt to resolve contested academic decisions at Steps II of the appeals process.

Academic Decisions

An academic decision is a decision made by a faculty member; a faculty admissions team; a faculty governance unit; an academic administrator (as defined above); or by an academic staff agency staff member (registrar, admissions, assessment center, etc.) acting in accordance with academic policies and procedures.

Discriminatory Practices

In order for an academic decision to be appealed on discriminatory grounds, the student must contend in writing, that the decision was influenced by factor(s) that relate to any of the parties involved being a member of a protected class. Protected classes are defined in federal and state laws and regulations or in university policies.

Procedure

Step I. Informal Review by the Individual Responsible for the Decision

Students must initiate the appeal process within 30 days following formal (documented) notification of the decision by contacting the individual responsible for the decision (e.g., the instructor who assigned a grade or the administrator who informed the person of the decision) to attempt informal resolution of the disagreement. The student may also consult with an academic adviser, program director, department chair, or student services professional to obtain informal assistance. (Such consultation does not initiate the appeal process.)

When a student requests that an academic decision covered by this policy be reviewed, the individual responsible for the decision is required to:

1. Attempt informal resolution of the disagreement.
2. Identify for the student the department head or administrator responsible for the academic unit involved in the appeal. An academic unit is defined as a division, department, program or other subdivision of a college.
3. Inform the student about the academic appeal process including any review procedures/options that exist within the academic unit.
4. Document in writing the initiation of the review process and the terms of any agreement reached. Agreements reached during the informal review process are not to be placed in the official university record of either party, but shall be retained in the administrative files of the department or program. Both individuals shall retain a signed copy of the agreement.

If the individual responsible for the decision is unavailable or unresponsive within 15 days of the implementation of this step, the administrator responsible for the unit may authorize an extension or initiate Step II.

Step II. College Academic Unit Level Review

If a reasonable effort by the student and the individual who made the contested decision does not result in informal resolution of the complaint, the student may submit a written request for review to the responsible academic unit department head or administrator within 45 days following notification of the original decision.

The request for review must state:

1. The decision that is being appealed.
2. The name(s) of the individual(s) responsible for the decision.
3. The date of notification.
4. The basis for appeal in relation to the criteria stated above.

The department head or administrator responsible for the unit shall review the written appeal and:

1. Determine that the appeal is within the scope of this process.
2. Meet informally with the student and others involved in the decision to identify possible solutions and promote informal resolution.
3. Serve as a mediator as part of the unit’s informal review process.
4. Or, determine that further informal review by the unit is not likely to resolve the disagreement and refer the appeal to the college unit responsible for hearing student appeals.
The department head may authorize implementation of any informal agreement which is reached with the individual (Step I), or decide the appeal on its merits.

When deciding an appeal on its merits, there is an expectation that academic administrators at the college department or program level will review and make decisions regarding student appeals of faculty and staff decisions within their departments. Appeals that may require exceptions to customary practice (i.e., situations that are unique or uncommon), must be forwarded to Step III for review by the appropriate faculty governance unit.

If an agreement is not reached within the academic unit, the academic unit administrator will refer the appeal to the college governance unit responsible for hearing student appeals.

**Step III. College Appeals Unit Review**

If a reasonable effort by the student and the department head or administrator does not result in a resolution of the complaint, the student may submit a written request for review to the college governance unit responsible for hearing student appeals within 60 days following notification of the original decision.

The college governance units are:
1. National College of Education – The Graduate and Undergraduate Admission and Retention Councils
2. College of Arts and Science – The Council on Academic Standards
3. College of Management and Business – The Academic Issues Governance Unit

There is an expectation that the faculty governance unit will review and make determinations regarding student appeals of academic administrators, faculty, and staff decisions within their college. When a decision is reached regarding the appeal, the decision shall be forwarded to the appropriate dean for review (or deans in the case of a joint or cross college issue). The dean may implement the unit’s decision, recommend an alternative or reverse the decision. The dean, acting as an officer in the university, may, when warranted, reverse a decision of the faculty governance unit, if in his or her judgement, it is in the best interest of the institution (e.g., due process issues; financial and/or legal considerations). However, a dean will not reverse a decision of a faculty governance unit without first attempting to get a consensus of the governance unit as to an appropriate resolution of the issue.

Each college governance unit may develop a specific process (procedure) for implementing its decision making process. Because of the variation in programs and administrative structures, individual academic units may extend this stage of the review process by up to 30 days.

The appellant will have the right and option to go on to Step IV – University Level Review, when dissatisfied with a Step III decision.

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**Step IV. University Level Review**

If a student is not satisfied with the resolution/remedy of the complaint as determined at the college level, the student may submit a formal written appeal to the Senior Academic Officer within 90 days following notification of the original decision. The formal written appeal must include:

1. The decision that is being appealed;
2. The name(s) of the individual(s) responsible for the decision;
3. The date of notification;
4. The basis for the appeal in relation to the criteria stated above;
5. A summary of the evidence supporting the claim, including written documents and the names of individuals who have first-hand information relating to the appeal;
6. A summary of attempts to reach formal/informal resolution under Steps I, II, and III; and,
7. Any proposed settlements that were rejected by either party.

The Senior Academic Officer shall, within 10 days following receipt of the written appeal, review the document to determine if:

1. The student has made a reasonable attempt at resolution at the college level following published procedures and time lines (the appeal may be remanded to the college if warranted); and,
2. There is reasonable preliminary evidence that the appeal is based on one (or more) of the reasons stated in the introduction to this policy.

If these conditions are met, the Senior Academic Officer may sustain, mitigate or reverse the action/remedy taken at the college level; or, submit the appeal to a formal hearing. The Senior Academic Officer and/or the appointed hearing committee will not reverse a decision of a college faculty governance unit without consulting with that unit and considering the rationale for the college level decision. In the event of a formal hearing, the Senior Academic Officer will:

1. Forward a copy of the petition to the individual whose decision is being appealed.
2. Appoint a hearing officer to conduct a formal hearing. The hearing officer shall be a full-time employee of the institution with appropriate experience in the type of decision under review, but not directly involved in the specific decision.
3. Request that the chair of the faculty senate (or in his/her absence the chair-elect) appoint two faculty members who were not directly involved in the original decision to serve with the hearing officer as members of the hearing committee.
**Student Appeals Flow Chart**

**General Information**

- **STEP I**: Reviewed by Individual Responsible for Decision
- **STEP II**: Reviewed by Department Head
- **STEP III**: Reviewed by College Unit
- **STEP IV**: University Level Review

**University Decisions**
- (for example)
- Admissions Decisions
- Academic Progress Decisions
- Dismissal Decisions

**Dept./Deans Approval**

**Yes**

- **Yes**: Deans Approval
- **No**: University Decisions

**No**

- **Yes**: Deans Approval
- **No**: Institutional Hearing Committee

**Deans Approval**

**Yes**

- **Yes**: Deans Approval
- **No**: Senior Academic Officer

**No**

- **Yes**: Deans Approval
- **No**: University Level Review

**If warranted**

11/1/95
4. The hearing committee procedures are as follows:
   a) Within 10 days following appointment, the hearing
      officer shall schedule a hearing and notify the
      involved parties of the procedures to be followed.
   b) The hearing officer shall make a good faith effort
      to schedule the hearing at a time and place that is
      mutually agreeable to all persons involved.
   c) The number of meetings shall be determined by
      the members of the hearing committee as it deems
      necessary.
   d) Any and all written materials which a party wishes
      to submit to the hearing committee shall be
      submitted at least three days prior to the first
      hearing date. Any additional materials will be
      accepted at the discretion of the hearing committee.
      Within three days prior to the first hearing date,
      each party shall also provide the hearing committee
      with a list of anticipated witnesses
   e) Each party may be accompanied at the hearing by
      an advocate of his/her choice. Within three days
      prior to the hearing, each party shall provide the
      hearing committee with the name and relationship
      of any such advocate.
   f) No verbatim transcript or tape recording will be
      made of the hearing or the hearing committee’s
      deliberations.
   g) The hearing committee may deliberate in closed
      session at any time in its discretion.
   h) Should the hearing committee independently
      gather any documents, witness statements or
      depositions, the parties shall be informed that the
      committee has done so, and the parties shall be
      allowed to review and comment on the same
      before the hearing committee concludes its
      deliberations.
   i) The parties shall respond to any request of the
      hearing committee within three days. The hearing
      committee may extend the response period upon
      the request of a party for good cause shown.
   j) The hearing officer shall preside over the hearing.
      No formal rules of evidence or parliamentary rules
      shall apply. All persons concerned shall strive to
      conduct themselves in a spirit of collegiality.
   k) After the evidence has been presented, the hearing
      committee shall deliberate in private and
      determine by majority vote if the original decision
      should be sustained or overturned, and if
      overturned or mitigated, what remedy should be
      recommended.
   l) The hearing committee shall make a good faith
      effort to provide a final written report within 30
      days of the first hearing date. The recommendation
      of the hearing committee shall be forwarded to the Senior Academic Officer for
      review/implementation.

5. The Senior Academic Officer will inform the involved
   parties of the hearing committee’s decision within 10
   days of receipt of the committee’s report.

6. Within 10 days following notification of the decision of
   the hearing committee, either party may appeal to the
   Senior Academic Officer for final administrative
   review. The Senior Academic Officer will render a
   final decision within 30 days. The involved parties
   shall be informed in writing of the final decision.

Students with Disabilities
Grievance Procedures

Informal Complaint Procedure

A student should speak first about the concerns with his or
her faculty member, program director or college dean. In these
discussions, a satisfactory resolution may be readily found. An
applicant who uses the complaint procedure

Grievance Procedures

Students with Disabilities
Additionally, a student or applicant who believes that s/he has been harassed or discriminated against because of a disability, can file a Charge of Discrimination at their regional U.S. Department of Education Office for Civil Rights. For example, the Illinois and Wisconsin Regional office is at 111 N. Canal Street, Chicago, Illinois, 60606.

**Policy on Disruptive Classroom Behavior**

National-Louis University shall not tolerate disruptive behavior in a learning environment convened by a faculty member.

Disruptive behavior by a University student is defined as any act which denies others the freedom to speak, to be heard, to study, to teach or pursue research. Such behavior is antithetical to academic freedom and to the rights of all members of the academic community.

Initial situations of mildly disruptive behavior shall be managed informally by a faculty member based upon that faculty member’s personal judgment at the time. However, if disruptive behavior progresses or is of a serious nature in its initial form, the formal procedure shall be as follows:

1. An instance of disruptive behavior shall result in an immediate oral and public warning by the faculty member.
2. A subsequent instance may result in the expulsion of the student for the remainder of the class period by the faculty member.
3. Continued disruptive behavior may result in the expulsion of the student from the course or field/cluster group by the faculty member. A statement of the reason for expulsion shall be given in writing by the faculty member to the student, the chairperson of his/her major department or program, the chairperson of the department or program in which the course is offered, and the Registrar.
4. The disciplinary actions listed in Paragraph #3, hereinabove, may be appealed by the student in accordance with the provisions of the Policy on Academic Appeals.

In addition, disruptive behavior which constitutes a threat to persons and/or property will be immediately referred to the Senior Academic Officer for adjudication and disciplinary sanction in accordance with the Student Hearing and Appeal System. Any sanctions imposed may be appealed only through the appeals process contained in that document. Cases of imminent danger to life and property shall be referred to appropriate law enforcement authorities.

The above provisions notwithstanding, parties are encouraged to resolve matters relating to disruptive behavior amicably whenever possible. In addition, all parties are urged to document for their own records all matters relative to the purview of this policy.

**Student Hearing and Appeal System**

The formal responsibility for student discipline has been delegated to the Senior Academic Officer. This includes:

1. Administering the regulations of the University.
2. Counseling students involved in disciplinary matters.
3. Coordinating the judicial procedures.
4. Processing communication and maintaining a central file of disciplinary actions.

National-Louis University focuses attention on the development of a student’s potential by encouraging self-discipline, fostering a respect for the rights of others, and encouraging cooperation with the regulations of the University. Therefore, the disciplinary process provides opportunity for students to:

1. Reassess those aspects of their personal behavior that necessitated disciplinary action.
2. Increase their awareness of the expectations which the campus community holds.
3. Accept responsibility for modifying their behavior to better meet these responsibilities.
4. Continue their education and development through their discipline experience.

Such a program requires a positive regard for the welfare of the individual student and a rational commitment to resolving disciplinary situations in a constructive and educational manner. However, when a student deliberately disregards the regulations of the campus community, sanctions will be imposed as an expression of the community’s interest in achieving a positive living and learning environment.

**Structure and Jurisdiction**

When a violation is alleged to have occurred, an Incident Report form may be filed by a student, faculty, or staff member of the University community. This report should be submitted to a student affairs administrator on the campus where the violation is alleged to have occurred. The administrator will determine if a hearing will follow and will initiate the procedure. A copy of the Incident Report and correspondence regarding the judicial process will be sent to the student accused of the violation.

The student charged with the violation has the option of choosing one of the following three judicial processes to hear their judicial case:

1. **Administrative Action**

   A student may request Administrative Action to be taken by the Director for Student Affairs.

   This avenue may be followed if the student is choosing to assume responsibility for his/her actions. A sanction will then be imposed by the Director of Student Affairs.
II. Administrative Hearing Committee

If a student pleads “not responsible” to the charge(s) but requests administrative action, the case is automatically heard by the Administrative Hearing Committee comprised of the Director of Student Affairs and one other staff professional.

All conduct violations occurring during the summer or interim periods are under the jurisdiction of the Administrative Hearing Committee if other judicial hearing options are not available during that time. All conduct violations involving non-University students are under the jurisdiction of the Administrative Hearing Committee.

III. Campus Judicial Board

The judicial board may be requested when a student who has been charged with a violation pleads “not responsible” and desires a hearing involving the student’s peers.

The judicial board for each case will consist of one student, one faculty member, and one staff professional, who will serve as the board administrator for the hearing. Selection will be made from the faculty and students at the campus (or field locations) and level (undergraduate/graduate) of the accused student.

The Judicial Affairs Manual

The Judicial Affairs Manual orients members of the judicial board and details the procedures and guidelines for the members of judicial boards to follow. The manual is made available to students accused of violations. It provides students further information on procedures related to the Student Hearing and Appeal System.

Due Process

Due process is defined as the fair treatment and protection of the rights of an individual while determining guilt or innocence, and the applicability of a sanction. It is also designed to determine, without bias, what is best for the student and for the campus community. The following guidelines pertain:

1. The student shall receive a written notice of all charges, the names of available witnesses, any evidence brought forward, and the time and place of the hearing at least five days prior to the date of the hearing. These will be collected and sent to the student by the Director of Student Affairs.
2. The student must decide which judicial body will hear the case within 48 hours of receipt of the hearing notice. At this time the student may provide the names of additional witnesses and any related materials pertinent to the matter.
3. The student is entitled to one of the three types of judicial hearings, which shall be held in not less than four, nor more than 15 work days from the date of the charge unless the student charged expressly waives all or part of the notice period, or a continuance is granted by the Director of Student Affairs.
4. A student may appear in person and present evidence in defense, call witnesses, and ask questions of anyone present, but absence shall be noted without prejudice.
5. The accused student may be assisted during the hearing by a student or faculty member of the accused student’s choice, to provide counsel.
6. An advocate may be chosen by the accused student from the University community. This advocate would serve to familiarize the accused student with judicial procedures and to advise the student about the options available within the judicial system for presentation of the case.
7. The accused student, or counsel, may challenge the participation of any member of the judicial board for good and substantial reasons, but the member’s continuation is at the discretion of the Director for Student Affairs.
8. The decision of the judicial body shall be made only on the basis of materials and evidence relative to the case.
9. The accused student and complainant are each entitled to written notice of the results of the hearing sent within 10 working days.
10. All hearings are closed to the public. Persons in attendance shall be limited to members of the judiciary, the accused student and counsel, and witnesses. All persons involved in a hearing shall agree to hold information related to the judicial case confidential.
11. A record of the hearing shall be made by a member of the judiciary and filed with the Senior Academic Officer and the Director of Student Affairs. The accused student may request access to the record.

Format of Hearing

If the student chooses a formal hearing before the Administrative Hearing Committee or before the Campus Judicial Board, procedures will be as follows:

1. The Judicial Administrator shall schedule a time and place for the hearing and inform the student in writing at least five business days prior to the hearing. All evidence and names of witnesses will be provided to the student in writing at that time. If the student wishes to call witnesses or provide written evidence, this information must be provided in writing to the Judicial Administrator at least 48 hours prior to the hearing.
2. The written notice of the hearing will include the names of the hearing panel members. The student may challenge the inclusion of any members of the hearing panel for cause. The Judicial Administrator will rule on all such challenges and his/her decision will be final.
3. Any person filing a charge must be willing to participate in disciplinary proceedings. Failure to do so may result in the charge(s) being dropped.
4. All hearings shall be conducted according to the following format and may be tape recorded.
   a. The charges stated and the case presented by the Judicial Administrator.
   b. A statement made by the person who filed the charges.
   c. A statement made by the charged student, if appropriate.
   d. Statements made by witnesses, if appropriate.
   e. Questions asked by members of the hearing committee or the judicial board.
   f. Any final statements made by the charged student.
   g. Closing statements made by the Judicial Administrator.
5. All decisions shall be reached only on the basis of evidence and statements presented at the hearing. Decisions of the committee will be by simple majority. Following a determination of guilt, past offenses or other relevant information may be considered for purposes of determining severity of disciplinary sanctions.
6. The student may have an adviser of his/her choosing present at all hearings. The adviser will not be permitted to participate directly in the hearing and will be available only to respond to questions the student may have during the course of the hearing. Decisions regarding the extent of adviser/student consultation will be determined by the Judicial Administrator.
7. If the student fails to appear at the hearing, the Judicial Administrator or University Judicial Committee may proceed in his/her absence and assess an appropriate sanction based upon the evidence available.
8. The Judicial Administrator or University Judicial Committee will inform the student of the decision by hand-delivery or certified mail within ten (10) business days of the hearing.

Disciplinary Sanction

The following disciplinary sanctions may be imposed upon students found guilty of violations of University regulations:

1. Reprimand: an official rebuke which makes the misconduct a matter of record.
2. Restriction: limitation of a student’s privileges or freedom.
3. Probation: a period during which continued enrollment is conditioned upon continued cooperation. Suspension may occur should another violation take place.
4. Suspension: a temporary or permanent dismissal from the University.
5. Other: at the discretion of the hearing body, or a senior administrator of the University.

Right of Appeal

In situations where the student feels that a decision has been unfair or a sanction unduly harsh, an appeal may be made by submitting a written request within 10 working days of the notification of the decision. This appeal is made to the Senior Academic Officer who will review the request and decide whether or not a further hearing will occur. The Senior Academic Officer makes a decision during the review whether to uphold the decision or to further hear the case.

Administrative Order

For reasons of disruption or of safety of persons or property, a student may be asked by a member of the faculty, staff or administrator acting in an official capacity, to temporarily leave a University function and/or University property. Notification and due process follow this action. In extreme situations, where temporary suspension is recommended, the decision rests with a Senior Vice President or the University President.

Records of Disciplinary Matters

All disciplinary records are kept in the Office of Student Affairs. This information is not recorded on academic transcripts, nor released to any persons outside the University without authorization from the student involved or under legal compulsion.

All such records of disciplinary actions are destroyed two years after a student departs or is graduated from the University.

Policy on Sexual Harassment

National-Louis University seeks to provide for its students, faculty, administration, and staff an environment which is free from sexual harassment. The following policy statement and procedural guidelines address sexual harassment, which is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Policy

It is the policy of National-Louis University to prohibit the sexual harassment of any member of its community by any other person or persons who are affiliated with the University in any way. No employee or student of the University is expected to endure insulting, degrading, or exploitive treatment.

Harassment on the basis of sex is recognized as a form of sex discrimination, which is prohibited under Title VII of the Civil Rights Act of 1964. As defined in the 1980 Equal Employment Opportunity Commission’s Guidelines On Sexual Harassment, sexual harassment encompasses “unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature” such as intentional patting, pinching, touching, or other sexually suggestive behavior.
Sexual harassment occurs when:

1. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or educational experience, creating an intimidating, hostile, or offensive employment, educational, or living environment for an individual.
2. Such conduct has the purpose or effect of abusing the dignity of an employee or student through insulting or degrading sexual remarks or conduct.
3. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual’s employment or of a student’s status in a course, program or activity.
4. Submission to or rejection of such conduct is the basis for academic or employment decisions affecting an individual.
5. Such conduct directed against an individual persists despite requests for its cessation and/or when a claim of sexual harassment has resulted in retaliation against employees/students for complaining about such behavior.

Because of the seriousness of allegations made in this regard, any individual who knowingly or deliberately makes a false accusation shall be subject to disciplinary action.

Procedures

A member of the University community who believes that they have been involved in an incident of sexual harassment or who becomes aware of an incident of sexual harassment as defined above should bring any such matter to the attention of their immediate supervisor, or the Director of Diversity, Access and Equity, Chicago Campus, 122 S. Michigan Avenue, Chicago, IL 60603; 312/261-9650 or use the national relay service – FAX 312/261-3289. The individual may initiate the action through the process with mediation or with formal review. The complainant who chooses mediation does not relinquish the option of formal review.

Option I. Mediation

An individual who seeks mediation may be accompanied by a fellow student, staff member or faculty member, if desired. The Director of Diversity, Access and Equity or her/his designated hearing officer shall immediately seek to resolve the matter by informal discussions and through mediation with the persons involved.

Strict confidentiality will be maintained.

Option II. Formal Review

The complainant may secure a review of the matter by filing a formal request with the Director of Diversity, Access and Equity. After reviewing all pertinent information and interviewing all those involved, Director of Diversity, Access and Equity or her/his designated hearing officer shall recommend a course of action to the Executive Vice President of the University. The Executive Vice President shall then decide on the course of action which may include any of the following:

1. No further action.
2. Further investigation needed.
3. Warning.
5. Suspension.
6. Dismissal.

A copy of the decided course of action will be kept on file in the Office of Diversity, Access and Equity. The alleged defendant may, at that time, file an appeal with the appropriate appeal system if they wish to contest the action.

Additionally, a student or applicant who believes that she/he has been sexually harassed can file a Charge of Discrimination at their regional U.S. Department of Education Office for Civil Rights. For example, the Illinois and Wisconsin Regional Office is at 111 N. Canal Street, Chicago, Illinois 60606. A student or applicant may also file a Charge of Discrimination at their state Fair Employment Practices agency, such as the Department of Human Rights, 100 W. Randolph Street, James R. Thompson Center, Suite 10-100, Chicago, Illinois 60601.

Policy on Infectious Disease Issues

It is the policy of National-Louis University to follow the Center for Disease Control and Prevention guidelines.

The Illinois Department of Public Health has requirements for reporting the occurrence of Class I and Class II diseases.

A multidisciplinary team will make an initial evaluation, health recommendations, and placement decisions on a case-by-case basis.

The multidisciplinary team will strictly follow the guidelines regarding confidentiality and will determine if anyone has a “need to know.”

The multidisciplinary team shall include:

1. Director of University Health & Wellness Services.
2. Individual’s physician.
3. Dean of appropriate college.
4. Senior Academic Officer.

Policy on Falsification of Records and Official Documents by Students

Falsification of records and official documents is prohibited by the University. This includes altering academic or business records; forging signatures of authorization; or falsifying information on any other documents, transcripts, letters of permission, petitions, drop-add forms, and the like.

Any University faculty or staff member who believes that this policy has been violated by a currently-enrolled student shall bring the matter to the attention of the Senior Academic Officer. The student shall be presented with the evidence.

Any student found to have falsified records is subject to disciplinary action through the Student Hearing and Appeal System.
Policy on Submission of Fraudulent, Incorrect, or Misleading Information Pertaining to Student Admission

It is expected by the University that all information which is material to the admissions process be accurate and true to the best of the student’s or prospective student’s knowledge. Any individual found to have submitted fraudulent, incorrect, or misleading information is subject to denial of admission to, or dismissal from the University.

If a University faculty or staff member discovers that this policy has been violated by an applicant for admission, that applicant shall be denied admission by the Director of Admissions.

Any University faculty or staff member who discovers that this policy has been violated by a currently-enrolled student shall bring the matter to the attention of the Senior Academic Officer. The student shall be presented with the evidence. In situations where the student pleads “not guilty,” the case is handled within the Student Hearing and Appeal System.

Student Right to Know and Campus Security Act, Title II, Public Law 1012-542

Overview

A federal law went into effect in 1990 entitled the Student Right to Know and Campus Security Act, Title II, Public Law 1012-542. Under the provisions of Title II of the act, known as the Campus Crime Awareness and Campus Security Act of 1990, colleges and universities are required to publish and distribute information on campus security policies and procedures and campus crime statistics. In complying with this federal requirement, National-Louis University collects information regarding any criminal offenses which might have occurred at all University locations.

Results

National-Louis University seeks to position its facilities in convenient, safe locations. This is a prime consideration as new space is either leased or purchased.

In addition, policies are established and safety precautions are taken to ensure that the possibility of criminal offenses is diminished. For specific information contact the Office of Student Affairs.

Safety and Security

Students are required to carry their ID card when present on one of the campuses or at a class function sponsored by the University, and must surrender it upon request by a University official. The card is not transferable and is the property of the University. Information and policies pertaining to parking; physical facilities; and property, personal, and physical safety are found in the section Student Information and Regulations. Additional information is contained in the Baker Residence Hall Handbook.

Policy for Students Deployed Under Military Orders

Policy Regarding Tuition and "I" In-Progress Grades for Students Deployed Under Military Orders

1. Tuition for all in-class (residence) courses will be locked in at the rate students were receiving at the time of their deployment for a period of 3 years after their date of withdrawal.
2. Students who have "I" in-progress grades at the time of their deployment will have in-progress grades converted to "IE" which are in-progress extended grades. These "IE" grades denote "I" grades extended beyond the time normally allowed for completion. Grades of "IE" will not lapse to a failing grade. Current policy mandates that grades of "I" which are not removed at the conclusion of one calendar year beyond the day of the assigned "I" will automatically be lapsed into a "U" for undergraduate students and "N" for graduate students.

Procedures for Processing Withdrawal Requests for Students Deployed Under Military Orders

1. Students will be required to submit a letter to the Office of the Registrar indicating their intent to withdraw from their program along with orders confirming deployment. This should be done prior to the time of deployment.
2. Once the letter of withdrawal and orders have been confirmed, the Office of the Registrar will drop the student from the program and remove them from the course in which they are presently registered and any future courses.

Statements of policy concerning the possession, use, or selling of alcoholic beverages and illegal drugs are found in this catalog. The Policy on Inspection, Search and Seizure, reinforces the commitment of this institution in attending to the above policies. Disciplinary actions which National-Louis University may impose for violations of University policies are found in Student Hearing and Appeal System. Policies pertaining to disruptive behavior are found in Policy on Disruptive Classroom Behavior.

Programs such as alcohol/drug awareness, presentations on safety precautions, campus safety policies, and crisis intervention procedures for non-counseling situations are offered frequently. Consult with the Office of Student Affairs for further information.
3. Charges will be applied based on the semester or quarter hours the student has completed. Pro-rata will not be applied to the student account. Refunds, if applicable, will be issued by the Office of Financial Services for coursework not completed.

4. Students who have received financial aid for the term in which they are withdrawing will be eligible for aid in accordance with federal regulations at the time of their withdrawal. Financial aid received after the withdrawal date will be applied or refunded in accordance with federal law. Students will not be eligible for aid that has not been certified.

5. Prior to deployment students are encouraged to meet with an academic adviser, and staff from the Registrar and Financial Services Offices to discuss their academic and financial standing.

Process for Reinstatement of Students Deployed Under Military

1. Prior to reinstatement students will be required to meet with an academic adviser and staff from the Registrar and Financial Services Offices.

2. If degree programs change prior to the date students are reinstated, additional coursework may be necessary to meet the new requirements of the degree program. If students were in programs that may no longer be offered by the university, degree completion options and guidance on a case-by-case basis will be provided. Academic advisers will discuss any changes and options during the reinstatement process.

3. Students who have "I" in-progress grades converted to "IE" which are in-progress extended grades will be required to complete all work and receive a grade prior to being reinstated into the program.

4. Outstanding tuition must be paid in full before students can be reinstated into their program.

Drug-Free Schools and Communities Act of 1989

The Congress of the United States has established legislation which requires educational institutions to provide information to students and employees regarding illicit drugs and alcohol abuse. This legislation is commonly referred to as the Drug-Free Schools and Communities Act of 1989. Colleges and universities are asked to certify that they attempt to prevent the unlawful possession, use, and/or distribution of drugs and alcohol by students and employees.

National-Louis University is committed to maintaining a drug-free environment for students and employees. Disciplinary sanctions which National-Louis University may impose for violations of University policies are found under the Student Hearing and Appeal System.

The following material contains information about penalties which may be imposed by local, state or federal authorities and descriptions of health risks when various substances are used.

National-Louis University is committed to maintaining a drug-free environment for students and employees. Any students who would like to receive additional information or confidential assistance may contact the Office of Student Affairs.

Hazing

In accordance with its philosophy of education, in keeping with its concern for the safety and well-being of all members of its community, and in accordance with Illinois law, National-Louis University strictly prohibits the practice of hazing of any students by any other students or groups of students.

Hazing is defined as any intentional or reckless action or situation which promotes emotional or physical harassment, discomfort, or ridicule; hazing is usually connected with the initiation or entry of a new individual or group of individuals into an already existing group or with the discipline of a member by other members of a group.

Specifically, the following hazing activities directed toward any pledge, initiate, or new member of an organization or team are prohibited:

1. Any and all forms of strenuous physical activity which are not part of an organized constructive event and which may reasonably be expected to bring harm to a person(s).
2. Paddling, beating, pushing, shaving, restraining, immobilizing, or striking a person(s).
3. Activities which result in the unreasonable loss of sleep or study time of a person(s).
4. Forcing or coercing a person or persons to eat or drink amounts of any substance, including alcohol, drugs, foods or other substances.
5. Abductions and the forced relocation of a person(s).
6. Cruel psychological treatment of a person(s).
7. Behavior which disrupts the normal functioning of the University; behavior which forces another person(s) to participate in an illegal, publicly indecent, or morally degrading activity; or behavior which violates rules, regulations, and policies of National-Louis University.

Any allegations of hazing are to be made to the Office of Student Affairs at the location involved or to the Senior Academic Officer. The provisions of the Student Hearing and Appeal System apply.
Alcohol and Substance Abuse Policy Summary and Educational Guidelines

National-Louis University forbids the unlawful use, possession, distribution, or sale of drugs or alcohol by a student or employee anywhere on University property.

Students/employees in violation of state, federal, or other local regulations with respect to illegal drugs or alcohol may be subject to both criminal prosecution and University disciplinary action.*

<table>
<thead>
<tr>
<th>Substance</th>
<th>Alcohol</th>
<th>Cannabis</th>
<th>Cocaine</th>
<th>Depressants</th>
<th>Other Stimulants</th>
<th>Psychedelics</th>
<th>Narcotics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol at 10 blood alcohol concentration and above</td>
<td>Marijuana, Hash/Hash Oil THC</td>
<td>includes crack cocaine</td>
<td>Tranquilizers Barbiturates Methaqualone</td>
<td>(excluding cocaine) Amphetamines Methamphetamines</td>
<td>LSD, Mescaline Psilocybin Phencyclidine (PCP) MDMA (Ecstasy) MDA</td>
<td>Opium, Morphine Codeine, Thebaine Heroin Methadone Darvon, Demerol</td>
<td></td>
</tr>
</tbody>
</table>

**Effects of Occasional and Extended Use**

- impaired motor abilities
- reduced judgments
- sleepiness
- increased sexual desire, but reduced ability to perform
- nausea, vomiting
- liver disorders
- alcoholic hepatitis
- alcoholic cirrhosis
- cancer of the tongue, mouth, throat, liver, esophagus, breast
- fetal alcohol syndrome (most common symptom is mental retardation)
- diminished short-term memory, motivation and cognition, concentration, oral communication, and reaction time
- anxiety and panic reactions
- carcinogenic elements in smoke
- damaged lungs and respiratory system
- increased likelihood of risk taking
- seizures
- sleeplessness
- paranoia
- irregular heartbeat
- can cause sudden death by stroke or heart failure even in young users
- cocaine psychosis (paranoia and hallucinations)
- ulceration of mucous membranes in the nose
- sexual dysfunction
- during pregnancy: severe physical and emotional problems in babies
- dangerous effects when mixed with alcohol
- calmness and relaxed muscles
- slurred speech
- staggering gait
- loss of motor coordination
- altered perceptions
- respiratory depression, which can result in coma or death
- disruption of normal sleep cycle
- during pregnancy: birth defects, brain tumors in children
- tolerance develops severe withdrawal symptoms
- physical and psychological dependence
- increased heart and respiratory rates
- elevated blood
- decreased appetites
- headaches
- blurred vision
- dizziness
- sleeplessness
- anxiety
- amphetamine psychosis (violent behavior, hallucinations, delusions, paranoia)
- drug tolerance and dependency
- mood swings
- ulcers
- mental confusion
- distorted sense of distance, space and time
- blockage of pain sensation
- nausea, vomiting and diarrhea
- severe mood disorders: panic, depression, anxiety
- greater suggestibility and feelings of invulnerability
- unpredictable reactions if drugs are “cut” with impurities
- tolerance after 3-4 daily doses (higher doses are required to produce same effects)
- feelings of euphoria followed by drowsiness
- nausea and vomiting
- respiratory depression
- central nervous system depression
- use of unsterile needles promotes: AIDS, Hepatitis B, Endocarditis (infection in heart)
- women dependent on opiates have multiple pregnancy complications: spontaneous abortions, still births, anemia and diabetes

**Local Treatment**
The National Institute on Drug Abuse Hotline 800-662-HELP
(An information and referral line that directs callers to treatment centers in the local community).

* Policies in regard to student alcohol and substance abuse are found in the Student Information and Regulations section and discipline procedures are in accordance with the Student Hearing and Appeal System. Faculty and staff are subject to the policies of the Human Resource Department.
## Criminal Sanctions

### Federal Trafficking Penalties

**As of November 18, 1988**

<table>
<thead>
<tr>
<th>DRUG</th>
<th>QUANTITY</th>
<th>1st OFFENSE PENALTY</th>
<th>2nd OFFENSE PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methamphetamine</td>
<td>0-99 gm or 100-999 gm mixture</td>
<td>Not less than 5 years.</td>
<td>Not less than 10 years.</td>
</tr>
<tr>
<td></td>
<td>100 gm or more or 1 kg or more mixture</td>
<td>Not more than 40 years.</td>
<td>Not more than life.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not less than 10 years.</td>
<td>Not less than 20 years.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not more than life.</td>
<td>Not more than life.</td>
</tr>
<tr>
<td>Heroine</td>
<td>100-999 gm mixture</td>
<td>Not less than 5 years.</td>
<td>Not less than 10 years.</td>
</tr>
<tr>
<td></td>
<td>1 kg or more</td>
<td>Not more than 40 years.</td>
<td>Not more than life.</td>
</tr>
<tr>
<td></td>
<td>mixture</td>
<td>Not less than 10 years.</td>
<td>Not less than 20 years.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not more than life.</td>
<td>Not more than life.</td>
</tr>
<tr>
<td>Cocaine</td>
<td>500-4,999 gm mixture</td>
<td>Not less than 5 years.</td>
<td>Not less than 10 years.</td>
</tr>
<tr>
<td></td>
<td>5 kg or more</td>
<td>Not more than 40 years.</td>
<td>Not more than life.</td>
</tr>
<tr>
<td></td>
<td>mixture</td>
<td>Not less than 10 years.</td>
<td>Not less than 20 years.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not more than life.</td>
<td>Not more than life.</td>
</tr>
<tr>
<td>Cocaine Base</td>
<td>5-49 gm mixture</td>
<td>If death or serious injury, not less than 20 years. Not more than life.</td>
<td>If death or serious injury, not less than life.</td>
</tr>
<tr>
<td></td>
<td>50 mg or more</td>
<td>If death or serious injury, not less than 20 years. Not more than life.</td>
<td>If death or serious injury, not less than life.</td>
</tr>
<tr>
<td></td>
<td>mixture</td>
<td>If death or serious injury, not less than 20 years. Not more than life.</td>
<td>If death or serious injury, not less than life.</td>
</tr>
<tr>
<td>PCP</td>
<td>10-99 gm or 100-999 gm mixture</td>
<td>If death or serious injury, not less than 20 years. Not more than life.</td>
<td>If death or serious injury, not less than life.</td>
</tr>
<tr>
<td></td>
<td>100 gm or more or 1 kg or more mixture</td>
<td>Fine of not more than $4 million individual, $10 million other than individual.</td>
<td>Fine of not more than $8 million individual, $20 million other than individual.</td>
</tr>
<tr>
<td>LSD</td>
<td>1-10 gm mixture</td>
<td>Fine of not more than $2 million individual, $5 million other than individual.</td>
<td>Fine of not more than $4 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td></td>
<td>10 gm or more</td>
<td>Fine of not more than $4 million individual, $10 million other than individual.</td>
<td>Fine of not more than $8 million individual, $20 million other than individual.</td>
</tr>
<tr>
<td>Fentanyl</td>
<td>40-399 gm mixture</td>
<td>Fine of not more than $2 million individual, $5 million other than individual.</td>
<td>Fine of not more than $4 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td></td>
<td>400 gm or more</td>
<td>Fine of not more than $4 million individual, $10 million other than individual.</td>
<td>Fine of not more than $8 million individual, $20 million other than individual.</td>
</tr>
<tr>
<td>Fentanyl Analogue</td>
<td>10-99 gm mixture</td>
<td>Fine of not more than $2 million individual, $5 million other than individual.</td>
<td>Fine of not more than $4 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td></td>
<td>100 gm or more</td>
<td>Fine of not more than $4 million individual, $10 million other than individual.</td>
<td>Fine of not more than $8 million individual, $20 million other than individual.</td>
</tr>
</tbody>
</table>
General Information

Not more than 10 years. Fine not more than $500,000 individual, $2 million not individual.

Not more than 6 years. Fine not more than $200,000 individual, $2 million not individual.

Not more than 30 years. If death or serious injury, life. Fine $2 million individual, $10 million not individual.

OTHERS*

Not more than 5 years. Fine not more than $250,000 individual, $1 million not individual.

Not more than 3 years. Fine not more than $100,000 individual, $250,000 not individual.

Not more than 1 year. Fine not more than $100,000 individual, $250,000 not individual.

ALL

Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than $4 million individual, $10 million not individual.

Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years. Fine not more than $2 million individual, $5 million other than individual.

Not more than 2 years. Fine not more than $2 million individual, $2 million not individual.

Not less than 20 years, not more than life. If death or serious injury, not less than 20 years. Fine not more than $8 million individual, $20 million not individual.

Not less than 10 years, not more than 40 years. If death or serious injury, not less than 20 years. Fine not more than $2 million individual, $5 million other than individual.

All

Not more than 1 year. Fine not more than $100,000 individual, $250,000 not individual.

Not more than 6 years. Fine not more than $200,000 individual, $2 million not individual.

ALL

Federal Trafficking Penalties—Marijuana

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>DESCRIPTION</th>
<th>1st OFFENSE PENALTY</th>
<th>2nd OFFENSE PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000 kg or more</td>
<td>Marijuana mixture containing detectable quantity*</td>
<td>Not less than 10 years. Not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than $4 million individual, $10 million other than individual.</td>
<td>Not less than 20 years, not more than life. If death or serious injury, not less than 20 years. Fine not more than $8 million individual, $20 million other than individual.</td>
</tr>
<tr>
<td>100-1,000 kg or 100-999 plants</td>
<td>Marijuana mixture containing detectable quantity*</td>
<td>Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years. Fine not more than $2 million individual, $5 million other than individual.</td>
<td>Not less than 10 years, not more than 40 years. If death or serious injury, not less than 20 years. Fine not more than $4 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>50-100 kg</td>
<td>Marijuana</td>
<td>Not more than 20 years. If death or serious injury, not less than 20 years. Fine not more than $1 million individual, $5 million other than individual.</td>
<td>Not more than 30 years. If death or serious injury, not less than 20 years. Fine not more than $4 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>10-100 kg</td>
<td>Hashish</td>
<td>Not more than 20 years. If death or serious injury, not less than 20 years. Fine not more than $1 million individual, $5 million other than individual.</td>
<td>Not more than 30 years. If death or serious injury, not less than 20 years. Fine not more than $4 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>1-100 kg</td>
<td>Hashish Oil</td>
<td>Not more than 20 years. If death or serious injury, not less than 20 years. Fine not more than $1 million individual, $5 million other than individual.</td>
<td>Not more than 30 years. If death or serious injury, not less than 20 years. Fine not more than $4 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>less than 50 kg</td>
<td>Marijuana</td>
<td>Not more than 5 years. Fine not more than $250,000, $1 million other than individual.</td>
<td>Not more than 10 years. Fine $500,000 individual, $2 million other than individual.</td>
</tr>
<tr>
<td>less than 10 kg</td>
<td>Hashish</td>
<td>Not more than 5 years. Fine not more than $250,000, $1 million other than individual.</td>
<td>Not more than 10 years. Fine $500,000 individual, $2 million other than individual.</td>
</tr>
</tbody>
</table>

* Does not include marijuana, hashish, or hash oil. (See separate chart.)

Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg.

* Includes hashish and hashish oil.

(Marijuana is a Schedule I Controlled Substance.)
Review of Research Involving Human Participants

National-Louis University meets the requirements of the Code of Federal Regulations, Title 45, Public Welfare, Part 46, Protection of Human Subjects through its Provost and Institutional Research Review Board (IRRB). The Provost and IRRB enforce and monitor university-wide processes for the review of research involving human participants by requiring that students and faculty either certify that their studies are “exempt” from review or submit them for expedited or full review by the IRRB. The Provost and IRRB seek the assurance of protection of human participants in research by students for individual courses from faculty instructors and academic departments. They also provide opportunities for faculty and students to become further informed on ethical research principles and practices through meetings, written materials, and training. Guidance and documents related to review of research with human participants may be obtained from the Provost’s Office.

Academic Support Services

Academic Advising

The academic advising process at National-Louis University is an important part of the institution’s commitment to personal contact with, and interest in, each student’s progress. Academic advising actively involves students with faculty, staff, and peers. National-Louis University recognizes and encourages the involvement of the entire University community in a developmental process, which includes:

- selecting a field of study that is consistent with the student’s interests, skills, and goals;
- developing a long-range course of study that is compatible with the student’s life goals and current commitments;
- providing opportunities to integrate other educational experiences, which are designed to facilitate personal and professional growth;
- developing an understanding of program and institutional requirements and policies;
- educating students about resources available to them; and
- enabling students to identify and assess alternatives and consequences of decisions.

All students should meet with an assigned academic adviser and other members of the University community to:

- utilize institutional resources such as tutoring and counseling as needed; and
- explore and research career opportunities in the student’s field.

Academic Computing

The University provides the computer resources and services needed for the scholarly pursuits of students and faculty, including instruction, research and library services. Academic Computing Services:

- manages general purpose computer labs at selected locations;
- acquires and maintains instructional software;
- consults with faculty on computing questions and problems;
- assists faculty and students in purchasing computer equipment through selected educational discount programs; and
- provides direction and planning for computer technology at the institution.
- provides email and portal services for all students.

Services and programs vary by location. Check with your local campus or center for available resources.

Interactive Video Classrooms

National-Louis University operates interactive video classrooms at its Chicago-area campuses, and is working to expand this capability to its other academic centers. This video conferencing technology makes it possible to offer classes at two or more locations at the same time, thus creating true distance education with complete interactivity between the instructor and students. Through the interactive network, NLU offers individual classes, conferences and workshops, training sessions, and some full degree/certificate programs.

Libraries

The mission of the University Library is to provide a comprehensive program of library and instructional media services to support the curriculum. Whether students are enrolled in on-campus or off-campus programs, all NLU students have access to the resources of the University Library.

The Library serves as an active partner in the teaching and learning processes and activities of the University. Librarians at each campus teach library research skills to classes, small groups, or individuals. Faculty may make arrangements for a library instruction, and students are encouraged to make individual appointments with a librarian. The goal of the library instruction program is to promote information literacy and reading, teach students to utilize libraries effectively and encourage lifelong learning.
Student Affairs

A university requires an environment conducive to intellectual and personal growth of its students. National-Louis University seeks to cultivate a sense of personal integrity in each of its students. Students are expected to develop as individuals in a manner that is consistent with the educational purposes of the University.

National-Louis University has no religious affiliation and welcomes students of all persuasions. Tolerance of others, respect for differences, and cooperation for the good of all are expected in both precept and practice. A consistent policy of nondiscrimination on the basis of race, creed, religion, sex, disability, or national origin is adhered to in all matters affecting the students of the University.

The Office of Student Affairs is staffed with professionals who help to coordinate the nonacademic life of students. We act in an advisory capacity and advocacy role for all students. Student Affairs maintains an open-door policy and encourages students to discuss their problems and voice their concerns.

The Office of Student Affairs provides programs and services for the benefit of the University’s students. These “co-curricular” programs complement the academic programs and are designed to promote student development and learning. Student Affairs professionals also assist students in addressing special needs or difficulties, and seek to provide an environment that is positive and conducive to learning.

Services include counseling, health services, new student orientation, student programs, events and activities, development programs, governance, clubs and organizations, recreational programs, residence hall programs, special events, and career development and placement.

National-Louis University believes that student life, academic work, and professional studies are interrelated parts of the University experience. Students are encouraged to develop their skills and themselves as individuals both through the formal academic programs and through co-curricular opportunities.

The Office of the Director for Student Affairs is the central office of the Student Affairs Division. At each campus and academic center, student affairs personnel are responsible for administering all policies and programs pertaining to student life. All major policies pertaining to student life are reviewed by the Council on Student Affairs.

Council on Student Affairs/Student Guidebook

Composed of faculty, students and staff the Council on Student Affairs determines policy related to undergraduate and graduate student life. The Council is responsible for the policies contained within the Student Guidebook. Statements on Student Rights and Responsibilities, General Regulations, Academic Honesty, Academic Appeals, and the Student Hearing and Appeals System are included in the Student Guidebook. It is assumed that students are familiar with these statements and knowingly agree to cooperate fully in so far as they are personally accountable.

Career Development

Students and alumni are encouraged to avail themselves of the services of the Center for Career Development. Career planning is offered on both an individual and a group basis. In order to assist students and alumni in planning their careers and in designing strategies to carry out successful job searches, a range of materials and computer resources are used. Workshops, career fairs, and other events are sponsored. Special assistance is also given in the areas of resume writing, interview skills, credential file documentation, and job search strategies. Job opportunities are publicized in a weekly job listing bulletin.

Students and alumni are encouraged to seek the assistance of the Center for Career Development early in order to focus on their personal career planning. On-campus recruiting, internship, and mentoring programs provide students and alumni contact with prospective employers. The Center maintains data on the employment market as well as information regarding placement of recent graduates of all programs. Web Based services are also provided.
Counseling/Problem Management

Short-term counseling and problem management for educational, personal, and vocational concerns is available. Through workshops, personal consultations, and support groups, each designed to enhance personal development, skill, awareness and perspective, counselors are available to assist students in resolving any difficulties or roadblocks which hinder student progress toward academic success and satisfaction. Students are encouraged to confer with a Student Affairs professional at any time about any matter.

Confidential referrals to outside agencies and to medical resources are made by Student Affairs personnel, as appropriate or as requested. Confidentiality is always respected, and counseling records are maintained separately from academic records.

University Health and Wellness Services

- On-site at Evanston and Chicago Campuses
- Outpatient, confidential, ambulatory, basic medical health care
- Nurse assessment, consultation and nursing treatment with referral to physician, if appropriate
- Wellness Education
- Limited physical assessment of condition; treatment; follow-up; nurse assistance
- Diagnostic Procedures
  - Complete blood count and differential, urinalysis, throat culture, mononucleosis testing, tuberculosis testing
- Immunizations
  - Diphtheria/Tetanus; Measles/Mumps/Rubella; Influenza; Hepatitis B; tuberculosis testing
- Physical Examinations

Health Insurance

A student health insurance plan is available for all students. Brochures describing the plan are available from University Health Services and the Student Affairs Office. All International Students and Residence Hall Students must show proof of insurance prior to registering.

Immunization (State of Illinois)

The Illinois Department of Public Health has finalized the immunization requirements for all students entering all postsecondary educational institutions. Students born before January 1, 1957, will be required to submit a medical history and information form (provided by University Health Services), or to provide University Health Services with proof of birth (i.e., birth certificate, driver’s license, or personal identification card issued by the Secretary of State) for exemption.

Students born on or after January 1, 1957, will be required to submit to University Health Services proof of immunization to measles, mumps, rubella, tetanus, and diphtheria. For more information, please contact University Health Services.

Physical Examinations (Residence Hall Students)

Incoming freshman and transfer students must submit a self-reported Medical Information and History on the form provided by the University. This questionnaire should be completed and mailed to University Health Services. All information provided is kept confidential.

Information on history is not used to exclude applicants from the University, but to alert the University Health Services Office about students who need special care. Students who have complex medical conditions should request their family physician to send a summary of their cases to the University Health Service Office. All incoming students must have a tuberculin skin test or chest x-ray within six months of entry to National-Louis University. Results of the test should be mailed directly to Health Service Office, National-Louis University, 2340 Sheridan Road, Evanston, Illinois 60201.

It is the student’s responsibility to see that necessary reports are received by the University.

Residence Life Programs

Residence life is a valuable experience for students who live in university housing at National-Louis University. The residence hall program strives to provide a satisfactory physical environment, adequate care and maintenance of facilities, guidelines that provide structure for compatible and cooperative living, and an environment that reflects responsible citizenship and concern for others. It is designed to be conducive to study and to offer opportunities for individual growth, leadership development, and expression of abilities.

Located at the Evanston Campus, Baker Residence Hall named in honor of the University’s second president, Edna Dean Baker, provides accommodations for 176 men and women. Suites or rooms are clustered around lounge areas. Private study areas, large T.V. lounges and laundry facilities are a few of the amenities Baker Hall has to offer.

The system of rules and regulations in the residence hall program is based on a charter granted by the trustees and faculty of the University and on a set of rules and regulations formulated by the students themselves. Rules are enforced by the residence hall staff and regulated by the Baker Hall Council (the Council is an elected group of students), but personal responsibility is shared by all members of the residence hall community.

Student Programs, Events, and Activities

Co-curricular activities are an integral part of the National-Louis University experience.

Student activities may be educational, social, recreational, or cultural. They may focus on a topic of particular interest to students at that location. Students who would like to participate in any facet of student activities are encouraged to contact Student Affairs.
Student Clubs and Organizations

Student clubs and organizations offer many opportunities to National-Louis University students. To form a new club or organization, or to renew an old charter, the group must register with Student Affairs.

Honorary Societies

Kappa Delta Pi

This international coeducational honorary society, which recognizes outstanding contribution to education, has a chapter at National-Louis University. Junior, senior, and graduate students are elected to Theta Eta chapter on the basis of scholarship, professional attitudes, and demonstrated leadership abilities.

Eagles Eye

The office of Student Affairs publishes a monthly newsletter of student news, comments and opinions in coordination with the National-Louis University Community Newsletter. Students are encouraged to submit articles through the Office of Student Affairs.
Bachelor of Arts in Biology

Bachelor of Arts in Elementary Education

Technology in Education

Bachelor of Science in Management Information Systems (also available online)

Students with associate’s degrees from over 17 community and city colleges transfer to National-Louis to complete their bachelor’s degrees.

1.888.NLU.TODAY (658.8632) • www.nl.edu
Academic Programs

National-Louis University’s three colleges – National College of Education, College of Arts and Sciences and College of Management and Business – together offer over 60 academic programs, extending to the doctoral level.

Our instructors’ primary focus is teaching, not research.

Bachelor of Science in Management (also available online)

Bachelor of Arts in Social Science

Bachelor of Arts in Early Childhood Education

Bachelor of Science in Health Care Leadership

Bachelor of Science in Management (also available online)

Liberal Arts Studies

1.888.NLU.TODAY (658.8632) • www.nl.edu
**Academic Programs Overview**

**Chicago Metropolitan Area**

<table>
<thead>
<tr>
<th>College of Arts and Sciences</th>
<th>College of Management and Business</th>
<th>National College of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chicago</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Behavioral Sciences*+</td>
<td>Business Administration+</td>
<td>Early Childhood Education+</td>
</tr>
<tr>
<td>Adult, Continuing, and Literacy+++ Education</td>
<td>Accounting</td>
<td>Elementary Education+</td>
</tr>
<tr>
<td>Applied Language+++</td>
<td>International Business</td>
<td></td>
</tr>
<tr>
<td>Biology+★</td>
<td>Marketing</td>
<td></td>
</tr>
<tr>
<td>English+★</td>
<td>Computer Information Systems+</td>
<td></td>
</tr>
<tr>
<td>Management Information Systems*++</td>
<td>Management*++</td>
<td></td>
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<tr>
<td>Human Services/Practicum</td>
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<td></td>
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<td>Human Services/Psychology</td>
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<td>Human Services/</td>
<td></td>
<td></td>
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<tr>
<td>Social and Behavioral Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Studies+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics/Quantitative Studies+★</td>
<td></td>
<td></td>
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<tr>
<td>Political Science+</td>
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<tr>
<td>Psychology+</td>
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<td>Social Science+★</td>
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<td>Evanston</td>
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<td>Management Information Systems*++</td>
<td>Elementary Education+</td>
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<tr>
<td>English+★</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Leadership*++</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberal Arts Studies+</td>
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<td></td>
</tr>
<tr>
<td>Mathematics/Quantitative Studies+★</td>
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<tr>
<td>Political Science+</td>
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<td>Psychology+</td>
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<tr>
<td>Social Science+★</td>
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</tbody>
</table>

* Offered in field-experience program model at locations throughout metropolitan area.

**Some required specialty courses may not be offered on each campus every academic year. Consult the University Class Schedule for current information.**

+ Bachelor of Arts (B.A.) Degree Program

++ Bachelor of Science (B.S.) Degree Program

+++ Department which offers programs and coursework

★ Offered as B.A.-M.A.T. Secondary Education Dual Degree Program
<table>
<thead>
<tr>
<th>College of Arts and Sciences</th>
<th>College of Management and Business</th>
<th>National College of Education</th>
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<tbody>
<tr>
<td>Wheaton</td>
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<tr>
<td>Applied Behavioral Sciences*+</td>
<td>Management*++</td>
<td>Early Childhood Education+</td>
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<td>Biology++</td>
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<td>Elementary Education+</td>
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<td>Health Care Leadership*++</td>
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<tr>
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<tr>
<td>Liberal Arts Studies+</td>
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<td>Psychology+</td>
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<td>Wheeling</td>
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<td>Biology++</td>
<td>Management Information Systems*++</td>
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<td>Management Information Systems++</td>
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### Out-of-State Campuses

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<th>National College of Education</th>
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<tbody>
<tr>
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<td>Florida Regional</td>
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<tr>
<td></td>
<td>Management*++</td>
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</tbody>
</table>

* Offered in field-experience program model at locations throughout metropolitan area
** Offered in field-experience program model at locations throughout the State of Florida
+ Bachelor of Arts (B.A.) Degree Program
++ Bachelor of Science (B.S.) Degree Program
We believe in a student-centered approach to learning.
College of Arts & Sciences

The College of Arts and Sciences offers programs in fields ranging from health care leadership and applied behavioral sciences to human services and political science.

Bachelor of Arts in Psychology

Bachelor of Arts in Political Science

Bachelor of Arts in Applied Behavioral Sciences

Bachelor of Arts in Health Care Leadership
College of Arts and Sciences Conceptual Framework

The College of Arts and Sciences provides access and opportunity to both traditional and nontraditional learners. Many of our students are adults who enter or return to the postsecondary system with a wealth of experience and practical knowledge. We also embrace non-native speakers seeking to develop and strengthen their communication skills as well as traditional students who are beginning a process of lifelong learning or preparing for professional practice. CAS welcomes this multinational, intergenerational range of learners into a learning community where academic support and development enable all students to identify their needs, strengthen their skills and apply their experiences to entering or advancing in service professions.

The curriculum and pedagogy that permeate the College are grounded in the principles of adult education and life-long learning. Learners are regularly encouraged to connect the experiences of their work, personal, cultural and relational lives to the theory and information of their chosen fields of study. Our faculty shares the responsibility for learning with students and provides regular opportunities for active engagement in the process through student cohorts and collaborative learning strategies.

This linkage of student experience to course-related theoretical constructs contributes to a unique feature of the College which is our purposeful application of theory to practice or basic knowledge and research to the learning experiences of our students. Most colleges of arts and sciences dedicate themselves simply to expanding and transmitting fundamental concepts. The application of basic concepts is then left to specialized colleges. The structure of NLUs College of Arts and Sciences is more complex and is predicated on two basic principles:

- CAS stresses the application of fundamental principles to solving real problems in our society, and
- It strongly believes that the teaching and research of fundamental concepts should be closely connected.

Mission Statement

The mission of the College of Arts and Sciences is to provide a diverse student population with access to higher education and lifelong learning. Its undergraduate and graduate programs offer students an academic foundation in the liberal arts, sciences, and professional studies in a variety of learning environments with individual support. The faculty shares a commitment to promoting personal, scholarly and professional development.

At the core of the College of Arts and Sciences is a commitment to further the values that contribute to its distinctive culture of learning. These values inform decision-making across the college.
Core Values

- **The purposeful construction of a relevant learning environment.**
  An underlying assumption of the college is that theory and practice are intertwined. The curriculum is designed to ensure that students realize the connectedness of course content to their personal and professional experiences and also that their experiences inform their understanding of course content.

- **A foundation in the liberal arts**
  All undergraduate students need to have the opportunity to develop solid levels of competency across the three fields of knowledge that form the general education core at NLU: communications/humanities/fine arts, quantitative reasoning/physical and life sciences, and social/behavioral sciences.

- **The synergy of academic and professional programs.**
  We believe that professional education is built upon a strong foundation in the liberal arts and that professional and academic disciplines inform and enrich each other.

- **The provision of a comprehensive support system for all students.**
  Students are the heart of our college. They deserve a fully engaged and accessible support system that allows them to reach their full potential both academically and professionally.

- **A meaningful process for shared decision-making**
  All stakeholders in the college (students, staff, faculty and administrators) collaborate to ensure that a true learning organization exists. These parts must fit together to create a system that is based on mutual support and respect.

- **A deep respect for human diversity**
  We actively seek and nurture a diverse community of learners that includes students, staff, faculty and administrators. By creating such an environment, we believe that we optimize creative thinking and constructive problem solving.
Admission to the College of Arts and Sciences

Requirements to be admitted to the College of Arts and Sciences are the same as the requirements to be admitted to National-Louis University. However, specific programs may have admission requirements for that program.

Academic and Lifelong Learning

Center for Academic Development

The Center for Academic Development and the Department of Adult, Continuing, and Literacy Education offer comprehensive academic programs which are designed to enable students to achieve their maximum learning potential at the postsecondary level. These units strongly maintain that access must be accompanied by a total support system and an institutional commitment to student success. Through provision of skills assessment, advising, developmental coursework, tutoring, and seminars which integrate learning strategies with specific discipline coursework, the programs promote academic excellence by guiding students to become efficient, independent learners.

The CAD is committed to providing comprehensive academic programs which enable learners of all ages, ethnolinguistic backgrounds and levels of capability to reach their full potential. The CAD professional staff includes learning specialists, and peer tutors with knowledge and expertise in current learning theory and instructional methodology. The CAD personnel collaborate with the Department of Adult, Continuing, and Literacy Education faculty to develop and implement university-wide academic programs which complement general education and professional coursework; to present workshops for students/faculty; to design intervention programs for special populations; and to disseminate model retention programs through presentations at national conferences. At the heart of CAD programs are the learning specialists and faculty members working to assure the success of each student. They administer diagnostic and skills assessment and intervene on behalf of students with special learning needs. They also support university faculty who seek guidance in making their teaching more effective.

The programs of the Center have been cited as “exemplary” by the National Center for Developmental Education. They have made a significant impact on student learning and are an active part of the academic environment at National-Louis University campuses and academic centers.

In its outreach role, the CAD develops educational partnerships with the community at large to provide family literacy programs, to design educational intervention programs for secondary schools, and to provide continuing education opportunities to corporations, educational institutions, and community-based organizations. In its resource role, the CAD works with the Department of Adult, Continuing, and Literacy Education and other university units to secure grants and contracts from public and private agencies to implement learning assistance and literacy programs.

Programs Delivered by the Center for Academic Development in Cooperation with the Department of Adult, Continuing, and Literacy Education

Learning Assistance Workshops

- Conversation for Speakers of Other Languages
- Math Foundations Workshop
- Review for the Illinois Basic Skills Test
- Grammar review
- Effective Writing and Proofreading
- Critical Reading
- Special-topics

Academic Services for College Students with Special Needs

The CAD at National-Louis University provides tutoring assistance to documented learning disabled students and those with other special needs (regularly admitted by the University and enrolled in regular and developmental college courses) so that they may pursue and complete a college education. Additional services are provided to students with special needs in collaboration with the Director of Diversity, Access and Equity.

Supplemental Instruction

Supplemental instruction (SI) aims to increase persistence and raise final grades in targeted high risk required courses. Supplemental Instruction Leaders model appropriate student behaviors and conduct study sessions for all interested students from the course. SI Leaders attend all class sessions, take notes, and facilitate study sessions twice weekly. Leaders are taught study and teaching strategies by the SI Supervisor, an Adult, Continuing, and Literacy Education faculty member.

Summer Bridge Program

The Summer Bridge Program is designed for new students who have been admitted to National-Louis University. It is held just prior to the start of the fall term. Participants meet daily for four hours over two weeks with facilitators from the CAD and Adult, Continuing, and Literacy Education. During the daily sessions, they become familiar with resources at NLU and learn strategies that will help them adapt to the college environment while acquiring skills needed to meet the academic rigors of the University curricula.
Collegiate Scholars Program

In this program, high school students begin to earn Chicago Public Schools' requirement of 40 hours of service learning while they are introduced to college study. The program is designed to have a direct link to community service. Students apply math, social sciences, fine arts, writing, and literature skills to the service projects they will complete in many Chicago organizations and communities. The program will help students to experience college early; impact the community; complete a CPS graduation requirement; and make new friends.

Prior Learning Assessment

Adult students come to higher education with vast personal and professional experiences. These experiences can lead to the acquisition of new knowledge, concepts, and skills, which may be equivalent to college coursework. Colleges and universities often refer to this as 'prior learning' since it has occurred before enrollment.

Prior Learning Assessment coordinates three programs to recognize, document, and validate learning for possible academic credit.

In order to be eligible for portfolio assessment, students are required to successfully complete the portfolio development course, ACL301 Perspectives on Prior Learning.

FOCUS

FOCUS (Focus on Completing Undergraduate Studies) is a series of accelerated courses designed to meet specific academic needs of adult students, 24 years of age or older, enrolled in the following degree completion programs: Applied Behavioral Sciences, Health Care Leadership, Management, and Management Information Systems. FOCUS assists students in completing general education requirements, general education electives, and free electives in combination with the portfolio, CLEP/DANTES and credit by proficiency options.

FOCUS courses are offered in an accelerated format; additional independent study and preparation are required prior to and throughout the course. Because of scheduling parameters, FOCUS courses do not appear in the University Schedule. Course schedules can be obtained from the university website www.nl.edu/focus.

Courses Delivered in FOCUS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
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<td>ACL105</td>
<td>University Success Seminar</td>
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<tr>
<td>ACL300</td>
<td>Strategies for Effective Learning</td>
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</tr>
<tr>
<td>INT100</td>
<td>Information Literacy and Library Research</td>
<td>2</td>
</tr>
<tr>
<td>INT400</td>
<td>Career Assessment and Planning</td>
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<td>LAA320</td>
<td>African Art</td>
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<td>LAE120</td>
<td>Content Writing A</td>
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<tr>
<td>LAE125</td>
<td>Content Writing B</td>
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<tr>
<td>LAE210</td>
<td>Writing in the Workplace</td>
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<td>LAE309</td>
<td>Minority Voices in American Literature</td>
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<tr>
<td>LAE315</td>
<td>The Art of the Film</td>
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<td>Basic Statistics</td>
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<td>College Math</td>
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<td>LAN106</td>
<td>Introduction to Scientific Thought</td>
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<td>LAN215</td>
<td>Issues in Biology</td>
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<tr>
<td>LAN300</td>
<td>Ecology and Conservation</td>
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<td>Theories of Personality</td>
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<td>LAP350</td>
<td>Culture and Self</td>
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<td>LAP420</td>
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<td>LAS105</td>
<td>Introduction to Sociology</td>
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<td>LAS120</td>
<td>Introduction to American Politics</td>
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<td>LAS253</td>
<td>Urban Economics</td>
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<td>LAS300</td>
<td>Contemporary World Cultures</td>
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<td>LAS405</td>
<td>Social Problems</td>
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<tr>
<td>LAT326</td>
<td>Women in Theater</td>
<td>5</td>
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</tbody>
</table>

Departments and Academic Programs

Applied Behavioral Sciences Program (B.A.)

(Available only as an adult degree completion program)

The Applied Behavioral Sciences (ABS) major is designed to prepare adult learners to work with people by combining concepts and themes from a variety of disciplines, such as psychology, sociology, communications, economics, and anthropology. With this behavioral science emphasis, students learn to understand, recognize, predict, and effectively deal with the behavior of individuals and groups. The ABS program also provides opportunities to apply the skills learned from these behavioral course concepts through a process of systematic inquiry and reporting.

This is a baccalaureate degree program for adult learners that encourages them to use their life experiences as they attend an intensive series of courses. Critical skills which are emphasized throughout the program include: oral and written communication, critical thinking, decision making, problem solving, and life-long learning. During the course of the program, learners also undertake independent research projects.

Applicants must have at least 90 quarter hours of transferable credit from accredited colleges or universities to be considered for the program. Of those 90 hours, a maximum of 60 quarter hours of technical credit may be applied to the degree.

ABS courses are drawn from the following departments: Interdisciplinary Studies (INT), Philosophy and Religion (LAH), Psychology (LAP), Social Science (LAS), and Theatre Arts (LAT).
General Education Requirements

All Applied Behavior Sciences majors must successfully complete at least 60 quarter hours of general education courses, including the minimum distribution requirements listed below in the specific fields of knowledge. In addition to college courses, students may complete general education requirements through Credit by Portfolio, Credit by Examination (CLEP or DANTES), or Credit by Proficiency.

Students are encouraged to complete general education requirements before entering the Applied Behavioral Sciences Program. The adult student entering the Applied Behavioral Sciences Program possesses a varied educational and experiential background. Only the courses required at National-Louis University will be addressed in the integrated competencies.

Fields of Knowledge

1. **Communications**
   At least two college-level writing courses (8 quarter hours minimum).

2. **Humanities**
   At least one course in language, literature, history (U.S. and Western, Intellectual), philosophy, religion or ethics (4.5 quarter hours minimum).

3. **Fine Arts**
   At least one course in art, music, theatre, or dance (4 quarter hours minimum).

4. **Quantitative Reasoning**
   At least one course in mathematics, statistics, research methods, or quantitative studies (4.5 quarter hours minimum).

5. **Physical and Life Sciences**
   At least one course in chemistry, physics, astronomy, geology, or biological sciences (4.5 quarter hours minimum).

6. **Social Sciences**
   At least one course in anthropology, economics, geography, cultural and ethnic history, political science or sociology (4.5 quarter hours minimum).

7. **Behavioral Science**
   At least one course in psychology or a related behavioral science area (4.5 quarter hours minimum).

Integrated Competencies

**Information and Technological Literacy**

INT100 Informational Literacy and Library Research Techniques (2 quarter hours) is recommended prior to the end of the second term. Students must use these skills in such areas as use of electronic library databases and Internet sources. Projects incorporating information literacy and library research techniques are incorporated throughout the curriculum. Library research competency is assessed by written essays using outside sources found through electronic library databases. Passing grades in these courses are evidence of competency.

Students use word-processing and email skills throughout the Applied Behavioral Sciences Program. Appropriate Internet activities are employed through access of academic Internet sites. Academic support sites for text supplying Internet activities, comprehension checks and supplementary reading are used to enrich student experience. Student skills are assessed by successful completion of activities such as accessing the American Psychological Association’s web site for citation assistance, accessing university library links to academic sources, and activities submitted for evaluation and papers or presentations. While these skills are integrated throughout the curriculum, INT430 Methods of Inquiry in the Behavioral Sciences includes practice with and assessment of these skills. A passing grade in INT430 and INT490 Independent Study in the Behavioral Sciences provide evidence of competency because library research skills are essential to their successful completion.

**Analytical Skills**

Competency is demonstrated by written and oral presentations throughout the program. Written work includes short essays, journals and end of course paper. Specifically, each course requires an Applied Summary Paper. These final papers require students to demonstrate that they can integrate and apply the concepts and theories presented in each course to individual and group behavior. These papers also require students to relate examples of cognitive and behavioral change based on learning from each course. Critical analysis of this nature is necessary to pass each course so passing grades demonstrate competency. A few examples of courses will be given next.

Students also demonstrate their knowledge of theory and concepts by completing an independent research project in the Independent Study in the Behavioral Sciences (INT 490). This project requires student to formalize a research problem and conduct a scholarly literature review. It also requires students to show evidence of critical thinking in their analysis of the literature. A passing grade in INT490 is evidence of analytical skills.

In LAS435 Senior Seminar course, students are required to integrate various course concepts across disciplines and show evidence of their application to individual and group behavior. A passing grade in LAS435 demonstrates competence in analysis.
Ethics, Values and Respect for Human Diversity

The Applied Behavioral Sciences Program emphasizes skills necessary for effective group communication, such as; values clarification, listening, and conflict resolution necessary for a cognitive, behavioral and affective understanding of ethics, values and respect for human diversity. These are integrated from the beginning to the end of the curriculum.

Specific courses emphasizing values and ethics are: LAP100 Adult Development and Learning Assessment, LAH305 Philosophy of Values and Ethics and INT410 Leadership in a Changing World. Specifically, LAH305 requires students to clarify a personal code of ethics, understand ethical systems and implications for moral behavior, and analyze ethical dilemmas. Successful completion of LAH305 demonstrates competency.

LAS 426 Multicultural Dimensions emphasizes influence of culture and other sources of diversity; for example, culture as a source of conflict, communication difficulties based on diversity, and synergistic decision making as a source of utilizing cultural differences are incorporated. Activities, journals, papers and presentations provide opportunities to develop skills in regard to achieving better relationships with the many dimensions of diversity impacting human behavior.

Applied Behavioral Science Requirements 51 QH

<table>
<thead>
<tr>
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<td>INT430</td>
<td>Methods of Inquiry in the Behavioral Sciences</td>
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<td>INT490</td>
<td>Independent Study in the Behavioral Sciences</td>
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<td>LAH305</td>
<td>Philosophy of Values and Ethics</td>
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<td>Adult Development and Learning Assessment</td>
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<td>LAP340</td>
<td>Effective Interpersonal Relationships</td>
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<td>LAS331</td>
<td>Dynamics of Group Behavior</td>
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<td>LAS426</td>
<td>Multicultural Dimensions</td>
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<td>LAS430</td>
<td>Economic Issues in Global Perspective</td>
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<td>LAS431</td>
<td>Managerial and Supervisory Behavior</td>
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<tr>
<td>LAS435</td>
<td>Senior Seminar: Integrating the Applied Behavioral Sciences</td>
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<tr>
<td>LAT440</td>
<td>Professional Communication</td>
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</tbody>
</table>

General Education Electives 42

Applied Language/Language Institute

The Department of Applied Language/Language Institute offers an English for Speakers of Other Languages (ESOL) program, a foreign language minor, and other coursework designed to enhance global awareness and knowledge of the universals and diversity of linguistic and cultural expression. It also assesses the oral and written English language proficiency of postsecondary and adult students whose native languages are other than English, places them in appropriate courses, and advises them while they are studying ESOL.

The mission of this unit is a natural outgrowth and continuation of National-Louis University’s history of service to urban, immigrant and minority populations - a commitment which began at the end of the nineteenth century with the work of founder Elizabeth Harrison.

The courses offered by the Department of Applied Language provide the means by which a diverse community of individuals can achieve personal, professional, and academic goals. The focus of these courses is the learner as an individual whose potential is progressively realized through innovative and responsive implementation in the classroom and in a variety of settings.

Applied Language/Language Institute Undergraduate

The Undergraduate coursework offered by the Department of Adult, Continuing, and Literacy Education integrates theory/research and practice, providing support to empower learners to take responsibility for their learning and to meet their educational goals.
The ESOL Program

The ESOL Program is designed to give non-native speakers of English the English language skills necessary to prepare them for success in baccalaureate and graduate degree programs. It consists of five-levels of academic English in which reading, writing, speaking, listening, and grammar are taught through an integrated-skills approach. An intensive writing course for post-ESOL Level 5 students is also offered. Up to 39 hours of coursework in the ESOL Program can apply as free electives toward graduation at National-Louis University.

ESOL

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<td>ESOL Level 2</td>
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<td>ESL200</td>
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<tr>
<td>ESL203</td>
<td>Writing Skills Development</td>
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</table>

ESL Workshops

This series of four workshops is designed for individuals who work or plan to work with students whose native language is not English.

Workshop Courses

<table>
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<tr>
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<td>APL486X</td>
<td>Second Language Acquisition</td>
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<td>APL486X</td>
<td>ESL Teaching Methodologies</td>
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</tr>
<tr>
<td>APL486X</td>
<td>ESL Assessment</td>
<td>1</td>
</tr>
</tbody>
</table>

Foreign Language

Minor in Foreign Language in ESOL

The foreign language minor in ESOL for non-native English speaking students is designed for students who plan to work in an international or bilingual/bicultural context. The minor is a progression of courses that provide students with a sound base in the four language skill areas of reading, writing, speaking, and listening within a grammar-based curriculum. In these courses, students learn to apply the course content to increasingly sophisticated sociocultural and discourse situations and through this enhance their understanding of nuances in the language.

The foreign language minor in ESOL is open to students who have been tested and placed by the Department of Applied Language/Language Institute in ESOL Level 5 or lower. The foreign language minor in ESOL is not open to students majoring in English. To earn the minor, ESOL Level 5 must be completed at NLU.

Foreign Language Minor in ESOL Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Level</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL201</td>
<td>ESOL Level 4</td>
<td>13</td>
</tr>
<tr>
<td>ESL202</td>
<td>ESOL Level 5</td>
<td>13</td>
</tr>
</tbody>
</table>

ESL or APL course that has ESOL Level 5 as a prerequisite such as the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL203</td>
<td>Writing Skills Development</td>
<td>5</td>
</tr>
<tr>
<td>APL210</td>
<td>Characteristics of Language in Culture</td>
<td>5</td>
</tr>
<tr>
<td>APL490</td>
<td>Independent Study in ESL</td>
<td>5</td>
</tr>
<tr>
<td>APL495</td>
<td>Special Topic in ESL</td>
<td>5</td>
</tr>
</tbody>
</table>

Minor in Foreign Language

The foreign language minor is designed for students who plan to work with clients, associates, or students for whom the foreign language is the native language or for students who have an intrinsic interest in the nature and structure of language. To earn the minor, all the coursework must be in the same language, and students must complete at least 50% of the required foreign language coursework at NLU. The specific language(s) offered at any given time will be determined by the need and demand as expressed by students and baccalaureate programs. The foreign language minor fulfills the requirements for the foreign language specialization in the English major.

For those students not pursuing a minor, but interested in taking a foreign language, foreign language courses may be used as humanities elective credit.

Foreign Language Minor Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>APL100</td>
<td>Foreign Language I and II</td>
<td>5</td>
</tr>
<tr>
<td>APL110</td>
<td>Foreign Language II and III</td>
<td>5</td>
</tr>
<tr>
<td>APL120</td>
<td>Foreign Language III OR</td>
<td>5</td>
</tr>
<tr>
<td>APL130</td>
<td>First-Year Intensive Foreign Language I, II, &amp; III</td>
<td>15</td>
</tr>
<tr>
<td>APL220</td>
<td>Intermediate Foreign Language I</td>
<td>5</td>
</tr>
<tr>
<td>APL230</td>
<td>Intermediate Foreign Language II</td>
<td>5</td>
</tr>
<tr>
<td>APL240</td>
<td>Intermediate Foreign Language III OR</td>
<td>5</td>
</tr>
<tr>
<td>APL250</td>
<td>Second-Year Intensive Foreign Language I, II, &amp; III</td>
<td>15</td>
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</tbody>
</table>

Additional Applied Language Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>APL210</td>
<td>Characteristics of Language in Culture</td>
<td>5</td>
</tr>
<tr>
<td>APL490</td>
<td>Independent Study</td>
<td>2-5</td>
</tr>
<tr>
<td>APL495</td>
<td>Special Topic</td>
<td>2-5</td>
</tr>
</tbody>
</table>

In addition to the credit courses and programs the Department of Applied Language offers on-campus, a variety of non-credit courses for specific purposes are offered on and off campus, in the community and the workplace.

Non-Credit Courses

- English for Professional Success, Intermediate
- English for Professional Success, Advanced
- Introduction to English
- Beginning English
- Beginning English II
Art

The Art Department at National-Louis University features studio art, art history and art appreciation. Students may choose to major (or minor) in art in the Liberal Arts program, or to go into Elementary Education with a concentration in art. The Department serves students in all undergraduate degree programs by providing general education as well as upper level courses in the Chicago area and out of state locations through the FOCUS program.

Art Major Requirements 45 QH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA110</td>
<td>Introduction to Art</td>
<td>2</td>
</tr>
<tr>
<td>LAA301</td>
<td>Design</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Art History elective</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Art electives</td>
<td>33</td>
</tr>
</tbody>
</table>

Art Minor Requirements 30 QH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA110</td>
<td>Introduction to Art</td>
<td>2</td>
</tr>
<tr>
<td>LAA301</td>
<td>Design</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Art History</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Art electives</td>
<td>18</td>
</tr>
</tbody>
</table>

After degree completion and teaching experience, students in the elementary teacher education program may be considered for the art specialist certification BY EVALUATION THROUGH THE ILLINOIS STATE BOARD OF EDUCATION. Students who want to pursue this option must consult with their art department adviser concerning additional art electives, art methods course (CIH481 Theory and Methods of Teaching Art, 3 quarter hours) and preclinical hours requirements.

The following is the recommended program of study for students interested in being considered for the art specialist endorsement through ISBE (Illinois State Board of Education) evaluation.

General Education 2 QH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA110</td>
<td>Introduction to Art</td>
<td>2</td>
</tr>
</tbody>
</table>

Standard Teaching Concentration 30 QH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following:</td>
<td>Special Topic: Graphic Arts</td>
<td>2-5</td>
</tr>
<tr>
<td>LAA301</td>
<td>Design</td>
<td>5</td>
</tr>
<tr>
<td>LAA302</td>
<td>Drawing</td>
<td>2</td>
</tr>
<tr>
<td>One of the following:</td>
<td>Ceramics</td>
<td>2-5</td>
</tr>
<tr>
<td>LAA303</td>
<td>Fiber Workshop</td>
<td>2-5</td>
</tr>
<tr>
<td>LAA304</td>
<td>Mixed Media</td>
<td>2-5</td>
</tr>
</tbody>
</table>

Bachelor of Arts (B.A.) and Master of Arts in Teaching (M.A.T.) Secondary Education Dual Degree Program

At NLU, undergraduate students who wish to become high school teachers are advised to first earn a B.A. degree, with a major in one of the liberal arts and sciences disciplines, and then enter the graduate program in secondary education, which leads to the M.A.T. degree. The B.A.- M.A.T. Program was created to connect the undergraduate and graduate portions, creating one seamless educational experience for future high school teachers. Departments participating in the program include four liberal arts and sciences departments within the College of Arts and Sciences and the Department of Secondary Education in the National College of Education. As undergraduates, students in the B.A.-M.A.T. program must major in one of the following four areas:

Biology (Natural Sciences Department, CAS)
English (English Department, CAS)
Mathematics/Quantitative Studies (Mathematics Department, CAS)
Social Science (Social Science Department, CAS)

Completion of the B.A. in any of the four majors, under the guidance of a faculty adviser, will fulfill or exceed current Illinois State Board of Education requirements for minimum content credits necessary to teach the corresponding high school courses. B.A. - M.A.T. students will be guided to make sure they take all courses and entrance exams required for admittance to the M.A.T. Program. Students will apply to the M.A.T. program after their junior year. At this time, a space will be saved for each
student within an M.A.T. cluster scheduled to begin after the expected date at which the student will graduate with the B.A. After completing the B.A., students will be accepted to the M.A.T. Secondary Education Program (NCE), provided they meet all admission requirements (see Secondary Education Department in Graduate Catalogue). Graduating seniors must commit to the M.A.T. by June 15th of the year they graduate. If they fail to commit by June 15th or fail to enter the M.A.T. program within one year of receiving the B.A., they will be placed within the pool of outside applicants and will lose preferential treatment.

The program allows some flexibility. Students may enter the B.A.-M.A.T. Program as either freshmen or sophomores, or after graduating from a 2-year college. Once in the M.A.T. program, students may elect to enter the job market after completing the first year (first 19 semester hours) of the M.A.T. and receiving teacher certification. Students who leave at this point have the option to return any time within 6 years of the date of their first M.A.T. Secondary Education course to finish the additional 12 semester hours required for the M.A.T. degree.

Admission to the B.A.-M.A.T. program is open to any undergraduate student who has been accepted to the College of Arts and Sciences. Interested students should declare their intention to participate in the B.A.-M.A.T. program as soon as possible after coming to NLU, but no later than junior year. All students in the B.A.-M.A.T. program will also be in registered in one of the four undergraduate majors listed above. For detailed descriptions of required undergraduate courses, see descriptions of majors in Biology (page 108), English (page 93), Mathematics/Quantitative Studies (page 102), or Social Science (page 112). Note that coursework required for pre-secondary education students may differ from coursework required for students majoring in the same disciplines, but preparing for careers other than high school teaching. For a detailed description of the M.A.T. Secondary Education Program curriculum and admission requirements, see the National-Louis Graduate Catalog, page 159.

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**Biology (See Science)**

**Developmental Studies (See Adult, Continuing, and Literacy Education)**

**Economics (see Social Science)**

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**English**

The Department of English offers a program of courses leading to the Bachelor of Arts degree with a major in English literature. The department also offers a concentration in English for students in the College of Education. The English literature major acquaints students with the major writers and periods of English and American literature, with a variety of genres and literary traditions, with language, critical theory and with writing. The English major’s General Studies requirements are identical to those required for the Liberal Arts Studies major.

The English major is intended to prepare students for graduate study or for a variety of business, professional and teaching careers.

The B.A. program consists of 180 quarter hours of coursework. The Liberal Arts general education requirements make up 69 quarter hours of this total and include 15 quarter hours of courses in English (LAE101, LAE102 and English elective). The major consists of an additional 50 hours (10 courses) in English. Students supplement this work with 30 quarter hours in a minor area such as art, philosophy, mathematics, natural science, psychology, social science, theater or music; or 30 quarter hours in a language and arts specialization (defined below); or 30 quarter hours of foreign language studies. The remainder of the degree courses (31 quarter hours) may consist of free electives.

**General Education Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAE305</td>
<td>5</td>
</tr>
<tr>
<td>LAE306</td>
<td>5</td>
</tr>
<tr>
<td>LAE406</td>
<td>5</td>
</tr>
<tr>
<td>LAE405</td>
<td>5</td>
</tr>
<tr>
<td>LAE407</td>
<td>5</td>
</tr>
<tr>
<td>LAE408</td>
<td>5</td>
</tr>
<tr>
<td>LAE308</td>
<td>5</td>
</tr>
<tr>
<td>LAE309</td>
<td>5</td>
</tr>
<tr>
<td>LAE313</td>
<td>5</td>
</tr>
<tr>
<td>LAE434</td>
<td>5</td>
</tr>
<tr>
<td>LAE3-</td>
<td>5</td>
</tr>
<tr>
<td>APL210</td>
<td>5</td>
</tr>
</tbody>
</table>

**English Literature Major**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAE305 Major British Writers I</td>
<td>5</td>
</tr>
<tr>
<td>LAE306 Major British Writers II</td>
<td>5</td>
</tr>
<tr>
<td>LAE406 American Writers II</td>
<td>5</td>
</tr>
<tr>
<td>LAE405 American Writers I Elective OR</td>
<td>5</td>
</tr>
<tr>
<td>LAE407 American Writers III Elective OR</td>
<td>5</td>
</tr>
<tr>
<td>LAE408 Contemporary American Literature Elective</td>
<td>5</td>
</tr>
<tr>
<td>LAE308 World Literature OR</td>
<td>5</td>
</tr>
<tr>
<td>LAE309 Minority Voices in American Literature OR</td>
<td>5</td>
</tr>
<tr>
<td>LAE313 Myth and Mythology</td>
<td>5</td>
</tr>
<tr>
<td>LAE434 Shakespeare and Elizabethan Drama</td>
<td>5</td>
</tr>
<tr>
<td>LAE3- The English Language OR</td>
<td>5</td>
</tr>
<tr>
<td>APL210 Characteristics of Languages in Culture</td>
<td>5</td>
</tr>
<tr>
<td>LAE425 Literary Criticism and Interpretation</td>
<td>5</td>
</tr>
<tr>
<td>Composition elective (300 or 400 level)</td>
<td>5</td>
</tr>
<tr>
<td>Literature elective (300 or 400 level)</td>
<td>5</td>
</tr>
<tr>
<td>Literature or Composition elective</td>
<td>5</td>
</tr>
</tbody>
</table>
The program is delivered in an accelerated format consisting of four terms with classes held typically one night a week. The classes are highly interactive and practical in nature. Carefully structured readings, written assignments, exercises, and applied term projects support the information acquisition and cognitive elements of the program. The four required terms focus on the following themes:

- Health Care Team Building
- Health Care Supervision
- Health Care Education
- Health Care Systems/Leadership

**Program Admission Requirements**

Before entering the program, students must attend orientation sessions that introduce the program, assess academic skills and provide a foundation for the use of online instructional resources used in the program. Each student will complete a degree plan.

Formal admission to the Health Care Leadership Major and enrollment in the intensive specialty courses sequence require the following:

1. licensure, registration or certification in a health care profession or employment in a health related field.
2. a minimum of 90 quarter hours (or 60 semester hours) of transferable credit. These credits may be earned through National-Louis University course work, transfer credit, credit by exam and credit by proficiency. A maximum of 60 quarter hours of technical credit may be included.
3. a grade point average of 2.0 or above (on a 4.0 scale) in all postsecondary work.
4. a list of two references from persons qualified to judge academic or professional expertise.
5. completion of academic skills assessment. (Depending on the results of this assessment, the academic plan may include Strategies for Effective Learning, other preparatory courses or provisional status.)

All Health Care Leadership majors must successfully complete at least 60 quarter hours of general education courses including the minimum distribution requirements listed below. In addition to college courses, students may complete general education requirements through Credit by Portfolio, Credit by Examination (CLEP or DANTES), or Credit by Proficiency. Although student are encouraged to complete general education requirement before entering the Health Care Leadership Program, it is recognized that some students in allied health and nursing programs will choose to complete specific area requirements after program admission.
Fields of Knowledge

1. Communications
   At least one college level writing course (4.5 QH minimum).

2. Humanities
   At least one course in language, literature, history (U.S. and Western, Intellectual) philosophy, religion or ethics (4.5 QH minimum).

3. Fine Arts:
   At least one course in art, music, theatre, or dance (4 QH minimum).

4. Quantitative Reasoning:
   At least one course in mathematics, statistics or research methods (4.5 QH minimum).

5. Physical and Life Sciences:
   At least one course in chemistry, physics, astronomy, geology, biology, microbiology, genetics, ecology, conservation, or zoology (4.5 QH minimum).

6. Social Sciences:
   At least one course in anthropology, economics, geography, cultural and ethnic history, political science or sociology (4.5 QH minimum).

7. Behavioral Science:
   At least one course in psychology or a related behavioral science area (4.5 QH minimum).

Integrated Competencies

Information and Technology Literacy

Information Literacy is formally introduced in the course AHG300 Professional Writing in Health Care and reinforced throughout the Health Care Leadership curriculum. (The course INT100-Information Literacy and Library Research Techniques is not required but may be used as a general education elective.) Computer applications are required in several courses; non-credit workshops are offered periodically for students needing assistance with basic computer applications.

Analytical Skills

The math, statistics or research methods course used to fulfill the quantitative reasoning requirement (see above) provides a foundation for analytical skill applications in HCL courses, particularly AHA432 Financial and Physical Resource Administration and AHA441 Health Care Planning and Evaluation.

Ethics, Values, and Respect for Human Diversity

These concepts are integrated throughout the student’s academic experience and are a primary focus of AHA442 Ethical and Legal Issues in Health Care and AHA400 Overview of Health Care Delivery.

General Education Electives 33

Health Care Leadership Requirements 48 QH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHA430</td>
<td>Human Resource Development for Health Care Supervisors</td>
<td>3</td>
</tr>
<tr>
<td>AHA431</td>
<td>Principles of Health Care Supervision</td>
<td>5</td>
</tr>
<tr>
<td>AHA432</td>
<td>Financial and Physical Resource Administration</td>
<td>4</td>
</tr>
<tr>
<td>AHA440</td>
<td>Health Care Systems</td>
<td>5</td>
</tr>
<tr>
<td>AHA441</td>
<td>Health Care Planning and Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>AHA442</td>
<td>Ethical and Legal Issues in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>AHE430</td>
<td>Educational Delivery in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>AHE431</td>
<td>Presentations Skills in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>AHE432</td>
<td>Educational Assessment in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>AHG300</td>
<td>Professional Writing in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>AHG400</td>
<td>Overview of Health Care Delivery</td>
<td>4</td>
</tr>
<tr>
<td>LAS331</td>
<td>Dynamics of Group Behavior</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives to total 180 quarter hours (including maximum of 60 quarter hours of technical credit). A student in the Health Care Leadership Program may earn elective and general education credit through National-Louis University course work, transfer credit, credit by exam, credit by proficiency and credit by portfolio.

Total Minimum Hours 180 QH

Human Services

The Department offers undergraduate level career preparation for the field of Human Services. All the Department of Human Services undergraduate programs are designed to assist students in developing a broad understanding of the liberal arts while also addressing human service issues through both theoretical and skill based coursework, focused on practical applications. The multidisciplinary studies of the baccalaureate program assist students in establishing a core foundation of common helping skills and knowledge while encouraging studies of unique interest to the student.

The Human Services Department uses the cohort model as the principal form of program delivery and the Social and Behavioral Studies Program as the primary major, however all majors can be offered if there is a viable cohort. The organization of the courses and scheduling within a cohort is also variable depending on the needs of the particular cohort.
The philosophical foundation of the field of Human Services is reflective of an eclectic model. This blending of theory with specific skills helps prepare students to respond to the needs of diverse persons or groups with appropriate holistic approaches and work in many types of agency and community service settings and programs.

HUMAN SERVICES/SOCIAL AND BEHAVIORAL STUDIES (B.A.)

The Social and Behavioral Studies curriculum is an academic program designed for individuals who wish to pursue the Human Services program without completing the clinical practice requirements. This program is appropriate for individuals who have already completed initial professional certification, already have experience in the Human Services field, or for those who seek general academic preparation for nonclinical employment or entry into professional study at the graduate level. This major does not provide entry level preparation for human services professional practice.

HUMAN SERVICES/PRACTICUM (B.A.)

This option has the same general education and core Human Service requirements as the Social and Behavioral Studies option. What it adds is a professional studies sequence, which is a series of four quarters of practicum along with supervision to allow the student to apply what they have learned in a supervised setting.

HUMAN SERVICES/PSYCHOLOGY (B.A.)

This option also has the same general education requirements as the other Human Service option however the core Human Service requirements are slightly modified to accommodate the Psychology classes included in this major. It also has a modified practicum and supervision requirement of two quarters.

The following information is for students who are in cohorts designed for either the Human Services/PRACTICUM program or the Human Services/Psychology program.

Upon completion of the pre-professional requirements (see below), a student may seek admission to the Human Services professional studies sequence.

The Human Services professional studies sequence begins in the junior year of study. It includes course work addressing advanced clinical studies, practicums in clinical agencies, specialization course work, and electives under advisement. Entrance into the professional studies sequence is dependent upon successful completion of Preprofessional requirements and the recommendation of the Human Services faculty. Additional detail is provided in the Human Services Department Undergraduate Handbook. Program policies and programmatic revisions contained therein may supersede the general descriptions and explanations set forth in this catalog. Undergraduate students may, with undergraduate adviser approval, enroll in selected graduate-level course work.

PreProfessional Requirements

A. Human Services Courses

- HSC101 Introduction to Human Services 5
- HSC102 Introduction to Applied Group Process 5
- HSC201 Principles and Dynamics of Interviewing 5
- HSC202 Theory and Techniques of Crisis Intervention 5
- Human Service elective 5

B. The student will need to maintain a 3.0 (B) grade point average in the above courses for consideration for acceptance into the Professional Studies Sequence.

If a student has a GPA lower than 3.0 (B), he or she may be accepted provisionally into the Professional Studies Sequence under exceptional circumstances.

C. A grade of “D” or “U” in any Human Services course requires a repeat of the course. If students receive a second “D” or “U”, he or she may be dropped from the program.

D. If a student who has declared Human Services as his/her major receives more than one “In Progress” during any academic year (for other than health reasons), the student will automatically be placed on provisional status if accepted into the program. The student will be notified in writing when placed on provisional status. A third such “In Progress” will result in dismissal from the program.

E. Students must complete a minimum of 35 credits of the required 55 credits in General Education Requirements.

F. Students must successfully have passed the English Competency Test or its equivalent as defined by the department, before admittance to the professional sequence.

Transfer Student Requirements

In addition to the graduation requirements for all baccalaureate degree programs, students transferring into an undergraduate program sponsored by the Human Service Department must include at least one advanced techniques course and one quarter of practicum in the upper division course work taken at National-Louis University. A maximum of five quarter hours of practicum credit from other approved institutions may be applied to practicum requirements; additional credits may be counted as electives. (See the Human Services Department Undergraduate Handbook for additional details.) Students in the Human Services and Psychology Program must complete at least 10 quarter hours of upper division work in each department at National-Louis University. To insure coverage of essential professional requirements, all courses selected to meet the minimum upper division and residence requirements must be approved by the student’s academic adviser.

Human Services Practicum

The specific purposes of the practicum program for the student, agency, and university are:
1. To provide the student with experiences upon which to build his/her professional career.

2. To provide the student with an arena to practice the application of human services theories and techniques in field settings.

3. To provide the student with an opportunity to discover his/her professional strengths and weaknesses.

4. To broaden the student’s concept of human services agencies and provide experiences which will expand the student’s understanding of human behavior.

5. To provide the college with a practical setting for evaluating student performance.

6. To establish and enhance communication between agencies and college.

7. To offer practitioners an opportunity to cooperate and serve the profession through the preparation of new professionals.

The practicum program in all curriculums besides Human Services/Psychology consists of two separate placement experiences. Each placement consists of a minimum of 15 hours a week for 20 weeks or 2 consecutive quarters (minimum of 300 total hours).

Each student must be covered by malpractice insurance during the time s/he is participating in the practicum program. (See Human Services Department Undergraduate Handbook for more details.)

Professional Responsibility in Human Service Work

In addition to the usual academic expectations, the faculty of the Department of Human Services emphasizes that student success also means demonstrating responsible and ethical behavior towards self and others. Each student pursuing human services study is expected to subscribe to the Human Services code of ethics and to abide by the Department’s policy on attitudes and behavior with respect to drug use and confidentiality, as published in the Human Services Department Undergraduate Handbook.

Human Services Student Minimum Performance Criteria

It is the responsibility of the Human Services faculty to assess students regularly in relation to their academic progress and professional development. Students are expected to meet the minimum criteria at all times. Faculty reserves the right to retain only those students who meet the defined minimum criteria for professional courses and programs. In addition to specific course and program criteria, each Human Services student is expected to:

- refrain from unprofessional attention getting behavior.
- maintain professional relationships with clients and agency staff and refrains from personal social relationships.
- not come to school, class, or practicum under the influence of alcohol or nonprescription drugs.
- demonstrate an ability in class and practicum to separate his/her own personal issues from professional responsibilities.

Student Rights and Appeals Processes

It is a student’s obligation to read and become familiar with their rights and obligations as further explained in the General Information section of this catalog as well as policies contained within the Student Guidebook.

Human Services/Social and Behavioral Studies (B.A.)

General Education Requirements

<table>
<thead>
<tr>
<th>Field</th>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communications</td>
<td>LAE101 English Composition I</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>LAE102 English Composition II</td>
<td>5</td>
</tr>
<tr>
<td>2. Humanities</td>
<td>LAH120 Logic and Effective Thinking OR Humanities Elective</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Fine Arts Elective</td>
<td>5</td>
</tr>
<tr>
<td>3. Fine Arts</td>
<td>Fine Arts Elective</td>
<td>5</td>
</tr>
<tr>
<td>4. Quantitative Reasoning</td>
<td>LAM106 Basic Statistics OR LAM216 Statistical Methods OR LAM110 College Math</td>
<td>5</td>
</tr>
<tr>
<td>5. Physical and Life Sciences</td>
<td>LAN110 General Biology</td>
<td>5</td>
</tr>
<tr>
<td>6. Social Sciences</td>
<td>Introductory Social Science course</td>
<td>5</td>
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<tr>
<td>7. Behavioral Science</td>
<td>LAP100 General Psychology OR LAP315 Life Span Development</td>
<td>5</td>
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Additional General Education Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Communications, Humanities, or Fine Arts electives</td>
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<tr>
<td>Math or Science elective</td>
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<tr>
<td>Social or Behavioral Science elective</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
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<td>-------------</td>
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</tr>
<tr>
<td>HSC101</td>
<td>Introduction to Human Services</td>
</tr>
<tr>
<td>HSC102</td>
<td>Introduction to Applied Group Process</td>
</tr>
<tr>
<td>HSC201</td>
<td>Principles and Dynamics of Interviewing</td>
</tr>
<tr>
<td>HSC202</td>
<td>Theory and Techniques of Crisis Intervention</td>
</tr>
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<td>HSC203</td>
<td>Principles of Family Intervention</td>
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<td>HSC305</td>
<td>Special Needs Populations</td>
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<tr>
<td>HSC310</td>
<td>Management/Administration of Health and Human Services Organizations</td>
</tr>
<tr>
<td>HSC503</td>
<td>Counseling and Human Development in a Multicultural Society</td>
</tr>
<tr>
<td>HSM415</td>
<td>Strategies of Community Intervention</td>
</tr>
<tr>
<td>HSM406</td>
<td>Human Services and the Law</td>
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<tr>
<td>INT310</td>
<td>Research Methods in the Behavioral Sciences</td>
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<tr>
<td>HSC101</td>
<td>Introduction to Human Services</td>
</tr>
<tr>
<td>HSC102</td>
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<td>HSC201</td>
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<tr>
<td>HSC203</td>
<td>Principles of Family Intervention</td>
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<tr>
<td>HSC305</td>
<td>Special Needs Populations</td>
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<td>Human Services and the Law</td>
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<tr>
<td>INT310</td>
<td>Research Methods in the Behavioral Sciences</td>
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<tr>
<td>LAE101</td>
<td>English Composition I</td>
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<tr>
<td>LAE102</td>
<td>English Composition II</td>
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<tr>
<td>LAH120</td>
<td>Logic and Effective Thinking OR Humanities Elective</td>
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<tr>
<td>LAM106</td>
<td>Basic Statistics OR</td>
</tr>
<tr>
<td>LAM216</td>
<td>Statistical Methods OR</td>
</tr>
<tr>
<td>LAM110</td>
<td>College Math</td>
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Human Services/Practicum (B.A.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>QH</th>
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<tbody>
<tr>
<td>HSM481</td>
<td>HS Practicum I</td>
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<tr>
<td>HSM482</td>
<td>HS Practicum II</td>
<td>1-5</td>
</tr>
<tr>
<td>HSM483</td>
<td>HS Practicum III</td>
<td>1-5</td>
</tr>
<tr>
<td>HSM484</td>
<td>HS Practicum IV</td>
<td>1-5</td>
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<tr>
<td>HSM385</td>
<td>Practicum Supervision (must register for supervision concurrent with each practicum registration)</td>
<td>1</td>
</tr>
</tbody>
</table>

Human Services Electives under advisement (specialization) 40

Free Electives 5

Total Minimum Hours 180 QH

English competency must be documented by passing the English competency examination or by passing Fundamentals of Composition (LAE101) and Composition and Literature (LAE102) at National-Louis University with a grade of "C" or better.
Human Services/Psychology (B.A.)

General Education Requirements 60 QH

Fields of Knowledge

1. Communications
   LAE101  English Composition I  5
   LAE102  English Composition II  5

2. Humanities
   LAH120  Logic and Effective Thinking OR
   Humanities Elective  5

3. Fine Arts
   Fine Arts Elective  5

4. Quantitative Reasoning
   LAM106  Basic Statistics OR
   LAM216  Statistical Methods OR
   LAM110  College Math  5

5. Physical and Life Sciences
   LAN110  General Biology  5

6. Social Sciences
   Introductory Social Science course  5

7. Behavioral Science
   LAP100  General Psychology OR
   LAP315  Life Span Development  5

Additional General Education Requirements
   Communications, Humanities, or Fine Arts electives  10
   Math or Science elective  5
   Social or Behavioral Science elective  5

Human Services/Psychology Program Requirements 50 QH

    Human Services
   HSC102  Introduction to Applied Group Process  5
   HSC201  Principles and Dynamics of Interviewing  5
   HSC202  Theory and Techniques of Crisis Intervention  5
   HSC203  Principles of Family Intervention  5
   INT310  Research Methods in Behavioral Sciences  5
   HSM481-3  Human Service practicums and Practicum Supervision  10
   Human Service electives under advisement  15

    Psychology
   LAP315  Life Span Development OR
   One Developmental Psychology course  5
   LAP306  Theories of Personality  5
   LAP307  Abnormal Psychology  5
   LAP420  Social Psychology  5
   LAP425  Mental Health  5
   Psychology electives under advisement  20

   Electives under advisement  15
   Free electives  10

Total Minimum Hours 180 QH

English competency must be documented by passing the English competency examination or by passing Fundamentals of Composition (LAE101) and Composition and Literature (LAE102) at National-Louis University with a grade of “C” or better.

Liberal Arts Studies

The Liberal Arts Studies Program (B.A.)

Students choose either two academic areas of concentration (45 quarter hours each) or one major (45 quarter hours) and two minor areas of concentration (30 quarter hours each). No courses with grades of “D” will be counted in the concentration.

General Education Requirements 69 QH

The Liberal Arts Studies program requires a minimum of 69 quarter hours or the equivalent in general education coursework for completion of the B.A. degree. The Liberal Arts Studies program accepts the following types of credit as equivalent to general education coursework at NLU: appropriate courses transferred from other accredited institutions, appropriate CLEP and DANTES examination credit, and appropriate credit by proficiency. To determine which equivalent credits are appropriate, contact your adviser or the Assessment Center. This will include demonstration of competence in all ten core areas below and also include the specific courses or equivalent listed in areas four through ten.

Fields of Knowledge

1. Communications
   LAE101  English Composition I  5
   LAE102  English Composition II  5

2. Humanities
   LAH120  Logic and Effective Thinking  5
   Humanities elective  5
3. **Fine Arts**
   - LAA110 Introduction to Art 2
   - LAU110 Introduction to Music 2

4. **Quantitative Reasoning**
   - LAM110 College Mathematics 5
   - LAM106 Basic Statistics **OR**
   - LAM130 Math Thinking in Information Age **OR**
   - LAM216 Statistical Methods 5

5. **Physical and Life Sciences**
   - LAN110 General Biology 5
   - LAN150 Survey of Physical Science 5
   - Science elective 5

6. **Social Sciences**
   - LAS300 Contemporary World Cultures 5
   - Introductory Social Science course **OR** U.S. History course 5

7. **Behavioral Science**
   - LAP100 General Psychology 5

**Additional General Education Requirements**
- English, speech, or drama elective 5

**Integrated Competencies**

**Information and Technology Literacy**

Requirement is satisfied in LAE101 and LAE102 English Composition I and II (with required word processing), and integrated throughout the student’s academic experience in courses that require computer use.

**Analytical Skills**

Requirement is satisfied in LAM120 Logic and Effective Thinking, LAM110 College Mathematics, and LAM106 Basic Statistics. LAM130 Math Thinking in Information Age, or LAM216 Statistical Methods, and integrated throughout student’s academic experience in courses that emphasize critical thinking and analysis.

**Ethics, Values, and Respect for Human Diversity**

Requirement is satisfied in LAS300 Contemporary World Cultures, LAP100 General Psychology, Introductory Social Science course, and LAS200 U.S. History and Culture: 1492-1828, LAS20 U.S. History and Culture: 1828-1898, or LAS203 U.S. History and Culture: 1898-present, or upper division literature course, and integrated throughout student’s academic experience in courses that focus on ethical values and social justice.

**Liberal Arts Major Requirements** 45 QH
- Anthropology
- Applied Economics
- Art
- Biology
- English
- Psychology/Human Development
- Mathematics
- Multicultural Studies
- Psychology
- Science
- Social Science
- Theatre Arts
- Theatre/Fine Arts

**Liberal Arts Minor Requirements** 30 QH
- Art
- Biology
- English
- Psychology/Human Development
- Mathematics
- Music
- Philosophy/Religion
- Psychology
- Science
- Social Science
- Theatre Arts
- Theatre/Fine Arts

**Total Minimum Hours** 130 QH

Upper level hours—total of 25 quarter hours. For double minor, each minor must have a minimum of 10 quarter hours of upper level credit.

Concentration Residence—of the total 25 required upper level hours, 15 quarter hours must be taken at National-Louis University. For the double minor, each minor must have a minimum of 5 quarter hours of the 10 required upper level hours taken at National-Louis University.

General education courses (except LAM110 College Mathematics and LAM106 Basic Statistics) are included in the major and minor concentrations.

Students must demonstrate English competency by passing the English competency examination.
Mathematics

The Mathematics Department offers courses that provide a firm foundation of mathematical skills for all students regardless of program. Additionally, the Mathematics Department provides a range of options for students interested in more intensive mathematics studies. Options include:

1. Mathematics Concentrations (Standard Teaching Concentration or Traditional Major in Mathematics) for Elementary Teacher Education students.
2. Mathematics Major or Minor in the Liberal Arts Studies Program.
3. Mathematics/Quantitative Studies Program leading to a Bachelor of Arts Degree.
4. Mathematics/Quantitative Studies Program leading to a Bachelor of Arts (B.A.) and Master of Arts in Teaching (M.A.T.) Secondary Education Dual Degree Program.

All students studying mathematics are strongly advised to meet with a math department faculty adviser early in the program to discuss appropriate course placement, prerequisites, transfer credit policies and procedures, and the projected scheduling of math courses. While many courses are offered annually, some upper level math courses are offered once every two years.

Students planning to take a mathematics course at another institution must receive written Math Department approval before enrolling to insure the course will be accepted for transfer credit. No mathematics course with a grade of “D” will be counted in the mathematics major/concentration or minor. Transfer coursework for LAM110 College Mathematics, LAM112 Math Content for Teachers I, and LAM213 Math Content for Teachers II may require competency testing before credit is applied toward mathematics general education requirements. See the Mathematics Department for complete details. Developmental coursework in arithmetic and algebra taken at other institutions do not meet general education requirements and are not used for placement. NLU Mathematics Assessment is used for placement in mathematics courses.

A description of the requirements of each mathematics course of study option is described below.

Mathematics Concentrations
(for students in the College of Education)

Students in the Elementary Teacher Education program can select mathematics as a major area of concentration. The student may elect mathematics program options that include State of Illinois endorsement for junior high school teaching. Course requirements are very specific and the student should consult the National College of Education Bachelor of Arts Handbook for Education Students as well as a Mathematics Department adviser.

A student seeking Elementary Education (K-9) certification with a math concentration may meet NLU’s Mathematics Department requirements by completing a Traditional Major (45 quarter hours) or a Standard Teaching Concentration (30 quarter hours).

The Traditional Major requires 45 quarter hours of approved Mathematics Department courses including general education (courses numbered above LAM110 College Mathematics). At least 25 quarter hours must be upper-level courses, of which 15 quarter hours must be taken at NLU. Students must choose courses that meet the minimum state requirement of 5 courses from 4 areas of mathematics. Additionally, students seeking the state endorsement in middle school mathematics on their certificate must take the College of Education course MHE485 Advanced Methods for Teaching Middle School Mathematics. MHE485 does not count as a mathematics course.

The Standard Teaching Concentration requires a minimum of 30 quarter hours of approved Mathematics Department courses beyond general education requirements, of which 15 quarter hours must be taken at NLU, including a minimum of 15 quarter hours of upper-level courses in mathematics. Students must choose courses that meet the minimum state requirement of 5 courses from 4 areas of mathematics. Additionally, students seeking the state endorsement in middle school mathematics on their certificate must take the College of Education course MHE485 Advanced Methods for Teaching Middle School Mathematics. MHE485 does not count as a mathematics course.

The following courses do not count toward the Math Concentrations (Traditional Major and Standard Teaching Concentration).

- LAM100A Prealgebra
- LAM100B Basic Algebra
- LAM106 Basic Statistics
- LAM107 Utilization of Microcomputers
- LAM108 Overview of Computers
- LAM110 College Mathematics
- LAM111 Logarithm/Trigonometry Unit
- LAM216 Statistical Methods
- LAM225 Quantitative Methods in the Workplace

Also, the following general study courses do not count toward the Standard Teaching Concentration: LAM112 and LAM213.

Liberal Arts Studies: Mathematics Major

The Bachelor of Arts degree in Liberal Arts Studies offers a major or minor in mathematics. The mathematics major with a suitable minor field of study can provide an entry to quantitative career fields as well as further study in the areas of biology, chemistry, physics, business, and economics.

Students will select a minimum of 45 quarter hours of mathematics from the required core and from electives chosen in consultation with the Mathematics Department. The following mathematics courses do not count as mathematics course electives: LAM100A, LAM100B, LAM106, LAM107, LAM108, LAM110, LAM111, LAM225. Mathematics course work includes 25 quarter hours of upper level courses (at least two of these must be 400 level), 15 hours of which must be taken at National-Louis University.
Mathematics Core Courses: 45 QH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LAM214</td>
<td>Mathematics for Management Science</td>
<td>5</td>
</tr>
<tr>
<td>LAM320</td>
<td>Discrete Math</td>
<td>5</td>
</tr>
<tr>
<td>LAM310</td>
<td>Precalculus</td>
<td>5</td>
</tr>
<tr>
<td>LAM303</td>
<td>Computer Programming I</td>
<td>5</td>
</tr>
<tr>
<td>LAM311</td>
<td>Calculus I</td>
<td>5</td>
</tr>
<tr>
<td>LAM403</td>
<td>Mathematical Probability and Statistics</td>
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</tr>
</tbody>
</table>

Mathematics Electives 15

Second Major (45 quarter hours) OR Two Minor Fields of Study (30 quarter hours each)

Liberal Arts Studies: Mathematics Minor Requirements

Students will select a minimum of 30 quarter hours in mathematics including one calculus course and at least 15 quarter hours of upper level mathematics courses (at least 5 quarter hours of upper level taken at National-Louis University). The following mathematics courses do not count as mathematics course electives: LAM100A, LAM100B, LAM106, LAM107, LAM108, LAM110, LAM111, LAM225.

Mathematics/Quantitative Studies Program (B.A.)

The Mathematics Department offers a Bachelor of Arts Degree in Mathematics/Quantitative Studies. This curriculum responds to the demands of an ever-increasing technological society with a program that encompasses both the present practices and future directions of mathematics within a variety of human endeavors. As students study geometry, calculus, probability, and statistics they learn to analyze, synthesize, and integrate the fundamental mathematical strands of dimension, quantity, uncertainty, shape, and change with modern technology and its applications to real-world issues such as census data, population dynamics, and inflation trends. The program’s interdisciplinary nature allows the student to investigate the mathematical aspects of diverse fields such as science, social science, psychology, business, and computer studies. The Math/QS program provides students with preparation for secondary education in graduate school as well as careers in management, business and industry, operations research, and other scientific fields.

This program requires 180 quarter hours of study including 65 quarter hours in mathematics (courses numbered above LAM110) and 30-36 hours in a minor area of study such as accounting, business, computers, science, social science, psychology, English, and others. Sixty-nine (69) quarter hours compose the General Education requirement, though some of these courses may also be applied to major or minor areas of concentration. No mathematics course with a grade of “D” will be counted toward the major or minor area.

General Education Requirements 69 QH

The Mathematics/Quantitative Studies program requires a minimum of 69 quarter hours or the equivalent in general education coursework for the completion of the B.A. degree. This will include demonstration of competency in all ten core areas below and include the specific courses or equivalent in the seven Fields of Knowledge Areas. The Mathematics/Quantitative Studies Program accepts as equivalent to general education coursework at NLU appropriate courses transferred from other accredited institutions, appropriate CLEP and DANTES examination credit, and appropriate credit by proficiency. To determine which equivalent credits or exams are appropriate, contact your Mathematics Department adviser or the Assessment Center.

Fields of Knowledge

1. Communications
   - LAE101  English Composition I 5
   - LAE102  English Composition II 5

2. Humanities
   - LAH120  Logic and Effective Thinking 5
   - Humanities elective 5

3. Fine Arts
   - A minimum of 4 QH in art, music, or drama 4-5

4. Quantitative Reasoning
   - LAM130  Math Thinking for an Information Age 5
   - LAM220  College Algebra OR
   - LAM214  Math for Management Science OR
   - LAM216  Statistical Methods 5

5. Physical and Life Sciences
   - LAN110  General Biology 5
   - LAN150  Survey of Physical Science 5
   - Science elective 5

6. Social Sciences
   - LAS115  Introduction to Economics 5

7. Behavioral Science
   - LAP100  General Psychology 5

Additional General Education Requirements

Social Science or Psychology elective 10

Integrated Competencies

Information & Technology Literacy
   - LAM303  Computer Programming
   - LAE101  English Composition I (with required word processing)
Analytical Skills
LAM303 Computer Programming
LAM120 Logic and Effective Thinking
LAM130 Math Thinking in an Information Age

Ethics, Values, and Respect for Human Diversity
LAP100 General Psychology

Required Core Courses in Mathematics 25 QH
LAM130 Mathematical Thinking 5
LAM303 Computer Programming I 5
LAM310 Precalculus 5
LAM311 Calculus I 5
LAM403 Mathematical Probability & Statistics 5

Mathematics Electives 25-30 QH

Internship or Applied/Research Project 10 QH
Liberal Arts or Business Minor 30-36 QH

Free Electives 20-26 QH

Total Minimum Hours 180 QH

Mathematics/Quantitative Studies Program leading to a Bachelor of Arts (B.A.) and Master of Arts in Teaching (M.A.T.) Secondary Education Dual Degree Program

At NLU, undergraduate students who wish to become secondary mathematics teachers are advised to earn a B.A. degree in Mathematics/Quantitative Studies and then enter the graduate program in secondary education leading to the M.A.T. degree. The B.A.-M.A.T. Program was created to connect the undergraduate and graduate portions to offer one seamless educational experience for future high school teachers. Admission to the B.A.-M.A.T. Program is open to any undergraduate student who has been accepted to the College of Arts and Sciences. Interested students should declare their interest in participating in the B.A.-M.A.T. Program as soon as possible after starting at NLU, but no later than junior year.

Since Mathematics coursework required for completion of the B.A.-M.A.T. Program differs from all other mathematics options, it is required to meet with an undergraduate mathematics faculty adviser. Additionally, students in the B.A.-M.A.T. Program should obtain a detailed description of the M.A.T. Secondary Education curriculum and admission requirements found in the National-Louis University Graduate Catalogue.

B. A. Mathematics/Quantitative Studies Undergraduate Coursework meeting Mathematics Secondary (H.S.) Requirements (effective 2004)
I. Applied Mathematics (at least one required)
- LAM214 Mathematics for Management Science
- LAM320 Discrete Mathematics
- LAM325 Linear Programming

II. Probability and Statistics (at least one required)
- LAM308 Exploratory Probability and Statistics
- LAM403 Mathematical Probability and Statistics

VII. History of Mathematics
- LAM315 History of Mathematics: A Problem Solving Approach
- LAM495 Special Topics (any course with History of Mathematics in the title)

Liberal Arts Minor 30-36 QH
Free Electives 21-26 QH
Total Minimum Hours for Degree 180 QH

Music
The Music Department at National-Louis University offers courses to encourage active listening and develop practical skills in the performance, critical assessment and appreciation of music. Music courses are designed to provide a foundation for experiencing the arts, underscoring all educational programs and majors. Students seeking the Bachelor of Arts degree in Liberal Arts Studies may choose a minor area of concentration in Music. The Music Minor prepares students to use analytical and problem-solving skills while helping them enjoy and participate in the arts. The Music Minor consists of 30 quarter hours (10 QH of which are upper level courses) as follows:

Music Minor 30 QH
- LAU110 Introduction to Music 2
- LAU205 Musicianship I 2
- LAU206 Musicianship II 2
- LAU207 Musicianship III 2
- LAU210 Music Theory 5
- LAU300 Applied Music 5
- LAU320 History of Music I 5
- LAU321 History of Music II 5
- Music electives 2-5

Philosophy
National-Louis University’s Philosophy Department helps students to sharpen analytical skills and develop insight into the relationships between people, actions, and concepts.

Philosophy Minor Requirements 30 QH
- LAH110 Introduction to Philosophy 5
- LAH120 Logic and Effective Thinking 5
- LAH105 Philosophy of Values and Ethics 5
- Philosophy general education courses 15

Psychology

The College of Arts and Sciences Psychology Department offers majors in Psychology and Psychology/Human Development. Please consult Psychology Department advisers for additional information about undergraduate and graduate program options.

The Psychology major prepares students to use psychological concepts and theories and provides a foundation for further graduate study. Students may apply their knowledge to a number of settings, including but not limited to community and private mental health centers, the business sector, and a variety of teaching careers.

Psychology Major Requirements 45 QH

Required courses
Students will select a minimum of one 5-quarter-hour course in each of the following areas in consultation with a Psychology Department adviser. (Total: 20-25 quarter hours.)

I. General Psychology 5
- An introductory course in general psychology is required for all psychology majors except for students in teacher certification programs or the psychology-human services dual major.

II. Developmental Psychology 5
- A minimum of one course is required.

III. Social and/or Personality/Clinical Psychology 5
- A minimum of one course is required.

IV. Cognitive and/or Experimental Psychology 5
- A minimum of one course is required.

V. Community Psychology 5
- A minimum of one course is required.

Total Minimum Hours 25

Elective courses
Students will select additional psychology courses from the above areas or from special topics, seminars, or research in psychology to complete a total of 45 quarter hours, with the approval of a psychology department adviser.

Total elective courses (minimum) 20
Standard Teaching Concentration in Psychology/Elementary Education

Students in elementary education should select a minimum of 35 quarter hours in psychology, including psychology courses elected as general education requirements in consultation with a psychology department adviser. Two additional electives may be selected in psychology or other liberal arts areas.

Psychology Minor Requirements 30 QH

Required courses

Students will select a minimum of one 5-quarter-hour course in three of the following areas in consultation with a Psychology Department adviser: (Total: 15 quarter hours.)

I. General Psychology 5

An introductory course in general psychology is required for all psychology majors except for students in teacher certification programs or the Psychology and Human Services dual major.

II. Developmental Psychology 5

III. Social and/or Personality/Clinical Psychology 5

IV. Cognitive and/or Experimental Psychology 5

V. Community Psychology 5

Total Minimum Hours 15

Elective courses

Students will select additional psychology courses from the above areas or from special topics, seminars, or research in psychology to complete a total of 30 quarter hours, with the approval of a Psychology Department adviser.

Total elective courses (minimum) 15

Psychology/Human Development

The Psychology Department offers the Psychology/Human Development major. This major prepares students to apply concepts and theories about the biological, social, and psychological maturation of the person throughout the life cycle and provides a foundation for further graduate study. Students may apply their knowledge in a variety of settings.

Psychology/Human Development Major 45 QH

Required courses

Students will select required courses in each of the following areas in consultation with a psychology department adviser: (Total: 30-35 quarter hours.)

I. General Psychology 5

An introductory course in general psychology is required for all psychology/human development majors except for students in certification programs in Early Childhood or Elementary Education.

II. Developmental Psychology 15

General requirement:

Three developmental psychology courses, including Life-Span Development are required. Students should complete Psychology of Early Childhood (LAP201), Life-Span Development (LAP315) and one other developmental psychology course.

III. Social and/or Personality/Clinical Psychology 5

A minimum of one course is required.

Students in Early Childhood Education should take the course, Psychology of Play and Therapeutic Applications (LAP325) or Psychological Assessment of the Young Child—Parts I and II (LAP320, LAP321) to fulfill this requirement.

IV. Cognitive and/or Experimental Psychology 5

A minimum of one course is required.

Students in Early Childhood Education should take the course, Psychology of Learning (LAP401) to fulfill this requirement.

V. Community Psychology 5

A minimum of one course is required.

Students in Early Childhood Education should take Cross-Cultural Communications (LAP348) or Culture and Self (LAP350) to fulfill this requirement.

Total Minimum Hours 30-35

Elective courses

Students will select additional elective courses from the above areas or from special topics, seminars, and research in psychology to complete a total of 45 quarter hours, with the approval of a psychology department adviser.

Total elective courses 10-15

NOTE: All students in Early Childhood Education are required to take the Psychology/Human Development concentration. Education students should consult the Preservice Teacher Education Handbook and their advisers to be in compliance with specific certification requirements.
Students in Early Childhood Education should select a minimum of 40 quarter hours in Psychology/Human Development, including psychology courses elected as general education requirements in consultation with a Psychology Department adviser. One additional elective may be selected in psychology or other liberal arts areas.

**Standard Teaching Concentration in Psychology/Human Development Elementary Education**

Students in Elementary Education should select a minimum of 35 quarter hours in Psychology/Human Development, including psychology courses elected as general education requirements in consultation with a psychology department adviser. Two additional electives may be selected in psychology or other liberal arts areas.

**Psychology/Human Development Minor 30 QH**

Required courses: Students will select required courses in each of the following areas in consultation with a Psychology Department adviser: (Total: 15-20 quarter hours).

**I. General Psychology**

An introductory course in general psychology is required for all Psychology/Human Development concentrators except for students in certification programs in Early Childhood or Elementary Education.

**II. Developmental Psychology**

General requirement: Three developmental psychology courses, including Life-Span Development required.

**Elective courses**

Students will select additional elective courses from the following areas to complete a total of 30 quarter hours, with the approval of Psychology Department adviser.

**III. Social and/or Personal/Clinical Psychology**

A minimum of one course is recommended.

**IV. Cognitive and/or Experimental Psychology**

A minimum of one course is recommended.

**V. Community Psychology**

A minimum of one course is recommended.

Total elective courses (minimum) 10-15

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**Psychology Program (B.A.)**

Students in the Psychology Program must complete a total of 180 credit hours: a 69 quarter-hour liberal arts general education core, a 50 quarter-hour psychology core, a 30 quarter-hour specialization in either Developmental Psychology, Family and Community Psychology, or Social and Organizational Psychology, and 31 quarter hours of electives.

The Psychology Program prepares students to use psychological concepts and theories and provides a foundation for further graduate study. Students may apply their knowledge in a number of settings, including but not limited to community and private mental health centers, the business sector, and a variety of other careers. Students should consult Psychology Department advisers for additional options.

**General Education Requirements 69 QH**

The Psychology Department requires a minimum of 69 quarter hours or the equivalent in general education coursework for the completion of the B. A. degree. This will include demonstration of competency in all ten core areas below and include the specific courses or equivalents in the seven Fields of Knowledge Areas. The Psychology Program accepts as equivalent to general education coursework at NLU appropriate courses transferred from other accredited institutions, appropriate CLEP and DANTES examination credit, AP credit (with scores of 3, 4, or 5) and appropriate credit by proficiency. To determine which equivalent credits or exams are appropriate, contact your Psychology Department adviser or the Assessment Center.

**Fields of Knowledge**

1. **Communications**
   - LAE101 English Composition I 5
   - LAE102 English Composition II 5

2. **Humanities**
   - Philosophy elective 5
   - Humanities elective 5

3. **Fine Arts**
   - LAA110 Introduction to Art of Art elective 2
   - LAU110 Introduction to Music or Music elective 2

4. **Quantitative Reasoning**
   - LAM110 College Mathematics 5
   - LAM106 Basic Statistics OR LAM216 Statistical Methods 5

5. **Physical and Life Sciences**
   - LAN110 General Biology 5
   - LAN150 Survey of Physical Science 5
   - Science elective 5
6. Social Sciences
   Introductory Social Science course 5
   LAS200  U.S. History and Culture, 1492-1828 OR
   LAS202  U.S. History and Culture, 1828-1898 OR
   LAS203  U.S. History and Culture, 1898 – present 5
   LAS300  Contemporary World Cultures 5

7. Behavioral Sciences
   LAP100  General Psychology 5

Integrated Competencies

The following skills, knowledge and abilities are integrated throughout the student’s academic experience in the university. Students may demonstrate attainment of these competencies through successful completion of one course for each of the following competencies. Students should consult their psychology advisers for other ways to demonstrate attainment of the integrated competencies.

Information and Technology Literacy
   LAP499  Psychology Seminar
   INT310  Research Methods in the Behavioral Sciences
   LAP402  Experimental Psychology
   Any psychology or social science course delivered on-line.

Analytical Skills
   LAM106  Basic Statistics
   LAM216  Statistical Methods
   LAH120  Logic and Effective Thinking
   LAP305  Memory and Cognition
   LAP401  Psychology of Learning
   AP402  Experimental Psychology
   LAP499  Psychology Seminar

Ethics, Values and Respect for Human Diversity
   LAH305  Philosophy of Values and Ethics
   LAP315  Life Span Development
   LAP350  Culture and Self
   LAP420  Social Psychology
   LAS300  Contemporary World Cultures

Required Core Courses in Psychology 50 QH
   LAP315  Life Span Development 5
   LAP305  Memory and Cognition OR
   LAP401  Psychology of Learning 5
   LAP306  Theories of Personality 5
   LAP307  Abnormal Psychology 5
   INT310  Research Methods in the Behavioral Sciences OR
   LAP402  Experimental Psychology 5
   LAP350  Culture and Self 5
   LAP420  Social Psychology 5
   LAP425  Mental Health 5
   LAP450  Human Sexuality 5
   LAP499  Psychology Seminar: Contemporary Issues in Psychology 5

One course in General Psychology or Introduction to Psychology should be included in General Education requirements. General Psychology is required as part of all three specializations in the Psychology Program.

Track I: Emphasis on Developmental Psychology

Required courses 30 QH
   LAP201  Psychology of Early Childhood 5
   LAP202  Psychology of Middle Childhood-Adolescence 5
   LAP300  Adult Development and Learning Assessment 5
   Psychology electives under advisement* 15

Track II: Emphasis on Family and Community Psychology

Required courses 30 QH
   LAP340  Effective Interpersonal Relationships 5
   LAP342  Interpersonal Helping Skills 5
   LAP352  Children and Families Under Stress 5
   Psychology electives under advisement* 15

Track III: Emphasis on Social and Organizational Psychology

Required courses 30 QH
   LAP310  Introductions to Industrial/Organizational Psychology 5
   LAP348  Cross-Cultural Communications 5
   INT450  Dynamics of Group and Organizational Behavior 5
   Psychology electives under advisement* 15

*Students must consult with their advisers to select courses that match an identified area of specialization.

Liberal Arts Electives to complete a minimum of 180 quarter hours required for the B.A. degree. Additional psychology courses or courses from other appropriate disciplines may be taken as electives to satisfy this requirement. Students should have electives approved by their adviser.

English competency must be documented by passing the English Competency examination or by passing English Composition I (LAE101) and English Composition II (LAE102) at National-Louis University with a grade of “C” or better.
Undergraduate Certificate in Human Development/Psychology

The undergraduate certificate in Human Development/Psychology is appropriate for any student, but will be specifically helpful for those who work with people in community agencies. Students who earn the undergraduate certificate may take the first step toward the B.A. degree while enhancing their job or work experience.

Students may be enrolled either full-time or part-time. They will have a choice of psychology courses within two tracks: Child Development or Intergenerational Studies. Students will choose four courses (20 quarter hours) from either psychology track and two human services courses (10 quarter hours) from those listed below. This certificate will carry 30 quarter hours of undergraduate credit.

Track I: Child Development 20 QH
(four courses required)

LAP201 Psychology of Early Childhood 5
LAP315 Life Span Development 5
LAP320/ Psychological Assessment of the Young Child, 5
LAP321 Parts I and II 5
LAP325 Psychology of Play and Therapeutic Applications 5
LAP352 Children and Families Under Stress 5

Track II: Intergenerational 20 QH
(four courses required)

LAP315 Life Span Development 5
LAP300 Adult Development and Learning 5
LAP307 Abnormal Psychology 5
LAP340 Effective Interpersonal Relationships 5
LAP350 Culture and Self 5
LAP425 Mental Health 5

Human Services Courses 10 QH
(two courses required)

HSC101 Introduction to Human Services 5
HSC201 Principles and Dynamics of Interviewing 5
HSC203 Principles of Family Intervention 5

Science

The Department of Natural Sciences offers a diversity of courses in the biological and physical sciences. These courses can be used to fulfill the science requirement for any baccalaureate degree. There are also several options for students to major in a natural science discipline.

Biology Program (B.A. Degree in Biology)

The major in Biology (B.A.) prepares students for graduate study leading to careers in health professions, environmental professions, biological research, or secondary school biology teaching. The Biology major is designed to provide students with a well-rounded knowledge of fundamental concepts and research techniques at the ecosystem, organismal, physiological, and molecular levels.

Curriculum For Future High School Biology Teachers

All students majoring in Biology must complete 55 QH of required and elective Biology courses. Biology majors who wish to prepare for careers teaching Biology in high school should be sure to include, within the 55 QH, the specific Biology courses required for Secondary Certification by the Illinois State Board of Education. These courses are listed below, following the list of Biology electives. General education requirements recommended for pre-secondary education students are also listed.

Future biology teachers may choose to participate in the B.A. - M.A.T. Program, which is designed to help students make a smooth transition from their undergraduate program to the NLU Master of Arts in Teaching (M.A.T.) Secondary Education Program. A full description of the B.A. - M.A.T. program is given on page 92.

Requirements for a B.A. in Biology are as follows:

1. Completion of 55 quarter hours of Biology coursework with grades of "C" or better (5 required Biology courses plus 6 Biology electives). Twenty-five of these 55 hours must be upper level (300 or higher) and a minimum of 15 of the 25 upper level quarter hours must be taken at National-Louis University.
2. Completion of 37 quarter hours of required courses in Mathematics, Physics, and Chemistry (see course list below).
3. Completion of the general education core (69 QH), of which 15 QH must be natural sciences (biological, physical, or chemical). If appropriate, the 15 QH of natural sciences may also be used to fulfill specific course requirements of the Biology major (see below). In addition, students must pass the English Competency Test.
4. To reach the 180 quarter hours required for graduation, students must complete an additional 34 quarter hours of free electives.

**Required courses for major in Biology**  
**55 QH**

**Required Biology courses**  
25

- LAN110 General Biology 5
- LAN300 Ecology and Conservation 5
- LAN302 Zoology 5
- LAN303 Botany 5
- LAN409 Genetics 5

**Biology electives**  
30

- LAN106/106L Introduction to Scientific Thought 5
- LAN200/200L Anatomy and Physiology I 5
- LAN205/205L Anatomy and Physiology II 5
- LAN304/304L Human Physiology 5
- LAN305/305L Animal Behavior 3 or 5
- LAN410 Fundamentals of Immunology 1, 4, 5
- LAN411/411L Microbiology 5
- LAN412/412L Medical Microbiology 5
- LAN415/415L Molecular Genetics 5
- LAN420 Tropical Marine Biology 5
- LAN491 Field Ecology Research Experience 5

The state of Illinois requires that secondary education students complete at least 12 quarter hours in each of the following three areas: Botany, Zoology, and Physiology. Courses offered in these areas are as follows:

**Botany**

- LAN300 Ecology
- LAN303 Botany
- LAN409 Genetics
- LAN411 Microbiology
- LAN491 Field Ecology Research Experience

**Zoology**

- LAN302 Zoology
- LAN409 Genetics
- LAN305 Animal Behavior
- LAN420 Tropical Marine Biology
- LAN491 Field Ecology Research Experience

**Physiology**

- LAN200 Anatomy and Physiology I
- LAN205 Anatomy and Physiology II
- LAN304 Human Physiology
- LAN410 Fundamentals of Immunology
- LAN412 Medical Microbiology

**Required courses in Mathematics, Physics, and Chemistry**  
**37 QH**

**Mathematics**

- LAM310 Precalculus 5

**Physics**

- LAN351 General Physics 5

**Chemistry**

- LAN250 Inorganic Chemistry I 5
- LAN251 Inorganic Chemistry II 5
- LAN358 Organic Chemistry I 7
- LAN360 Biochemistry I 5
- LAN364 Quantitative Analysis, Biochemistry II OR Organic Chemistry II

In addition to the required courses listed above, students seeking a B.A. degree in Biology must complete general education requirements and electives to reach a total of 180 quarter hours. Note that general education requirements are more specific for those preparing for careers in secondary education.

**General Education Requirements**  
**54 QH**  
(in addition to 15 QH of science)

The Biology program requires a minimum of 69 quarter hours or the equivalent in general education coursework for completion of the B.A. degree. This will include demonstration of competence in all ten core areas below and also include the specific courses or equivalent listed in areas four through ten. The Biology program accepts the following types of credit as equivalent to general education coursework at NLU: appropriate courses transferred from other accredited institutions, appropriate CLEP (Biology, chemistry, Natural Sciences) and DANTES (Environment & Humanity: The Race to Save the Planet, Principles of Physical Science I, Astronomy, Physical Geology), examination credit, and appropriate credit by proficiency. For AP courses: Biology (a score of 3 for 5 QH, a score of 4 or 5 for General Biology and a Biology elective), Chemistry (a score of 3 for Inorganic Chemistry I, a score of 4 or 5 for Inorganic chemistry I and II), Environmental Science (a score of 3 or better for 5 QH), Physics B (a score of 3 or better for Physics), Physics C (a score of 3 or better for Physics and a science elective). To determine which equivalent credits are appropriate, contact your adviser or the Assessment Center.

**Biology Majors (non-teaching)**

**Fields of Knowledge**

1. **Communications**
   - LAE101 English Composition I 5
   - LAE102 English Composition II 5
2. Humanities
   LAH120 Logic & Effective Thinking 5

3. Fine Arts
   LAA110 Intro to Art or Art elective 2
   LAU110 Intro to Music or Music elective 2

4. Quantitative Reasoning
   LAM110 College Math OR Math elective 5
   LAM216 Statistical methods OR
   LAN366 Biostatistics 5

5. Physical and Life Sciences
   LAN110 General Biology 5
   LAN250 Inorganic Chemistry I OR
   LAN251 Inorganic Chemistry II 5
   LAN351 General Physics 5

6. Social Sciences
   LAS200 U.S. History OR
   LAS201 U.S. History and Culture: 1828-1898 OR
   LAS203 U.S. History and Culture: 1898-present 5
   Social Science elective 5
   LAS300 Contemporary World Cultures OR
   an Anthropology elective 5

7. Behavioral Science
   LAP100 General Psychology 5

Additional General Education Requirements
   English, Speech, or Drama elective 5

Integrated Competencies

Information and Technology Literacy
   LAM303 Computer Programming OR
   LAE101 English Composition (with required word processing), or any one of the following courses (within the Major) when they contain a research component: Introduction to Scientific Thought, Biochemistry I, Quantitative Analysis, Animal Behavior, or Fundamentals of Immunology.

Analytical Skills
   LAM110 College Math
   LAM310 Pre-calculus
   LAM216 Statistical Methods OR
   LAN366 Biostatistics
   LAH120 Logic & Effective Thinking

Ethics, Values, and Respect for Human Diversity
   LAS300 Contemporary World Cultures OR
   an Anthropology elective
   LAP100 General Psychology

Biology Majors (Pre-secondary Ed)

Fields of Knowledge

1. Communications
   LAE101 English Composition I 5
   LAE102 English Composition II 5
   LAT210 Effective Speaking 5
   LAE314 History of the English Language 5

2. Humanities
   LAH120 Logic & Effective Thinking 5

3. Fine Arts
   LAA110 Intro to Art 2
   LAU110 Intro to Music 2

4. Quantitative Reasoning
   LAM110 College Math OR
   LAM216 Statistical methods OR
   LAN366 Biostatistics 5

5. Physical and Life Sciences
   LAN110 General Biology 5
   LAN250 Inorganic Chemistry I OR
   LAN251 Inorganic Chemistry II 5
   LAN351 General Physics 5

6. Social Sciences
   LAS200 U.S. History OR
   LAS201 U.S. History & Culture: 1828-1898 OR
   LAS203 U.S. History & Culture: 1898-present 5
   LAS120 Intro to American Politics 5

7. Behavioral Science
   LAP100 General Psychology 5

Integrated Competencies

Information and Technology Literacy
   LAM303 Computer Programming OR
   LAE101 English Composition (with required word processing), or any one of the following courses (within the Major) when they contain a research component: Introduction to Scientific Thought, Biochemistry I, Quantitative Analysis, Animal Behavior, or Fundamentals of Immunology.

Analytical Skills
   LAM110 College Math
   LAM310 Pre-calculus
   LAM216 Statistical Methods or
   LAN366 Biostatistics
   LAH120 Logic & Effective Thinking

Ethics, Values, and Respect for Human Diversity
   LAS300 Contemporary World Cultures OR
   an Anthropology elective
   LAP100 General Psychology

Free Electives 34 QH
Liberal Arts Studies Majors and Minors

See Liberal Arts Studies Program for the complete program description.

Liberal Arts Studies Biology Major

1. Students must complete 45 QH of biological science courses, 25 QH of which must be upper level and a minimum of 15 QH of the 25 QH must be taken at NLU.
2. Students must complete a second 45 QH major or two 30 QH minors to earn this degree.

Liberal Arts Studies Biology Minor

Students completing 30 QH of biological science courses will fulfill the requirement for a minor in Biology.

Liberal Arts Studies Physical Science Major

1. Students must complete 45 QH of physical science courses, 25 QH of which must be upper level and a minimum of 15 QH must be taken at NLU. These may consist of any combination of courses in chemistry, physics, physical science, geology and astronomy.
2. Students must complete a second 45 QH major or two 30 QH minors to earn this degree.

Liberal Arts Studies Physical Science Minor

Students completing 30 QH of physical science courses will fulfill the requirement for a minor in physical science.

Liberal Arts Studies Science Major

1. Students must complete 45 QH of natural science courses, 25 QH of which must be upper level and a minimum of 15 QH must be taken at NLU. These may consist of any physical or biological science courses.
2. Students must complete a second 45 QH major or two 30 QH minors to earn this degree.

Liberal Arts Studies Science Minor

Students completing 30 QH of science courses will fulfill the requirement for a minor in science.

Majors and Concentrations for Elementary Ed Degrees from NCE

NCE Science Major

NCE offers a major in science to students completing 18-20 QH of science general education courses plus 30 QH of additional science courses. A minimum of 25 QH must be upper level courses and 15 QH of those must be taken at NLU.

NCE Science Concentration

NCE offers a concentration in science to students completing 18-20 QH of science general education courses plus 30 QH of additional science courses. A minimum of 15 QH of upper level science courses must be taken at NLU.

NCE Biology Teaching Major

For a degree in education with a Biology teaching major from NCE, students need to fulfill all of the general education requirements for English, Mathematics, Philosophy, Psychology, Social Sciences, Art, and Theatre Arts. In addition they must complete the courses listed below.

General Education Requirements 18-20 QH

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology</td>
<td>5</td>
</tr>
<tr>
<td>Physical Science (any Physical Science)</td>
<td>5</td>
</tr>
<tr>
<td>A Chemistry course</td>
<td>5</td>
</tr>
<tr>
<td>A science course</td>
<td>5</td>
</tr>
<tr>
<td>(Physics or Chemistry is recommended)</td>
<td>5</td>
</tr>
</tbody>
</table>

In addition, for a Biology teaching major, students must have successfully completed a minimum of 25 QH of upper level Biology courses.

The Biology courses for the teaching major are:

Required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAN302/302L Zoology</td>
<td>5</td>
</tr>
<tr>
<td>LAN303/303L Botany</td>
<td>5</td>
</tr>
<tr>
<td>LAN300/300L Ecology and Conservation</td>
<td>5</td>
</tr>
<tr>
<td>A Human Biology course*</td>
<td>5</td>
</tr>
</tbody>
</table>

Electives (the degree requires 27 QH, at least 25 QH must be upper level Biology courses):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAN200/200L Anatomy and Physiology I</td>
<td>5</td>
</tr>
<tr>
<td>LAN205/205L Anatomy and Physiology II</td>
<td>5</td>
</tr>
<tr>
<td>LAN304/304L Human Physiology</td>
<td>5</td>
</tr>
<tr>
<td>LAN409/409L Genetics</td>
<td>5</td>
</tr>
<tr>
<td>LAN305/305L Animal Behavior</td>
<td>3 or 5</td>
</tr>
<tr>
<td>LAN366 Biostatistics</td>
<td>5</td>
</tr>
</tbody>
</table>
Social Science

Political Science Program (B.A.)

Political Science majors study international organizations and American federal, state, and local political institutions, compare the different political systems of nations around the world, understand the forces that influence international relations, and discover the ideas and ideologies that inspire citizens to achieve social justice for all people. These studies provide an excellent path to a career in government at the local, county, state, and federal levels, and with organizations that seek to shape the types of policies that governments produce.

Political Science Internships permit students to work in governmental and political organizations and apply these experiences towards the completion of their degree. These experiences provide students with a thorough understanding of how organizations operate and develop valuable career opportunities. The Political Science major consists of 30 quarter hours of Political Science Core Courses and 30 quarter hours Political Science Electives.

General Education Requirements 69 QH

The Social Science Department accepts the following types of credit as equivalent to general education coursework at NLU: appropriate transfer courses from other accredited institutions, Credit by Portfolio, appropriate credit by proficiency, AP, CLEP or DANTES credit as determined by appropriate academic department.

Fields of Knowledge

1. Communications
   - LAE101 English Composition I 5
   - LAE102 English Composition II 5

2. Humanities
   - LAH120 Logic & Effective Thinking 5

3. Fine Arts
   - LAA110 Introduction to Art OR Art elective 2
   - LAU110 Introduction to Music OR Music elective 2

4. Quantitative Reasoning
   - LAM110 College Mathematics 5
   - LAM106 Basic Statistics OR
   - LAM216 Statistical Methods OR
   - LAM112 Math Content for Teachers I 5

5. Physical and Life Sciences
   - LAN110 General Biology 5
   - LAN150 Survey of Physical Sciences 5
   - Science Elective 5

6. Social Science
   - LAS200 U.S. History OR
   - LAS201 U.S. History and Culture: 1828-1898 OR
   - LAS203 U.S. History and Culture: 1898-present 5
   - LAS300 Contemporary World Cultures 5
   - Introductory Social Science course 5

7. Behavioral Science
   - LAP100 General Psychology 5

Additional General Education Requirements

English, speech, or drama elective 5

Integrated Competencies

Information and Technological Literacy

Requirement is satisfied in LAE101 and LAE102 English Composition I and II (with required word processing), and integrated throughout the student’s academic experience in courses that require computer use.

Analytical Skills

Requirement is satisfied in LAH120 Logic and Effective Thinking, LAM110 College Mathematics, and LAM106 Basic Statistics, LAM112 Math Content for Teachers, or LAM216 Statistical Methods, and integrated throughout student’s academic experience in courses that emphasize critical thinking and analysis.

Ethics, Values and Respect for Human Diversity

Requirement is satisfied in LAS300 Contemporary World Cultures, LAP100 General Psychology, Introductory Social Science course, and LAS200 U.S. History and Culture: 1492-1828, LAS203 U.S. History and Culture: 1828-1898, or LAS203 U.S. History and Culture: 1898-present, or upper division literature course, and integrated throughout student’s academic experience in courses that focus on ethical values and social justice.

Political Science Core Courses 30 QH

- LAS118 Introduction to Politics 5
- LAS120 Introduction to American Politics 5
- LAS308 Methods of Political Science 5
- LAS310 International Relations 5
- LAS316 Comparative Political and Social Systems 5
- LAS450 Political Theory 5
Political Science Electives
(select 6 of the following courses)  

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS220 State and Local Government</td>
<td>5</td>
</tr>
<tr>
<td>LAS317 European Union</td>
<td>5</td>
</tr>
<tr>
<td>LAS319 Elections and Electoral Behavior</td>
<td>5</td>
</tr>
<tr>
<td>LAS321 American Political and Social Ideas</td>
<td>5</td>
</tr>
<tr>
<td>LAS452 Political Geography</td>
<td>5</td>
</tr>
<tr>
<td>LAS454 Urban Politics</td>
<td>5</td>
</tr>
<tr>
<td>LAS456 National Security</td>
<td>5</td>
</tr>
<tr>
<td>LAS458 Public and Social Policy in the Legislative Process</td>
<td>5</td>
</tr>
<tr>
<td>LAS459 Public Finance</td>
<td>5</td>
</tr>
<tr>
<td>LAS460 Political Science Internship I</td>
<td>5</td>
</tr>
<tr>
<td>LAS461 Political Science Internship II</td>
<td>5</td>
</tr>
<tr>
<td>LAS462 Political Science Internship III</td>
<td>5</td>
</tr>
<tr>
<td>LAS495 Social Science Special Topic</td>
<td>5</td>
</tr>
</tbody>
</table>

Free Electives  

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS495 Social Science Special Topic</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Hours 180 QH

A minimum of 40 QH in the program must be upper level, and a minimum of 40 QH in the program must be completed at NLU with a grade of "C" or better.

English competency must be documented by passing the English Competency examination, or by passing English Composition (LAE101) and English Composition II (LAE102) at National-Louis University with a grade of "C" or better.

Social Science Program (B.A.)

Understanding society, social institutions, and human behavior – and applying this knowledge to improve our lives – is a fundamental concern of Social Science. Students develop an advanced understanding of society, human beings, and social institutions from the interdisciplinary perspectives of sociology, political science, economics, history, and anthropology. You will examine the behavior of people and institutions from the points of view of these integrated studies, and consider various solutions that address the problems faced by contemporary societies.

The multicultural and global perspectives offered by our Social Science Program prepare you for success in today’s global society. Social Science faculty are committed to developing in our students the ability to critically analyze and synthesize ideas into a broad interdisciplinary worldview. By analyzing, evaluating, and reflecting on solutions to problems that human societies face, such interdisciplinary analysis encourages the formation of a wide range of complex problem solving analytical skills.

Students in the Bachelor of Arts Social Science Program have the following three options. Students enrolled in the Comprehensive B.A. in Social Science (75 quarter hours) receive a broad education in social science by selecting courses of interest in the fields of sociology, political science, economics, history, and anthropology. The Preparation for Teaching Secondary Education B.A. in Social Science (100 quarter hours) prepares students who are seeking to fulfill the State of Illinois endorsements for teaching at the secondary level. The Cohort B.A. in Social Science (90 quarter hours) permits students to complete their B.A. in as little as eighteen months based on a predictable schedule and series of courses. The General Education Requirements are identical for all three programs.

General Education Requirements 69 QH

The Social Science Department accepts the following types of credit as equivalent to general education coursework at NLU: appropriate transfer courses from other accredited institutions, Credit by Portfolio, appropriate credit by proficiency, AP, CLEP or DANTES credit as determined by appropriate academic department.

Fields of Knowledge

1. Communications
   - LAE101 English Composition I 5
   - LAE102 English Composition II 5

2. Humanities
   - LAH120 Logic & Effective Thinking 5

3. Fine Arts
   - LAA110 Introduction to Art OR Art elective 2
   - LAU110 Introduction to Music OR Music elective 2

4. Quantitative Reasoning
   - LAM110 College Mathematics 5
   - LAM106 Basic Statistics OR LAM216 Statistical Methods OR LAM112 Math Content for Teachers I 5

5. Physical and Life Sciences
   - LAN110 General Biology 5
   - LAN150 Survey of Physical Sciences 5
   - Science Elective 5

6. Social Science
   - LAS200 U.S. History 1492-1828 OR LAS201 U.S. History and Culture: 1828-1898 OR LAS203 U.S. History and Culture: 1898 to the present 5
   - LAS105 Introduction to Sociology OR LAS110 Introduction to Cultural Anthropology 5
   - LAS300 Contemporary World Cultures 5

7. Behavioral Science
   - LAP100 General Psychology 5

Additional General Education Requirements
   - English, Speech, or Drama elective 5

Integrated Competencies

Information and Technological Literacy
Requirement is satisfied in LAE101 and LAE102 English Composition I and II (with required word processing), and integrated throughout the student’s academic experience in courses that require computer use.

Analytical Skills

Requirement is satisfied in LAH120 Logic and Effective Thinking, LAM110 College Mathematics, and LAM106 Basic Statistics, LAM112 Math Content for Teachers, or LAM216 Statistical Methods, and integrated throughout student’s academic experience in courses that emphasize critical thinking and analysis.

Ethics, Values and Respect for Human Diversity

Requirement is satisfied in LAS300 Contemporary World Cultures, LAP100 General Psychology, Introductory Social Science course, and LAS200 U.S. History and Culture: 1492-1828, LAS20 U.S. History and Culture: 1828-1898, or LAS203 U.S. History and Culture: 1898-present, or upper division literature course, and integrated throughout student’s academic experience in courses that focus on ethical values and social justice.

Comprehensive B.A. in Social Science 75 QH

Sociology and Anthropology
(Select 4 of the following courses)
- LAS313 Metropolitan Community 5
- LAS441 Urban Anthropology 5
- LAS306 Marriage and Family 5
- LAS405 Social Problems 5
- LAS420 Social Theory 5
- INT310 Research Methods in Behavioral Sciences 5
- LAS240 Human Origins 5
- LAS303 Sub-Saharan African Cultures 5
- LAS342 Folklore 5
- LAS441 Urban Anthropology 5

Political Science
(Select 4 of the following courses)
- LAS118 Introduction to Politics 5
- LAS120 Introduction to American Politics 5
- LAS310 International Relations 5
- LAS316 Comparative Social and Political Systems 5
- LAS319 Elections and Electoral Behavior 5
- LAS321 American Political and Social Ideas 5
- LAS450 Political Theory 5
- LAS458 Public and Social Policy in the Legislative Process 5

Economics
(Select 3 of the following courses)
- LAS115 Introduction to Economics 5
- LAS250 Macroeconomics 5
- LAS255 Microeconomics 5
- LAS315 World Economics 5
- LAS345 Labor Economics 5
- LAS445 Evolution of the American Economy 5

History
(Select 4 of the following courses)
- LAS200 U.S. History and Culture: 1492-1828 5
- LAS201 U.S. History and Culture: 1828-1898 5
- LAS203 U.S. History and Culture: 1898 to the present 5
- LAS302 Asian History and Cultures 5
- LAS304 Middle and South American Cultures 5
- LAS495 ST in World History: Conflict in the Middle East 5
- LAS301 Western History and Culture to 1650 5
- LAS305 Western History and Culture since 1650 5
- LAS311 Racial and Ethnic History and Culture 5

Free Electives 36 QH

Total Hours 180 QH

A minimum of 50 QH in the program must be upper level, and a minimum of 50 QH in the program must be completed at NLU with a grade of ‘C’ or better.

Curriculum For Future High School Social Science Teachers

Social Science majors who wish to prepare for careers teaching Social Science in high school complete 100 quarter hours of Social Science courses for Secondary Certification by the Illinois State Board of Education listed below. Future Social Science teachers may choose to participate in the B.A.-M.A.T. Program, which is designed to help students make a smooth transition from their undergraduate program to the NLU Master of Arts in Teaching (M.A.T.) Secondary Education Program. A full description of the B.A.-M.A.T. program is given on page 92.

Preparation for Teaching Secondary Education B.A. in Social Science 100 QH

Sociology and Anthropology:
- LAS313 Metropolitan Community OR
- LAS441 Urban Anthropology 5
- LAS306 Marriage and Family 5
- LAS405 Social Problems 5
- LAS420 Social Theory 5
- INT310 Research Methods in Behavioral Sciences 5
Political Science:

LAS120 Introduction to American Politics 5
LAS310 International Relations 5
LAS316 Comparative Political and Social Systems 5
LAS319 Elections and Electoral Behavior 5
LAS321 American Political and Social Ideas 5

Economics:

LAS250 Macroeconomics 5
LAS255 Microeconomics 5
LAS315 World Economics 5

History:

LAS300 Contemporary World Cultures (prescribed in Gen. Ed.) 5
LAS302 Asian History and Cultures 5
LAS304 Middle and South American Cultures 5
LAS495 ST in World History: Conflict in the Middle East 5
LAS301 Western History and Culture to 1650 OR
LAS305 Western History and Culture since 1650 5
LAS311 Racial and Ethnic History and Culture 5

Choose two of the following courses

LAS200 U.S. History and Culture: 1492-1828 5
LAS201 U.S. History and Culture: 1828-1898 5
LAS203 U.S. History and Culture: to the present 10

A minimum of 60 QH in the program must be completed at NLU with a grade of "C" or better.

Free Electives 21 QH

Total Hours 180 QH

Cohort B.A. in Social Science 90 QH

Term I (13 QH): Foundations of Social Science

LAS311 Racial and Ethnic History and Culture 5
INT310 Research Methods in Behavioral Sciences 5
LAS420A Social Theory I 3

Term II (17 QH): Cities, States, and Systems

LAS313 Metropolitan Community (Online) 5
LAS316 Comparative Political and Social Systems 5
LAS319 Elections and Electoral Behavior 5
LAS420B Social Theory II 2

Term III (15 QH): International and Domestic Dimensions

LAS310 International Relations 5
LAS405 Social Problems (Online) 5
LAS495 ST in World History: Conflict in the Middle East 5

Term IV (17 QH): Gender, Labor, and World Cultures

LAS300 Contemporary World Cultures 5
LAS304 Middle and South American Cultures 5
LAS345 Labor Economics (Online) 5
LAS302A Asian History and Cultures I 2

Term V (14 QH): Government and Political Culture

LAS458 Public and Social Policy in the Legislative Process 5
LAS321 American Political and Social Ideas 5
LAS302B Asian History and Cultures II 3
LAS499 Social Science Seminar 1

Term VI (14 QH): Families and the Economy

LAS306 Marriage and Family 5
LAS315 World Economics 5
LAS499 Social Science Seminar 4

General Education and Free Electives 90 QH

Total Hours 180 QH

English competency must be documented by all B.A. Social Science Program students by passing the English Competency examination or by passing English Composition (LAE101) and English Composition II (LAE102) at National-Louis University with a grade of "C" or better.

Anthropology

The Social Science Department offers the major in Anthropology. Students must have successfully completed a minimum of 25 QH of upper level Anthropology courses.

Anthropology Major Requirements 45 QH

LAS110 Introduction to Cultural Anthropology 5
LAS120 Introduction to American Politics 5
LAS300 Contemporary World Cultures 5
One U.S. History Course 5

Anthropology electives 25

(25 QH must be upper level)
Applied Economics

Why and how do income, jobs opportunities, and price levels fluctuate? What causes one country to grow and prosper, while other countries with similar resources remain poor? How much of a country’s wealth should be spent on defense, welfare, and education? These are some of the questions you will address when you study for a B.A. degree in Liberal Arts with major in Applied Economics. Students majoring in Applied Economics will have to complete the 25 quarter hours of core courses and an additional 20 quarter hours from one of the available specializations. The presence of two specializations allows for an opportunity to explore different facets of this discipline. The World Economics specialization provides students with a useful comparative view of economic issues from a global perspective. Basic real factors which underlie world trade, often obscured by theoretical veils, are uncovered. The Quantitative Economics specialization provides with a hands-on approach to collect, organize, analyze, and evaluate economic data.

Students pursuing a B.A. in Liberal Arts Studies with a major in Applied Economics choose one additional Liberal Arts major concentration (45 quarter hours) and additional Liberal Arts elective courses for a total of 180 quarter hours. The Applied Economics major with a Quantitative Economics specialization may complement a Liberal Arts major concentration in Mathematics, Psychology, or Science. The Applied Economics major with a World Economics specialization may complement a Liberal Arts major concentration in Anthropology, Art, Social Science or Multicultural Studies.

Applied Economics  
25 QH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>LAS125</td>
<td>Consumer Economics OR</td>
<td>5</td>
</tr>
<tr>
<td>LAS130</td>
<td>Internet for Economics</td>
<td>5</td>
</tr>
<tr>
<td>LAS250</td>
<td>Macroeconomics</td>
<td>5</td>
</tr>
<tr>
<td>LAS255</td>
<td>Microeconomics</td>
<td>5</td>
</tr>
<tr>
<td>LAS307</td>
<td>History of Economic Thought</td>
<td>5</td>
</tr>
<tr>
<td>LAS410</td>
<td>Internship in Applied Economics</td>
<td>5</td>
</tr>
</tbody>
</table>

World Economics Specialization  
20 QH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS253</td>
<td>Urban Economics</td>
<td>5</td>
</tr>
<tr>
<td>LAS315</td>
<td>World Economics</td>
<td>5</td>
</tr>
<tr>
<td>LAS345</td>
<td>Labor Economics</td>
<td>5</td>
</tr>
<tr>
<td>LAS430</td>
<td>Economic Issues in a Global Perspective</td>
<td>5</td>
</tr>
<tr>
<td>LAS445</td>
<td>Evolution of the American Economy</td>
<td>5</td>
</tr>
</tbody>
</table>

Quantitative Economics Specialization  
20 QH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAM214</td>
<td>Mathematics for Management Science</td>
<td>5</td>
</tr>
<tr>
<td>LAS350</td>
<td>Statistics for Economics</td>
<td>5</td>
</tr>
<tr>
<td>LAS325</td>
<td>Economic Forecasting</td>
<td>5</td>
</tr>
<tr>
<td>LAS335</td>
<td>Applied Econometrics</td>
<td>5</td>
</tr>
<tr>
<td>LAS415</td>
<td>Issues in Quantitative Economics</td>
<td>5</td>
</tr>
</tbody>
</table>

Multicultural Studies  
(Available at Chicago Campus Only)

The Multicultural Studies major gives students a better understanding of the nature of our ever-changing society. It can help students to work better with people of all backgrounds, and it can help them to understand their own heritage.

Multicultural Major Requirements  
45 QH

Students will select 45 QH from the following courses in consultation with their adviser.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS311</td>
<td>Racial and Ethnic History and Culture</td>
<td>5</td>
</tr>
<tr>
<td>LAS313</td>
<td>The Metropolitan Community</td>
<td>5</td>
</tr>
<tr>
<td>LAA320</td>
<td>African Art</td>
<td>5</td>
</tr>
<tr>
<td>LAA321</td>
<td>Sources and Development of American Art</td>
<td>5</td>
</tr>
<tr>
<td>LAA323</td>
<td>History of Far Eastern Art</td>
<td>5</td>
</tr>
<tr>
<td>LAA495A</td>
<td>Art Special Topic: Mexican Art</td>
<td>5</td>
</tr>
<tr>
<td>LAE309</td>
<td>Minority Voices in American Literature</td>
<td>5</td>
</tr>
<tr>
<td>LAE315</td>
<td>Religions of the World</td>
<td>5</td>
</tr>
<tr>
<td>LAS300</td>
<td>Contemporary World Cultures</td>
<td>5</td>
</tr>
<tr>
<td>LAS302</td>
<td>Asian History and Cultures</td>
<td>5</td>
</tr>
<tr>
<td>LAS303</td>
<td>Sub-Saharan African Cultures</td>
<td>5</td>
</tr>
<tr>
<td>LAS304</td>
<td>Middle and South American Cultures</td>
<td>5</td>
</tr>
<tr>
<td>LAS306</td>
<td>Marriage and the Family</td>
<td>5</td>
</tr>
<tr>
<td>LAS340</td>
<td>Native Americans</td>
<td>5</td>
</tr>
<tr>
<td>INT315</td>
<td>Women in Society</td>
<td>5</td>
</tr>
</tbody>
</table>

Social Science

The Social Science Department offers courses in Anthropology, Economics, History, Political Science and Sociology.

Social Science Major Requirements  
45 QH

Social science general education and elective courses (at least 25 should be upper level)

Social Science Minor Requirements  
30 QH

Social science general education and elective courses (at least 15 should be upper level)

Social Science Concentrations/Elementary Education

The Social Science Department at National-Louis University offers three concentrations to students majoring in Elementary Education: Anthropology, Sociology and a combined Sociology/Anthropology concentration.
<table>
<thead>
<tr>
<th>Anthropology</th>
<th>30 QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS110</td>
<td>Introduction to Cultural Anthropology</td>
</tr>
<tr>
<td>LAS240</td>
<td>Human Origins</td>
</tr>
<tr>
<td>LAS300</td>
<td>Contemporary World Cultures</td>
</tr>
<tr>
<td>LAS302</td>
<td>Asian History and Cultures</td>
</tr>
<tr>
<td>LAS303</td>
<td>Sub-Saharan African Cultures</td>
</tr>
<tr>
<td>LAS304</td>
<td>Middle and South American Cultures</td>
</tr>
<tr>
<td>LAS340</td>
<td>Native Americans</td>
</tr>
<tr>
<td>LAS341</td>
<td>Comparative Ethnographies</td>
</tr>
<tr>
<td>LAS420</td>
<td>Social Theory</td>
</tr>
<tr>
<td>LAS440</td>
<td>Anthropological Linguistics</td>
</tr>
<tr>
<td>LAS441</td>
<td>Urban Anthropology</td>
</tr>
<tr>
<td>LAS442</td>
<td>Anthropology of Gender Roles</td>
</tr>
<tr>
<td>LAS449</td>
<td>Cross-Cultural Fieldwork</td>
</tr>
<tr>
<td>LAS490</td>
<td>Social Science Independent Study, Anthropology</td>
</tr>
<tr>
<td>LAS495</td>
<td>Social Science Special Topics: Anthropology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sociology</th>
<th>30 QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS105</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>LAS306</td>
<td>Marriage and Family</td>
</tr>
<tr>
<td>LAS311</td>
<td>Racial and Ethnic History and Culture</td>
</tr>
<tr>
<td>LAS313</td>
<td>The Metropolitan Community</td>
</tr>
<tr>
<td>LAS330</td>
<td>Cultural Influences in the Workplace</td>
</tr>
<tr>
<td>LAS405</td>
<td>Social Problems</td>
</tr>
<tr>
<td>LAS420</td>
<td>Social Theory</td>
</tr>
<tr>
<td>INT315</td>
<td>Women in Society</td>
</tr>
<tr>
<td>INT420</td>
<td>Dynamics of Significant Relationships</td>
</tr>
<tr>
<td>LAS490</td>
<td>Social Science Independent Study: Sociology</td>
</tr>
<tr>
<td>LAS495</td>
<td>Social Science Special Topics: Sociology</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sociology/Anthropology</th>
<th>(Choose a minimum of three courses in Anthropology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS110</td>
<td>Introduction to Cultural Anthropology</td>
</tr>
<tr>
<td>LAS240</td>
<td>Human Origins</td>
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<td>LAS300</td>
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<td>LAS495</td>
<td>Social Science Special Topics: Anthropology</td>
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</tbody>
</table>

Theatre Arts

The Theatre Arts Department at National-Louis University offers a general, well rounded curriculum in Theatre, focusing on the essential elements required for actors to effectively tell stories to an audience. The Department particularly focuses on the close relationship between theatre and education, as it familiarizes tomorrow’s educators with theatre and drama as a mode of teaching.

Students may choose to study Theatre Arts in either the Liberal Arts Studies Program, or as an Elementary Education Major.

Liberal Arts Study Program

Theatre Arts Major Concentration

Consists of 45 quarter hours (9 courses) of course work in Theatre Arts.

Theatre Arts Minor Concentration

Consists of 30 quarter hours (6 courses) of course work in Theatre Arts.
Course Descriptions

This section provides descriptions of all courses given by the College of Arts and Sciences. The courses are listed in alphabetical order and numerical order. Unless otherwise stated, courses listed in a department may be used for a major or minor concentration in that department provided such a major or minor is authorized by the curriculum.

Numbering System

100-299 Lower undergraduate courses.

Courses with these numbers are for undergraduate students (freshman and sophomores). They carry no graduate credit, although graduate students may be admitted to such courses in order to make up prerequisites or to gain a foundation for advanced courses.

300-499 Advanced undergraduate courses.

Courses with these numbers are for advanced undergraduate students (juniors and seniors). They constitute the advanced portion of an undergraduate program leading to the bachelor’s degree. A 400-level course may be taken for undergraduate credit or graduate credit, upon approval of the student’s departmental adviser and the department offering the course.

The first three alpha designations are codes for department or discipline. The fourth character indicates level.

Department/Discipline Codes

Adult, Continuing, and Literacy Education (ACL)

Health Studies (AH-)

AHA-Administration
AHG-Clinical
AHE-Education
AHG-General

Applied Language/Language Institute (APL, ESL)

APL-Applied Language Courses
ESL-English for Speakers of Other Languages

Human Services (HS-)

HSA-Administration
HSC-Core/Counseling
HSE-Employee Assistance Program
HSG-Gerontology
HSM-Multiple Program
HSP-Prevention
HSS-Substance Abuse

Interdisciplinary Studies (INT)

Liberal Arts and Sciences (LA-)

LAA-Art
LAE-English
LAH-Philosophy
LAM-Mathematics
LAN-Natural Science
LAP-Psychology
LAS-Social Science
LAT-Theatre
LAU-Music

490 Independent Study

Provides undergraduate students in degree or certificate programs an opportunity to pursue advanced scholarly study in special areas where they seek further information or to investigate a practical problem in their area of professional interest. Special forms, obtained in the Registrar’s Office, must be completed and are required for registration.

495 Special Topic

Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript. There is no limit on the number of 495 courses that can apply to the degree, although each topic may be taken only once.

499 Seminar

Library research, discussions with peers and instructors and field work in a selected area of interest.

Adult, Continuing, and Literacy Education

ACL05 University Success Seminar
This course provides strategies that help students learn how to be successful in a college environment, develop a sense of commitment to the National-Louis community, and gain greater self awareness of academic and professional goals. 2 quarter hours

ACL106 Vocabulary Development
Strategies for improving college-level vocabulary are taught with an emphasis on learning Greek and Latin word element, using context clues, and acquiring dictionary skills. Students also begin to acquire professional terminology for their chosen academic discipline. Designed for students who want to develop their vocabulary and learn strategies for comprehending and using new words. 2-4 quarter hours
ACL200 Strategies for Effective Writing
Process oriented approach emphasizing drafting and composing, focusing on the needs of individual students. Emphasis is placed on topic selection, and emphasizing ideas with a secondary focus on grammar as needed. Student awareness of strengths and weaknesses is increased to encourage the use of self-monitoring strategies, e.g., editing, proofreading, critical thinking peer editing, and individual conferences. Designed for anyone wishing to build self-confidence in writing projects across the curriculum. Extended time option available to students needing additional contact hours. Successful completion leads to a grade of Pass (P) after one or more quarters; the "X" grade is used if progress satisfactory but further writing development is recommended. 3 quarter hours

ACL205 Communication Development
Holistic experiences incorporating academic skills, reading, writing, listening, speaking offered to baccalaureate students whose primary language is other than English, and who have demonstrated a need for further development in these areas. Instruction is given in vocabulary development, reading and analyzing prose, analytical writing and development of oral competencies needed for academic work required while earning the baccalaureate degree. Successful completion leads to a grade of Pass (P) or No Pass (N). 5 quarter hours

ACL210 Introduction to Academic Discourse
An integrated approach to the development of writing, reading, speaking and listening skills that are expected across the university curriculum. Emphasis placed on making connections between reading and writing as well as categorizing, summarizing, identifying main ideas, and critically evaluating texts. Strategies for self-monitoring and taking responsibility for learning will be emphasized. Focus will be placed on individual writing needs including organization, grammar basics, peer review and use of university resources. Successful completion leads to a grade of Pass (P) or No Pass (N). 5 quarter hours

ACL300 Strategies for Effective Learning
Develops and integrates the basic skills of reading, writing, and critical thinking within an academic context that will most directly transfer to student’s program of study. Emphasizes development of metacognitive strategies that facilitate the acquisition of knowledge presented in content area courses. 4 quarter hours

ACL301 Perspectives on Prior Learning
Principles and practices of prior learning and its assessment will be surveyed. Learning obtained through personal and professional experiences will be analyzed. Students will prepare a portfolio documenting this prior learning. Prerequisite: Admission to the University and at least 45 quarter hours of previous college coursework. 2 quarter hours

ACL490 Independent Study
Students develop a contract with faculty for achievement of specific academic skills goals. 2-5 quarter hours

ACL495 Special Topic
Students select academic skills topics of special interest for self-improvement. More than one registration permitted since topics vary each term. 2-5 quarter hours (total credit limited to 5 quarter hours)

Health Studies

See program section for full description of the Allied Health Degree Completion Program options and requirements.

AHA400 Statistical Methods and Research
Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing and evaluating a problem they would solve in their work or a vocational environment. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance and constructing questionnaires. 5 quarter hours

AHA423 Topics in Allied Health
Critical evaluation and integration of theory and practice via problem-solving seminars. Includes examination of current theories and related topics. 3 quarter hours

AHA424 Health Law
An examination of the law and the legal system which regulate the health care profession. Topics include: medical malpractice; consent confidentiality and medical records; the liability of health professionals, civil and criminal; risk management; quality assurance; rights of patients to refuse treatment; and current topics. 5 quarter hours

AHA429 Current Issues in Health Care
A survey of current topics in the health care field, identifying problems, paradoxes and parameters of such issues as self-help groups, patient advocacy, current trends, research, and the politics of health care. 1 quarter hour

AHA430 Human Resource Development for Health Care Supervision
Discusses the principles involved in the job selection, training, development, and evaluation of job performance in health care organizations. Enables the student to design and implement job descriptions, selection interviews, in-service and job training sessions, and performance appraisals at the departmental level. Prerequisite: Admission to the Health Care Leadership Program. Corequisites: AHA431, AHA432. 3 quarter hours

AHA431 Principles of Health Care Supervision
Examines the roles of supervisors in health care organizations. Prepares health care professionals for supervisory roles by examining management theory and principles and practical applications in a variety of health care settings. Prerequisite: Admission to the Health Care Leadership Program. Corequisites: AHA430, AHA432. 5 quarter hours
AHA432  Financial and Physical Resource Administration
An examination and application of the principles involved in managing nonhuman resources in health care settings. Third party reimbursement, budget development, expenditure control, record keeping, inventory control, equipment maintenance, and facility planning will be introduced. Prerequisite: Admission to the Health Care Leadership Program. Corequisites: AHA430, AHA431. 4 quarter hours

AHA440  Health Care Systems
An introduction to the fundamentals of systems management and organizational theory as it applies to the analysis of health care organizations. Systems models, organizational boundaries, varieties of systems, environmental factors, force field analysis, and the management of change will be introduced. Health policy issues are included. Prerequisite: Admission to the Health Care Leadership Program. Corequisites: AHA441, AHA442. 5 quarter hours

AHA441  Health Care Planning and Evaluation
An introduction to the models for planning and program evaluation in health care settings including methods for identifying, gathering, and utilizing data as information for decision making. Continuous quality improvement and quality assurance (QA) procedures are examined. Prerequisite: Admission to the Health Care Leadership Program. Corequisites: AHA440, AHA442. 4 quarter hours

AHA442  Ethical and Legal Issues in Health Care
An exploration of the ethical and legal aspects of contemporary issues concerning health care delivery. The potential interaction and conflicts between individual value/moral systems, ethical standards, and legal considerations are examined. Practical considerations for protecting institutional, practitioner and patient interests are presented. Prerequisite: Admission to the Health Care Leadership Program. Corequisites: AHA440, AHA441. 3 quarter hours

AHA480  Administrative Preceptorship in Allied Health
An assignment of students to an administrative position in a hospital or department for practical application of administrative skills with cooperative planning by supervising administrators and the faculty from the Department of Allied Health for organized exposure to a broad spectrum of work situations. Prerequisite: Instructor permission. 5 or 10 quarter hours

AHA491A  Research Project I
Students prepare part one of a written research project that examines a problem related to their occupation or avocation. Periodic progress reports will be given regardless of the status of the project. 2 quarter hours

AHA491B  Research Project II
Students complete their independent research projects and present them to the instructor(s) in written form and to their classmates orally. 5 quarter hours

AHC408  Phlebotomy
Anatomy of the circulatory system and application of appropriate blood collection techniques are covered. Practice of the skill is included. Interpersonal relations, communication, and legal and ethical behaviors are stressed. 3 quarter hours

AHC409  Clinical Laboratory Science Management/Education
Application and synthesis of the multiple aspects of education and management in laboratory science area. Prerequisite: Instructor permission. 2-5 quarter hours

AHC420  Pathology
Study of patterns, causes, mechanisms and effects of disease. Covers cellular adaptations, injury, and death. Includes neoplasia and developmental/genetic factors in disease. Addresses all organ system pathologies. Prerequisites: LAN110, LAN200, LAN205 or instructor permission. 5 quarter hours

AHC490  Health Studies/Independent Study
Under faculty supervision, students design and complete an independent inquiry into a health topic of personal interest. Since topics change, the course may be repeated for credit. Prerequisite: Instructor permission. 1-6 quarter hours

AHC495  Health Studies/Special Topic
Opportunity for faculty and students to address a health topic not taught within the regular course offerings. Since topics change, the course may be repeated for credit. Prerequisite: Instructor permission. 2-5 quarter hours

AHC499  Health Studies/Current Topics
A seminar course examining selected current topics in health studies. Since topics change, the course may be repeated for credit. Prerequisite: Junior/Senior standing and instructor permission. 2-5 quarter hours

AHC499A  Current Topics in Respiratory Care I
A seminar dealing with current topics relating to respiratory care specialties. Student presentations may include clinical case studies, current literature reviews, and research of assigned topics. Prerequisite: Instructor permission. 2 quarter hours

AHC499B  Current Topics in Respiratory Care II
A seminar dealing with current topics encountered in the final quarter of clinical practice. Student presentations may include clinical case studies, current literature review, and research of assigned topics. Prerequisite: Instructor permission. 2 quarter hours
AHE420  Instructional Methods in Allied Health Education
Emphasis upon presentation skills, including: set induction, fluency in asking questions, achieving closure, etc. Instructional techniques include micro-laboratory sessions and videotape playback for critique and evaluation. 5 quarter hours

AHE421  Curriculum Development in Allied Health
Techniques of planning, organizing, and administering each facet of the continuum for total curriculum development. Intra- and extra-institutional forces upon a curriculum and concepts involving the relationships of courses within a curriculum are examined. 5 quarter hours

AHE422  Clinical Assessment
A systematic approach to clinical assessment, focusing upon the processes involved in designing evaluative instruments for measuring clinical performance. 2 to 5 quarter hours

AHE430  Educational Delivery in Health Care
Reviews the general principles of adult learning with application to health education programs. Enables students to design an appropriate learning activity for health care organizations that utilizes various components of individual and group learning techniques. Prerequisite: Admission to Health Care Leadership Program. Corequisites: AHE431, AHE432. 4 quarter hours

AHE431  Presentation Skills in Health Care
Enables students to implement a designed learning activity in a given health care environment. Design and utilization of instructional media are covered as a means of enhancing presentation skills. Prerequisite: Admission to Health Care Leadership Program. Corequisites: AHE430, AHE432. 4 quarter hours

AHE432  Educational Assessment in Health Care
Explores the general principles and guidelines for outcome assessment including critical performance evaluation. Enables students to develop an assessment/evaluation instrument for the previously planned health care learning activity. Prerequisite: Admission to the Health Care Leadership Program. Corequisites: AHE430, AHE431. 4 quarter hours

AHE480  Student Teaching in Allied Health
Students are assigned to a community college or hospital program for practical application of teaching skills in allied health with cooperative planning by supervising teachers and faculty from the Department of Allied Health for an organized exposure to a broad spectrum of teaching situations. 5 or 10 quarter hours

AHG102  Medical Terminology
Introduction to the basic medical terminology needed by beginning students of an allied health occupation. 2 quarter hours

AHG105  The Science of Health and Nutrition
(Formerly LAR120, PEA101)
Exploration of factors that affect growth, development and the disease process. The inter-relationship between heredity, lifestyle choices and environment is examined and applied to personal lifestyle decisions. The Science of Health and Nutrition is offered regularly and satisfies the general education Health and Physical Education requirement for Education students. 3-5 quarter hours

AHG260  Emergency Medical Technician Training
The Emergency Medical Technician (EMT) is a professional-level provider of emergency care for the prehospital assessment and treatment of the sick or injured patient. The EMT Training course instructs individuals in the skills necessary to meet the physical and emotional needs of the patient at the emergency scene and through transport and transfer to a medical facility. The course provides the instruction necessary to meet state certification requirements (Illinois Department of Transportation examination) and is a prerequisite for paramedic training. Offered at Evanston Hospital. 5 quarter hours

AHG300  Professional Writing in Health Care
This course provides an opportunity to review and refine written communication skills needed for advancement within health care organizations or professions. This is a required course in the Team Building Term of the Health Care Leadership Program and may be used as an elective by other Allied Health students. This course will be counted as general education (Humanities) in Allied Health Programs. Students in other programs should consult their adviser to determine applicability to program requirements. 4 quarter hours

AHG400  Overview of Health Care Delivery
Examines the evolution of health care delivery including societal expectations, organizations, careers, financing, access, and regulation. The ability to function as effective team members in a complex health care system is emphasized. Information sources are explored. Prerequisite: Admission to the Health Care Leadership Program. Corequisites: LAS331, LAP340. 4 quarter hours

AHG495  Allied Health Special Topic
Usually a technical topic which applies to one or more of the health disciplines. Students may register for this course more than once since the topic varies each quarter. 2 to 5 quarter hours

AHG499  Allied Health Seminar
This seminar is designed to facilitate communication and sharing of resources between students and faculty involved in the Allied Health Concentration. Topics of current interest to health care professionals will be examined. New students and those involved in off-campus learning activities (e.g., student teaching or preceptorships) are expected to participate. (This course may be repeated.) Prerequisite: Consent of instructor. 3 quarter hours
Applied Language/Language Institute

Foreign language courses may be used as humanities elective credit.

APL100  (Foreign Language) I
This course, the first in a three-course sequence, provides students with a sound base in listening, speaking, reading and writing in (foreign language) at the elementary level. Emphasis is on application of the language in various sociocultural situations. Instruction is delivered primarily in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: Placement or recommendation. Not open to students enrolled in ESOL or Writing Skills Development courses. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

APL110  (Foreign Language) II
This course, the second of a three-course sequence, is designed to enhance and expand skills acquired in (foreign language) I. Emphasis is on application of the language in various sociocultural situations. Instruction is delivered primarily in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: APL100 or placement. Not open to students enrolled in ESOL or Writing Skills Development courses. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

APL120  (Foreign Language) III
This course, the third in a three-course sequence is designed to enhance and expand skills acquired in (foreign language) II. Emphasis is on application of the language in various sociocultural situations. Instruction is delivered primarily in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: APL110 or placement. Not open to students enrolled in ESOL or Writing Skills Development courses. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

APL130  First-Year Intensive (Foreign Language) I, II, and III
This intensive summer-session course combines (Foreign Language) I, II, and III. It provides students with a sound base in listening, speaking, reading, and writing in (foreign language) at the elementary level. Emphasis is on application of the language in various sociocultural situations. Instruction is delivered primarily in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: Placement or recommendation. Not open to students enrolled in ESOL or Writing Skills Development courses. Counts in the Humanities Area of General Education Requirements. 15 quarter hours

APL220  Intermediate (Foreign Language) I
This second-year course, the first in a three-course sequence, builds upon grammar essentials and helps to develop students’ understanding of the nuances of the language. It will enhance students’ abilities in listening, speaking, reading, and writing in (foreign language) at the intermediate level. Emphasis is on the application of the language in a variety of sociocultural situations. Instruction is delivered in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: APL120 or placement. Not open to students enrolled in ESOL or Writing Skills Development courses. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

APL230  Intermediate (Foreign Language) II
This second-year course, the second in a three-course sequence, continues to build upon grammar essentials and to develop students’ understanding of the nuances of the language and facilitates students’ abilities in listening, speaking, reading, and writing in (foreign language) at the intermediate level. Emphasis is on the application of the language in a variety of sociocultural situations. Instruction is delivered in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: APL220 or placement. Not open to students enrolled in ESOL or Writing Skills Development courses. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

APL240  Intermediate (Foreign Language) III
This second-year course, the third in a three-course sequence, reviews, refines, and expands students’ understanding and usage of grammar. It continues to develop students’ understanding of the complexities and subtleties of the language in a variety of discourse situations. It will improve students’ writing in (foreign language) through extensive composition practice based on literary and nonliterary texts. Prerequisites: APL230 or placement. Not open to students enrolled in ESOL or Writing Skills Development courses. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

APL250  Second-Year Intensive Intermediate (Foreign Language) I, II, and III
This intensive summer-session course combines Intermediate (Foreign Language) I, II, and III. It builds upon grammar essentials and reviews, refines, and expands students’ understanding and usage of grammar in a variety of discourse situations. It will enhance students’ abilities in listening, speaking, reading, and writing in (foreign language) at the intermediate level. It provides students with extensive composition practice based on literary and nonliterary texts. Instruction is delivered in (foreign language) using innovative methodologies and activities which maximize learner participation. Prerequisites: APL240 or placement. Not open to students enrolled in ESOL or Writing Skills Development courses. Counts in the Humanities Area of General Education Requirements. 15 quarter hours
Additional Applied Language Courses

APL210 Characteristics of Language in Culture
Introduction to the study of language with focus on general characteristics of language, linguistic analysis, language and culture, linguistic and cultural diversity, language acquisition, and contemporary approaches to language learning. Prerequisites: Not open to students enrolled in ESOL, Writing Skills Development, or Communication Development courses. This course may be used as humanities elective credit. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

APL486X Overview of Language
In this workshop, the major components of language: morphology, semantics, syntax, and phonetics/phonology will be introduced, and the grammar and sound systems of English will be examined and contrasted with those of other languages. Participants' assumptions about language will be examined and discussed. Prerequisite: None. 1 quarter hour

APL486X Second Language Acquisition
This workshop will provide participants with a framework for understanding second language acquisition including types of errors that second language learners make. Participants' assumptions about language learning will be explored. In addition, potential problems that ESL learners from different language backgrounds may encounter will be examined and discussed. Prerequisite: None. 1 quarter hour

APL486X ESL Teaching Methodologies
This workshop is designed to provide a historical overview of ESL teaching methodologies. Emphasis is on participants' analysis of these methodologies and then, application of these in the four skill areas of listening, speaking, reading, and writing. Prerequisite: None. 1 quarter hour

APL486X ESL Assessment
This workshop will introduce recent historical trends and related terminology in ESL assessment and provide a theoretical framework for the selection and preparation of assessment instruments. Issues of validity, reliability, test bias, and practicality will be considered as participants examine, critique, and develop a variety of assessment instruments for various testing purposes. Prerequisite: None. 1 quarter hour

APL490 Independent Study
Students develop a project related to their language acquisition of either a foreign language or ESL with faculty approval. Counts in the Humanities Area of General Education Requirements. 2-5 quarter hours

APL495 Special Topic
Students select topics of special interest for self-improvement in the areas of target language acquisition and acculturation. More than one registration is permitted since topics vary each term. Counts in the Humanities Area of General Education Requirements. 2-5 quarter hours

ESL100A English for Speakers of Other Languages
Level 1
For students with little or no proficiency in English. Focuses on development of vocabulary, listening, speaking, reading, and writing skills on a basic functional level. Classroom instruction is supplemented by computer and language laboratories. Prerequisite: placement. 13 quarter hours

ESL100B English for Speakers of Other Languages
Level 2
For advanced beginners. Expands basic functional proficiency in all skills areas. Classroom instruction is supplemented by computer and language laboratories. Prerequisite: ESL100A or placement. 13 quarter hours

ESL200 English for Speakers of Other Languages
Level 3
For low-intermediate students. Builds language skills beyond the basic functional level. Classroom instruction is supplemented by computer and language laboratories. Prerequisite: ESL100B or placement. 13 quarter hours

ESL201 English for Speakers of Other Languages
Level 4
For intermediate students. Expands students' abilities to use language on an abstract conceptual level. Classroom instruction is supplemented by computer and language laboratories. Prerequisite: ESL200 or placement. 13 quarter hours

ESL202 English for Speakers of Other Languages
Level 5
For more advanced students. Emphasizes development of language skills needed to succeed in degree program coursework. Classroom instruction is supplemented by a conversation session and computer, language laboratories. Prerequisite: ESL201 or placement. 13 quarter hours

ESL203 Writing Skills Development (ESOL)
Provides intensive developmental writing instruction, complementing the sequence of ESOL courses and competencies. Prerequisite: ESL202 or placement. 5 quarter hours

Human Services

Junior-senior level undergraduates may take graduate level course work as is appropriate to their study plan upon written approval of their undergraduate adviser.

HSC101 Introduction to Human Services
Exploration of the field of human services, including the impact and meaning of psychosocial and related difficulties to the individual and to society; the function of a variety of human service organizations; current trends and historical patterns of human service care; professional roles and ethical responsibilities. 5 quarter hours
HSC102  Introduction to Applied Group Process
A study of formal and informal group dynamics, issues, and behaviors, directed to an understanding of group functioning and leadership; factors involved in group cohesion and group conflict, communication and intervention skills. 3-5 quarter hours

HSC201  Principles and Dynamics of Interviewing
Examination of various techniques, goals, methods, model, and outcomes of interpersonal relationships. Focus on basic interviewing skills, information gathering, recording and assessment, and goal planning. 5 quarter hours

HSC202  Theory and Techniques of Crisis Intervention
Introduction to crisis theory, focusing on models of intervention, and utilizing experiential skills-building exercises. Prerequisite: HSC101, HSC201. 3-5 quarter hours

HSC203  Principles of Family Intervention
Examination of theories and dynamics of family change and issues of stabilization within that change. Emphasis on viewing the family as a whole system wherein change in one individual changes the family group and structure. Focus on identifying strategies of intervention as defined by family needs and structural change. Prerequisites: HSC101, HSC201, HSC202, or permission of instructor. 3-5 quarter hours

HSC220  Resource Development and Networking
Work in the human services field demands a knowledge of community resources covering a wide range of needs. The ability to make appropriate referrals and to work cooperatively with others is important. This course introduces students to basic networking and community resource development concepts, strategies, and skills, thus preparing them for this aspect of the field. 2 quarter hours

HSC300  Advanced Clinical Intervention Strategies
Focus on advanced skills of interviewing, with emphasis on development and integration of individual style and technique. Prerequisites: HSC102, HSC201, HSC202, HSC203. 3-5 quarter hours

HSC305  Special Needs Populations
This course examines circumstances in which some individual or family needs are most effectively met through means outside of the systemic norms due to disability or other situations. It emphasizes evaluation of services, coping strategies and resources. 5 quarter hours

HSC310  Management/Administration of Health and Human Service Organizations
In-depth analysis of selected types of human service organizations in relation to origins, structure, and stability and change. Attention to various interrelated roles of agencies, clients, and professionals. Examination of organization-environment interface. Prerequisites: Junior standing, Practicum I and/or consent of instructor. 5 quarter hours

HSC410  Introduction and Overview of the DSM IV
This course will provide an introduction and overview of the DSM IV. Its purpose is to help the student understand diagnoses as presented in case materials in the classroom and in the field. This in turn will help the student learn to develop appropriate individualized treatment plans for clients. Prerequisite(s): Principles and Dynamics of Interviewing (HSC201) or equivalent.

HSC430  Fundamentals of Case Management
This course will introduce students to the ethics and skills necessary in case management. Topics will include: ethics; case management responsibilities; cultural competence; documentation and monitoring; as well as review basic written and verbal communication skills. An experiential component will provide practice opportunities. Prerequisite(s): Principles and Dynamics of Interviewing (HSC201) or its equivalent.

HSC451  Fundamentals of Creative Expressive Therapies
Emphasis on learning creative therapeutic techniques and how different art modalities can function as therapeutic tools in aiding the human service worker to develop rapport and empathy with individuals and groups using art, movement, and dance. Prerequisite: HSC102. 3-5 quarter hours

HSC499  Seminar/Current Issues in Human Services
Seminar on current issues in the human services field, identifying trends, problems, paradoxes, and parameters in areas of the profession. Analysis, design, and implementation of solutions will be a major focus. 1-6 quarter hours

HSC503  Counseling and Human Development in a Multicultural Society
An examination of theory, techniques, dynamics, and behaviors of counseling in a multicultural society. Emphasis is placed upon understanding the influences of one's own cultural background as well as upon critical issues of counseling persons of other cultures, ethnicity, race, and/or unique subcultural grouping. Prerequisites: HSC201, HSC202, junior or senior status and written consent of academic adviser. 5 quarter hours

HSC506  Introduction to Theory and Practice of Family Therapy
Exploration of theoretical models and concepts in the field of family therapy. Focus upon systemic change, dysfunction, and stages of family development. Family therapy approaches are presented theoretically and through simulation experiences. Prerequisites: HSC501, HSC400; or instructor permission. 5 quarter hours

HSC510  Theories of Counseling
A survey of current theories of counseling and psychotherapies. The characteristics of all professional or paraprofessional helping relationships will be explored. Most major theories used in psychotherapy today and specific counseling techniques based on those theories will be studied to familiarize students with the most important methods of individual treatment of psychological problems. Prerequisites: Junior or senior status and written consent of academic adviser. 3-5 quarter hours
HSC512 Theories and Techniques of Group Counseling
An overview of various theories and techniques of group counseling and the practical application of these techniques. The first part of the course will emphasize goals and purposes of group counseling, tasks and skills of the group counselor, and guidelines for group creation. The latter sessions will concentrate on the experiential application of these concepts. Prerequisites: HSC102, HSC201, HSC202, junior or senior status and written consent of academic adviser. 5 quarter hours

HSG101 Introduction to Gerontology
Examination of physical, psychological, philosophical, social, and societal dimensions accompanying the aging process and attitudes towards aging. Focus on skills of assessment and treatment planning. 3-5 quarter hours

HSG220 Mental Health and Aging
An overview of the key elements necessary for successful aging with an emphasis on mental health of older persons; functional and organic brain disorders will be examined. Review of various treatment principles and skills supportive of positive mental health among the elderly. Prerequisite: HSG101. 3-5 quarter hours

HSG441 Health Care for Older Adults
An overview of the health care of older adults. Normal physiological factors, common diseases of the aged, and both formal and informal community health services for the elderly will be explored. Health maintenance and promotion will be a major emphasis throughout the course. 3-5 quarter hours

HSG448 Administration of Volunteer Programs Serving Older Adults
In this course the student will explore the various aspects of managing volunteer programs that serve the elderly: senior centers, religious groups, and various other organizations vital to the elderly operating primarily on the labors of volunteers. This vital course will discuss the role or the professional within such a group, as well as the various aspects of management. Prerequisite: Permission from Director of Gerontology Program. 3-5 quarter hours

HSG548 Counseling Elders and Their Families
In this course the student will begin by learning the basic principles of assessing the older client and their family. The course proceeds by discussing the application of different therapeutic techniques that have been found to be effective for working with the elderly in one to one, group, and family contexts. Prerequisite: HSC201, HSC202, junior or senior status and written consent of academic adviser. 5 quarter hours

HSM385 Practicum Supervision
Examination of the issues and dynamics of professional relationships within the content of the practicum experience. Specific attention given to: ethics of helping; organizational structure; service delivery systems; client assessment; and treatment planning with individual, group, agency, and family client units. The seminar will focus on both the commonalities (regardless of client population) of Human Service work as well as each student's unique learning experience. Prerequisite: Permission to begin Professional Practice Experience. Concurrent enrollment in undergraduate Practicum. Enrollment is required with each Practicum/Internship enrollment. 1-2 quarter hours

HSM405 Juveniles and the Law
The study of the law affecting juveniles: delinquency, minors in need of supervision, neglect and abuse, child custody, adoption, civil law and responsibility, special education, and the Illinois School Code. Practical aspects of police interaction and intervention, the functions and capabilities of the Departments of Probation, Children and Family Services, and other public agencies. Prerequisite: HSC101. 5 quarter hours

HSM407 Violence and Aggression in the Family
Examination of the psychological, social, behavioral, and cultural foundations of aggressions and violence; issues of physical and emotional abuse within the family unit. 3-5 quarter hours

HSM408 Hospitalized Child and Adolescent
This course will focus on the psycho/social care of the hospitalized infant, child, and adolescent; the impact that illness and hospitalization have on the child and his/her family; the understanding and importance of a child life program, its goals and objectives, and how it functions on a pediatric unit. 5 quarter hours

HSM415 Strategies of Community Intervention
A study of community power structures and resources, interest groups and citizen participation, influence and power, examination of models for developing and organizing community resources to implement change. Prerequisites: HSC101, HSC201. 2-5 quarter hours

HSM416 Marital Separation and Single Parent Families
An examination of psychological, sociological, physical, and ecological dynamics of change in family structures preceding and during the divorce process, as well as the sequential stages of single parenthood and the reconstituted family. Prerequisite: HSC201. 2-5 quarter hours
HSM417 Child Abuse
The dynamics of child abuse, types of abuse, and the abuser; the impact and implications of child abuse on the family and society; treatment and prevention.  5 quarter hours

HSM418 Suicide Intervention
Suicide theory and intervention techniques. Emphasis placed on identifying signs of depression and how to use crisis intervention techniques related to suicide intervention and prevention. Students will learn to identify major causative factors of suicide in children, adolescents, and adults, and gain a general knowledge of available community resources.  5 quarter hours

HSM420 Women and Mental Health Issues
An introduction to mental health issues as they relate directly to women. The course will acquaint students with current research on sex differentials, sex role functioning, sex differences in women's mental health problems and their causes, and diagnosis and treatment with female clients. The class also will provide an avenue for students to examine gender-related issues in their own personal and professional lives in order to help understand and work with women of varied ages, races, ethnicities and socioeconomic backgrounds. Prerequisite: Recommended-General Psychology or lower-division Human Services course. May be used as psychology course.  5 quarter hours

HSM481 Human Services Practicum I
First course of a four-part sequence in the Human Services Professional Studies Sequence. This course requires a minimum of 15 hours of on-site experience in a human services agency, totaling a minimum of 150 clock hours for the quarter. Practicum may be completed in any of the specialized areas with adviser approval. Students work closely with and receive supervision from both the agency and university personnel. Student is required to enroll in HSM385 Practicum Supervision concurrently. Prerequisites: HSC201 and acceptance into Professional Studies Sequence.  1-5 quarter hours

HSM482 Human Services Practicum II
Second course of a four-part sequence in the Human Services Professional Studies Sequence. This course is a continuation of HSM481 as the student continues in the same placement setting for an additional minimum of 15 hours per week for a total of another 150 clock hours on site for the quarter. Students will continue to receive supervision both on site and within the University. Student is required to enroll in HSM385 Practicum Supervision concurrently. Prerequisites: HSM481 and departmental approval.  1-5 quarter hours

HSM483 Human Services Practicum III
Third course of a four-part sequence in the Human Services Professional Studies Sequence. This course requires the student to choose a different practicum site than in HSM481 and HSM482 thus allowing the student the opportunity to further enhance his or her skills in another specialization area. The student is required to complete a minimum of 15 hours per week on site (minimum of 150 hours) for the quarter and concurrently register in HSM385 Practicum Supervision thus receiving on-site and university supervision. Prerequisites: HS482 and departmental approval.  1-5 quarter hours

HSM484 Human Services Practicum IV
Fourth course of a four-part sequence in the Human Services Professional Studies Sequence. This course is a continuation of HSM483 as the student continues in the same placement setting for an additional minimum of 15 hours per week (minimum of 150 clock hours) for the quarter and concurrently registering for HSM385 Practicum Supervision. Prerequisites: HSM483 and adviser approval.  1-5 quarter hours

HSM485 Human Services Practicum V
Advanced clinical experience in a selected human service agency addressing specific knowledge and skill areas. Opportunity to experimentally investigate specific areas of interest beyond those in HSM484. This course requires a minimum of 15 hours of on-site experience in a human service agency, totaling a minimum of 150 clock hours for the quarter. Practicum may be completed in any of the specialized areas with adviser approval. Students work closely with and receive supervision from both the agency and university personnel. Student is required to enroll in HSM385 Practicum Supervision concurrently. Prerequisites: HSM484 and adviser approval.  1-5 quarter hours

HSM486 Human Services Practicum VI
Continuing advanced clinical experience in a selected human service agency usually a continuation of HSM485. This course requires a minimum of 15 hours of on-site experience in a human service agency, totaling a minimum of 150 clock hours for the quarter. Practicum may be completed in any of the specialized areas with adviser approval. Students work closely with and receive supervision from both the agency and university personnel. Student is required to enroll in HSM385 Practicum Supervision concurrently. Prerequisites: HSM485 and adviser approval.  1-5 quarter hours

HSM490 Human Services Independent Study
An independent study offering for students and qualified practitioners, which is intended to increase academic qualifications and clinical expertise. Permits the student to undertake individual research in an area approved by the department and instructor.  2-5 quarter hours

HSP450 Theory and Perspective on Prevention and Intervention
This course explores the varying definitions and approaches of prevention and early intervention, as well as overviews of the continuum of care. Prevention of a variety of human problems will be covered: substance abuse, AIDS, suicide, truancy, dysfunctional families, etc. Historical perspectives, present practice, and future development of the field will be discussed.  3-5 quarter hours
Interdisciplinary

INT100  Information Literacy and Library Research Techniques
This course emphasizes the concepts and competencies of information literacy, the evaluation of information, the organization of libraries, the classification of knowledge, and the basic skills of research. This course will introduce the student to library research resources such as electronic journals, full-text databases, the online catalog of print and electronic books, the Internet, and other library materials. 2 quarter hours

INT200  Utilization of Instructional Media I
INT201  Utilization of Instructional Media II
A laboratory approach is used to emphasize and develop sound principles of selection, utilization, and evaluation of a wide variety of media found in elementary schools today. Included are motion picture projection, audio recording techniques, graphic displays, videotape recording, and multimedia presentations. Students demonstrate utilization and production of specific media formats. 1 quarter hour each

INT300  Blueprints for Lifelong Learning
The course provides individual guidance for adults who wish to examine and evaluate their current educational and career development. Assistance is provided in determining professional goals, culminating in a “blueprint” or academic/professional plan to attain these goals within a prescribed time frame. Prerequisite: Previous postsecondary education. 2 quarter hours

INT301  Perspectives on Prior Learning
Principles and practices of prior learning and its assessment will be surveyed. Learning obtained through personal and professional experiences will be analyzed. Students will prepare a portfolio documenting this prior learning. Prerequisite: Admission to the university and at least 45 quarter hours of previous college course work. 2 quarter hours

INT305  Dynamics of Group and Organizational Behavior
Study of formal and informal small group and organizational behavior. Experiential learning exercises and analysis of real groups and organizations provide a basis for concept development. Prerequisite: junior or senior standing. (May be used for Psychology, Social Science, Health Studies, and Management credit.) Counts in Social Science or Behavioral Science Areas of General Education Requirements. 5 quarter hours

INT310  Research Methods in the Behavioral Sciences
Problem analysis, review and selection of appropriate data-gathering techniques, reporting systems, and research design evaluation. Prerequisite: junior or senior standing. (May be used for Psychology, Human Services, Social Science and Allied Health credit.) Counts in Quantitative Reasoning or Social Science or Behavioral Science Areas of General Education Requirements. 3-5 quarter hours

INT315  Women in Society
This course is designed to study women in the past, present, and future. Students will analyze the impact of society on women and men on society by studying economic, political, psychological, anthropological, social, historical, and health issues as they directly relate to women. Prerequisite: 100-level Human Services or 100-level Psychology or 100-level Social Science course. Counts in Social Science or Behavioral Science Areas of General Education Requirements. 5 quarter hours

INT400  Career Assessment and Planning
An analysis of learning experiences contributing to personal and career growth, preparation of a portfolio describing these experiences. Exercises in goal setting and time management. 2-5 quarter hours

INT410  Leadership in a Changing World
Students will study the process of leadership from a broad and varied perspective. Leadership will be defined, and will be delineated from the role of the manager. Various leadership theories will be explored, as well as differing approaches to leadership (including small work team leadership, behavioral approaches to leadership, and situational leadership). The characteristics and values of leaders will be explored, as well as leader performance problems and challenges. Students will explore future trends in leadership including its importance in a global context, as well as, in regard to their own lives. Prerequisites: All prior courses in the program sequence. Counts in Social Science or Behavioral Science Areas of General Education Requirements. 5 quarter hours

INT420  Dynamics of Significant Relationships
This course is an interdisciplinary study of significant relationships in peoples’ lives using concepts drawn from the social and behavioral sciences. Relationships studied include acquaintances, kinship ties, coworkers, same-gender friendships, male-female relationships, mentors, and cross-cultural friends. The dynamics of these relationships including the functions they serve, their development, and their importance will be studied. Recommended: Lower division Social Science or Human Services courses. Counts in Social Science or Behavioral Science Areas of General Education Requirements. 5 quarter hours

INT430  Methods of Inquiry in the Behavioral Sciences
Students will be introduced to the basic concepts, methods and tools employed in the research process. Emphasis is placed on practical applications of these ideas, with the central goal being to assist students in becoming intelligent consumers of research findings and conclusions. Counts in the Behavioral Science Area of General Education Requirements. 4 quarter hours
INT490 Independent Study in the Behavioral Sciences
Students will plan and conduct a self-directed inquiry into a research question of interest. This independent study will be guided by concepts presented and developed in Methods of Inquiry in the Behavioral Sciences. Counts in the Behavioral Science Area of General Education Requirements. 2 quarter hours

INT491C Field Study/Project Advisement
Provides advisement to students who have completed the undergraduate field experience program in order that they may satisfactorily complete their work on the required applied research project. Course shall be graded "P" (Satisfactory) or "I" (In-Progress); credit does not count toward graduation requirements; the course may be repeated. 1 quarter hour

Liberal Arts and Sciences

Art

LAA110 Introduction to Art
Study of the structure and organizing principles of art, studio problems in two-dimensional and three-dimensional design. Students are introduced to the basic concepts of art history: chronology, stylistic development, and iconography related to the historical context. Counts in the Fine Arts Area of General Education Requirements. 2 quarter hours

LAA300 Ceramics
Fundamental concepts in design and production of pottery and ceramic sculpture: development of technical skills and processes. Students produce ceramics by various methods of hand-building and wheel-throwing incorporating decorative and surface techniques. Trips to galleries and museums included. Counts in the Fine Arts Area of General Education Requirements. 2-5 quarter hours

LAA301 Design
Theory of design and studio work in problems fundamental to the establishment media such as acrylic, wood, clay and fiberglass. Counts in the Fine Arts Area of General Education Requirements. 5 quarter hours

LAA302 Drawing
Students study and practice fundamental drawing and compositional concepts; basic drawing materials explored; drawing from observation and imagination included. Individual potential emphasized. Counts in the Fine Arts Area of General Education Requirements. 2-5 quarter hours

LAA303 Fiber Workshop
Design and production of two- and three-dimensional objects from natural and synthetic fibers. Studio projects of various processes and techniques including knotting, weaving, wrapping, hooking, stitchery, applique and fiber sculpture. Counts in the Fine Arts Area of General Education Requirements. 2-5 quarter hours

LAA304 Mixed Media
Exploration of various traditional and nontraditional materials in two- and three-dimensional formats. Examples: drawing, painting, fiber, clay, and others. Counts in the Fine Arts Area of General Education Requirements. 2-5 quarter hours

LAA305 Modeling and Sculpture
Fundamental concepts of three-dimensional design and development of technical skills and processes. Students produce sculpture in a range of methods and materials including clay, fiber, plaster, wood, fiberglass, and acrylic. Counts in the Fine Arts Area of General Education Requirements. 2-5 quarter hours

LAA306 Painting
Fundamental concepts in design and composition, and development of technical skills and processes. Students paint in the studio and on location. Trips to galleries and museums included. Counts in the Fine Arts Area of General Education Requirements. 2-5 quarter hours

LAA310 Mexican Art
Introduction to the history of Mexican Art through an anthropological examination of the religions, myths, histories and artifacts created by the indigenous peoples of Mexico from the Preclassic Period (200 B.C. - 300 A.D.) to the modern era. Counts in the Humanities or Fine Arts Areas of General Education Requirements. 2-5 quarter hours

LAA320 African Art
Introduction to the art of the peoples of West and Central Africa through an anthropological examination of the religions, myths, histories, and artifacts created by these peoples. Counts in the Humanities or Fine Arts Areas of General Education Requirements. 2-5 quarter hours

LAA321 Sources and Development of American Art
Foreign and native influences on the development of painting, sculpture, architecture, and the crafts of the United States. Study of societal conditions under which art styles originate: religious, political, economic, and cultural contexts. Examination of all forms of visual expression from the colonial period to the present time with emphasis on contributions of specific artists. Gallery and museum trips included. Counts in the Humanities or Fine Arts Areas of General Education Requirements. 2-5 quarter hours

LAA322 Nineteenth and Twentieth Century Art
Development of painting, sculpture, architecture and the crafts in Europe and the United States during the 19th and 20th centuries. Students study relationships between art of a period and societal context, including political events, economic trends, and technological advances of the time. Emphasis on the contributions of specific artists. Gallery and museum trips included. Counts in the Humanities or Fine Arts Areas of General Education Requirements. 2-5 quarter hours
LAA323  History of Far Eastern Art  
Study of art and architectural styles of China, Japan and India from the dawn of history to present day. Contributions of Eastern Asia to art and humanity will also be explored. Counts in the Humanities or Fine Arts Areas of General Education Requirements. 2-5 quarter hours

LAA490  Art Independent Study  
Students concentrating in art have the opportunity to pursue independent study in studio, art history, or art education after completing, with excellence, a basic course in the chosen area of study. 1-6 quarter hours

LAA495  Art Special Topic  
Topics offered will reflect the current interest of students. Since topics vary from quarter to quarter, this course may be taken more than once. Examples of topics are Jewelry, Creative Lettering and Graphic Design, and Art for the Exceptional Learner. 1-6 quarter hours

English

LAE101  English Composition I  
First in a two-term sequence of composition courses. Expository, illustrative, and persuasive writing with emphasis on the short essay. Introduction to research and documentation. Prerequisite: Placement. Counts in the Communications Area of General Education Requirements. 5 quarter hours.

LAE102  English Composition II  
Second in a sequence of composition courses. Continued practice in expository writing, including persuasive writing and research paper. Counts in the Communications Area of General Education Requirements. 5 quarter hours.

LAE104  Report Writing  
An introduction to the types of writing required in public agencies or businesses, including the writing of reports or proposals (which have specific guidelines), as well as memoranda, formal and informal letters, summaries, recommendations, and persuasive memos or other arguments. Prerequisite: Placement. Counts in the Communications Area of General Education Requirements. 5 quarter hours.

LAE120  Content Area Writing A  
A course in expository and research writing, with emphasis on the writing process, editing, and use of a variety of informational sources. Content Area Writing A is taught in combination with Introduction to American Politics, and the writing assignments are on subjects relevant to the Politics course. Counts in the Communications Area of General Education Requirements. 5 quarter hours

LAE125  Content Area Writing B  
A course in persuasive and research writing, with emphasis on the research and writing process, development of planning documents, and editing. Content Area Writing B is taught in combination with Introduction to Sociology, and the writing assignments are on subjects relevant to the Sociology course. Counts in the Communications Area of General Education Requirements. 5 quarter hours

LAE201  Intermediate Composition  
A course by arrangement for students needing further work in fundamentals of expository writing. This course adapts to the needs of the student or students currently enrolled. Prerequisite: LAE101 or equivalent. Counts in the Communications Area of General Education Requirements. 2-5 quarter hours

LAE210  Writing in the Workplace  
An interdisciplinary introduction to various writing tasks which integrate data presentations and economic principles using word processing and computer software applicable to office and workplace writing. Prerequisites: Sophomore standing and academic skills assessment. Concurrent enrollment in LAM225 and LAS253. 5 quarter hours

LAE220  Introduction to Literature  
Techniques of reading and analyzing fiction, poetry and drama are taught by using primarily selections from 20th century American and British works. Students develop short papers of literary analysis into longer, more polished essays in which they express and support their interpretations of selected short stories, poems, plays and one short novel. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAE301  Advanced Composition  
Advanced instruction and practice in a variety of expository and other writing tasks. Special emphasis on writing with style, clarity, and effectiveness for various audiences. Prerequisite: LAE102 or equivalent. Counts in the Communications Area of General Education Requirements. 2-5 quarter hours

LAE302  Introduction to Creative Writing  
Basic techniques of fiction and poetry. Individual instructor may stress one or the other. (Students can inquire ahead.) Wide reading expected as a stimulus to creative expression. Prerequisites: LAE102 or equivalent. Counts in the Communications Area of General Education Requirements. 5 quarter hours

LAE305  Major British Writers I: Beginnings to 1750  
A survey of the most important British authors to 1750. Includes such writers as Chaucer, Shakespeare, Donne, and the metaphysical poets, Milton, Pope, Swift. Covers historical-cultural backgrounds and major developments in the history of ideas. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements. 5 quarter hours
LAE306  Major British Writers II: 1750 to 1900
A survey of the most important British authors from 1750 to 1900. Includes such writers as Fielding, Sheridan, Austen, Wordsworth, and the Romantic poets, Dickens, Shaw. Covers historical-cultural backgrounds and major developments in the history of ideas. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAE307  Literature for Children
A general overview recommended for students entering the teaching profession. Survey of best of the old and new in prose and verse from the nursery level through elementary grades. Techniques of presentation are discussed. Major emphasis on content and quality of literature. (May be taken as separate modules according to age level: LAE307A Early Childhood for 2 quarter hours or LAE307B Middle School for 3 quarter hours. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAE308  World Literature
Masterpieces of world literature from the earliest times to the present, in translation. Syllabus includes primarily western literature – Greek, Italian, Spanish, German, French, Russian – but some attention also given to non-western literature. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAE309  Minority Voices in American Literature
A study of important literary works by representatives of minority groups. Specific focus is determined by the individual instructor and can be limited to a particular group, time period, and/or literary type. Students examine how literature functions as protest and in the search for identity. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAE310  The Novel
A broad study of technique, structure, and rhetoric of the novel. Individual instructor may focus on the origins and development of the novel, concentrating on the growth of technique and changing cultural concerns, or on representative types of the novel. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAE311  The Short Story
Examination of the short story as a literary form. Students learn the tools needed for criticism of fiction. Course can be presented using a historical approach or it may be structured by type. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAE312  Poetry
Examination of poetry as a literary genre through critical analysis. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAE313  Myth and Mythology
A study of examples of mythology from two or more cultural traditions, possibly including ancient and modern, western and non-western traditions. The mythology will be studied as literature and from the perspective of several major twentieth-century theories of myth. Prerequisites: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAE314  History of the English Language
An introduction to the study of language, with emphasis on historical study and on the English language. Covers characteristics, origins and development of language; origins and historical development of the English language in Great Britain and America; and descriptive and prescriptive grammar; varieties of American English. Prerequisites: LAE102 or equivalent. Counts in the Communications or Humanities Areas of General Education Requirements. 5 quarter hours

LAE315  Art of the Film
An introduction to film theory and film technique, with some reference to the history of film. Emphasis will be placed on the tools used to tell stories in film, e.g., cinematography, editing and sound. Both American and foreign films will be screened and discussed; Intolerance, Metropolis, Citizen Kane, My Darling Clementine, Shoot the Piano Player, The Seventh Seal and ½ are typical of the films covered. Students will also view movies outside of class and write papers analyzing various aspects of filmmaking. Prerequisite: LAE102 or equivalent. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAE316  Prose Forms and Styles
A survey of the major forms of contemporary prose writing: novel, essay, short story, non-fiction narrative. Emphasis will be on analysis of each author’s style and voice, and of the narrative techniques he or she employs to tell the story most effectively. Works vary from quarter to quarter and may from time to time include some non-English works in translation. Prerequisites: LAE102 or equivalent. Counts in the Communications or Humanities Area of General Education Requirements. 5 quarter hours

LAE340  Literature for High School Teachers
Students read, discuss and write papers on selections of literature commonly taught in Illinois high schools. They learn to lead discussions on the assigned literature with special attention to the interests and potential of high school students. Materials are clustered around a theme with special relevance or curricular usefulness for this group, such as "Coming of Age," "Young Americans During the Great Depression," or "Families in Transition." Counts in the Humanities Area of General Education Requirements. 5 quarter hours.
LAE405  American Writers I: Beginning to 1900:  
Selected Topics
A brief look at early Puritan literature followed by readings from 
fiction writers such as Hawthorne, Melville, Irving, Cooper, Poe, 
Twain, and from poets such as Whittier, Longfellow, Whitman 
and Dickinson. Emphasis on the influence of social forces on 
literature and on the emergence of literary forms and conventions. 
Prerequisite: LAE102 or equivalent. Counts in the Humanities 
Area of General Education Requirements.  5 quarter hours

LAE406  American Writers II: 1900-1945
A survey of classic 20th century novelists such as Wharton, 
Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, Wright, and 
Steinbeck. Students examine types of fiction such as realism, 
naturalism, proletarianism, impressionism. Prerequisite: 
LAE102 or equivalent. Counts in the Humanities Area of 
General Education Requirements.  5 quarter hours

LAE407  American Writers III: 1945-1970
A survey of the best and most influential writers following World 
War II and continuing through to the close of the turbulent 
sixties. Includes primarily fiction writers such as Mailer, O'Hara, 
Salinger, Cheever, Updike, O'Connor, Baldwin, Kesey, Heller, 
Roth, Bellow, Malamud, and Nabokov. Takes a look at the 
stunning contrasts between the fifties and the sixties, politically, 
socially, ethically, artistically, and psychologically. Prerequisite: 
LAE102 or equivalent. Counts in the Humanities Area of 
General Education Requirements.  5 quarter hours

LAE408  Contemporary American Literature:  
1970 to the Present
A dynamic overview of the most critically esteemed and widely 
read writers of the students' own lifetime. Stressing fiction, it 
includes such names as Updike, Bellow, Pynchon, Barth, 
Vonnegut, Wolfe, Irving, Roth, Morrison and Walker. Assesses 
the impact of the sixties and examines literary phenomena such 
as absurdism and the "new journalism" against the on-going 
tradition of realism. Prerequisite: LAE102 or equivalent. 
Counts in the Humanities Area of General Education 
Requirements.  5 quarter hours

LAE409  20th Century American Women Writers
A survey of American women writers, which examines the 
special characteristics of writing by women, the growth of 
protest, and women's role in the 20th century history of 
American literature. Individual instructors may choose to focus 
primarily on fiction, on non-fiction, or on poetry; or an 
instructor may limit the survey to a particular 20th century time 
period or theme. See English Department for details. 
Prerequisite: LAE102 or equivalent. Counts in the Humanities 
Area of General Education Requirements.  5 quarter hours

LAE410  Modern British Fiction: 1900-1950
A survey of classic 20th-century British novelists such as James, 
Lawrence, Joyce, Forster, Woolf, Greene, Orwell, Huxley and 
Amis. Focuses on the growth and development of technique and 
on the ethical, psychological, and political concerns of the period. 
Prerequisite: LAE102 or equivalent. Counts in the Humanities 
Area of General Education Requirements.  5 quarter hours

LAE415  Popular Literature
Study of well-known types of popular literature (murder 
mysteries, spy stories, science fiction, romance, westerns, horror 
stories, etc.) with particular attention to the sociology, 
psychology and politics of each type. Prerequisite: LAE102 or 
equivalent. Counts in the Humanities Area of General 
Education Requirements.  5 quarter hours

LAE416  Women's Lives in Literature
Counts in the Humanities Area of General Education 
Requirements.  5 quarter hours

LAE420  Current Issues in College Composition
A survey of current issues in composition and rhetoric research 
with emphasis on their relationships to teaching college writing 
courses. Such issues include social and cognitive and/or 
technological influences on academic writers. Prerequisites: 
LAE102 or equivalent, junior standing or above. Counts in the 
Communications Area of General Education Requirements. 
  5 quarter hours.

LAE425  Literary Criticism and Interpretation
A survey of the major theories and schools of literary criticism 
with emphasis on twentieth-century approaches such as new 
criticism, semiotics, deconstruction, reader-response theory and 
including such special perspectives as psychoanalytic, Marxist 
and feminist criticism. Prerequisite: LAE102 or equivalent. 
Counts in the Humanities Area of General Education 
Requirements.  5 quarter hours

LAE434  Shakespeare and Elizabethan Drama
Study of the Elizabethan stage and Elizabethan-Iacobean 
drama and the development of Shakespeare's dramatic art. 
Students read selected comedies, tragedies and histories by 
Shakespeare and some of his contemporaries. Prerequisite: 
LAE102 or equivalent. Counts in the Humanities Area of 
General Education Requirements.  5 quarter hours

LAE450  Fundamentals of Journalism
Introduction to various kinds of journalistic writing appropriate 
to newspapers, magazines and other periodicals. News-writing, 
feature-writing, and interviewing are some of the journalistic 
types covered. Liability laws, guidelines pertaining to 
plagiarism, copyright laws, and journalistic ethics are discussed. 
Prerequisite: LAE102 or equivalent. Counts in the 
Communications Area of General Education Requirements. 
5 quarter hours
LAE460  Editing and Publishing the Small Journal
A course introducing students to the practical skills involved in editing, managing, and publishing a small periodical-for a school, a corporation, or any other enterprise which needs to publish information for its own corporate community or for the public. Some students may get hands-on experience by working with the college’s own public relations office or possibly with the school yearbook or newspaper. Journalistic ethics, reporting techniques, and liability laws will also be covered. Most importantly, course introduces students to desktop-publishing software-both Apple and IBM-compatible. More traditional methods of working with printers are also explained. Prerequisite: LAE102 or equivalent. Counts in the Communications Area of General Education Requirements. 5 quarter hours

LAE461  Writing Promotional and Advertising Copy
A course taught by professionals in the field of advertising and promotion. Students receive coaching and practice in writing spots for radio and television, as well as layout and design for print media and direct mail. Public relations strategies are introduced: how advertising builds and communicates the corporate image. Available markets for writers will be explored. Speakers will discuss working for agencies and writing freelance. Prerequisite: LAE102 or equivalent. Counts in the Communications Area of General Education Requirements. 5 quarter hours

LAE465  Creative Writing: Humor
An initial discussion of the basic principles of humor, followed by an overview of specific types of humor-writing. This course analyzes various styles of humor, such as iconoclasm, absurdism, exaggeration, "gallows humor," "Jewish humor," etc., in order to imitate their techniques in weekly written assignments. Each student works on development of his or her own comic "voice." Prerequisite: LAE102 or equivalent. Counts in the Communications Area of General Education Requirements. 5 quarter hours

LAE486A  WS/Eng/Rare Books Newberry Library
Counts in the Humanities Area of General Education Requirements.

LAE490  English Independent Study
Opportunity for students in this major or concentration to pursue acceptable study in an aspect of literature or writing independently. Students are assigned to department advisers for guidance and tutoring. 2-5 quarter hours

LAE492  Methods of Research for Writers
A course which teaches writers how to do basic secondary research in a variety of areas likely to be relevant to their future writing, such as: psychology, physiology and medicine, education, literature and the arts, history, natural science, etc. Students must show they can use traditional printed materials as well as computer-assisted research. Instructor reviews guidelines pertaining to plagiarism and copyright laws. Students write a brief, researched paper.

This course is usually taught in modules of 1 semester hour per module with a different module being offered each term: LAE 492A in fall, LAE 492B in winter, LAE 492C in spring. Each module covers different discipline areas, responding to student needs. Students can request current academic year’s agenda from the English Department. (This is not a writing-intensive course.) Counts in the Communications Area of General Education Requirements. 1-3 semester hours

LAE495  English Special Topic
Opportunity for students and faculty to create a course topic not on the regular schedule. (A recent example: The Sixties: Evolution and Revolution.) Students may register for more than one Special Topic in the course of their degree program. 2-5 quarter hours

LAE499  English Seminar
A course designed by faculty and students, from time to time, in which students assume a major responsibility for course materials and content, in conventional seminar fashion, with the instructor acting primarily as adviser and evaluator. Prerequisite: consent of instructor. 1-5 quarter hours

Philosophy and Religion

LAH110  Introduction to Philosophy
Topics of study include: the nature of philosophy and philosophizing as a human function, how humans form questions and answers concerning the nature of existence, knowledge and values, how vocational philosophers (past and present) offer stimulus and resources for this function. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAH120  Logic and Effective Thinking
Students are trained to recognize, analyze, and use informal, deductive, and inductive patterns of reasoning. Practical relevance and scientific methodology shape the orientation. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAE300  Values and Ethical Decision Making
Students examine the development of values on a social and personal level and how these values relate to decision making. Key concepts include understanding the origins of one’s own value system, cultural trends that reflect changing values, reviewing decision-making process. Counts in the Humanities Area of General Education Requirements. 3 quarter hours

LAE305  Philosophy of Values and Ethics
Examination of process and criteria for forming and testing values. Study of value experience in cultural and individual contexts; contexts include tradition, scientific inquiry, emotional, and practical concerns. Values are related to ethical obligations. Counts in the Humanities Area of General Education Requirements. 5 quarter hours
LAH307 Philosophy of Love
Inquiry into the nature and practice of love. Classical/modern sources are related to cross-disciplinary research and literature. The course investigates the organic roles of the cognitive, affective and behavioral functions of persons in love experience and practice. An exploration of realistic strategies for channeling the energies of love into decreasing "human destructiveness" and activating humaneness in all human transactions. Prerequisites: LAE101 Fundamentals of Composition or consent of instructor. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAH310 Philosophy of Religion
Study of the nature of religious faith, belief, and language in relation to general methods of attaining meaning and knowledge. The relation of religious commitment to ethical obligations, general cultural values, and life's tragic elements. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAH315 Religions of the World
Survey of the major world religions: empirical study of beliefs, ritual, and ethical commitments within respective cultural contexts. Development of critical principles to structure study. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAH320 Philosophy of Death and Dying
An inquiry into the following themes pertaining to death and dying: (a) historical and contemporary interpretations; (b) emotional and social patterns that compose human treatments of death and dying; (c) the development of a personal philosophy that relates death and the arts of living; (d) the relations between pertinent professionals and dying and/or bereaved clients. Counts in the Humanities Area of General Education Requirements. 5 quarter hours

LAH490 Philosophy Independent Study
Counts in the Humanities Area of General Education Requirements. 2-5 quarter hours

LAH495 Philosophy Special Topics
A philosophy offering of special interest to be studied in depth. May be registered for more than once, since the topic varies each term. Counts in the Humanities Area of General Education Requirements. 2-5 quarter hours

Mathematics

LAM100A Prealgebra
This developmental course presents a review of arithmetic operations and basic mathematical principles. Topics covered include estimation, operations with fractions and decimals, signed numbers, percent, ratio, proportion, exponents, word problems, and an introduction to algebra. The course is divided between arithmetic and elementary algebra topics. There is a major emphasis on converting word phrases and sentences into algebraic form. Problem solving techniques with practical applications are emphasized. The use of appropriate technology is integrated throughout the course. This developmental course earns elective credits but does not apply towards requirements in general education or a concentration. (Total degree credit for developmental courses is limited to 5 quarter hours.) To be taken on a Pass/No Credit basis. Prerequisite: Placement or LAM100A. 5 quarter hours

LAM100B Basic Algebra
This developmental course includes the fundamental operations of algebra and is intended for students who lack credit in high school algebra or need a review of the subject matter. Topics covered include number systems, integer and rational number arithmetic, integer exponents, solutions of first degree equations and inequalities in one and two variables, polynomial operations, factoring polynomials, literal equations, graphing linear equations and inequalities, radical expressions, and solutions of second degree equations. Problem solving techniques with practical applications are emphasized. Use of appropriate technology is integrated throughout the course. This developmental course earns elective credits but does not apply towards requirements in general education or a concentration. (Total degree credit for developmental courses is limited to 5 quarter hours.) To be taken on a Pass/No Credit basis. Prerequisite: Placement or LAM100A. 5 quarter hours

LAM106 Basic Statistics
An introduction to descriptive and inferential statistics for liberal arts, psychology, and human service students whose background in mathematics is insufficient for LAM216 Statistical Methods. This course teaches students how to think about statistical issues and de-emphasizes mathematical computation. Its purpose is to help students analyze data and use basic statistical methods with understanding. Topics include: experimental design, data distributions, graphing techniques, measures of central tendency and dispersion, the normal curve, correlation, regression, and hypothesis testing. A graphing calculator will be required for this course. This course does not apply toward any math concentration and is not IAI transferable as a general education mathematics requirement. Note: Since LAM106 and LAM216 cover essentially the same topics, but at two different levels, they may not both be taken for graduation credit. Prerequisites: LAM100B (Basic Algebra) or equivalent or placement. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM107 Utilization of Microcomputers
An entry-level survey course providing students with a strong base of knowledge about the broad aspects of microcomputer utilization. Acquisition of rudimentary knowledge of data bases, spreadsheets, word processing, and software selection through extensive demonstration and hands-on experience. Not used for math credit. 2 quarter hours

LAH490 Philosophy Independent Study
Counts in the Humanities Area of General Education Requirements. 2-5 quarter hours

LAH495 Philosophy Special Topics
A philosophy offering of special interest to be studied in depth. May be registered for more than once, since the topic varies each term. Counts in the Humanities Area of General Education Requirements. 2-5 quarter hours

Mathematics

LAM100A Prealgebra
This developmental course presents a review of arithmetic operations and basic mathematical principles. Topics covered include estimation, operations with fractions and decimals, signed numbers, percent, ratio, proportion, exponents, word problems, and an introduction to algebra. The course is divided between arithmetic and elementary algebra topics. There is a major emphasis on converting word phrases and sentences into algebraic form. Problem solving techniques with practical applications are emphasized. The use of appropriate technology is integrated throughout the course. This developmental course earns elective credits but does not apply towards requirements in general education or a concentration. (Total degree credit for developmental courses is limited to 5 quarter hours.) To be taken on a Pass/No Credit basis. Prerequisite: Placement or LAM100A. 5 quarter hours

LAM100B Basic Algebra
This developmental course includes the fundamental operations of algebra and is intended for students who lack credit in high school algebra or need a review of the subject matter. Topics covered include number systems, integer and rational number arithmetic, integer exponents, solutions of first degree equations and inequalities in one and two variables, polynomial operations, factoring polynomials, literal equations, graphing linear equations and inequalities, radical expressions, and solutions of second degree equations. Problem solving techniques with practical applications are emphasized. Use of appropriate technology is integrated throughout the course. This developmental course earns elective credits but does not apply towards requirements in general education or a concentration. (Total degree credit for developmental courses is limited to 5 quarter hours.) To be taken on a Pass/No Credit basis. Prerequisite: Placement or LAM100A. 5 quarter hours

LAM106 Basic Statistics
An introduction to descriptive and inferential statistics for liberal arts, psychology, and human service students whose background in mathematics is insufficient for LAM216 Statistical Methods. This course teaches students how to think about statistical issues and de-emphasizes mathematical computation. Its purpose is to help students analyze data and use basic statistical methods with understanding. Topics include: experimental design, data distributions, graphing techniques, measures of central tendency and dispersion, the normal curve, correlation, regression, and hypothesis testing. A graphing calculator will be required for this course. This course does not apply toward any math concentration and is not IAI transferable as a general education mathematics requirement. Note: Since LAM106 and LAM216 cover essentially the same topics, but at two different levels, they may not both be taken for graduation credit. Prerequisites: LAM100B (Basic Algebra) or equivalent or placement. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM107 Utilization of Microcomputers
An entry-level survey course providing students with a strong base of knowledge about the broad aspects of microcomputer utilization. Acquisition of rudimentary knowledge of data bases, spreadsheets, word processing, and software selection through extensive demonstration and hands-on experience. Not used for math credit. 2 quarter hours
LAM108  Overview of Computers
Introduction to the concepts of computers, information processing, programming, and the impact of computers on society. An overview of common computer hardware is provided, as well as the history of events leading to the development of the computer industry. Details of data representation and internal operation of computers included. Hands-on laboratory activities. Not for math credit. 2 quarter hours

LAM110  College Mathematics/Application of Mathematical Ideas
This course provides the basic preparation for more specialized courses in mathematics as determined by the student's major. The intermediate algebra topics of the course are a prerequisite for transferable college mathematics courses. Topics include graphical, symbolic, and numeric solutions of problems, number systems, integer and rational exponents, radicals, functions, first and second degree equations and inequalities, systems of equations and inequalities, measurement, and geometry. Although emphasis is placed on the development of algebraic skills, problem solving is a main component of the course. A graphing calculator is required. The course does not apply toward a math concentration or major and is not IAI transferable as a general education requirement. Prerequisites: LAM100A and LAM100B or placement. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM111  Logarithm/Trigonometry Unit for Allied Health Students
This module surveys exponential and logarithmic functions and their graphs, computations with logarithms and computational right triangle trigonometry and their applications. Required of Allied Health students who take LAM110 College Mathematics to fulfill their mathematics requirement. To be taken on a Pass/No Credit basis. This course may be applied as a free elective, but not toward a mathematics major or minor concentration. Prerequisite: LAM110 or concurrent enrollment. Counts in the Quantitative Reasoning Area of General Education Requirements. 1 quarter hour

LAM112  Math Content for Teachers I
(formerly Concepts of Mathematics)
This course focuses on mathematical reasoning and problem solving. It examines the underlying conceptual framework of the elementary mathematics topics of sets, numeration and number systems, whole number operations, number theory, and operations and algorithms using rational numbers expressed as fractions and decimals. Estimation, models, graphs, and manipulatives are used in a variety of problem-solving situations. The two course sequence of LAM112 and LAM213 is required for students in Early Childhood Teacher Education and Elementary Teacher Education. A weekly lab component is required. Prerequisites: LAM110 or placement. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM130  Mathematical Thinking in an Information Age
This course develops conceptual understanding and problem solving, decision making, and analytical skills dealing with quantities and their magnitudes and interrelationships using calculators and computers as tools. Includes representing and analyzing data through such statistical measures as central tendency, dispersion, normal distribution and chi-square distributions, and correlation and regression to test hypotheses (maximum one-third of course): using logical statements and arguments; estimating, approximating and judging reasonableness of answers; graphing and using polynomial functions and systems of equations and inequalities in the interpretation and solution of problems; and selecting and using appropriate approaches and tools in formulating and solving real-world problems. This course applies toward the math concentration. Prerequisite: Placement or consent of department. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM213  Math Content for Teachers II
This course focuses on mathematical reasoning and problem solving. It examines the underlying conceptual framework of the elementary mathematics topics of algebra and informal geometry, metric measurement, rational and real number operations, percent, probability, and statistics. Estimation, models, graphs, and manipulatives are used in a variety of problem-solving situations. The two course sequence of LAM112 and LAM213 is required for students in Early Childhood Teacher Education and Elementary Teacher Education. A weekly lab component is required. Prerequisites: LAM110 and LAM112. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM214  Mathematics for Management Science
An introduction to mathematical topics with applications to business, economics, and the social sciences. Topics will include linear equations and matrices; systems of linear inequalities and linear programming; simplex method; determinants, matrices and matrix algebra; introduction to statistics: game theory, Markov chain methods, and mathematical modeling; and the mathematics of finance. Computing technology will be integrated throughout the course with an emphasis on problem-solving. This course applies toward the mathematics concentration. Prerequisite: LAM110 or LAM130 or placement. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM216  Statistical Methods
Examination of the application of statistical description and inference in business, psychology, and science. Topics include: frequency distributions, graphing techniques, measures of central tendency and dispersion, normal distribution, correlations, regression, probability and sampling methods, hypothesis testing and decision making, t-tests and analysis of variance. This course does not apply toward the math concentration for education majors. Prerequisite: LAM110 or placement. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours
LAM220  College Algebra
The fundamental concepts of college algebra including absolute value, factoring and roots, operations with rational exponents, and graphing are examined. Topics developed include systems of equations and inequalities, matrices and determinants, the theory of polynomials, trigonometric functions, and exponential and logarithmic functions. This course applies toward the mathematics concentration. Prerequisite: LAM110 or placement. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM225  Quantitative Methods in the Workplace
Using the context of economics, the course emphasizes the communication and interpretation of mathematical ideas, interpreting and constructing graphs and charts, and estimation and prediction. These concepts are explored with the assistance of a computer-based word processor, spreadsheet, and database. This course is designed for field-based programs. Prerequisite: Sophomore standing and academic skills assessment. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM301  Mathematics Content for Teachers: Problem Solving
This course provides the students with nonroutine problem-solving experiences in a variety of situations for the purpose of improving problem-solving skills. Specifically, the course emphasizes three aspects of problem solving: problem-solving strategies, problem solving in subject areas, and problem creation. It is intended primarily as a content course for prospective elementary or middle school teachers. This course applies toward the mathematics concentration. Prerequisites: LAM110, LAM112, and LAM213 required, LAM220 recommended. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM303  Computer Programming I
This course includes the study of the components of a computer, their functions and interrelationships, and a computer language and programming. Problem solving and algorithms are developed using programming in a higher-level structured language. The course introduces data types, control structures, procedures and functions, recursion, arrays, records, files, structured program design testing, and documentation using mathematical, scientific, and business applications. This course applies toward the mathematics concentration. Prerequisites: LAM220 or equivalent. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM305  Computer Programming II
This course is a continuation of Computer Programming I (LAM303). It emphasizes data structures such as files, set pointers, lists, stacks, queues, trees, and graphs, and explores text processing, recursion, searching, and sorting. The course investigates the design and implementation of large scale problems. This course applies toward the mathematics concentration. Prerequisite: LAM303 or equivalent. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM307  Investigatory Geometry and Measurement
This course investigates geometry and measurement and relates these to nature, art, and mathematical thought. Use of concrete materials and problem-solving techniques are included. Inductive approach provides students with another point of view as well as additional knowledge and skills. This course applies toward the mathematics concentration. Prerequisite: LAM213. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM308  Exploratory Probability and Statistics
A series of mini-learning experiences drawn from real life problems that develop probability and statistical concepts and processes. These include organizing, presenting, and interpreting data; using probability models and statistical procedures; and developing statistical models. This course applies toward the mathematics concentration. Prerequisite: LAM213. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM309  Theory of Numbers
This course involves students in discovering, developing, and evolving ideas of elementary number theory. Topics include mathematical induction, divisibility, primes, congruences, and conditional congruences. This course applies toward the mathematics concentration. Prerequisite: LAM220. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM310  Precalculus
This course acquaints students with the topics necessary in the study of calculus, including real numbers, functions, graphs, lines, conic sections, parametric equations, polar coordinates, and analytic geometry of three dimensions. Trigonometric functions, as well as applications in the solution of problems are also studied. This course applies toward the mathematics concentration. Prerequisite: LAM220 or equivalent. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM311  Calculus I
Introductory concepts of calculus presented: limits, continuity, derivatives, techniques of differentiation, applications of derivatives to related rates and extrema problems, Rolle’s Theorem and Mean Value Theorem, antiderivatives, and Fundamental Theorem of Calculus. This course applies toward the mathematics concentration. Prerequisite: LAM310. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM312  Calculus II
Continued applications of the Fundamental Theorem of Calculus: arc length, surface area, centroids, fluid pressure, and work. Other topics include integration formulae, sequences and Riemann sums, transcendental functions, hyperbolic functions, and indeterminate forms. This course applies toward the mathematics concentration. Prerequisite: LAM311. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours
LAM313  Calculus III
This course examines advanced techniques of integration, the derivatives and integrals of inverse trigonometric functions and hyperbolic functions, improper integrals, and infinite series. Topics include integration by parts, substitution, partial fractions, trigonometric substitution, and integration with tables. Infinite series, convergence, power series, and Taylor series are also included. This course applies toward the math concentration. Prerequisites: LAM311 Calculus I and LAM312 Calculus II or equivalent. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM315  History of Mathematics: A Problem Solving Approach
A study of the historical development of mathematics and certain mathematical concepts from early times to the present with considerations of the problems that mathematicians have faced. The mathematical emphasis will be on famous theorems from each era. Biographies of mathematicians and historical analyses of each period will be included. This course applies toward the mathematics concentration. Prerequisite: at least one LAM112 or LAM213 and a 200-level mathematics course or equivalent. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM320  Discrete Mathematics
This course provides an introduction to the topics and techniques of discrete methods, combinatorial reasoning, and finite algebraic structures. Set theory, logic, and functions provide the unifying themes as finite systems are studied. Topics include sets, counting, recursion, graph theory, trees, nets, Boolean Algebra, automata, and formal grammars and languages. The nature and importance of the algorithmic approach to problem solving is stressed. This course applies toward the mathematics concentration. Prerequisite: At least one 200-level mathematics course or consent of department. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM325  Linear Programming
This course deals with the problem of minimizing or maximizing a linear function in the presence of linear inequalities. Linear programming is used by decision makers to solve multi-variable, multi-goal problems commonly found in accounting, finance, management, marketing, industry, government, military, and urban planning. Topics include the study of linear inequalities, linear programming problems, and solving problems by the simplex method. This course applies toward the mathematics concentration. Prerequisite: LAM214 or LAM220 or consent of department. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM330  Matrix Algebra
This course presents the most basic laws of matrix algebra. Methods for obtaining a complete solution of any given system of linear equations, homogeneous or nonhomogeneous, are introduced. This method allows extensive use of concrete examples and exercises to facilitate the learning of abstract concepts. This course applies toward the mathematics concentration. Prerequisite: LAM220 or consent of department. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM350  Modern Algebra
Through a development of the real number system and its subsystems, the structural ideas that underlie arithmetic and algebra are examined. When appropriate, calculators are used to illustrate and apply the properties of real numbers. Roles of symbolic logic, proof, and functions are explored. This course applies toward the mathematics concentration. Prerequisite: LAM311. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM403  Mathematical Probability and Statistics
The theory of descriptive statistics, probability, and statistical inference is developed from a mathematical standpoint. Topics covered include: measures of central tendency and dispersion; regression and correlations; combinatorics; compound, independent, and mutually exclusive events; random variables; discrete and continuous probability distributions; sampling; confidence intervals; hypothesis testing; Type I and Type II errors; and, analysis of variance. This course applies toward the mathematics concentration. Prerequisite: LAM311 required; LAM305 recommended. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM405  Geometry
Major concepts of Euclidean geometry and selected non-Euclidean geometries are examined. Theorems of the reals, incidence, congruence, and distance are proved using a variety of methods. Various interpretations of geometry through numbers, vectors, and transformations of the plane are explored. This course applies toward the mathematics concentration. Prerequisite: LAM311 required; LAM307 recommended. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM410  Linear Algebra
This course is designed to introduce some of the basic concepts and techniques of linear algebra. The emphasis is on intuitive development and application of computational tools. Matrices and systems of equations are used as vehicles for the introduction, application, and interpretation of vector spaces, subspaces, independence, and dimension. This course applies toward the mathematics concentration. Prerequisite: LAM312 or consent of department. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours
History of life on earth, the mechanisms of evolutionary change, and recent extensions of evolutionary theory to fields such as medicine and human history. Laboratory. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours.

LAN110 General Biology
This course, in the basic principles of biology, is a prerequisite for most other biology courses. It covers the basic chemistry and organization of cells, photosynthesis and respiration, transport, cell division, introduction to Mendelian and molecular genetics and evolution. Laboratory. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours.

LAN150 Survey of Physical Science
This course develops scientific thinking through basic units in physics, astronomy, chemistry, geology, and meteorology. Techniques of measurements and problem-solving emphasized. Laboratory. Prerequisite: LAN100B or equivalent. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours.

LAN200 Anatomy and Physiology I
The histology of tissues and skin and the gross anatomy and physiology of the skeletal, muscular, nervous, sensory and endocrine systems. Laboratory. Prerequisite: LAN110 or consent of instructor. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours.

LAN205 Anatomy and Physiology II
The gross anatomy and physiology of the circulatory, respiratory, digestive, immune, excretory, and reproductive systems. Laboratory. Prerequisite: LAN110 or consent of instructor. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours.

LAN210 Laboratory Methods
A course on the practical aspects of scientific experimentation. Preparation for experiments in chemistry and biology include: The preparation of solutions, bacteriological media, collection and maintenance of live organisms. Students will work for 12 hours for each QH at times that are mutually agreed upon with the instructor. Prerequisite(s): LAN110, LAN250, or consent of instructor. Laboratory only. 1-5 quarter hours.

LAN220 Infectious Diseases
The study of infectious diseases caused by bacteria, viruses, or protozoa. The chosen diseases serve as a model for the study of the way in which microbes cause disease and how they spread in the population. Prerequisite: LAN110, LAN215 or equivalent. Counts in the Physical and Life Sciences Area of General Education Requirements. 2 quarter hours.
LAN215  Issues in Biology
Introduction to a variety of topics in biology. Basic principles such as the scientific method, cell division, reproduction, classical and molecular genetics are discussed. These enable the exploration of the scientific basis of issues that are currently important to the general public. Laboratory is included. This course cannot serve as a prerequisite to other biology courses. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN250  Inorganic Chemistry I
A comprehensive introduction to inorganic chemistry. Measurement techniques: theoretical aspects of atomic structure, periodicity of elements, structures of simple molecules, compounds and stoichiometry. Behavior of gases and concentrations of solutions. Laboratory. (To be followed by LAN251). Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN251  Inorganic Chemistry II
Continuation of basic inorganic chemistry. Problem solving and further study of selected topics and theories in inorganic chemistry including: behavior of liquids, ionization, acid-base chemistry oxidation, radioactivity, and chemical equilibrium and kinetics. Laboratory covers qualitative analysis. Prerequisite: LAN250. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours (lecture and lab); 3 quarter hours (lecture only; or 2 quarter hours (lab only).

LAN256  Science of Simple Machines
Historical review of simple machines. Definitive discussions of wheel and axle (windlass), wedge lever, pulley, inclined plane, screw, and gear. Determinations of mechanical advantages and efficiencies. Laboratory. Counts in the Physical and Life Sciences Area of General Education Requirements. 2 quarter hours

LAN260  Consumer Chemistry
Basic concepts of chemistry developed while investigating various consumer and environmental topics. Students explore the science behind newsworthy issues such as global warming acid rain and energy alternatives. Consumer products including food and food additives, non-prescription drugs, cosmetics and textiles are analyzed. Laboratory. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN300  Ecology and Conservation
Basic principles of ecology at the physiological, population, community, and ecosystem levels; application to problems in conservation and pollution. Field trips will be taken when possible. An independent research project is required for 5 quarter-hours credit. Laboratory. Prerequisite: LAN110. Counts in the Physical and Life Sciences Area of General Education Requirements. 3 or 5 quarter hours

LAN301  Embryology
Study of the growth and differentiation by organisms during development from a zygote to maturity just prior to hatching or birth. Laboratory. Prerequisite: LAN110. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN302  Zoology
The basic characteristics and phylogenetic relationships of the major animal phyla. Emphasis is placed on evolutionary trends throughout the kingdom. Laboratory. Prerequisite: LAN110. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN303  Botany
Basic principles of plant biology including evolution, taxonomy, morphology, physiology, and ecology. Laboratory. Field trip if possible. Collection required. Prerequisite: LAN110. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN304  Human Physiology
The functions of the organs and systems of the human body. Students study skin, nervous system, muscle, sensory physiology, the circulatory system, respiration, digestion and the endocrine, immune, excretory, and reproductive systems. Laboratory. Prerequisite: LAN110. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN305  Animal Behavior
The biology of the behavior of animals, including evolution, mating systems, learning, behavior genetics, communication and social behavior. Students desiring 5 hours credit will formulate a pertinent question and collect data aimed at answering that question. The results of the investigation will be written in the format of a scientific publication and presented formally to the class. Laboratory. Prerequisite: LAN110. Counts in the Physical and Life Sciences Area of General Education Requirements. 3 or 5 quarter hours

LAN350  Physical Geology
Course divided into units on minerals, igneous rock formation, weathering, soil, and the formation of sedimentary rocks. Other units include mass movements of the earth’s surface and formation of metamorphic rocks. Emphasis placed on the process of identifying minerals and rocks. Laboratory. Prerequisite: LAN150 or consent of instructor. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN351  General Physics
An introduction to basic physics principles, including mechanics, thermodynamics, gas laws, sound, electromagnetic radiation, heat, electricity, magnetism, and nuclear physics. Laboratory. Prerequisite: LAN150 (College Math) or higher, or consent of instructor. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours
LAN352 Physical Science II
In-depth investigation of mechanics and dynamics wave phenomena. Mechanics units deal with linear motion of objects. Light, sound, and atomic particles investigated in relation to their wave properties. Laboratory. Prerequisite: LAN150. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN354 Astronomy
Students apply geometry and scaling techniques to establish distances and sizes of objects in space. They build models; work with forces and motions; and study light, temperature, and composition. Emphasis on the manner in which astronomers operate. Laboratory. Prerequisite: LAN150. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN356 Basic Electricity and Electronics
Students investigate historical aspects of the development of the laws of magnetism, electricity, and electronics. Students study electrical components and their function and construct workable electrical apparatus as projects. Laboratory. Prerequisite: LAN150. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN358 Organic Chemistry I
Principles of carbon bonding, the naming of compounds, structure of compounds, the preparation of compounds and their respective reactions. Laboratory work includes purification techniques and synthesis. Laboratory. Prerequisites: LAN250 and LAN251. Counts in the Physical and Life Sciences Area of General Education Requirements. 7 quarter hours

LAN360 Biochemistry I
Detailed study of structure, properties, regulation, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. Introduction to chemistry and function of hormones and water and mineral metabolism. Discussion of the properties of enzymes and bioenergetics including oxidative phosphorylation and photosynthesis. Laboratory. Prerequisite: LAN358. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN361 Biochemistry II
This course is a continuation of Biochemistry I, which introduces students to biological molecules and reactions. Selected topics surveyed in LAN360 will be covered in greater depth in this course. Theoretical treatments of material such as reaction mechanisms and kinetics will be balanced by an emphasis on experimental evidence. Laboratory. Prerequisite(s): LAN358, LAN360. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN364 Quantitative Analysis
In this course, students are introduced to various techniques for determining the amounts of chemical elements present in solutions. Volumetric, gravimetric, and instrumental analysis techniques are covered in lecture, then applied to laboratory situations. Laboratory. Prerequisites: LAN250, LAN251, or consent of instructor. Counts in the Physical and Life Sciences area of General Education Requirements. 5 quarter hours

LAN366 Biostatistics
This course is an introduction to descriptive and inferential statistics, with an emphasis upon biological applications. Students learn to calculate and use basic descriptive statistics such as means, standard deviations, and graphs. They analyze data using a variety of hypothesis tests such as binomial distributions, Chi square, and analysis of variance, and learn to choose the appropriate test for a given application. Calculations are performed by hand and by the use of a computerized statistical package. Laboratory. Prerequisite(s): LAN110, LAN110. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAN407 Introduction to Mycology
Lecture topics in this course include: classification, morphology, nutrition, reproduction, major subdivisions of fungi, cultural characteristics, chemotherapy, and epidemiology. In addition, systemic and superficial mycotic infections are extensively covered. Laboratory. Prerequisite: LAN110. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN408 Introduction to Parasitology
A detailed study of the taxonomy, immunology, physiology, and macro-microscopic anatomy or protozoal and helminthic parasites that infect man. Lectures will include: techniques of specimen collection, staining procedures, and the recognition of each parasite microscopically. Additionally, an extensive study of the epidemiology and parasite life cycles will be undertaken. Laboratory. Prerequisite: LAN110. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN409 Genetics
The basic principles of classical mendelian genetics will be discussed. Topics such as sex linkage, multiple alleles, epistasis, quantitative inheritance, chromosome mapping, chi square analysis of data, and chromosomal aberrations will be investigated in detail. This course has a strong emphasis on problem solving. Laboratory. Prerequisite: LAN110. Counts in the Physical and Life Sciences area of General Education Requirements. 5 quarter hours
LAN410  Fundamentals of Immunology
A course on the mechanisms of the human immune response. Topics include cells and tissues of the immune system; antigens, antibodies and their interactions; structure and genetic basis of antibody variability; antibody-mediated and cell-mediated immune responses; histocompatibility; hypersensitivity and other immune disorders. Prerequisites: LAN110 or consent of instructor. Counts in the Physical and Life Sciences Area of General Education Requirements. 1, 4, or 5 quarter hours

LAN411  Microbiology
An introduction to the biology of bacteria and viruses. Emphasis is on physiology, control and diversity of microorganisms. Standard laboratory procedures for microbiology are practiced. Laboratory. Prerequisite: LAN110. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN412  Medical Microbiology
An introduction to the etiology, epidemiology, and immunology of microbes and their relationship to infectious diseases. Laboratory. Prerequisite: LAN110, LAN411, or consent of instructor. Counts in the Physical and Life Sciences Area of General Education Requirements. 3 or 5 quarter hours

LAN415  Molecular Genetics
This is a course designed to teach students the essentials of modern molecular genetics. Students learn the molecular basis of heredity including the mechanisms by which DNA is replicated, transcribed and influences phenotypes. Students investigate the techniques involved in recombinant DNA technology. They explore ways in which techniques such as polymerase chain reactions genetic engineering and DNA fingerprinting are used in modern society. Students are expected to be able to assess the values and risks inherent in such methods. They will gain practice and experience through active participation in laboratory exercises employing these techniques. Laboratory. Prerequisite(s): LAN110. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN420  Tropical Marine Biology
This is a field-biology course which introduces students to the ecology and diversity of coral reefs and their environs. Students study coral reefs, rocky and sandy beaches, tide pools, mangrove swamps and sea grass beds; learning to recognize by name the organisms found in each habitat. Furthermore, they learn about the mechanisms for survival used by these organisms that threaten to the integrity of reef ecosystems, reef structure and a bit about Jamaican culture. The field portion of this course takes place during one week spent at the Hofstra University Marine Laboratory in Jamaica, West Indies. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours or 3 semester hours

LAN490B  Independent Study, Biology
Counts in the Physical and Life Sciences Area of General Education Requirements. 1-5 quarter hours

LAN490E  Independent Study, Earth Science
Counts in the Physical and Life Sciences Area of General Education Requirements. 1-5 quarter hours

LAN490P  Independent Study, Physical Science
A student, with the assistance of the instructor, selects an experimental in-depth problem for research and report. Prerequisites: LAN110, LAN150. Counts in the Physical and Life Sciences Area of General Education Requirements. 1-5 quarter hours

LAN491  Field Ecology Research Experience
Guided research of organisms in a marsh, swamp, bog, dune, prairie, forest, river, lake, canyon, or quarry. Laboratory. Prerequisite: LAN110, LAN300. Counts in the Physical and Life Sciences Area of General Education Requirements. 5 quarter hours

LAN495B  General Biology Special Topic
Counts in the Physical and Life Sciences Area of General Education Requirements. 2-5 quarter hours

LAN495E  Earth Science Special Topic
Counts in the Physical and Life Sciences Area of General Education Requirements. 2-5 quarter hours

LAN495P  Physical Science Special Topic
A student selects a science offering of special interest. More than one registration is permitted since topics vary each term. Prerequisites: LAN110, LAN150. Counts in the Physical and Life Sciences Area of General Education Requirements. 2-5 quarter hours

LAN499B  General Biology Seminar
Counts in the Physical and Life Sciences Area of General Education Requirements. 3-5 quarter hours

LAN499E  Earth Science Seminar
Counts in the Physical and Life Sciences Area of General Education Requirements. 3-5 quarter hours

LAN499P  Physical Science Seminar
Students engage in library research, discussions with peers and instructor, and field work. Prerequisites: LAN110 and LAN150. Counts in the Physical and Life Sciences Area of General Education Requirements. 3-5 quarter hours
Psychology

LAP100  General Psychology
Overview of fields of psychology including biological, social, developmental, and cognitive aspects of behavior. Personality, perception, motivation, emotions, and social behavior are included with laboratory experiences in selected areas. Primarily for liberal arts students, but open to all students. (General Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP200  Psychology of Development in the Infant/Toddler Years
Theory and research related to the first three years of life. Observations of infants and toddlers related to developmental expectancies. Care giving related to understanding of infant needs and individual differences in family, hospital, and day care settings. Developmental assessments and studies of deviations in nurturing physical, social, emotional, and cognitive development of infants and toddlers. (Developmental Psychology; Community Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP201  Psychology of Early Childhood
Study of biological, social, and cognitive development during the first six years of life. Implications of research and theories for understanding children and facilitating child development in a multicultural society. Understanding of normal developmental tasks and recognition of deviations from normal development and functioning. Observations of infants and children from birth to age six related to developmental theories. (Developmental Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP202  Psychology of Middle Childhood and Adolescence
Developmental tasks of children and adolescents with emphasis on socialization, learning, and cognition during middle childhood and adolescent years. Analysis, evaluation, and implications of relevant cognitive, social, and self theories and research. Case studies and observations of children from age six through adolescence. (Developmental Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP204  Psychology of Adolescence and Early Adulthood
Different dimensions of adolescent and early adult behavior and development, including puberty, physical and sexual maturation, intellectual development, social and cultural influences, relationship between parents and adolescents and between peers, and heterosexual relationships. Considers personal problems, including mental disorders, drug addiction, suicide, and special education. Career advancement, mate selection, and marriage are also studied. (Developmental Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP300  Adult Development and Learning Assessment
Study of adult development processes. Key concepts include traditional learning, experiential learning and learning style theories, adult development stage theories, and personal and professional assessment learning. Prerequisite: department or program consent. (Developmental Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP305  Memory and Cognition
Basic concepts in cognitive psychology, including classical and instrumental conditioning, reinforcement, generalization and discrimination of learning, memory models, memory organization and recall strategies, concept formation, problem solving, and biological limits on learning. Topics will be examined from both a traditional and an information-processing perspective. Prerequisite: one previous psychology course or consent of instructor (Cognitive Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP306  Theories of Personality
Introduction to various viewpoints on the nature and development of personality. Theories of various schools of psychology: Freudian and neo-Freudian, behaviorist, existentialist, biological, and social psychology. Personality testing, personality change. Prerequisite: one previous psychology course. (Personality/Clinical Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP307  Abnormal Psychology
Study of the problems and theories of behavior pathology, multiple factors of causation, and characteristics of disorders as described in the Diagnostic and Statistical Manual IV. Aspects of prevention and types of intervention and psychotherapies in various settings included. Prerequisite: one previous psychology course. (Personality/Clinical Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP310  Introduction to Industrial/Organizational Psychology
This course introduces students to the use of psychological theories and practice as applied to organizational problems. Topics examined will include employee selection, placement and training, job satisfaction, work motivation and performance, leadership and organizational design and development. (Organizational Psychology) Prerequisites: Two previous psychology courses. College of Management and Business students are required to have General Psychology and the consent of their adviser. Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours
LAP315 Life Span Development (formerly LAP203)
Examination of the biological, physical, cognitive, emotional and social personality development of humans from the prenatal period through old age. Theories of human development and relevant research examined. Skills in observation and case study included. (Developmental Psychology) Prerequisites: General Psychology (LAP100) or equivalent. Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP320 Psychological Assessment of the Young Child - Part I
Study of observational techniques and research methods for children from birth through age six. Experiences with observing young children; interviews with children, parents, and teachers. Study of developmental expectancies in a multicultural society related to observations of children in field settings. Prerequisite: one developmental psychology course or consent of instructor. (Personality/Clinical Psychology) Counts in the Behavioral Science Area of General Education Requirements. 2 quarter hours

LAP321 Psychological Assessment of the Young Child - Part II
Study of methods for assessment of preschool children. Analysis of selected influences. Individual case studies with observations, interviews, and assessment. Prerequisite: LAP320 (Personality/Clinical Psychology) Counts in the Behavioral Science Area of General Education Requirements. 3 quarter hours

LAP325 Psychology of Play and Therapeutic Applications
Play across age spectrums and in differing contexts. Includes play universals, types and forms of play, theories of play, and functions of play in normative and typical development. Use of play in assessment and behavior change is studied. Other topics include methods and materials of play and the role of play in learning and development. Prerequisite: one developmental psychology course. (Personality/Clinical Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP340 Effective Interpersonal Relationships
Focus on dyadic and small group relationships. Examination of causes and results of types of relationships. Development of model of effective relationships and consequences. Skill development in interpersonal communication. Experiential learning. (Personality/Clinical Psychology) Counts in the Behavioral Science Area of General Education Requirements. 3-5 quarter hours

LAP342 Interpersonal Helping Skills
Focus on the helping skills in small groups and dyads. Examination of various techniques, goals, methods, and outcomes. Extensive skill training. Prerequisite: one course in community mental health or general psychology. (Personality/Clinical Psychology) Counts in the Behavioral Science Area of General Education Requirements. 3-5 quarter hours

LAP348 Cross-Cultural Communications
Theoretical and practical knowledge of cross-cultural psychology with emphasis on intercultural communication processes and problems caused by cultural differences. An overview of psychological and cultural factors which bring about effective interpersonal communication. Practical suggestions for improving communications skills. (Community Psychology) Counts in the Communications or Behavioral Science Areas of General Education Requirements. 5 quarter hours

LAP350 Culture and Self (Psychology of the Self)
Cross-cultural study of the self as it has been understood in the West and the East. An interdisciplinary study of the self-concept drawn from social psychological, sociological, and anthropological literature. Interpretation and enhancement strategies of the self in classroom and counseling settings, particularly for minority individuals. (Community Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP352 Children and Families Under Stress
Focus on important factors in society and life that produce stress on children and their families. Crisis experiences that may be included are death, divorce, hospitalization, poverty, and child abuse. (Community Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP401 Psychology of Learning
Survey of theories of learning including behavioristic and cognitive-developmental approaches with applications of each. Aspects of motivation and discipline also included. Traditional and innovative approaches explored. Students participate in planned learning interactions. Prerequisite: one previous psychology course. (Experimental Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP402 Experimental Psychology
Introduction to the design, conduct, and analysis of psychological research. Topics include the philosophy of science, research ethics, research designs (i.e., correlational research, experiments, observational research, survey research, single-subject research); writing up research results for problems in cognitive psychology (e.g., learning, attention, memory, sensation, perception, consciousness, motivation); developmental psychology (e.g., infant, child, adolescent, and adult growth); and social psychology (e.g., attitudes, person perception, attributions, stereotypes). Prerequisites: One previous psychology course or consent of instructor, LAE101, LAM110. (Experimental Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours
LAP411 Psychology of Exceptional Children and Adolescents
Survey of children and adolescents who are mentally retarded, gifted, physically handicapped, visually or hearing impaired, or who have speech and language disorders, learning disabilities, or behavior or emotional disorders. Course includes characteristics, assessment, and intervention strategies for working with children with special needs. Prerequisite: One developmental psychology course. (Personality/Clinical Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP420 Social Psychology
Role of group and socio-cultural factors in the development of behaviors of individuals. Attention to group dynamics. Illustrations of how social psychologists study people and formulate theories. Empirical research by students included. Prerequisite: One previous psychology course (Social Psychology/Community Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP425 Mental Health
Study of basic concepts of mental health, problems of adjustment and ways of coping with life tasks. Experiences designed to enhance self-understanding and growth, as well as interactions with others. Evaluation of different approaches in therapy. Prerequisite: one previous psychology course (Community Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP433 Managing Interpersonal Communication
Examination of students' communication skills and patterns as they relate to being a productive member in various organizational settings. Dealing with conflict, giving and receiving constructive feedback, active listening, mentor relationships, the use of power, organizational gossip, manipulative and dysfunctional behavior in organizational settings are the key concepts. (Organizational Psychology) Counts in the Communications or Behavioral Science Areas of General Education Requirements. 5 quarter hours

LAP450 Human Sexuality
This course will provide the student with a survey of current views and recent research in the area of human sexuality. Emphasis will be placed on giving students a historical perspective concerning attitudes about sexuality and sexual behavior with particular consideration given to cross-cultural studies. Theoretical positions and research findings will be related to major developmental issues in the human life span and sexuality will be considered as an integral part of human relations and communication. Application will be made to the needs and concerns of teachers and human service professionals about sexual abuse and its treatment. Prerequisites: LAP315 or LAP201 and LAP202 or consent of instructor. (Developmental Psychology) Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP451 Industrial Psychology
A survey of theories and methods that study organizations in search of ways to improve the functioning and human benefits in the workplace. Emphasis is placed on ways to be more productive, to increase job satisfaction among employees and to improve employee selection. Prerequisite: One previous psychology course or the equivalent or consent of the instructor. Counts in the Behavioral Science Area of General Education Requirements. 5 quarter hours

LAP490 Independent Study in Psychology
A pursuit of independent study in an area of psychology by students who have elected psychology majors. Students must obtain permission from a department faculty member prior to registration. They will work under the direction of a faculty member; a paper is required for course credit. Counts in the Behavioral Science Area of General Education Requirements. 2-5 quarter hours (may be repeated)

LAP495 Special Topics in Psychology
This course will cover any topic or topics in the field of psychology which are not taught within the regular course offerings. A decision to teach this course will be made each time by the department on the basis of unusual and specific students' needs. Should it develop that a particular topic is needed to be taught on a fairly regular basis, then a specific course will be developed. Counts in the Behavioral Science Area of General Education Requirements. 2-5 quarter hours (may be repeated)

LAP499 Psychology Seminar
Seminar course that varies in content from time to time. Open to junior, senior, and graduate students in psychology with consent of instructor. Counts in the Behavioral Science Area of General Education Requirements. 3-5 quarter hours

LAP501 Introduction to Psychological Assessment
(Formerly LAP403)
Introduction to psychological evaluation, familiarizing the student with different assessment procedures, including categories of tests, observations and implications. Several tests are examined in class, demonstrating standardized administration and the importance of controlling anxiety and establishing rapport with the individual being tested. Importance of the referral question and report reading will be stressed. Prerequisite: one previous psychology course. (Personality/Clinical Psychology) 5 quarter hours

LAP502 Psychological Assessment II – Intelligence
Assessment of the cognitive abilities utilizing standardized tests including the Wechsler Intelligence Scale for Children III and the Stanford-Binet in a life span perspective. Administration, scoring, and interpretation will be stressed. Sources of bias and consequent limitations will be presented. (Human Development/Health) 5 quarter hours/3 semester hours
LAP503 Psychological Assessment III — Personality
Presentation, demonstration and experience in the various modes of personality assessment. Standardized objective tests will be covered. Emphasis will be placed on the psychometric and personality theories underlying assessment. Sources of bias will be discussed. Administration, scoring and interpretation of these tests will be presented. Prerequisites: graduate standing or senior psychology major and departmental permission. LAP501 and at least one previous personality course is required. (Personality/Clinical Psychology) 5 quarter hours/3 semester hours

LAP504 Psychological Foundations and Systems
Students will be introduced to major issues concerning the growth and development of psychology from the late 19th through the 20th centuries. Emphasis will be placed on the relationship between developments in psychology and those in the social and natural sciences as well as medicine. The philosophical foundations of psychology will be explored and major schools — psychoanalysis, behaviorism, cognitive/constructivist positions — will be compared and contrasted. (Human Development/Health) 5 quarter hours/3 semester hours

LAP505 Advanced Abnormal Psychology
(formerly LAP404)
Advanced seminar investigating current theoretical and applied questions related to various aspects of abnormal psychology, including anxiety, personality, sexual, childhood and affective disorders, substance abuse, mental retardation, autism, schizophrenia, and selected topics related to therapeutic intervention. Students will analyze issues in abnormal psychology found in the scientific and popular literature and in case studies of abnormal behavior. Prerequisite: One previous course in abnormal psychology and graduate standing; one course in community mental health recommended; senior standing with permission of department. (Personality/Clinical Psychology) 5 quarter hours

LAP506 Advanced Human Development
A study of the biological, physical, cognitive, emotional, social and personality development of humans from birth through death. Emphasis will be placed on research methodology, including interview and traditional psychological assessment. Normal and pathological aspects of the aging process will be explored. The concepts of prevention and postponement will be incorporated. Prerequisite: seniors with two previous psychology courses and consent of department or graduate standing. (Developmental Psychology) 5 quarter hours

LAP507 Theories of Cognitive Psychology
(formerly LAP406)
Course will introduce and compare current views of cognitive psychology. Will examine theoretical models explaining cognition. Consideration will be given to the genetic approach; to the construction of knowledge (Piaget); to the relationship between language acquisition and cognitive activity (Vygotsky); to the development of moral and ethical principles (Kohlberg). Course will analyze theoretical models of the information processing approach (Sternberg) and will examine the social and developmental aspects of cognition. Prerequisite: junior, senior or graduate standing and one previous course in general psychology, human development or psychology of learning. (Cognitive/Experimental Psychology) 5 quarter hours

LAP508 Interpersonal Development
This course examines contemporary cognitive developmental, ego developmental and psychoanalytical object relations stage theories of interpersonal development. The psychological and philosophical antecedents of these theories will be presented. Assumptions and issues related to the philosophical concepts of unity/duality; psychological isolation of thought, feeling and action; and societal considerations related to autonomy/community will be pursued. (Human Development) 5 quarter hours/3 semester hours

LAP509 Advanced Social Psychology
An advanced study of individual behavior in groups. The major theories of persuasion, group dynamics and role behavior will be examined. Students will design and conduct research with the major theories as guideposts. Prerequisite: Senior or graduate standing. Two previous undergraduate psychology courses. (Social/Community Psychology) 5 quarter hours

LAP510 Advanced Personality Theory
Critical study of main theoretical and substantive trends in contemporary personality theory. Research and issues in current theories. 5 quarter hours/3 semester hours

LAP511 Infancy
This course enables students to acquire knowledge of typical and atypical infant development. Knowledge concerning basic developmental patterns in the areas of cognitive, social/emotional, communication and motor development will be presented. The infant’s emerging capacities for engagement in relationships and learning experiences will be examined. The effects of social, cultural, and interpersonal environments on infant development will also be examined. (Human Development) 5 quarter hours/3 semester hours

LAP512 Cross-Cultural Perspectives in Mental Health
Course content will involve an exploration of historical and cross-cultural trends and movements in the development of the construct of mental health and mental health maintenance. Current models of mental health will be compared and the role of cultural variables in determining their content and structure will be considered. Models of psychotherapy and other modes of personality development and change will be reviewed. Current trends in community mental health research will also be considered. Prerequisites: Senior or graduate standing, two previous psychology courses. 5 quarter hours
LAP515  Advanced Culture and Self  
Course content will involve a survey at an advanced level of the major theories of personality where the construct of the self is an essential feature. The development of these theories in the context of Western culture will also be considered. Basic principles of human development will be reviewed in a cross-cultural context and students will be assisted in comparing biographical with empirical-objective approaches to the study of personality. (Cultural) 5 quarter hours/3 semester hours

LAP517  Psychological Statistics, Design and Analysis  
An introduction to students and research workers in psychology to the concepts and applications of statistics. Emphasis is placed on the analysis and interpretation of data obtained from the conduct of experiments. Students and workers in other branches of behavioral and biological science may also find this course helpful. Skill in algebra is necessary. This course attempts not only to introduce the student to the practical technology of statistics, but also to explain in an often intuitive way the nature of statistical ideas. Prerequisites: Senior or Graduate standing, two previous psychology courses. 5 quarter hours

LAP518  Child and Adolescent Development  
This course involves an in-depth study of cognitive, emotional, social, and biological development of children from birth through adolescence. Current literature regarding development multi-culturally will be emphasized as well as incorporation of the traditional developmental model. Prerequisites: Seniors with two previous psychology courses and consent of the instructor, or graduate standing. 3 quarter hours

LAP520  Biological Bases of Behavior  
An examination of the basic biological systems and their relationship to behavior. Particular emphasis will be given to the central nervous system, autonomic nervous system, neuroanatomy, and the endocrine system. Changes throughout the lifespan and the effects of various kinds of impairment will be stressed. (Health) 5 quarter hours/3 semester hours

LAP525  Psychology of Artistic Expression  
Course content will involve the exploration of the relationship of personality variables and other psychological factors to the development of creative potential and the capacity for artistic expression. Emphasis will be placed on the interrelationship between artistic movements and trends in the 20th Century and parallel developments in psychology and the social sciences. Both psychoanalytic and cognitive approaches to the study of creativity will be reviewed and related to the role of the artist in contemporary cultural trends. (Cultural) 5 quarter hours/3 semester hours

LAP530  Health Psychology  
Emphasis on the shift from the biomedical model to the biopsychosocial model to understand the various influences on health and illness. The mind-body relationship will be explored via current research. The minimization of risk and promotion of health, including health lifestyle, prevention, maintaining compliance with appropriate regimens such as medication or exercise and diet will be explored. Lifespan considerations will be included. (Health) 5 quarter hours/3 semester hours

LAP535  Psychopharmacology  
Develop familiarity with the basic mechanisms of drug transport within the body, including neuroanatomy, the autonomic and central nervous systems. Major classifications of psychoactive drugs as well as over the counter drugs and non-controlled substances. Lifespan considerations for indications/contraindications and use/abuse at various ages. (Health) 5 quarter hours/3 semester hours

LAP540  Abnormal Psychology of Aging  
The purpose of this course is to assist the student to apply the principles of abnormal psychology to specific pathologies common among older adults. The course will begin by examining the difference between normal and abnormal aging. It will then continue by addressing such issues as depression, organic brain syndrome, anxiety, paranoia, and hypochondria. The student will explore the issues of accurate diagnosis and treatment. Particular emphasis will be placed on the proper identification of the DSM-IV category. Discussion will also include treatment possibilities for each diagnosis. Prerequisite: HSG545. 5 quarter hours/3 semester hours

LAP542  Later Adulthood and Aging  
This course will provide a foundation for the study of adulthood and aging. Students will learn about the various theories in lifespan psychology that attempt to explain the psychological changes occurring in the latter third of life. This course will cover aging as a reflection of the normal life process. 3 semester hours

LAP543  Advanced Interpersonal Relationships  
Small organizational groups outside of the family are the emphasis of this course. Social, occupational and leisure groups are studied with the concern of developing more effective relationships within the group. Small group theories are studied and applied. The psychological focus of the course is the development of each individual within the small group to maximize each person’s development as they relate to others in groups. (Organizational) 5 quarter hours/3 semester hours

LAP545  Pain Management  
The biological mechanisms of pain will be presented. The interaction with the brain and higher cortical functions with emphasis on personal differences in pain response will be stressed. Medical and psychosocial treatment of pain will be emphasized with exploration of biofeedback, autogenic training, progressive relaxation training. Development of treatment plans for pain management. (Health) 5 quarter hours/3 semester hours
LAP546 Assessment for Organizations
This course will examine the concepts and techniques related to the assessment of individuals to determine their level of skills, abilities, and personal style as an evaluation of the individuals predicted job performance. The student will learn about the variety of assessment techniques available to evaluate work-related characteristics. Additionally, the student will be introduced to the effects of multiculturalism in the workplace and how assessment impacts company policies, productivity, and the cultural climate. 3 semester hours

LAP547 Substance Abuse
This course offers an introduction to the field of addiction. It places the issues of chemical dependence and abuse, as defined by the American Psychiatric Association, within the framework of psychology. The course is designed to introduce the student to some general concepts including current definitions of abuse and dependence, models of addiction, classes of drugs and their effects on the body, the cycle of addiction and relapse, and available treatment modalities. 2 semester hours

LAP548 Ethics and Legal Issues in Psychology
Psychology, like medicine and law, has developed a set of ethical principles to guide its own practice and internal methods, and to police and discipline its members. The American Psychological Association has established a set of ethical principles, which serve as a foundation for this course. Included topics will be the following: client confidentiality, client privilege, informed consent, licensing of the various medical professions, the National Register of Health Service Providers in Psychology, health care regulations, malpractice, the DSM-IV, hospital and prescription privileges, treatment manuals, accountability and peer review, the profession and society, misuses of mental health concepts, and psychological interventions in social problems. 2 semester hours

LAP550 Advanced Industrial Psychology
An indepth study of organizations and the human factors involved in contemporary business practices. The course emphasizes employee production, job satisfaction, employee assessment and motivation. Major problems are dealt with in the course including conflict, harassment and low incentives. Practical use of updated psychological methods are included. (Organizational) 5 quarter hours/3 semester hours

LAP595 Special Topics in Psychology
This course will cover any topic or topics in the field of psychology which are not taught within the regular course offerings. A decision to teach this course will be made each time by the department on the basis of unusual and specific students' needs. Should it develop that a particular topic is needed to be taught on a fairly regular basis, then a specific course will be developed. 5 quarter hours/3 semester hours

Social Science

LAS105 Introduction to Sociology
An introduction to concepts and theories of sociology with emphasis on social structure, culture, stratification, minority status, social institutions, and the tools of sociology. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS110 Introduction to Cultural Anthropology
Overview of anthropology with emphasis on the concept of culture, family and kinship systems, language, belief systems, political organization, patterns of subsistence and economic systems. Non-Western cultures. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS115 Introduction to Economics
Survey of the principles of economics of the individual, the business firm, and the nation with emphasis on supply and demand, national income analysis, and the circular flow of the economy. Both theory and practical applications are integral parts of the course. Ideas of great economists, past and present, are explored. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS118 Introduction to Politics
This survey course focuses on the institutions and procedures of political systems. Topics covered include political institutions, political issues and ideas, decision-making processes, global politics, elections and electoral systems, political parties and party systems, bureaucracy and branches of government. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS120 Introduction to American Politics
Survey of American national political institutions and values: the design of our Constitution; political parties; interest groups, lobbying, and campaign finance; Congress and the presidency; the political role of the media; and the role of the courts in protecting liberty and defining rights. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS125 Consumer Economics
This course will analyze economics for consumers. Emphasis will be placed on rational economic behavior, including but not limited to managing personal income, interest rates options, finance options, stock market operations, credit cards, health care options, insurance and banking. Prerequisite: LAM110 or equivalent. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours
LAS130  Internet for Economics
This course introduces students to the internet or the Information Superhighway. Students will learn how to use telecommunications to access information that is useful for making informed and reasoned decisions regarding economic issues. Emphasis will be placed on learning where and how to access and use economic information effectively and efficiently from consumer, industrial, and government resources. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS200  United States History and Culture: 1492-1828
Survey of colonialism and the roots of American political and economic institutions and values, slavery and racial values, the Revolution, and issues of early nationhood. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS201  United States History and Culture: 1828-1898
Survey of the period leading up to and following the American Civil War: continental expansion; slavery, sectionalism and the Civil War; the effects of industrialization, urbanization, and immigration; populism and Social Darwinism. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS203  United States History and Culture: 1898 to the present
Survey of significant domestic and foreign policy developments of the twentieth century: Progressivism; the emergence of the U.S. as a global power; World War I and II; immigration and labor issues; the Depression; the civil rights movement and the urban crisis. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS220  State and Local Government
This course focuses on state and local governments within the context of the American federal system. Special emphasis is placed on federalism, the constitutional/legal relationships between state and local governments and the institutions, organizational forms and political processes in American state and local government. 5 quarter hours

LAS240  Human Origins
Introduction to major topics in physical anthropology and archeology, including theories and processes of biological and cultural evolution of the human species and the theories and methods of uncovering evolutionary processes. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS250  Macroeconomics
This course is an analysis and study of the economy in the aggregate or total sense – all markets taken together. Emphasis will be on contemporary issues such as unemployment, inflation, the business cycle, fiscal and monetary policy, the role of money, financial institutions, government operations, the stock market, gross domestic product, national income and the corporate world. Prerequisite: LAM110 or equivalent. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS253  Urban Economics
This course provides an understanding of local governments, for example, municipalities, school districts, city and suburban library boards, and park district boards. It looks at different ways these governments influence economic life by taxing, spending, and regulating. Students will learn how each of these activities affects various groups in the population and how people’s perception and evaluation of local governments is shaped by the way public officials and members of the media communicate information about them. Prerequisite: None. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS255  Microeconomics
This course is an analysis and study of economic behavior of the individual unit, i.e., the firm and the rational consumer. Microeconomics principles addressed include decision making of the firm, the household, labor, international trade, education and poverty. Special emphasis will be placed on the theory of supply and demand. Prerequisite: LAM110 or equivalent. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS300  Contemporary World Cultures
Comparative cross-cultural study of three selected nations representing different areas of the world. Investigation of varying ideological, political, social, and economic factors. At least two of three nations covered are non-Western. Prerequisite: Introductory social science course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS301  Western History and Culture to 1650
Pre-Western inheritance from the Near Eastern cultures and Greco-Roman world; the transition to the Middle Ages; the development of the medieval institutions and values and their decline during the periods of the Renaissance and Reformation. Prerequisite: Introductory social science course. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS302  Asian History and Cultures
Early history, Western impact, and contemporary affairs in eastern and southern Asia; Chinese culture and its diffusion; modernization of Japan; nationalisms of the Indo-Pakistan subcontinent; twentieth-century South East Asia. Prerequisite: Introductory social science course. 5 quarter hours
LAS302A  Asian History and Cultures A
This course focuses on the nationalism of the Indo-Pakistan subcontinent and twentieth-century South East Asia. Counts as either Social Science or Humanities General Education Requirement. 2 quarter hours/3 quarter hours

LAS302B  Asian History and Cultures B
This course examines the early history, Western impact, and contemporary affairs in eastern and southern Asia; Chinese culture and its diffusion; modernization of Japan. Counts as either Social Science or Humanities General Education Requirement. 2 quarter hours

LAS303  Sub-Saharan African Cultures
Historical and contemporary affairs in Africa south of the Sahara, indigenous culture areas, types of colonialism and acculturation, economic and political development, independence movements. Prerequisite: Introductory social science course. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS304  Middle and South American Cultures
Backgrounds in contemporary affairs in Middle South America, pre-Columbian culture area, colonialism, varieties of peoples, political and socioeconomic trends. Prerequisite: Introductory social science course. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS305  Western History and Culture since 1650
Impact of Renaissance and Reformation and the emergence of modern European institutions and values to the present. Prerequisite: Introductory social science course. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS306  Marriage and Family
Different family organizations around the world, marriage patterns of the past and present, diverse life styles, changing sex roles, husband and wife relationships, family planning, divorce. Prerequisite: Introductory social science course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS307  History of Economic Thought
In this course students will explore the history of economics from the early to contemporary times. Emphasis will be placed on the ideas of Adam Smith, Karl Marx, John Maynard Keynes and Milton Friedman. Inquiry into the past will help students understand present forms of economic organization. Prerequisite: sophomore standing or consent of department. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS308  Methods of Political Science
This course is an introduction to the methods used in political science research. The primary goal of the course is to provide students with the tools that will help them to answer political and social science research questions. The course focuses on applying quantitative, qualitative, and formal methods, and considering the appropriate applications, strengths, and limitations of different methods. 5 quarter hours

LAS310  International Relations
Introduction to current international topics with focus on the problem of war, conflict in the Middle East, national security and United States-Soviet relations, and the United States' role as a world economic power; the emerging global society and changing role of the United States in the international system. Emphasis on the skills and knowledge of the "globally literate" citizen. Prerequisite: 100-level social science course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS311  Racial and Ethnic History and Culture
The cultural complexity of the city; the old immigration; rural, racial and non-European groups; adjustments to the urban setting; social segregation and discrimination. Prerequisite: Introductory social science course. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS313  The Metropolitan Community
The nature and development of cities; social and political history of Chicago's ethnic groups; theories of urban relationships; suburban development; social stratification and power; social morality; bureaucratic organization; machine politics, community control and community organizing. Prerequisite: 100-level social science course. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS315  World Economics
This course presents a comprehensive, up-to-date, and clear view of the theory and practical principles of world economics that are essential for understanding, evaluating and suggesting workable solutions to the important economic problems and contemporary issues facing the United States and the rest of the world. Prerequisites: LAS250 or LAS255 or equivalent. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS316  Comparative Political and Social Systems
This course is an introduction to the comparative study of governments and politics of countries throughout the world. Students will gain a clear understanding of the similarities and differences of various political systems and gain a deeper understanding of the political system of the United States. 5 quarter hours
LAS317 European Union
This course focuses on the European Union as an emerging and developing political and economic body. Topics covered include the single market and the Euro currency, the political institutions of the European Parliament, Council of Ministers, European Commission, and European Central Bank, the development of the European Union as a military power, and the opportunities and challenges posed by the growth in the number of member states as it pertains to the variety of social and economic policies of the European Union. 5 quarter hours

LAS319 Elections and Electoral Behavior
This course focuses on elections, electoral behavior, and the electoral processes at the federal and state levels in the United States. Special emphasis is placed on campaign financing, voter turnout, and the various primary and general elections that take place in the United States including presidential, congressional, and state and local elections. 5 quarter hours

LAS320 Illinois and U.S. Constitution
Designed as a review of the Illinois and U.S. constitutions. The course will review the history of each constitution, the principles and basic concepts including articles and amendments and modern applications and issues as they relate to the constitution. The student will have three opportunities to pass a test and demonstrate the competencies for each constitution. Prerequisite: Introductory social science course. Counts in the Social Sciences Area of General Education Requirements. 1 quarter hour

LAS321 American Political and Social Ideas
This course explores the broad range of American political ideas that have influenced the form and practices of government in the United States today. Understanding these ideas helps us evaluate how the American political system operates today, and consider the strengths and limitations of the many proposals that exist for bringing about change in American politics. 5 quarter hours

LAS325 Economic Forecasting
This course focuses on the application of the most commonly used quantitative and nonquantitative models for developing economic forecasts and dealing with current, real-world forecasting issues and problems. Topics include the uses, importance, limits, and problems of statistical models and intuition in economic forecasting. Prerequisites: LAM216 or LAS350 and LAS250 or LAS255. Counts in Quantitative Reasoning or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS330 Cultural Influences in the Workplace
This course examines the relationship between culture and the world of work. Specifically, students will examine the concepts of race and ethnicity and how the United States, especially in the area of work, has been shaped by the values and life experiences of different ethnic groups and nationalities. Prerequisite: Department or program consent. Counts in the Social Sciences Area of General Education Requirements. 4 quarter hours

LAS331 Dynamics of Group Behavior
This course is a study of group behavior and the effect group functioning has upon organizational effectiveness. Emphasis is placed on the basics of group behavior, principles of group dynamics, problem solving, decision making, diagnosing and resolving conflict in groups, and managing and facilitating meetings. Prerequisite: Department or program consent. Counts in the Social Sciences Area of General Education Requirements. 4 quarter hours

LAS335 Applied Econometrics
This course focuses on the systematic development of operational tools, techniques, and application of econometrics that are critical to conducting, evaluating, or understanding real-world econometric studies. Topics include the theory, methods, and application of mathematical and statistical analysis to economic issues. Prerequisites: LAM216 or LAS350 and LAS250 or LAS255. Counts in Quantitative Reasoning or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS340 Native Americans
Introduction to historical, ethnographic and contemporary perspectives on native cultures in North America, including aspects of traditional culture, impact of contact with Europeans, and the cultural and social issues facing Native Americans today. Prerequisite: 100-200 level anthropology course. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS341 Comparative Ethnographies
Anthropological studies representing diverse cultures and theoretical viewpoints are compared to gain a broad understanding of the nature of the field experience and the ways in which anthropologists' own beliefs and feelings influence ethnographic research and the presentation of their field studies. Prerequisite: 100-200 level anthropology course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS342 Folklore
Surveys theories of folklore and methods of folkloristics, with emphasis on comparing folklore cross-culturally in the oral and literary traditions of both preindustrial and contemporary societies; examines folklore genres, including myths, legends, fables, proverbs, jokes, riddles, folk speech, verbal art, and folk songs. Prerequisite: 100-200 level anthropology course. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS345 Labor Economics
An analysis of the history, structure and functions of American labor. The rise and decline of unionism and the evolution of unions from legislative and judicial perspectives. The rise of the global economy and its implications for labor relations world-wide. Prerequisites: LAS250 or LAS255 or equivalent. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours
LAS350  Statistics for Economics
This course provides students with practical and versatile statistical tools and methods necessary to make rational decisions in the context of substantive, up-to-date, real world economic issues and problems. Topics include basic and more advanced statistical methods to measure and understand economic behavior and changes over time. Prerequisites: LAM216 and LAS250 or LAS255. Counts in the Quantitative Reasoning or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS405  Social Problems
Through a multidisciplinary approach using concepts drawn from sociology, anthropology, political science, economics, psychology, and history, students will explore the dimensions and interconnectedness of social problems primarily in the United States. Ways to remedy these problems will be addressed. Prerequisite: Recommended introductory Social Science course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS410  Internship in Applied Economics
This course provides practical experience with a nonprofit, corporate, or government organization relevant to a student’s career goals in the field of applied economics. Students apply what they have learned in their courses, with the guidance of a faculty-sponsor, to develop a plan for solving an economic problem or capitalizing on an economic opportunity for their clients. Prerequisites: Senior standing in major or consent of department. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS415  Issues in Quantitative Economics
This course provides students with an opportunity to reflect systematically about the appropriateness and the limitations of quantitative economic analysis and reasoning methods for the understanding of current socio-economic issues and problems. Topics include the practical and theoretical limits of economic models for understanding the complexities of actual human behavior and an exploration of alternative approaches. Prerequisites: Junior standing in Applied Economics major. Counts in the Quantitative Reasoning or Social Sciences Areas of General Education Requirements. 5 quarter hours

LAS420  Social Theory
This course is a survey of the development of social theory from the classic tradition to post-modernism. The legacy of the Enlightenment, the emergence of the scientific study of society, the classic tradition and contemporary social theories will be examined. Theories of social structure and social agency extending from class, ideology, division of labor and bureaucracy to phenomenological insights of knowledge will be studied. Prerequisites: 100-200 level Social Science course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS420A  Social Theory A
This course is a survey of the development of social theory from the classic tradition to early modernism. The Enlightenment, the emergence of the scientific study of society, and the classic tradition of social theory will be examined. 3 quarter hours

LAS420B  Social Theory B
This course surveys theories of social structure and social agency extending from class, ideology, division of labor and bureaucracy to phenomenological insights of knowledge from the perspectives of contemporary social theories and postmodernism. 2 quarter hours

LAS426  Multicultural Dimensions
Cultural diversity as it affects issues, policies and the quality of life. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS430  Economic Issues in Global Perspective
Students examine economic concepts and apply them to issues in global economies. Prerequisites: Previous courses in the Applied Behavioral Sciences sequence. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS431  Managerial and Supervisory Behavior
In this course students will explore various aspects of managerial and supervisory behavior as it relates to everyday life. Emphasis is placed on practical applications of behavioral science research findings in the areas of motivation, decision making, problem solving and employee development. Prerequisite: Admission to the Applied Behavioral Sciences Program. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS435  Senior Seminar: Integrating the Applied Behavioral Sciences
Students review and reflect on key concepts learned throughout the program, integrating these concepts for future personal and professional applications. Counts in the Social Sciences Area of General Education Requirements. 2 quarter hours

LAS440  Anthropological Linguistics
Survey of the concepts, methods, and historical foundations of anthropological linguistics, with an emphasis on language, culture and cognition; language variation; dialects, nonstandard forms of language and code switching; speech acts and the ethnography of communication; interethnic communication; discourse strategies; and literacy. Prerequisite: 100-200 level anthropology course. Counts in the Humanities or Social Sciences Areas of General Education Requirements. 5 quarter hours
LAS441 Urban Anthropology
Cross-cultural perspectives on the evolution of urban life, the nature of the city, and the ways in which anthropological concepts of cultural diversity and ethnicity, ecology, adaptation and change, and folklore are applied to modern society. Prerequisite: 100-200 level anthropology course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS442 Anthropology of Gender Roles
Comparative perspectives on the nature and meanings of gender in a range of human societies, including perceptions of biological differences and sexual inequality; economic, political, symbolic and aesthetic aspects of culture and gender. Prerequisite: 100-200 level anthropology course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS445 Evolution of the American Economy
An analysis of the evolution of the American economy with emphasis on structure and performance from 1492 to present. Analysis will include demographic, technical, social and economic changes. Selected themes, periods and economic systems will be explored including colonialism, slavery, civil war, unionism, the Great Depression, industrial revolution, corporate and global capitalism. Prerequisites: LAS250 or LAS255 or equivalent. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS449 Cross-Cultural Fieldwork
Survey of the techniques and procedures cultural anthropologists use in gathering and presenting ethnographic data and their perceptions of the fieldwork experience. Prerequisite: 100-200 level anthropology course. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS450 Political Theory
Political theory is concerned with fundamental questions of public life such as, What is justice? Is there an ideal form of government? Can we conceive of, and constitute, the best political order? The answers to many of the most important political questions still remain essentially contested today. Major topics in this course include justice, freedom, equality, political ideology, liberalism, socialism, libertarianism, and conservatism. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS452 Political Geography
This course emphasizes the spatial structure of political behavior including the effects of the economic globalization process, the unexpected eruption of separatist movements among national minorities, the failure of attempts to transplant the European nation-state system to parts of the colonial world and the importance of geopolitics to the formation of new political orders. Territorial features of states such as frontiers, boundaries, secondary divisions, ethnic/national groupings, and the historical/social-economic factors that affect the form, organization and operation of the state and groupings of states will be examined. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS454 Urban Politics
This course focuses on the distribution of power and the tensions that drive modern cities and public officials, while considering racial and ethnic divides, the relationships between government (and public purposes) and private economic interests, and the various needs and goals of elected officials and public sector managers. Theoretical and policy issues as they related to urban government will be examined. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS456 National Security
This course focuses on the various means by which states seek to achieve their national security. Special attention is focused on successful and unsuccessful national security strategies, and on the threats posed by terrorism, conditions that encourage terrorism, and different options available to states to counter these threats. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS458 Public and Social Policy in the Legislative Process
This course focuses on the theory and practice of public policy in the United States. Topics emphasized include how different levels of government formulate, implement, and evaluate public policies addressing such issues as interest groups, education, business, the economy, human services, health care, the environment, urban growth and development, and the arts. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS459 Public Finance
Public finance focuses on the activities of government and the means of financing government activities. This course examines the role of the government in the economy, and the influence of government expenditures, regulations, taxes, and borrowing on the use of resources in society and the well-being of its citizens. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS460 Political Science Internship I
The political science internship provides students experience in governmental and related institutions such as interest groups and community organizations involved in public policy and political processes. Internships enable students to integrate classroom learning with practice and understand how decisions are made within the constraints of governmental and non-governmental institutions. Placements are individualized according to student interests and needs. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours
LAS461  Political Science Internship II
Continuation of Political Science Internship I. This internship expands the experiences gained in Political Science Internship I. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS462  Political Science Internship III
Continuation of Political Science Internship II. This internship expands the experiences gained in Political Science Internship II. Counts in the Social Sciences Area of General Education Requirements. 5 quarter hours

LAS490  Social Science Independent Study
An opportunity for students in the social science concentration to engage in independent research and writing on specialized topics with the approval of the faculty. Prerequisite: advanced standing. 2-5 quarter hours

LAS495  Social Science Special Topic
A social science offering of special interest to be studied in depth. May be registered for more than once, since topic varies each term. 2-5 quarter hours

LAS499  Social Science Seminar
Varying in content each term. Open to qualified students in a social science concentration and to other students upon consent of department. Prerequisite: advanced standing. 3-5 quarter hours

Theatre Arts

LAT210  Effective Speaking
Through a series of speeches, students learn to improve their diction, articulation, vocal performance, gestures, poise, and organization of ideas. Counts in the Communications Area of General Education Requirements. 3-5 quarter hours

LAT212  Oral Interpretation of Literature
A performing arts course in which students learn and apply techniques of reading aloud through selections of prose and poetry. Literary analysis included. Counts in Communications or Humanities Areas of General Education Requirements. 5 quarter hours

LAT213  Oral Interpretation of Drama
A performing arts course in which students learn and apply techniques of reading aloud through selections of dramatic literature. Conventions of reader’s theatre and chamber theatre included. Counts in Communications or Humanities Areas of General Education Requirements. 5 quarter hours

LAT214  Acting I
Creative body movement, character analysis, characterization, and improvisation studied in this performing arts course. Appreciation and evaluation of acting techniques through observation. Counts in the Fine Arts Area of General Education Requirements. 5 quarter hours

LAT220  Introduction to Theatre
Introductory course focusing on the nature of theatre, analysis, and interpretation of dramatic literature, dramatic style, and theatrical convention. Includes a study of the development of the physical stage. Counts in Humanities or Fine Arts Areas of General Education Requirements. 5 quarter hours

LAT223  Children’s Theatre
A survey course in Children’s Theatre. Students evaluate children’s scripts, participate in the Children’s Theatre Touring Company, observe various methods of directing plays for children, and discuss the philosophical base of theatre for children. Counts in Fine Arts Area of General Education Requirements. 5 quarter hours

LAT230  Stagecraft
Basic design and stagecraft course. Through work on individual design project, students develop skills in mechanical drawing and rendering of theatrical designs. Basic competency in scenery construction and stage lighting is achieved through participation in a full-scale College production. This course cannot apply toward the required English or speech elective for the B.A. degree. Counts in Fine Arts Area of General Education Requirements. 5 quarter hours

LAT231  Creative Drama
Students receive practical experience in the use of drama in the classroom. The Demonstration School provides opportunities to work on techniques and ideas of creative dramatics with children. A comparative study of informal play making and formal children’s theatre discussed and developed in class. Counts in Humanities or Fine Arts Areas of General Education Requirements. 5 quarter hours

LAT240  Puppetry
An introductory course which examines the nature of Puppetry and introduces students to a wide range of puppet construction techniques. Students design learning activities and shows for all age groups. May be used as a Humanities elective. Counts in Fine Arts Area of General Education Requirements. 5 quarter hours

LAT312  Theme-Oriented Drama
This participation class in creative drama focuses on the design and implementation of theme-oriented drama. Course culminates with students constructing and leading dramas with class participants. Counts in Fine Arts Area of General Education Requirements. 5 quarter hours

LAT316  Advanced Children’s Theatre
Students observe and evaluate activities used in the Demonstration School; participation will often be requested. The philosophy, techniques, and materials of creative dramatics are discussed and developed in class. Counts in Humanities or Fine Arts Areas of General Education Requirements. 5 quarter hours
LAT320  Storytelling and Story Theatre
Students will learn to unify the telling of stories through the spoken word and theatrical convention. A studio course designed to sensitize students to the dramatic components of a story while empowering them to bring it to life. Counts in Communications or Humanities or Fine Arts Areas of General Education Requirements.  5 quarter hours

LAT324  Minority Theatre
The study of major western plays written by minority playwrights in a historical and contemporary context. Will focus largely on common minority social issues as represented in modern and contemporary dramatic literature. Prerequisites: LAT220 and LAT221. Counts in Humanities or Fine Arts Areas of General Education Requirements.  5 quarter hours

LAT326  Women in Theatre
An examination of the role of women in the theatre, placed in an historical and contemporary context. Largely a survey course focusing on plays by, for, and about women. Prerequisites: LAT220 and LAT221. Counts in Humanities or Fine Arts Areas of General Education Requirements.  5 quarter hours

LAT330  Theatre History and Literature I
A comprehensive survey of the history of the theatre as examined through the aid of plays and background materials. Aspects of the theatrical production of each period discussed, as well as trends in production traced from the origin of theatre to the Renaissance. Prerequisite: LAT220. Counts in Humanities or Fine Arts Areas of General Education Requirements.  5 quarter hours

LAT332  Modern Drama
A continuation of the history of the theatre and drama. Representative plays from America, Britain, and the Continent of the last 125 years studied, with emphasis on the various types of dramatic structure. Human situations of concern to the dramatist, as well as social, political, and psychological trends of the 20th century discussed. Counts in Humanities or Fine Arts Areas of General Education Requirements.  5 quarter hours

LAT333  Stage Directing
Study of the art of stage directing includes advanced script analysis and preparation, character analysis, and staging techniques. A studio course culminating in student-directed one-act plays. Prerequisite: LAT220, LAT230 and LAT221 or consent of instructor. Counts in Communications or Humanities or Fine Arts Areas of General Education Requirements.  5 quarter hours

LAT440  Professional Communication
This course is designed to present an in depth examination of the communication process which involves theoretical perspectives, interpersonal communication and communication in the workplace. Counts in the Communications Area of General Education Requirements.  3-4 quarter hours

LAT490  Theatre Arts/Independent Study
Working closely with theatre faculty, students may pursue independently an accepted area of study within the spectrum of theatre arts.  1-6 quarter hours

LAT495  Theatre Arts/Special Topic
A theatre arts offering of unique and special current interest. Students may register for this course more than once, since topic varies each term.  1-6 quarter hours

Music

LAU110  Introduction to Music
Introduction to the basic elements of music and the use of musical components in the style periods of Western Music. The course will focus on increasing musical perception and the development of analytical listening skills. Counts in the Fine Arts Area of General Education Requirements.  2 quarter hours

LAU205  Musicianship I
Development of listening, sightsinging and keyboard skills. Course will include the study of melodic and rhythmic notation, scales, key signatures, rhythmic patterns and harmonic and harmonic intervals through written and aural exercises. Prerequisite: LAU110. Counts in the Fine Arts Area of General Education Requirements.  2 quarter hours

LAU206  Musicianship II
Continuation of Musicianship I; course will further explore melodic and rhythmic notation, rhythmic patterns and harmonic structures through written and aural exercises. Prerequisites: LAU110 and LAU205. Counts in the Fine Arts Area of General Education Requirements.  2 quarter hours

LAU207  Musicianship III
Continuation of Musicianship I and II; course will further explore melodic, rhythmic and harmonic notation, rhythmic patterns and harmonic structures through written and aural exercises. Prerequisites: LAU110, LAU205 and LAU206. Counts in the Fine Arts Area of General Education Requirements.  2 quarter hours

LAU210  Music Theory
Development of skills required to interpret the relationship between musical elements in any composition. Course will include the in-depth study of musical notation, melody, rhythm, voice leading, harmony and form. Prerequisites: LAU110 and LAU205, LAU206 and LAU207. Counts in the Fine Arts Area of General Education Requirements.  5 quarter hours

LAU211  Performance Ensemble – Chorus
A course requiring no musical background, except for the desire to sing with a committed group of singers. Focus will be on learning to blend voices and on strengthening vocal and aural skills. Counts in the Fine Arts Area of General Education Requirements.  1 quarter hour
LAU300  Applied Music – Individual Instruction
Individual or group instruction in voice, instrument or musical theatre. Proficiency in Applied Music is judged on an individual basis through recital performance at term end. Students may register for this course more than once. Counts in the Fine Arts Area of General Education Requirements. 2-5 quarter hours

LAU310  Guitar, Recorder, and Classroom Instruments
Students will explore rhythm and melody instruments for use in the classroom. Instruments of many world cultures will be discussed, played and constructed by students. Prerequisites: LAU110 and ELE224. Counts in the Fine Arts Area of General Education Requirements. 5 quarter hours

LAU315  Popular Music and American Culture
A course examining the many styles of American popular music and the ways in which this music expresses the cultures of its audiences. Issues such as the industrialization of popular music, political communication through music and the identification of subcultural groups through music will be discussed in depth. Counts in Humanities or Fine Arts Areas of General Education Requirements. 3-5 quarter hours

LAU320  History of Music I
Upper division seminar investigating music of the Baroque, Classic and early Romantic periods. Emphasis on changes in stylistic implementation of musical elements by composers such as Monteverdi, Purcell, Bach, Handel, Haydn, Mozart, Beethoven and Schubert. Prerequisites: LAU110, LAU210. Counts in Humanities or Fine Arts Areas of General Education Requirements. 5 quarter hours

LAU321  History of Music II
Upper division seminar investigating music of the Romantic Era and the twentieth century. Emphasis on changes in stylistic implementation of musical elements by composers such as Schumann, Berlioz, Brahms, Wagner, Liszt, Debussy, Stravinsky, Schoenberg, Bartok, Hindemith and Stockhausen. Prerequisites: LAU110, LAU210 and LAU320. Counts in Humanities or Fine Arts Areas of General Education Requirements. 5 quarter hours

LAU325  Music of the World’s Cultures
Seminar investigating the music of Africa and non-Western music of the Americas. Emphasis will be on the importance of musical traditions of each culture and transmission of these traditions through theater, dance and religious ritual. This course satisfies the requirement for a course in non-Western culture. Prerequisite: LAS110 or equivalent. Counts in Humanities or Fine Arts Areas of General Education Requirements. 5 quarter hours

LAU410  Conducting
Study of the theory and practice of conducting includes score analysis, practice of conducting gesture and rehearsal technique to develop a practical familiarity with directing vocal and instrumental ensembles. Prerequisites: LAU210, LAU320 and LAU321. Counts in the Fine Arts Area of General Education Requirements. 5 quarter hours

LAU490  Music Independent Study
Opportunity for students to pursue an approved exploration of music in an area of performance interpretation, music theory, individual instruction, music education or music history and literature. 2-5 quarter hours

LAU495  Music Special Topic
A music offering of special interest in an area of music, including but not limited to music theory, individual instruction, music education, music history and literature or current issues in music performance. Students may register for the course more than once as the topic may vary each term. 2-5 quarter hours

LAU499  Music Seminar
This course will cover any topic in the field of music not taught within the regularly scheduled courses. Offered by decision of the department, Music Seminar represents the opportunity for students to pursue an in-depth exploration of music in an area of performance interpretation, musicology, music theory, pedagogy or music education. 5 quarter hours
Professors who are experts in the fields they teach

Bachelor of Arts in Business Administration/Marketing

National-Louis University works with employers to bring classes and full degree programs to work sites as well.

Bachelor of Science in Management Information Systems (also available online)

You may attend class as part of a cohort group with approximately 15 students who stay together throughout the program.
College of Management & Business

The College of Management and Business’ undergraduate programs include courses in management (also available online), business administration and management information systems (also available online).

Evening and weekend classes are available for the working adult.

We design programs around both your educational and developmental needs.

Bachelor of Science in Management
(also available online)
College of Management and Business

Do not expect business as usual from National-Louis University’s College of Management and Business. Vast changes are sweeping across the world’s economies, creating unimagined opportunities yet dangers for the unprepared. Smart businesses, government agencies, and non-profit corporations know that an educated and highly skilled workforce is the key to prosperity. General abstract knowledge or technical brilliance is not enough. Knowledge workers need to work effectively with people and be able to apply their knowledge to practical real-world problems.

Business and Management schools must respond with more than the same old fare, and we do. We prepare knowledge workers with flexible, innovative, high-quality programs that meet practical real-life learning needs. Furthermore, we work with specific industries, associations, or even individual organizations to design customized programs tailored to specific learning needs. This adds up to excellent value for students and their employers.

We offer programs on our five Chicago area campuses and at our full-service campuses in Northern Virginia, Washington D.C., and Tampa. Full-time tenure-track professors are stationed at all campuses, communicating with modern telecommunications and computers. We also offer classes right on corporate sites. Few universities can match the flexibility, the nationwide access, or the expertise available through the innovative programs of National-Louis University’s College of Management and Business.

The new knowledge workers are increasingly diverse with more women, older workers, and minorities of race, religion, and national origin—workers who deserve a fair shot at the American dream. The College of Management and Business is a college of opportunity for these students. For example, we work closely with the Language Institute of the College of Arts and Sciences to provide access for students who have just mastered the English language. We also offer special courses and programs for women and minority managers.

Our professors are selected for their teaching skills and practical experience as well as their academic credentials. Classroom learning is practical yet relevant with a sound grounding in theory. In place of stuffy lectures, our professors use large-scale simulations, management assessment centers, actual case studies, and other sophisticated techniques so that learning can be practiced and then applied on the job. Individual attention and honest feedback help each student grow as a skilled, thoughtful and humane professional—a knowledge worker who knows how to work with people and get things done.

Our professors are prized for their practical work as consultants, tackling everything from the privatization of food processing companies in Poland to improving the management information systems of a U.S. insurance giant. Yet they are also recognized for their scholarship and present their findings nationally and internationally. The full-time faculty is blended with a strong cadre of adjunct professors who bring insight on the latest and best contemporary practice to our students.

So do not expect business as usual. National-Louis University’s College of Management and Business is the place where knowledge workers prepare to assure our nation’s future prosperity. We invite you to join us as partners in an education that works.
Admission to the College of Management and Business

Requirements to be admitted to the College of Management and Business are the same as the requirements to be admitted to National-Louis University. However, specific programs may have admission requirements for that program.

The Business Programs

The College of Management and Business prepares students for professional careers in business, industry, government, and non-profit institutions by offering baccalaureate degrees in Business Administration and Computer Information Systems. Elective concentrations in Accounting, International Business and Marketing are available within the Business Administration Curriculum.

The College of Management and Business also offers a one-year certificate in Business Education for Career Advancement (BECA), which prepares students to accept entry-level positions in accounting, business administration, or data processing, with an option of continuing their studies toward a bachelor’s degree. The objective of the Business Programs curricula is to provide a foundation of work in those academic areas necessary for an appropriate combination of descriptive and analytical approaches to the study of accounting, business administration, and computer information systems. Such foundation work includes courses in the following areas: (a) communication, (b) mathematics, (c) social sciences, (d) humanities, and (e) natural sciences.

The Business Programs, based at National-Louis University’s Chicago campus, offer students the opportunity to study at the heart of Chicago’s vibrant business community, from which the Business Programs draw many of their skilled professional faculty members. The downtown area provides jobs for National-Louis graduates and students, a wealth of cultural resources that can enrich the learning experience, and an extensive transportation system that brings National-Louis University within the reach of all who live in the greater metropolitan area.

Classes within the Business Programs are small, to facilitate learning, and are offered during days, evenings, and weekends to accommodate full- and part-time students. Liberal arts courses are woven throughout the programs to guarantee that students have a solid foundation on which to build their business skills.

Bachelor of Arts Degree in Business Administration

The Business Administration Programs offer National-Louis University students the opportunity to develop a broad range of business skills built upon a solid liberal arts foundation. Business courses provide studies in accounting, finance, computer information systems, business law, and management, equipping students for a wide variety of career options and preparing students for graduate study. Elective specializations in International Business and Marketing are also available.

Three upper-level business administration courses, in addition to the Business Policy course, need to be completed at National-Louis University in order to qualify for graduation in Business Administration from National-Louis University.

General Education Requirements

On-Campus students must complete a minimum of 70 quarter hours of general education. This will include demonstration of competency in all ten core areas below and include the specific courses or equivalent in the seven Fields of Knowledge Areas. CMB on-campus programs accept transfer credit, Advanced Placement Test credit, CLEP and DANTES test credit in the related field of knowledge.

General Education Requirements 70 QH

Fields of Knowledge

1. Communications
   LAE101  English Composition I  5
   LAE102  English Composition II 5
   LAT210  Effective Speaking

2. Humanities
   One Humanities Elective  5

3. Fine Arts
   One Fine Arts Elective  5

4. Quantitative Reasoning
   LAM110  College Mathematics or higher level math elective  5
   LAM214  Mathematics for Management Sciences  5
   LAM216  Statistical Methods  5

5. Physical and Life Sciences
   One Laboratory Science Elective  5

6. Social Sciences
   LAS250  Macroeconomics  5
   LAS255  Microeconomics  5
   One Social Science Elective  5
7. Behavioral Sciences
    LAP100 General Psychology 5

Additional General Education Requirements
    Social Science or Psychology Elective 5

Integrated Competencies

Information and Technology Literacy

    Requirement is satisfied in Introduction to Computers and Computer-Based Applications, Office Information Systems, or Management Information Systems.

Analytical Skills


Ethics, Values, and Respect for Human Diversity

    Requirement is satisfied in General Psychology and Social Science elective.

Business Administration Requirements 48 QH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MGT101</td>
<td>Introduction to Business</td>
<td>4</td>
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<tr>
<td>MGT106</td>
<td>Applications of Business Writing</td>
<td>4</td>
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<tr>
<td>MGT204</td>
<td>Business Law I</td>
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<tr>
<td>MGT205</td>
<td>Business Law II</td>
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<tr>
<td>MGT270</td>
<td>Survey of International Business</td>
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<tr>
<td>MGT300</td>
<td>Principles of Marketing</td>
<td>4</td>
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<td>MGT302</td>
<td>Principles of Management and Supervision</td>
<td>4</td>
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<tr>
<td>MGT303</td>
<td>Business Research and Communication</td>
<td>4</td>
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<tr>
<td>MGT304</td>
<td>Business Ethics</td>
<td>4</td>
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<tr>
<td>MGT305</td>
<td>Operations Management</td>
<td>4</td>
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<tr>
<td>MGT307</td>
<td>Consumer Behavior</td>
<td>4</td>
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<tr>
<td>MGT400</td>
<td>Business Policy</td>
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Business Support Requirements 62 QH

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MGT120</td>
<td>Accounting Principles I</td>
<td>4</td>
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<tr>
<td>MGT121</td>
<td>Accounting Principles II</td>
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<td>MGT122</td>
<td>Accounting Principles III</td>
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<tr>
<td>MGT150</td>
<td>Introduction to Computers and Computer-Based Applications</td>
<td>4</td>
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<td>MGT220</td>
<td>Managerial Accounting</td>
<td>4</td>
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<tr>
<td>MGT243</td>
<td>Office Information Systems</td>
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<td>MGT301</td>
<td>Principles of Finance</td>
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<tr>
<td>MGT319</td>
<td>Money and Banking</td>
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<td>Computer Elective</td>
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<tr>
<td></td>
<td>Free Electives</td>
<td>22</td>
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</tbody>
</table>

Total Minimum Hours 180 QH

Students must demonstrate English proficiency by passing the English competency examination or by earning a grade of "B" or better in both English Composition (LAE101) and English Composition II (LAE102) at National-Louis University.

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Business Administration – Specialized Options and Certificate of Completion

Students who are pursuing the Business Administration Major may elect a Specialized Option in Accounting, International Business or Marketing. Non-degree candidates may also pursue one of the options as a certificate of completion.

Bachelor of Arts in Business Administration with a Specialized Option in Accounting

The field of Accounting offers a wide variety of career options for students – careers as accountants in business, government, or not-for-profit institutions. This specialized option is ideal for students who are exploring any Accounting-related career.

Students completing the Specialized Option in Accounting build upon a strong core of Business Administration courses and emerge with a solid understanding of taxation, intermediate accounting, cost accounting methods and procedures, and auditing.

Accounting students also enjoy the advantage of having many of their courses taught by academically qualified practitioners who are experienced Certified Public Accountants (CPAs).

General Education Requirements

On-Campus students must complete a minimum of 70 quarter hours of general education. This will include demonstration of competency in all ten core areas below and include the specific courses or equivalent in the seven Fields of Knowledge Areas. CMB on-campus programs accept transfer credit, Advanced Placement Test credit, CLEP and DANTES test credit in the related field of knowledge.

General Education Requirements 70 QH

Fields of Knowledge

1. Communications
   - LAE101 English Composition I 5
   - LAE102 English Composition II 5
   - LAT210 Effective Speaking 5

2. Humanities
   - One Humanities Elective 5

3. Fine Arts
   - One Fine Arts Elective 5

4. Quantitative Reasoning
   - LAM110 College Mathematics or higher level math elective 5
   - LAM214 Mathematics for Management Sciences 5
   - LAM216 Statistical Methods 5
5. Physical and Life Sciences
   One Laboratory Science Elective 5

6. Social Sciences
   LAS250 Econometrics 5
   LAS255 Microeconomics 5
   One Social Science Elective 5

7. Behavioral Sciences
   LAP100 General Psychology 5
   One Psychology Elective 5

Additional General Education Requirements
   Social Science or Psychology Elective 5

Integrated Competencies

Information and Technology Literacy
   Requirement is satisfied in Introduction to Computers and
   Computer-Based Applications, Office Information Systems, or
   Management Information Systems

Analytical Skills
   Requirement is satisfied in College Mathematics,
   Mathematics for Management Science, Statistical Methods

Ethics, Values, and Respect for Human Diversity
   Requirement is satisfied in General Psychology and Social
   Science elective

Business Administration Requirements 36 QH
   MGT 101 Introduction to Business 4
   MGT 106 Applications of Business Writing 4
   MGT 204 Business Law I 4
   MGT 205 Business Law II 4
   MGT 270 Survey of International Business 4
   MGT 300 Principles of Marketing 4
   MGT 302 Principles of Management and Supervision 4
   MGT 304 Business Ethics 4
   MGT 305 Operations Management 4

Business Support Requirements 40 QH
   MGT 120 Accounting I 4
   MGT 121 Accounting II 4
   MGT 122 Accounting III 4
   MGT 150 Introduction to Computer and
   Computer-Based Applications 4
   MGT 220 Managerial Accounting 4
   MGT 243 Office Information Systems 4
   MGT 301 Principles of Finance 4
   MGT 319 Money & Banking 4
   One Business Elective 4
   One Computer Elective 4

Accounting Requirements 24 QH
   MGT 221 Individual Taxation 4
   MGT 320 Intermediate Accounting I 4
   MGT 321 Intermediate Accounting II 4
   MGT 322 Intermediate Accounting III 4
   MGT 323 Cost Accounting 4
   MGT 422 Principles of Auditing 4

Free Electives 10 QH

Total Minimum Hours 180 QH

Students must demonstrate English proficiency by passing the
English competency examination or by earning a grade of "B" or
better in both English Composition I (LAE101) and English
Composition II (LAE 102) at National-Louis University.

Bachelor of Arts in Business Administration
with a Specialized Option in International Business

Recognizing that international business is experiencing
rapid growth in an increasingly dynamic global economy,
National-Louis offers a Specialized Option in International
Business in the Business Administration program. This
Specialized Option is ideal for students with foreign language
skills and multicultural backgrounds who seek careers in
multicultural business enterprises. The Specialized Option also
offers opportunity for students whose previous academic work
has been in fields such as the languages.

Students completing the Specialized Option in International
Business builds upon a strong core of Business Administration
courses and emerge with a solid understanding of international
accounting, finance, management, and marketing.

General Education Requirements

On-Campus students must complete a minimum of
70 quarter hours of general education. This will include
demonstration of competency in all ten core areas below and
include the specific courses or equivalent in the seven Fields of
Knowledge Areas. CMB on-campus programs accept
transfer credit, Advanced Placement Test credit, CLEP and
DANTES test credit in the related field of knowledge.

General Education Requirements 70 QH

Fields of Knowledge

1. Communications
   LAE101 English Composition I 5
   LAE102 English Composition II 5
   LAT210 Effective Speaking 5

2. Humanities
   One Humanities Elective 5
3. **Fine Arts**
   One Fine Arts Elective 5

4. **Quantitative Reasoning**
   - LAM110 College Mathematics or higher level math elective 5
   - LAM214 Mathematics for Management Sciences 5
   - LAM216 Statistical Methods 5

5. **Physical and Life Sciences**
   One Laboratory Science Elective 5

6. **Social Sciences**
   - LAS250 Macroeconomics 5
   - LAS255 Microeconomics 5
   - One Social Science Elective 5

7. **Behavioral Sciences**
   - LAP100 General Psychology 5

Additional General Education Requirements
   Social Science or Psychology Elective 5

**Integrated Competencies**

**Information and Technology Literacy**
   Requirement is satisfied in Introduction to Computer and Computer-Based Applications, Office Information Systems, or Management Information Systems

**Analytical Skills**
   Requirement is satisfied in College Mathematics, Mathematics for Management Sciences, Statistical Methods

**Ethics, Values, and Respect for Human Diversity**
   Requirement is satisfied in General Psychology and Social Science elective

**Business Administration Requirements** 48 QH

- MGT101 Introduction to Business 4
- MGT106 Applications of Business Writing 4
- MGT204 Business Law I 4
- MGT205 Business Law II 4
- MGT270 Survey of International Business 4
- MGT300 Principles of Marketing 4
- MGT302 Principles of Management and Supervision 4
- MGT303 Business Research and Communication 4
- MGT304 Business Ethics 4
- MGT305 Operations Management 4
- MGT307 Consumer Behavior 4
- MGT400 Business Policy 4

**Business Support Requirements** 40 QH

- MGT120 Accounting Principles I 4
- MGT121 Accounting Principles II 4
- MGT122 Accounting Principles III 4
- MGT150 Introduction to Computers and Computer-Based Applications 4
- MGT220 Managerial Accounting 4
- MGT243 Office Information Systems 4
- MGT301 Principles of Finance 4
- MGT319 Money and Banking 4
- Computer Elective 4
- Business Elective 4

**International Business Requirements** 22 QH

- LAS310* International Relations 5
- MGT370 International Accounting 4
- MGT371 International Finance 4
- MGT372 International Management 4
- MGT373 International Marketing 4
- Free Electives 1

Total Minimum Hours 180 QH

Students must demonstrate English proficiency by passing the English competency examination or by earning a grade of "B" or better in both English Composition (LAE101) and English Composition II (LAE102) at National-Louis University.

* LAS300 Contemporary World Cultures, LAS430 Economic Issues in Global Perspective or any acceptable enculturation course may be taken with the approval of the Specialized Option adviser to fulfill the requirement of LAS310. Demonstration of second language is required.

**Bachelor of Arts in Business Administration with a Specialized Option in Marketing**

Marketing affects almost every aspect of a business, from positioning, promoting, and selling a product to delivering high-quality customer service. Recognizing this, National-Louis University offers a Specialized Option in Marketing within the Business Administration program. The Specialized Option is designed for students interested in exploring careers in marketing and marketing-related fields.

Students pursuing the Specialized Option in Marketing build upon a strong core of Business Administration courses and emerge with a good understanding of the marketing world. They are prepared for careers in marketing, advertising, market research, sales, and retailing.
General Education Requirements

On-Campus students must complete a minimum of 70 quarter hours of general education. This will include demonstration of competency in all ten core areas below and include the specific courses or equivalent in the seven Fields of Knowledge Areas. CMB on-campus programs accept transfer credit, Advanced Placement Test credit, CLEP and DANTES test credit in the related field of knowledge.

General Education Requirements 70 QH

Fields of Knowledge

1. Communications
   LAE101 English Composition I 5
   LAE102 English Composition II 5
   LAT210 Effective Speaking 5

2. Humanities
   One Humanities Elective 5

3. Fine Arts
   One Fine Arts Elective 5

4. Quantitative Reasoning
   LAM110 College Mathematics or higher level
   math elective 5
   LAM214 Mathematics for Management Sciences 5
   LAM216 Statistical Methods 5

5. Physical and Life Sciences
   One Laboratory Science Elective 5

6. Social Sciences
   LAS250 Macroeconomics 5
   LAS255 Microeconomics 5
   One Social Science Elective 5

7. Behavioral Sciences
   LAP100 General Psychology 5

Additional General Education Requirements
   Social Science or Psychology Elective 5

Integrated Competencies

Information and Technology Literacy
   Requirement is satisfied in Introduction to Computer and
   Computer-Based Applications, Office Information Systems, or
   Management Information Systems

Analytical Skills
   Requirement is satisfied in College Mathematics,
   Mathematics for Management Science, Statistical Methods

Ethics, Values, and Respect for Human Diversity

   Requirement is satisfied in General Psychology and Social
   Science elective

Business Administration Requirements 48 QH

MGT101 Introduction to Business 4
MGT106 Applications of Business Writing 4
MGT204 Business Law I 4
MGT205 Business Law II 4
MGT270 Survey of International Business 4
MGT300 Principles of Marketing 4
MGT302 Principles of Management and Supervision 4
MGT303 Business Research and Communication 4
MGT304 Business Ethics 4
MGT305 Operations Management 4
MGT307 Consumer Behavior 4
MGT400 Business Policy 4

Business Support Requirements 42 QH

MGT120 Accounting Principles I 4
MGT121 Accounting Principles II 4
MGT122 Accounting Principles III 4
MGT150 Introduction to Computers and
   Computer-Based Applications 4
MGT220 Managerial Accounting 4
MGT243 Office Information Systems 4
MGT301 Principles of Finance 4
MGT319 Money and Banking 4
   Computer Elective 4
   Business Elective 4
   Free Electives 2

Marketing Requirements 20 QH

MGT309 Advertising 4
MGT312 Marketing Research 4
MGT316 Sales Organizations and Selling 4
MGT317 Retailing OR 4
MGT362 Marketing for Entrepreneurs 4
MGT373 International Marketing 4

Total Minimum Hours 180 QH

Students must demonstrate English proficiency by passing the English competency examination or by earning a grade of "B" or better in both of Composition (LAE101) and
Composition (LAE102) at National-Louis University.
Bachelor of Arts Degree in Computer Information Systems

The Computer Information Systems (CIS) program offers students the opportunity to become information systems professionals with extensive business expertise. The CIS program combines the information systems knowledge and skills with business courses that enable students to solve real business problems. The CIS courses include a wide variety of current and emerging skills in the areas of computer applications, programming, networks and Intranet, information systems management, the Internet and WWW design, databases, and systems analysis & design. The capstone requirement course, applied software development project, requires students to apply the knowledge they have gained in designing, developing, and implementing an information system.

Three upper-level computer courses, in addition to the applied software development project course, need to be completed at NLU in order to qualify for graduation in Computer Information Systems from the University.

General Education Requirements

On-Campus students must complete a minimum of 70 quarter hours of general education. This will include demonstration of competency in all ten core areas below and include the specific courses or equivalent in the seven Fields of Knowledge Areas. CMB on-campus programs accept transfer credit, Advanced Placement Test credit, CLEP and DANTES test credit in the related field of knowledge.

General Education Requirements 70 QH

Fields of Knowledge

1. Communications
   - LAE101 English Composition I 5
   - LAE102 English Composition II 5
   - LAT210 Effective Speaking 5

2. Humanities
   - One Humanities Elective 5

3. Fine Arts
   - One Fine Arts Elective 5

4. Quantitative Reasoning
   - LAM110 College Mathematics or higher level math elective 5
   - LAM214 Mathematics for Management Sciences 5
   - LAM216 Statistical Methods 5

5. Physical and Life Sciences
   - One Laboratory Science Elective 5

6. Social Sciences
   - LAS250 Macroeconomics 5
   - LAS255 Microeconomics 5
   - One Social Science Elective 5

7. Behavioral Sciences
   - LAP100 General Psychology 5

Additional General Education Requirements
   Social Science or Psychology Elective 5

Integrated Competencies

Information and Technology Literacy

Requirement is satisfied in Introduction to Computer and Computer-Based Applications, Office Information Systems, or Management Information Systems

Analytical Skills

Requirement is satisfied in College Mathematics, Mathematics for Management Science, Statistical Methods

Ethics, Values, and Respect for Human Diversity

Requirement is satisfied in General Psychology and Social Science elective

Computer Information Systems Requirements 60 QH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT150</td>
<td>Introduction to Computers and Computer-Based Applications</td>
<td>4</td>
</tr>
<tr>
<td>MGT239</td>
<td>Database Application</td>
<td>4</td>
</tr>
<tr>
<td>MGT207</td>
<td>Visual Basic</td>
<td>4</td>
</tr>
<tr>
<td>MGT314</td>
<td>JAVA Programming</td>
<td>4</td>
</tr>
<tr>
<td>MGT240</td>
<td>Business Application Development I: Using COBOL</td>
<td>4</td>
</tr>
<tr>
<td>MGT241</td>
<td>Business Application Development II: Using COBOL</td>
<td>4</td>
</tr>
<tr>
<td>MGT350</td>
<td>Information Systems Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT346</td>
<td>C++ Programming</td>
<td>4</td>
</tr>
<tr>
<td>MGT347</td>
<td>Computer Networks &amp; Intranets</td>
<td>4</td>
</tr>
<tr>
<td>MGT486</td>
<td>Principles of Web site Design &amp; Development</td>
<td>4</td>
</tr>
<tr>
<td>MGT340</td>
<td>Systems Analysis &amp; Design</td>
<td>4</td>
</tr>
<tr>
<td>MGT341</td>
<td>Database Program Development</td>
<td>4</td>
</tr>
<tr>
<td>MGT445</td>
<td>Applied Software Development Project</td>
<td>4</td>
</tr>
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<td></td>
<td>Computer Elective</td>
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</table>

Business Support Requirements 50 QH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGT101</td>
<td>Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>MGT106</td>
<td>Applications of Business Writing</td>
<td>4</td>
</tr>
<tr>
<td>MGT120</td>
<td>Accounting Principles I</td>
<td>4</td>
</tr>
<tr>
<td>MGT121</td>
<td>Accounting Principles II</td>
<td>4</td>
</tr>
<tr>
<td>MGT122</td>
<td>Accounting Principles III</td>
<td>4</td>
</tr>
<tr>
<td>MGT204</td>
<td>Business Law I</td>
<td>4</td>
</tr>
<tr>
<td>MGT220</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
</tbody>
</table>
COLLEGE OF MANAGEMENT AND BUSINESS

MGT270  Survey of International Business  
MGT300  Principles of Marketing  
MGT301  Principles of Finance  
MGT302  Principles of Management and Supervision  
Free Electives  

Total Minimum Hours  180 QH

Students must demonstrate English proficiency by passing the English competency examination or by earning a grade of "B" or better in both English Composition (LA1E101) and English Composition II (LA1E102) at National-Louis University.

One-Year Certificate Programs

Certificate in Business Education for Career Advancement (BECA) in Accounting

The one-year certificate in Business Education for Career Advancement (BECA) in Accounting enables students to get an early start on their careers. The BECA program in Accounting also provides the business administration and data processing skills needed for entry-level jobs in accounting while providing an option of continuing toward the completion of the bachelor’s degree. The practicum provides students with experience in a business environment.

MGT101  Introduction to Business  
MGT106  Applications of Business Writing  
MGT120  Accounting Principles I  
MGT121  Accounting Principles II  
MGT150  Introduction to Computers and Computer-Based Applications  
MGT200  Practicum Experience  
MGT220  Managerial Accounting  
MGT221  Individual Taxation  
MGT243  Office Information Systems  
MGT324  Electronic Accounting  

Business Elective  

Total Minimum Hours  48 QH

Certificate in Business Education for Career Advancement (BECA) Data Processing

The one-year certificate in Business Education for Career Advancement (BECA) in Data Processing enables students to get an early start on their careers. The BECA program in Data Processing also provides the accounting and business administration skills needed for entry-level jobs in data processing while providing an option of continuing toward completion of the bachelor’s degree. The practicum provides students with experience in a business environment.

MGT101  Introduction to Business  
MGT106  Applications of Business Writing  
MGT120  Accounting Principles I  
MGT121  Accounting Principles II  
MGT150  Introduction to Computers and Computer-Based Applications  
MGT142  Word Processing  
MGT200  Practicum Experience  
MGT204  Business Law I  
MGT207  Visual Basic  
MGT215  Business Applications of Spreadsheet  
MGT243  Office Information Systems  
MGT302  Principles of Management and Supervision  

Computer Electives  

Total Minimum Hours  48 QH

Certificate in Business Education for Career Advancement (BECA) in Business Administration

The one-year certificate in Business Education for Career Advancement (BECA) in Business Administration enables students to get an early start on their careers. The BECA program in Business Administration also provides the accounting and data processing skills needed for entry-level jobs in business administration while providing an option of continuing toward completion of the bachelor’s degree. The practicum provides students with experience in a business environment.

MGT101  Introduction to Business  
MGT106  Applications of Business Writing  
MGT120  Accounting Principles I  
MGT121  Accounting Principles II  
MGT150  Introduction to Computers and Computer-Based Applications  
MGT200  Practicum Experience  
MGT204  Business Law I  
MGT207  Visual Basic  
MGT215  Business Applications of Spreadsheet  
MGT243  Office Information Systems  
MGT302  Principles of Management and Supervision  

Total Minimum Hours  48 QH
Business Minor

The Business minor is available to students who are majoring in a program outside the College of Management and Business.

Business Minor Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS250</td>
<td>Macroeconomics</td>
<td>5</td>
</tr>
<tr>
<td>LAS255</td>
<td>Microeconomics</td>
<td>5</td>
</tr>
<tr>
<td>MGT101</td>
<td>Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>MGT120</td>
<td>Accounting Principles I</td>
<td>4</td>
</tr>
<tr>
<td>MGT121</td>
<td>Accounting Principles II</td>
<td>4</td>
</tr>
<tr>
<td>MGT243</td>
<td>Office Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>MGT300</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
<tr>
<td>MGT302</td>
<td>Principles of Management and Supervision</td>
<td>4</td>
</tr>
<tr>
<td>MGT350</td>
<td>Information Systems Management</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Minimum Hours 38 QH

Types of Admission

1. Full Admission: Applicant has met the program’s admissions requirements as listed above.

2. Provisional Admission: Applicants who meet the transfer credit requirements but not the grade point average requirements may be considered for provisional admission.

   a. Applicants who do not meet the grade point average (GPA) requirements for full admission but have at least a grade point average of 1.5 may be admitted provisionally.

   b. Applicants who have a GPA of less than 1.5 may petition the University Director of Admissions for provisional admission. Petitioners may be provisionally admitted with the approval of the local faculty admissions team.

Provisionally admitted students must earn at least a 2.0 grade point average (GPA), with grades of C or better and no outstanding "I" grades, in the first term of the program. Students meeting these requirements at the end of the first term will gain full academic standing. Students not meeting the requirements of their provisional admission at the end of the first term will be dropped from the program. Such students may retake first term courses in which they received a D, U, N, WU or WN in order to raise their grade point average. Students must pay for courses retaken. If dropped, students may apply for readmission when they meet requirements.

Special Status Students

Applicants who have not submitted all program admission documents, but believe in good faith that they meet the admissions standards, may enroll in the program for one term as a special student under the following conditions:

1. Applicants for special status will be required to sign a statement prior to their admission into the program that they understand the policy on special student status and believe in good faith that they meet the requirements for admission.

2. The University Director of Admissions (or local representative) will co-sign the special student status form, verifying that the policy has been explained to the applicant.

3. If the formal admissions process is not completed by the end of the first term, the student will be dropped from the program. When a formal admissions decision is made, the student may apply for readmission to the program.

4. Special status students are not eligible for financial aid.
Enrollment Requirements for the BSM and BSMIS Programs

Students may not enroll in the first term of the program until they meet program admissions requirements or qualify for enrollment as a Special Status Student.

Admissions Standards Exemptions/Waivers

Admissions Requirement Exemption:

Applicants may initiate a request for an admission requirement exemption, along with their application for admission, when they know in fact that they do not meet a program admissions requirement and an admissions decision cannot be made by the local faculty admissions team. Requests for an exemption will be forwarded to the CMB Academic Issues Governance Unit for review. Applicants granted exemptions will be admitted provisionally.

Waiver of the 90 quarter hour Admissions Requirement:

Applicants may initiate a request for a waiver of the 90 quarter hour minimum transferable credit standard. If the applicant's request for a waiver and the admissions file indicate a strong potential for success in the program, the local Academic Program Director may waive up to 10 quarter hours of this requirement. Any requests in excess of the 10 quarter hours must be submitted to the College Dean. The CMB Academic Issues Governance Unit will be advised of all waivers granted in excess of 10 quarter hours.

International Students

The College of Management and Business welcomes qualified international students for enrollment into its degree programs. Applicants are required to present official records of scholastic achievement and evidence of proficiency in spoken and written English as a prerequisite for admission. Please refer to International Student Admission in the General Information section of this catalog for details.

Admissions Appeals

1. If an applicant or student wishes to appeal an admissions decision, the appeal must be made in writing to the University Director of Admissions (or local representative) within two weeks of receipt of the decision letter. Appeals will be forwarded to the College of Management and Business Academic Issues Governance Unit, which will make a decision to uphold or deny the appeal.

2. The Academic Issues Governance Unit will forward its decision to the applicable CMB program administrator and to the Director of Admissions and Records who will officially notify the applicant of the unit's decision.

3. Further appeal will be administered in accordance with the university policy on academic appeals outlined in the Student Guidebook.

Credit Transfer Policy

The courses in the B.S. in Management program and the B.S. in Management Information Systems program that carry 400 level numbers are specifically designed to meet the needs of groups of adult learners that have extensive but highly varied experience in organizational settings. These courses feature extensive personalized, experiential and relevant opportunities that are seldom available in courses designed for traditional students. There is a presumption that these courses are unique and do not duplicate transfer courses that may have similar titles, but were designed for traditional undergraduate students. It is also assumed that prerequisites have limited utility because adults enter with extensive and near infinite permutations of traditional university courses, corporate training, professional continuing education workshops and other relevant experiences.

Academic Standards

Students enrolled in the Bachelor of Science programs will be monitored continuously to ensure compliance with program academic standards. To remain in good academic standing and complete the requirements for the programs, students must adhere to the following academic standards:

1. Students are expected to maintain at least a 60% course completion ratio for any given term and a cumulative grade point average (GPA) of at least 2.0.

2. Students will be placed on academic probation if they earn a cumulative GPA lower than 2.0 for courses in any given term. Students on academic probation must earn a cumulative 2.0 GPA for the following term's course work, with no outstanding "I" grades, in order to return to good academic standing. If students do not earn the 2.0 GPA for the following term's course work with no outstanding "I" grades, they will be dropped from the program. Students who are on academic probation or who have been dropped from the program are permitted to retake courses in which they earned a "D" or "U" grade, in order to raise their term grade point average. Students must pay for courses retaken. If dropped, students must apply for readmission to the program when they meet the standards.

3. Students who miss 50% of class meetings in one course (unless special arrangements were made beforehand with the instructor) will be given a "U" in that course and will be required to retake the course.

4. Students who miss three consecutive class meetings in a term will be dropped at the end of the term or the last day of attendance where state or federal law supersedes and must apply for readmission if they wish to complete the program.
5. Any student who is carrying two outstanding "I" grades or more in the program (from any number of terms) will be dropped from the program at the end of the term in which a third "I" is received. A student must apply for readmission to the program upon completion of at least one of the "I" graded courses.

6. Instructors may set specific conditions (e.g., time limit) for a student to complete "I" grade course work and may convert the grade to "U" if the conditions are not met. In the absence of specific conditions, students have one year after the final class meeting of their cohort group to complete any "I" grades before such grades are converted to U grades.

7. Any course for which a "U" grade was assigned must be repeated and successfully completed. Students must pay for re-enrollment in such a course.

Transfer Between Groups

Students will not be permitted to transfer from one schedule to another between courses unless there are extenuating (emergency) circumstances. Transfers must be approved by the local Academic Program Director or Administrator.

General Education Requirements 60 QH

The Bachelor of Science in Management (BSM) and the Bachelor of Science in Management Information Systems (BSMIS) program require a minimum of 60 quarter hours of general education. This will include demonstration of competency in all ten core areas below and include the specific courses or equivalent in the seven Fields of Knowledge Areas. The Bachelor of Science in Management program and the Bachelor of Science in Management Information Systems program accept as equivalent to general education coursework at NLU appropriate courses transferred from other accredited institutions, appropriate CLEP and DANTES examination credit, and appropriate credit by proficiency. To determine which equivalent credits or exams are appropriate, contact your program adviser or the Assessment Center.

Options for Additional Credit

The following options are available to students for earning additional credit toward degree requirements:

1. Credit by examination, including ACT-PEP, CLEP, DANTES, or other approved examinations.

2. Credit by Portfolio, up to a maximum 60 quarter hours via the University’s portfolio assessment of prior learning process. Only ten (10) quarter hours of credit by portfolio may be applied toward admission requirements in the BSM and BSMIS programs.

3. Additional course work at NLU or other accredited institutions. A maximum of 12 quarter hours in “independent study” courses may be taken at NLU to apply toward the degree. Additional credit may be earned through "special topics" courses or other NLU courses offered through any of the colleges or through Continuing Education and Outreach.

4. FOCUS Courses: Focus On Completing Undergraduate Studies (FOCUS) offers accelerated courses to enable adult students to gain credit in a convenient format. FOCUS courses are offered to provide students who wish to enter one of the University’s degree-completion programs with the general education requirements, general education electives and free electives they will need to graduate from the University.

5. Once students have obtained a minimum of 90 quarter hours, they may apply for admission to the Bachelor of Science in Management program (BSM) and the Bachelor of Science in Management Information Systems (BSMIS) program. Students who enter their major with less than 128-130 quarter hours (depending on the credits in their academic major) should be aware that in addition to completion of their major, they will still need additional college credits to earn their Bachelor’s degree, which requires 130 quarter hours. These students may continue to enroll in FOCUS courses, take CLEP or DANTES exams, or complete a portfolio of prior learning. See page 88 for further discussion on FOCUS.

The Bachelor of Science in Management (BSM) and the Bachelor of Science in Management Information Systems (BSMIS) requires 60 quarter hours of general education, with the following distribution of at least one course or course equivalent in each of the following content areas:

Fields of Knowledge

1. Communications

Students will learn to acquire and exchange information accurately from a variety of sources. Using appropriate methodologies, they will develop the ability to speak, read, write, and listen with understanding and critical discernment.

Appropriate coursework or experiences: Oral and written communications, speech/rhetoric, or writing.

2. Humanities

Students will examine the human conditions through the study of a variety of fields and disciplines, including language, literature, history, philosophy, religion, and ethics.

Appropriate coursework or experiences: History (U.S. and Western; intellectual history), literature, logic and effective thinking, ethics, philosophy, religious studies, foreign language, or linguistics.

3. Fine Arts

Students will be exposed to, experience, participate in, and create artistic expression in a variety of forms and contexts.
Appropriate coursework or experiences: Art, dance, music, or theatre.

4. Quantitative Reasoning

Students will understand quantitative concepts and perform basic operations at the college level. They will understand the possible multiple interpretations of data and will be able to respond critically and appropriately to concepts, arguments, and conclusions based on numbers and statistics in both abstract and concrete contexts.

Appropriate coursework or experiences: Mathematics/statistics or research methods.

5. Physical and Life Sciences

Students will learn and apply appropriate scientific methods in order to identify, understand, compare, apply, and evaluate natural and physical phenomena.

Appropriate coursework or experience: Anatomy, astronomy, biology, microbiology, botany, chemistry, earth science, environmental science, geology, genetics, physics, physiology, or zoology.

6. Social Sciences

Students will understand the organization of social institutions and the emergence and structure of society through the application of appropriate concepts, as well as theoretical and methodological frameworks.

Appropriate coursework or experience: Anthropology, economics, geography, cultural and ethnic history, political science, social science, or sociology.

7. Behavioral Science

Students will understand concepts and theories that seek to explain human behavior, mental processes and development throughout the life span, and the application of behavioral science principles in a variety of settings.

Appropriate coursework or experiences: Psychology or related behavioral science areas.

Courses not included above under the seven fields of knowledge will be considered on an individual basis for the student’s achievement of general education competencies.

The above competencies will be documented by students and assessed by the university on the basis of the knowledge, skills, and abilities acquired prior to admission to NLU, during coursework at NLU, and as part of field experiences.

Integrated Competencies

Information and Technology Literacy

WebCT is an integrated learning component within the Bachelor of Science in Management Program and the Bachelor of Science in Management Information Systems. Appropriate internet activities are assigned within each course. Students use word-processing and email skills throughout the program. Academic support sites for texts supplying internet activities, comprehension checks, and supplementary reading are used to enrich student’s learning experiences. Course projects incorporating information literacy and library research techniques are incorporated throughout the curriculum. Student’s library research competency is assessed by written essays in which students document their use of outside sources found through electronic library databases.

Analytical Skills

Competency is demonstrated by written and oral presentations. Written work includes short essays, journal critiques and end of course papers. Specifically, each course requires an Applied Paper or exam. These final papers require students to demonstrate that they can integrate and apply the concepts and theories presented in each course.

Ethics, Values, and Respect for Human Diversity

The Bachelor of Science in Management and Bachelor of Science in Management Information Systems Programs emphasize skills necessary for understanding and managing individuals within organizations. Within MGT412 Organizational Development and Change students explore values clarification and conflict resolution; within MGT 431 Communication Skills for Managers students learn listening skills that contribute to cognitive, behavioral and affective understanding of values and respect for human diversity. The values and respect for human diversity are threads that are integrated from the beginning of the curriculum to the end of the program.

Specific courses emphasizing values and ethics are: MGT467 Managerial Ethics & Decision Making, and MGT450 Human Resource Development. MGT467 requires students to understand ethical systems, identify ethical problems and to explore various decision making models.

In conclusion, the Bachelor of Science in Management and the Bachelor of Science in Management Information Systems Program address the needs of working adult learners who have a wide variety of prior courses and experiences. The general education knowledge and skills are evaluated upon transfer to and graduation from National-Louis University to determine whether the students transfer the general education requirements specified above. Additional course work may be taken at National-Louis University and course equivalencies met to satisfy the requirements. Specific required courses in the Bachelor of Science in Management Program demonstrate the skills expected through general education.

Degree Requirements (B.S.M.) (B.S.M.I.S.)

The responsibility for meeting all graduation requirements rests upon the individual student. Failure to meet deadlines will result in delayed graduation. The degree requirements are as follows:
1. A student must complete at least 180 quarter hours of study. At least fifty (50) of the 180 quarter hours must be completed in the BSM/BSMIS Program.

2. Sixty quarter hours of general education credits are required for the degree.
   a. The 60 quarter hours of general education must consist of at least one course or course equivalent in each of the following seven content areas: communications, humanities, fine arts, quantitative reasoning, physical and life sciences, social sciences, and behavioral science.
   b. Program course work may not be applied toward the general education credit requirements needed for graduation.

3. Students must complete the program with at least a 2.0 grade point average.

4. A maximum of 60 quarter hours of technical credit may be applied toward the degree.

5. A maximum of 60 quarter hours of credit by portfolio may be applied toward the degree.

Honors

Upon recommendation of the faculty, students who earn a 3.8 or higher grade point average in this management curriculum are awarded program honors. This designation is recorded on the transcript to recognize outstanding academic performance.

Bachelor of Science in Management (B.S.M.) Degree Completion Program

The B.S. in Management program is a non-traditional, experience-based undergraduate program for working adults. Designed for current managers or professionals who take on management functions, the program is relevant to individuals in the for-profit, not-for-profit, and government sectors.

The B.S. in Management program seeks to enhance the effectiveness of individuals involved in the management of human, fiscal, and information resources in a variety of organizational settings. Distinctive in both design and delivery, the program is taught by a faculty with strong managerial and organizational experience.

Distinctive Approach

The BSM program is a web-based program that engages adults in a learning process that is highly interactive, personalized, and experiential. In addition to once a week classroom format, students are also expected to participate via the Internet in an asynchronous Web-based learning platform outside the classroom to share ideas, practice and develop their abilities to understand, evaluate viewpoints, and solve problems.

For this reason, students entering the BSM program are expected to have access to the Internet with a valid email account and appropriate computer hardware and software.

Large-scale behavioral simulations, case studies, team projects, and individual managerial assessment are extensively used to assist students in applying managerial theories and concepts to their work settings.

The BSM coursework concentrates on developing managerial and leadership competencies required of organizations in the twenty-first century. The curriculum focuses on developing managers who can lead, organize, innovate, motivate, negotiate, inspire, and establish positive, productive relationships with those they manage.

The online BSM program is an option for those who would like to complete the entire program via the Internet. It is an asynchronous program: anywhere, anytime, anyplace. It is delivered in the same format as regular BSM, but it is completely online.

Core Competencies

Courses in the B.S. in Management program integrate the following core competencies:

- Communication skills – interpersonal, oral, written
- Theoretical and practical applications of management
- Problem-solving skills, including diagnosing, evaluating and intervening
- Quantitative and qualitative analysis skills
- Management of change
- Decision-making skills
- Respect for diversity, including gender, ethnicity, age, and lifestyle
- Global/international perspectives
- Ability to work in groups and teams

A Quality, Intense Program

The B.S. in Management program is a quality program for working adults. The faculty, the curriculum, and the learning process attest to the strong commitment to provide a quality experience for students.

Responsive and relevant to what current and future organizations need, the program integrates the study of disciplines in management and business with the power of learning from experience.

The students are professionals and managers from varied organizations who form a class group that stays together for the duration of the program. The class group insures peer support and shared learning from fellow students who represent diverse work settings. As theory is applied to the workplace, each student’s organization becomes a “living case study” that is shared with the group. Learning is enriched through this exposure to diverse people and organizations.
Bachelor of Science in Management Information Systems (BSMIS)

The B.S. in Management Information Systems degree completion program is designed for working adults who want to join or get ahead in the information technology field. The program is designed in a ladder that builds from fundamentals and concepts to a full-fledged applied development project. The B.S. in MIS is best suited for the adult student with at least 2 years of work experience, preferably with information technology.

The B.S. in Management Information Systems seeks to enhance the effectiveness of those who are on a supervisory track to senior management by providing the skills necessary to manage information technology projects both small and large. Distinctive in both design and delivery, the program is taught by industry practitioners with strong managerial and organizational experience.

The BSMIS program is also offered online for those who would like to complete the entire program via the Internet. It is an asynchronous program: anywhere, anytime, anyplace. The course content and curriculum are identical to the traditional classroom model.

Students entering the program are expected to have access to the Internet at their homes with a valid email account and appropriate computer hardware and software.

State-of-technology Program

Due to the rapid changes in the technology field, the BSMIS degree program is updated yearly to include the latest software, hardware, and methodological changes in the industry. Faculty members are continually conducting research into the future to insure that the program meets current needs of students and employers. This attention to industry changes provides our students with a high probability of success in job promotions and/or job changes.

Quality Program

B.S. MIS faculty meet regularly to review curriculum, content, and textbooks. Additionally, faculty exchange best practice ideas to insure that the degree program provides the best technological foundation for our students. All faculty have over 10 years experience in the field of technology management and most of them continue to actively work in their respective fields of expertise.

The B.S. in Management Information Systems program is only offered in an accelerated format, which can be completed in 16 to 18 months. The accelerated format allows the working adult the ability to acquire the necessary technology skills that they can immediately apply in the workplace.

Students

The B.S. MIS students are professionals and managers from a variety of organizations including government, industry, and non-profits who form a class group (cohort) that stays together for the duration of the program. The class group insures peer support and shared learning from fellow students who represent...
diverse work backgrounds. As theory is applied to the workplace, each student’s organization becomes a "living case study" that is shared with the group. Learning is enriched through this exposure to diverse people and organizations.

**General Education Requirements**  
60 QH

The Bachelor of Science in Management (BSM) program and the Bachelor of Science in Management Information Systems (BSMIS) program require a minimum of 60 quarter hours of general education. This will include demonstration of competency in all ten core areas below and include the specific courses or equivalent in the seven Fields of Knowledge Areas. The Bachelor of Science in Management program and the Bachelor of Science in Management Information Systems program accept as equivalent to general education coursework at NLU appropriate courses transferred from other accredited institutions, appropriate CLEP and DANTES examination credit, and appropriate credit by proficiency. To determine which equivalent credits or exams are appropriate, contact your program adviser or the Assessment Center.

The Bachelor of Science in Management (BSM) and the Bachelor of Science in Management Information Systems (BSMIS) require 60 quarter hours of general education, with the following distribution of at least one course or course equivalent in each of the following content areas:

### Fields of Knowledge

1. **Communications**
   
   Students will learn to acquire and exchange information accurately from a variety of sources. Using appropriate methodologies, they will develop the ability to speak, read, write, and listen with understanding and critical discernment.
   
   **Appropriate coursework or experiences:** Oral and written communications, speech/rhetoric, or writing.

2. **Humanities**
   
   Students will examine the human conditions through the study of a variety of fields and disciplines, including language, literature, history, philosophy, religion, and ethics.
   
   **Appropriate coursework or experiences:** History (U.S. and Western; intellectual history), literature, logic and effective thinking, ethics, philosophy, religious studies, foreign language, or linguistics.

3. **Fine Arts**
   
   Students will be exposed to, experience, participate in, and create artistic expression in a variety of forms and contexts.
   
   **Appropriate coursework or experiences:** Art, dance, music, or theatre.

4. **Quantitative Reasoning**
   
   Students will understand quantitative concepts and perform basic operations at the college level. They will understand the possible multiple interpretations of data and will be able to respond critically and appropriately to concepts, arguments, and conclusions based on numbers and statistics in both abstract and concrete contexts.
   
   **Appropriate coursework or experiences:** Mathematics/statistics or research methods.

5. **Physical and Life Sciences**
   
   Students will learn and apply appropriate scientific methods in order to identify, understand, compare, apply, and evaluate natural and physical phenomena.
   
   **Appropriate coursework or experiences:** Anatomy, astronomy, biology, microbiology, botany, chemistry, earth science, environmental science, geology, genetics, physics, physiology, or zoology.

6. **Social Sciences**
   
   Students will understand the organization of social institutions and the emergence and structure of society through the application of appropriate concepts, as well as theoretical and methodological frameworks.
   
   **Appropriate coursework or experience:** Anthropology, economics, geography, cultural and ethnic history, political science, social science, or sociology.

7. **Behavioral Science**
   
   Students will understand concepts and theories that seek to explain human behavior, mental processes and development throughout the life span, and the application of behavioral science principles in a variety of settings.
   
   **Appropriate coursework or experiences:** Psychology or related behavioral science areas.

Courses not included above under the seven fields of knowledge will be considered on an individual basis for the student’s achievement of general education competencies.

The above competencies will be documented by students and assessed by the university on the basis of the knowledge, skills, and abilities acquired prior to admission to NLU, during coursework at NLU, and as part of field experiences.

### Integrated Competencies

**Information and Technology Literacy**

WebCT is an integrated learning component within the Bachelor of Science in Management Program and the Bachelor of Science in Management Information Systems. Appropriate internet activities are assigned within each course. Students use word-processing and email skills throughout the program.
Academic support sites for texts supplying internet activities, comprehension checks, and supplementary reading are used to enrich student’s learning experiences. Course projects incorporating information literacy and library research techniques are incorporated throughout the curriculum. Student’s library research competency is assessed by written essays in which students document their use of outside sources found through electronic library databases.

**Analytical Skills**

Competency is demonstrated by written and oral presentations. Written work includes short essays, journal critiques and end of course papers. Specifically, each course requires an Applied Paper or exam. These final papers require students to demonstrate that they can integrate and apply the concepts and theories presented in each course.

In conclusion, the Bachelor of Science in Management and the Bachelor of Science in Management Information Systems Program addresses the needs of working adult learners who have a wide variety of prior courses and experiences. The general education knowledge and skills are evaluated upon transfer to and graduation from National-Louis University to determine whether the students transfer the general education requirements specified above. Additional course work may be taken at National-Louis University and course equivalencies met to satisfy the requirements. Specific required courses in the Bachelor of Science in Management Program demonstrate the skills expected through general education.

**Core Competencies**

Courses in the B.S. in Management Information Systems program integrate the following core competencies:

- Communication skills—interpersonal, oral, written, and presentation
- Theoretical and practical applications in technology management
- Problem-solving skills, including diagnosing, evaluating and intervening
- Global/international perspectives in systems design and development
- Managing diversity
- Managing the global enterprise
- Ability to work in groups and teams

**Program Course Structure and Requirements**

The first term is designed to provide students with the basic set of tools and information necessary to be successful. The courses begin with a three-session overview of the program where students are introduced to NLU’s online tools and NLU’s electronic library. Students are also given an individual writing assessment. The first term ends with a course on research, which provides the students with a look into current research in the technology field.

The second term provides the student with the ability to learn and practice with software tools in a hands-on environment. Additionally, the student learns about the current methods used to mine data to target customers, and guide their strategic decision making. This term provides flexibility for the University to replace courses as technology specialties and/or certifications evolve.

By the third term, students have a solid understanding of concepts of information technology plus hands-on experience. That foundation will allow them to begin their understanding of the role of technology in the modern organization from a historical, current and projected basis. The final term provides the student with the last two elements necessary to lead an information technology project whether large or small. The term culminates in a course that requires the student to apply the knowledge gained through the previous terms in a large design and analysis project.

**Term I: Fundamentals and Concepts**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGT403</td>
<td>Introduction to BSM/BSMIS</td>
<td>1</td>
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<tr>
<td>MGT350</td>
<td>Information Systems Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT347</td>
<td>Computer Networks &amp; Intranets</td>
<td>4</td>
</tr>
<tr>
<td>MGT449</td>
<td>Research in IT</td>
<td>4</td>
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**Term II: Current Technologies**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGT486</td>
<td>Principles of Website Design &amp; Development</td>
<td>4</td>
</tr>
<tr>
<td>MGT341</td>
<td>Database Program Development</td>
<td>4</td>
</tr>
<tr>
<td>MGT325</td>
<td>Data Mining and Intelligent Agents</td>
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**Term III: IT’s Role in Organizations**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MGT326</td>
<td>Securing Corporate Information Assets</td>
<td>4</td>
</tr>
<tr>
<td>MGT353</td>
<td>IT Structure, Mgt &amp; Ctrl</td>
<td>4</td>
</tr>
<tr>
<td>MGT327</td>
<td>Procuring, Managing, &amp; Leading High Tech Workers</td>
<td>4</td>
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**Term IV: Planning and Implementation**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGT340</td>
<td>Systems Analysis &amp; Design</td>
<td>4</td>
</tr>
<tr>
<td>MGT328</td>
<td>Enterprise Resource Planning</td>
<td>4</td>
</tr>
<tr>
<td>MGT445</td>
<td>Applied Software Development Project</td>
<td>5</td>
</tr>
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**Specialty Areas or Concentrations**

Concentrations in technology areas such as cyber security or animation may be added in the BSMIS program when a specific certification need is identified within the market. Need may be determined by an analysis of a local market and/or through corporate or organizational contacts.

Concentrations may include a combination of any of the following: existing catalog courses; courses developed specifically for the specialty area; and/or courses offered as special topics, which are relevant to the specialty.
Course Descriptions

This section provides descriptions of all courses given by the College of Management and Business. The courses are listed in alphabetical and numerical order.

Numbering System

The first three alphabetical designations are codes for the College and department. The College of Management and Business uses the alpha code MGT for all of its courses. The fourth character indicates the level of the course.

100-299 Lower undergraduate courses

Courses with these numbers are for undergraduate students (freshmen and sophomores). They carry no graduate credit, although graduate students may be admitted to such courses in order to make up prerequisites or to gain a foundation for advanced courses.

300-499 Advanced undergraduate courses

Courses with these numbers are for advanced undergraduate students (juniors and seniors). They constitute the advanced portion of an undergraduate program leading to the bachelor’s degree. A 400 level course may be taken for undergraduate credit or graduate credit, upon approval of the student’s departmental adviser and the department offering the course. Students must elect to apply the credit toward an undergraduate or graduate degree. Credit may be used only toward one degree.

490 Independent Study

Independent study provides undergraduate students in degree or certificate programs an opportunity to pursue advanced scholarly study in special areas where they seek further information or to investigate a practical problem in their area of professional interest. Special forms, available from the Registrar’s Office, must be completed and are required for registration.

495 Special Topic

Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript. There is no limit on the number of 495 courses that can apply to the degree, although each topic may be taken only once.

499 Seminar

Library research, discussions with peers and instructors, and field work in a selected area of interest.

MGT101 Introduction to Business

Studies the forms of business organization, microeconomic topics, business and society, management, and decision making. 4 quarter hours

MGT102 Business Mathematics

Gives an overview of the appropriate theory, methods, and materials relating to business recording, financial decisions, accounting records, and retailing and consumer credit. Prerequisite: Math placement. 4 quarter hours

MGT106 Applications of Business Writing

Introduces the communication process and addresses the application of basic communication skills through intensive practice in the types of writing and oral presentations required in the business world. Forms of business correspondence include: memorandum, routine business letters, letters conveying good or bad news, persuasive letters, letters of application, and resumes. Prerequisite: MGT101, LAE101 or Consent of adviser required. 4 quarter hours

MGT120 Accounting Principles I

Applies the basic accounting principles as they relate to sole proprietorships and merchandising companies. Guides students in the understanding of the accounting business cycle procedures related to journalizing, posting, adjusting entries, closing entries, and preparing financial statements. 4 quarter hours

MGT121 Accounting Principles II

Applies the basic accounting principles as they relate to a merchandising concern. Guides students in the understanding of the generally accepted accounting principles (GAAP) as they apply to inventory valuation, accounts receivable, plant assets, and accounts payable. Students will also learn the concepts and procedures of internal control, the computation of payroll, and the preparation of a bank reconciliation statement. Prerequisite: MGT 120. 4 quarter hours

MGT122 Accounting Principles III

Applies the basic accounting principles as they relate to partnerships and corporations. Guides students in the understanding of the generally accepted accounting principles (GAAP) as they apply to the issuance of common stock, preferred stock, and bonds. Students will also learn how to prepare the statement of cash flows and use the tools and techniques to analyze and interpret financial statements. Prerequisite: MGT121. 4 quarter hours

MGT150 Introduction to Computers and Computer-Based Applications

Examines the history, development and use of computers and computer applications. Students will be introduced to state-of-the-art computer technology. Topics include computer hardware, software, networks, multimedia and their applications to society, business, industry and government. This course will introduce students to operating systems and application productivity tools, such as word processing, database management, spreadsheets and presentation management. 4 quarter hours
MGT200  Practicum Experience  
Designed specifically for BECA students. Students can earn credit for their experience in a business environment. Prerequisite: Enrollment in the BECA Programs.  4 quarter hours

MGT204  Business Law I  
Introduces the legal principles underlying standard business transactions and the legal instruments involved: contracts, agencies, partnerships, corporations, property (real and personal), and the Uniform Commercial Code (sales, negotiable instruments, and secured transactions). Prerequisite: MGT101.  4 quarter hours

MGT205  Business Law II  
Studies the concepts and rules that apply to business organizations. Features lectures and cases dealing with commercial transactions, property, documents of title, negotiable instruments, bank items, partnerships, and corporations. Prerequisite: MGT204.  4 quarter hours

MGT207  Visual Basic  
This course teaches Visual Basic, an event-driven programming language. It introduces the student to real-world situations by creating windows-based interface design specifically for the user. The student will develop fairly sophisticated programs using Visual Basic for Windows. Prerequisite: MGT140.  4 quarter hours

MGT215  Business Applications of Spreadsheet  
This course emphasizes the use of spreadsheet as a Decision Support System (DSS) that assists managers in the decision-making process. The course begins with a fundamental background in the purpose and use of spreadsheets in a business environment. It continues with advanced spreadsheet concepts, operations, and techniques (i.e., macros, regression, forecasting, accounting functions, etc.) Prerequisite: MGT140 or MGT150.  4 quarter hours

MGT220  Managerial Accounting  
Introduces students to the field of management accounting focusing on the development of useful cost information for product costing and management reporting purposes. Develops an understanding of management decision making through the application of cost-volume-profit analysis, capital budgeting techniques, and preparation of master budgets. Prerequisite: MGT122.  4 quarter hours

MGT221  Individual Taxation  
Presents basic concepts of the U.S. tax laws. Provides students with a knowledge of specific skills in computing gross income and exclusions, adjustments to income, itemized deductions, credits and special taxes, capital gains and losses. Covers the technical areas that are important to tax preparers in filing income tax returns. Prerequisite: MGT122.  4 quarter hours

MGT225  Survey of Information Technology  
Surveys special computer-based topics and reviews current developments in computer technology. Prerequisite: MGT140.  4 quarter hours

MGT230  Better Business Writing  
In this course, students will review and practice tools of good writing. These include the foundation skills of clear organization of sentences and paragraphs; appropriate word choice; and correct grammar and punctuation. Students will also learn the basic format for an executive summary.  3 quarter hours

MGT235  Learning in Teams  
This course is designed to provide students with knowledge and skills in group process, group learning, and building and sustaining learning teams. The course will demonstrate how team techniques, now common in business and government, can be applied to an educational setting to increase the learning performance of adult students.  3 quarter hours

MGT239  Database Applications  
This course begins with an introduction to database management concepts. Using a state-of-the-art relational database, students will learn how to design a database, locate data, edit data, display information, organize data, generate custom design reports, and generate custom labels. The student will learn how to use the database’s natural language to act as an intelligent assistant. The overall emphasis of this course is the business use of a database manager as a Decision Support System (DSS) that assists managers in the decision-making process. Prerequisite: MGT140 or MGT150.  4 quarter hours

MGT240  Business Application Development I: Using COBOL  
Introduces the students to the concepts of programming in a high-level, structured system. Course emphasis is on data structure, sequential file handling, reporting and sorting. Topics include structured program development, utilizing embedded COBOL, sorts, and creating reports, sequential reports, reports with control breaks, and reports with table-controlled summaries. Prerequisite: MGT140.  4 quarter hours

MGT241  Business Application Development II: Using COBOL  
Introduces the students to the concepts of writing COBOL programs used in an interactive environment. Course emphasis is data validation, interactive communication and online updating of a master file. Topics include methods used to interface with a user-operator, design of interactive data, indexed sequential file structures, data validation, and online access methods. Prerequisite: MGT240.  4 quarter hours

MGT243  Office Information Systems  
Examines office information and decision support systems as emerging and critical elements in business data and information systems. Emphasizes information processing considerations at the systems level, including analysis and management of support activities such as data and records management, electronic filing and retrieving systems, word processing, micro- and reprographics, and (tele) communications. Prerequisite: MGT140 or MGT150.  4 quarter hours
MGT250  Introduction to Electronic Commerce
This course focuses on operation of a business conducted entirely on the Internet (e-commerce) and the integration of the Internet into business (e-business). Prerequisite: MGT140. 4 quarter hours

MGT256  Learning Through the Case Study Method
There are various ways to learn. This course teaches how to learn experientially through the case study method. The student will learn by participating in case study analysis emphasizing management situations in formal organizations. The goal is to better enable the student to learn to ask the right questions, to analyze, to choose and to solve problems in management situations. 2 quarter hours

MGT264  Stress Management
Explore the major causes of job related stress and learn various coping skills. Identify stressors and enhance the ability to survive in the workplace. 2 quarter hours

MGT270  Survey of International Business
Exposes students to the interrelationship between international business firms and their international, external, economic, political, and cultural environments. Addresses the international adaptations necessary in marketing, finance, and personnel approach, which accompany the lecture format. Prerequisite: MGT101. 4 quarter hours

MGT300  Principles of Marketing
Studies the marketing concept including discovering consumer needs, translating the needs and wants into products and services, creating the demand for the products and services, and expanding the demand. Prerequisite: MGT101. 4 quarter hours

MGT301  Principles of Finance
Addresses the financial aspects of a business: financing operations, combinations and the organization of a business; how the financial function of a business relates to the financial community. Prerequisites: MGT101, MGT122, and LAS250 or LAS255. 4 quarter hours

MGT302  Principles of Management and Supervision
Examines the actual roles managers play in complex organizations. Prepares aspiring managers and professional/technical employees for management positions while helping them to work more effectively with current managers. Examines management theory critically for utility in light of actual practice. Prerequisite: MGT101 and MGT106. LAE101 and LAS250 or LAS255 recommended. 4 quarter hours

MGT303  Business Research and Communication
Addresses functional uses of communication in planning, organizing, staffing, directing, and controlling. Discusses methods of researching business information and techniques for presenting collected data. Fosters development of organization, documentation, and style in oral and written reports. Prerequisites: MGT101 and MGT106. 4 quarter hours

MGT304  Business Ethics
Introduces basic ethical principles within a business framework. Addresses standards of ethical conduct within the business community; codes of ethics; concerns over corporate behavior; ethical responsibilities to firms, employees, customers, stockholders, and others in society. Examines advantages of professional codes of ethics. Prerequisites: MGT101, MGT302 and MGT106 or LAE101. 4 quarter hours

MGT305  Operations Management
Represents a blend of concepts from industrial engineering, cost accounting, general management, quantitative methods, and statistics. Covers production and operations activities, such as forecasting, choosing for an office or plant, allocating resources, designing products and services, scheduling activities, and assuring quality. Prerequisites: MGT101, MGT220 and LAM216. 4 quarter hours

MGT307  Consumer Behavior
Draws on the behavioral sciences to provide insight into consumer needs, wants, and behavior in the marketplace. Emphasizes how the manager in business and non-business organizations can build an understanding of the individual consumer into the marketing decisions of goods and/or services. Provides an overview of the role of consumer research. Prerequisite: MGT300. 4 quarter hours

MGT309  Advertising
Covers advertising as it pertains to the development of a marketing promotional program. Examines the role of advertising in implementing marketing objectives and strategies. Identifies and evaluates the various forms of advertising based on marketing objectives. All aspects of mass communication, from planning to the final evaluation of the promotional mix, are examined. Also includes an examination of current topics in advertising (interactive media, infomercials, international advertising, etc.) Prerequisite: MGT300. 4 quarter hours

MGT310  Principles of Self-Management and Learning
This course is designed as an orientation for adult students returning to higher education. It includes topics related to academic program planning, personal strategic planning, adult learning, and other items relevant to accomplishing your goals in an academic setting. 3 quarter hours

MGT311  Assessment of Managerial Proficiency
This course employs managerial assessment center techniques in a comprehensive process to develop the competence levels of management students and thereby assess their learning needs in terms of what managers need both to know and to do. Students have the opportunity to assess how they learn best through self reflection. Prerequisite: MGT403. 3 quarter hours
MGT312  Marketing Research
Studies the research process as an aid to planning and decision making in marketing management. Topics include the role of research and information system in defining and planning research needs, obtaining marketing information, and identifying target markets. Attention is also given to product and advertising research and market and sales analysis. Prerequisites: MGT300 and LAM216. 4 quarter hours.

MGT314  JAVA Programming
This course is designed to teach the beginning programmers in developing applications and applets using Java programming. This course also introduces students to object-oriented programming concepts along with Java syntax to implement them. Fundamentals of structured logic using decisions, loops, and array manipulation are discussed. Prerequisite: MGT140 and MGT347. 4 quarter hours.

MGT315  Corporate and Partnership Taxation
Provides basic concepts of taxation of the corporation and the preparation of corporate tax forms. Emphasizes understanding of the various deductions allowable in the determination of the corporate taxable income. Prerequisite: MGT221. 4 quarter hours.

MGT316  Sales Organizations and Selling
Covers the design, development, sales department relations, personnel management in the selling field, sales budgets and cost analysis and their impact on the sales organization. Also examines the role of selling on the marketing program mix, the elements of effective selling, and the development of an effective sales team. Considers current issues related to sales organizations and selling. Prerequisites: MGT300 and MGT302. 4 quarter hours.

MGT317  Retailing
Focuses on what someone entering the retailing field really needs to know. The retailing environment will be analyzed, examining customers and competition in retailing. Merchandising, buying, handling, pricing, advertising and promotion, and customer service will be explored. Location analysis will also be examined as a success factor in retailing. Prerequisite: MGT300. 4 quarter hours.

MGT319  Money and Banking
Examines financial institutions, systems, regulating bodies, and policies. Prerequisites: MGT101 and LAS250 or LAS255. 4 quarter hours.

MGT320  Intermediate Accounting I
Presents a thorough investigation of Generally Accepted Accounting Principles (GAAP) underlying corporate financial statements. Emphasis is placed on the qualitative characteristics of accounting information and the objectives of financial reporting. Covers the accounting and reporting requirements for receivables and inventories, compound interest, and annuities. Prerequisite: MGT122. 4 quarter hours.

MGT321  Intermediate Accounting II
Involves students in a thorough investigation of Generally Accepted Accounting Principles (GAAP) underlying the financial reporting of marketable securities; contingent liabilities; plant, property and equipment; and long-term debt. Introduces the accounting and reporting requirements for capital stock, stock rights, stock warrants, convertible securities, and deferred income taxes. Prerequisite: MGT320. 4 quarter hours.

MGT322  Intermediate Accounting III
Involves students in a thorough investigation of Generally Accepted Accounting Principles (GAAP) underlying the financial reporting of pension plans, capital and operating leases, discontinued operations, changes in accounting principles, and earnings per share. Introduces the accounting requirements for changing prices, interpreting and analyzing financial statements, and reporting of financial-statement disclosures. Prerequisite: MGT321. 4 quarter hours.

MGT323  Cost Accounting
Introduces students to the field of management accounting focusing on the development of useful cost information for product costing and management reporting purposes. Develops an understanding of management decision making through the application of cost behavior analysis, product costing methods, variance analysis, cost allocation techniques, and transfer pricing. Prerequisite: MGT220. 4 quarter hours.

MGT324  Electronic Accounting
Combines accounting and computer science in a timely and creative fashion to illustrate accounting practices in today's environment. Uses basic but comprehensive computerized software to give the student "hands-on" experience with the most common applications. Guides students through computer-based accounts receivable, accounts payable, general ledger, and other related modules. Prerequisites: MGT122; MGT140 or MGT243. 4 quarter hours.

MGT325  Data Mining and Warehousing
Introduction to the fundamental concepts of data mining including motivations for and applications of data mining. The course provides an overview of the ethics and privacy issues with respect to invasive use, and an exploration of data mining methodologies. Introduces techniques for mining information from the web including logs, forms, cookies, user identification and path analysis. Prerequisite(s): MGT403.

MGT326  Securing Corporate Information Assets
The proliferation of corporate databases and the development of telecommunication network technology as gateways to intrusion are examined. Ways of investigating the management of the risk and security of data systems are presented as a function of design through recovery and protection. Issues of risk and security, as they relate to specific industries and government, are major topics in the course. Examples are presented of how major technological advances in computer and operating systems have placed data, as tangible corporate assets, at risk. Quantitative techniques for risk assessment and for qualitative decision making under uncertainty are explored. Prerequisite(s): MGT403.
MGT327  Procuring, Managing and Leading
High-Tech Workers
This course is geared towards the human resource official and line
manager who recruit, manage and retain those professionals who
think and act as free-agents. The purpose of this course is to
provide concrete advice on day-to-day procurement, management,
and retention issues specific to the high technology employee. It
provides insights into different ways of thinking about and
managing the higher-paid, highly sought after, and often
introverted employee. The course also emphasizes how managers
can more effectively manage the internal and external
environment that relates to the management of information
technology human resources. Prerequisite(s): MGT403

MGT328  Enterprise Resource Planning
Course provides an overview of enterprise resource planning.
Students will learn how to create a seamless integration of
information flow through an organization by combining various
sources of information into coherent software applications and
databases. They will also learn how to transform business
processes to create a seamless flow in supply chains. The course
presents the origins and evolution of ERP along with trends and
issues it has created. Prerequisite(s): MGT403.

MGT340  Systems Analysis and Design
This course presents a systematic structural approach to systems
analysis and design. It covers all the phases in systems life cycle
from conception to implementation and evaluation. Prerequisites:
MGT 207 and MGT240 or Instructor’s agreement.  4 quarter hours

MGT340  Systems Analysis and Design
This course presents a systematic structural approach to systems
analysis and design. It covers all the phases in systems life cycle
from conception to implementation and evaluation. Prerequisites:
MGT 207 and MGT240 or Instructor’s agreement.  4 quarter hours

MGT341  Database Program Development
Surveys database concepts and database management systems.
Guides students in the use of a popular software package to
learn the theory and application of database management
systems. Prerequisite: MGT239 and programming language.
4 quarter hours

MGT342  Management Control of Information Systems
Provides a broad overview of the information systems
management function. Emphasizes information systems
management, with particular attention to planning, organizing,
and controlling user services, and managing other computer
information systems development processes. Covers subject
matter through lectures, reading, discussions, and case-study
analysis. Prerequisite: MGT140.  4 quarter hours

MGT347  Computer Networks & Intranets
This course teaches the fundamentals of computer networks
including data communications and telecommunications
concepts. It emphasizes the importance of the Intranets and
teaches students the hardware and software setup for Intranets.
Prerequisite: MGT140.  4 quarter hours

MGT348  C++ Programming
Introduces structured modular programming design and
techniques used for development of various software. Involves
designing and writing typical business application programs.
Prerequisite: One programming course.  4 quarter hours

MGT350  Management Information Systems
Provides a fundamental understanding of the value and uses of
information technology in business operations, managerial
decision-making and in creating a strategic competitive
advantage for the enterprise. Course provides a broad overview
of the basic elements of the technology field. Future managers,
entrepreneurs or other specialists, will understand the uses of
technology in today’s business world.  4 quarter hours

MGT352  Network Management
This course introduces the concepts and foundation of computer
networks, including LAN and WAN. It emphasizes management’s
engagement in dealing with this ever-changing critical technology.
Topics include telecommunications networks; remote network
access; transmission carrier services; internet features and
functions; and the future of telecommunications.  4 quarter hours

MGT353  IT Structure, Management & Control
Course is designed for students and managers who desire an
overview of contemporary information systems technology (IT)
management. It explains the relevant issues of effective
management of information services activities and highlights the
areas of greatest potential application of the technology. Course
involves extensive use of business cases devoted to Information
Technology.  4 quarter hours

MGT362  Marketing for Entrepreneurs
Provides practical tools for planning, implementing, and
controlling marketing activities for a new venture. Prerequisite:
MGT300.  4 quarter hours

MGT370  International Accounting
Presents a broad perspective of international accounting with
emphasis on accounting standards and practices in selected
countries in Asia, Australia, Canada, and Europe; disclosure
practices around the world; accounting for inflation in various
countries; multinational consolidation of financial statements;
and accounting information systems for multinational
corporations. Prerequisite: MGT122.  4 quarter hours

MGT371  International Finance
Spotlights the economic and business rationale for the existence
of multinational firms in a foreign exchange risk context. Covers
foreign exchange exposure, variables that cause exchange rates
to change, international capital markets, long-term worldwide
cost of capital, and short- and intermediate-term financing
through the international banking systems. Prerequisites:
MGT122, MGT301 and one economics course.  4 quarter hours
MGT372  International Management
Provides an understanding of how business firms manage international operations. Looks at how a manager's role and decisions change when a company goes beyond a single national boundary. Focuses on how these roles must respond not only to the sociocultural environment abroad, but also to the organizational problems that result from attempting to integrate and coordinate a complex set of operations worldwide.
Prerequisite: MGT270 or MGT302. 4 quarter hours

MGT373  International Marketing
Presents an applied course devoted to the extended study of marketing products abroad. Includes subtopics such as overseas market selection, planning, product adaptation, channel selection, pricing behavior, promotion strategy, exporting and importing. Involves case studies and a problem-solving approach, which accompany the lecture format. Prerequisite: MGT270 or MGT300. 4 quarter hours

MGT381  Management Information Systems
Practicum I: Microsoft Windows 2000 Networking and Operating System Essentials
First course of a seven-part sequence in the BS in Management of Information Systems, which provides students with the opportunity to be certified professionals in the technology field. This course requires a minimum of 100 hours of MIS application experience in a certified technical program. Students work with faculty and instructors within technical education centers to complete their MIS specialty concentration. 5 quarter hours

MGT382  Management Information Systems
Practicum II: Implementing Microsoft Windows 2000 Professional and Server
Second course of a seven-part sequence in the BS in Management of Information Systems, which provides students with the opportunity to be certified professionals in the technology field. This course requires a minimum of 100 hours of MIS application experience in a certified technical program. Students work with faculty and instructors within technical education centers to complete their MIS specialty concentration. Prerequisite: MGT381. 6 quarter hours

MGT383  Management Information Systems
Practicum III: Supporting a Microsoft Windows 2000 Network Infrastructure
Third course of a seven-part sequence in the BS in Management of Information Systems, which provides students with the opportunity to be certified professionals in the technology field. This course requires a minimum of 130 hours of MIS application experience in a certified technical program. Students work with faculty and instructors within technical education centers to complete their MIS specialty concentration. Prerequisite MGT382. 6 quarter hours

MGT384  Management Information Systems
Practicum IV: Implementing and Administering Microsoft Windows 2000 Directory Services
Fourth course of a seven-part sequence in the BS in Management of Information Systems, which provides students with the opportunity to be certified professionals in the technology field. This course requires a minimum of 130 hours of MIS application experience in a certified technical program. Students work with faculty and instructors within technical education centers to complete their MIS specialty concentration. Prerequisite MGT383. 6 quarter hours

MGT385  Management Information Systems
Practicum V: Designing a Microsoft Windows 2000 Networking Services Infrastructure
Fifth course of a seven-part sequence in the BS in Management of Information Systems, which provides students with the opportunity to be certified professionals in the technology field. This course requires a minimum of 130 hours of MIS application experience in a certified technical program. Students work with faculty and instructors within technical education centers to complete their MIS specialty concentration. Prerequisite MGT384. 5 quarter hours

MGT386  Management Information Systems
Practicum VI: Designing a Microsoft Windows 2000 Migration Strategy
Sixth course of a seven-part sequence in the BS in Management of Information Systems, which provides students with the opportunity to be certified professionals in the technology field. This course requires a minimum of 130 hours of MIS application experience in a certified technical program. Students work with faculty and instructors within technical education centers to complete their MIS specialty concentration. Prerequisite MGT385. 3 quarter hours

MGT387  Management Information Systems
Practicum VII: Secure Web Access Using Microsoft Proxy Server 2.0
Seventh course of a seven-part sequence in the BS in Management of Information Systems, which provides students with the opportunity to be certified professionals in the technology field. This course requires a minimum of 130 hours of MIS application experience in a certified technical program. Students work with faculty and instructors within technical education centers to complete their MIS specialty concentration. 3 quarter hours
MGT400  Business Policy
Provides a case study approach to top management strategy and policy making, integrating the functional divisions of an organization through analysis and solutions to complex business situations. Prerequisite (or concurrent registration): MGT301, MGT302, MGT303, MGT305. 4 quarter hours

MGT403  Introduction to BSM/BSMIS
The BSM is a web-supported program. It is imperative that the student has the computer and other skills required to successfully complete the program. This course is intended to orient the student to the program and to serve as an introduction to those required skills. Among them are: web-search strategy, use of the NLU online learning platform, adult learning philosophy, group dynamics, conflict resolution, behavioral style, time management, stress management, and use of NLU online library. Writing skills will also be measured. This course is a prerequisite to all other BSM courses. 1 quarter hour

MGT406  Applied Business Analysis
This course helps students learn how to use data to analyze management problems. Prerequisite: MGT403. 4 quarter hours

MGT410  Management and Supervision
This course examines management theories and practices with a holistic view by exploring the functions of planning, organizing, leading and controlling in today's fast-changing organizations. New roles and challenges for successful management, in addition to their requisite competencies, are emphasized. Prerequisite: MGT403. 5 quarter hours

MGT412  Organizational Behavior, Development & Change
This course examines organizations on the individual, group, and external environment levels. Emphasis is placed on understanding current organizational theories and organizational design models. The importance to managers of developing effective change agent skills is highlighted. Prerequisite: MGT403. 5 quarter hours

MGT420  Advanced Accounting
Introduces the student to the accounting concepts and principles underlying multicorporate financial statements with emphasis on consolidation, cost vs. equity ownership accounting, and purchase vs. pooling business combinations. Covers partnerships—their formation, operation, and liquidation. Prerequisite: MGT322. 4 quarter hours

MGT421  Accounting for Governmental and Nonprofit Entities
Covers the accounting and reporting systems for governmental and nonprofit entities such as hospitals, colleges and universities, voluntary health and welfare organizations. Prerequisite: MGT122. 4 quarter hours

MGT422  Principles of Auditing
Provides an introduction to auditing for accounting students who do not have significant auditing experience. Explains the analytical methods and quantitative decision aids that auditors use in practice to translate these considerations into specific decisions on the nature, timing, and extent of audit procedures. Covers the auditor's methods of obtaining evidence as a basis for expressing an opinion on financial statements. Prerequisite: MGT420. 4 quarter hours

MGT423  Operational Auditing
Presents basic concepts of operational auditing, professional standards, internal control systems, and audit evidence. Provides students with a knowledge of specific types of audit applications, including performance, financial, electronic data processing (EDP), and fraud auditing. Also covers the technical areas and skills that are important to internal auditors. Prerequisite: MGT122. 4 quarter hours

MGT426  Financial Management
This course explores the overall financial structure of an organization. Students will focus on fundamental financial data, such as the income statement, the balance sheet, and cash flow. Students will use these statements to evaluate the overall financial health of an organization, using such tools as ratio analysis, time value of money and capital budgeting. Prerequisite: MGT403. 4 quarter hours

MGT430  Communication in Organizations
In this course students examine the role of communication in managing organizations. Communication is examined at the interpersonal, small group, organizational, and interorganizational levels. Special emphasis is placed on developing effective skills such as listening, conflict management, team building and working within an organizational culture. Prerequisite: MGT403. 3 quarter hours

MGT431  Communication Skills for Managers
This course fosters the development of students’ written and oral presentation skills. Learning to present ideas, reports, and proposals clearly and concisely are primary goals of this course. Students refine both their written and oral presentation skills by applying them to management issues. Prerequisite: MGT403. 4 quarter hours

MGT439  Computing and Information Systems
Provides an overview of selected concepts related to the functions of communications and data systems in today’s organizational environment. Includes the role of management in the creation and use of information systems. 3 quarter hours
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description and Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT440</td>
<td>Advanced Management Information Systems Concepts</td>
<td>Introduces the information systems planning process, with emphasis on its relation to the overall organizational goals, policies, plans, management style, and industry condition. Focuses on issues that are of interest to managers dealing with management information systems, including the role of management in the creation and use of such systems. Prerequisite: MGT340. 4 quarter hours</td>
</tr>
<tr>
<td>MGT442</td>
<td>Auditing Programming Language</td>
<td>Introduces the fundamentals of electronic data processing (EDP) auditing. Emphasis on EDP controls, types of EDP audits, and concepts and techniques used in EDP audits. Exposes students to risk assessment and professional standards in the field of EDP auditing. Prerequisites: MGT241, MGT343. 4 quarter hours</td>
</tr>
<tr>
<td>MGT445</td>
<td>Applied Software Development Project</td>
<td>Requires application of computer programming and system development concepts, principles, and practices to a comprehensive system development project. Involves student participation in a complete system design project, from conception to implementation, as part of a project team. Prerequisite: MGT340 and MGT341. 4 quarter hours</td>
</tr>
<tr>
<td>MGT446</td>
<td>Introduction to Expert Systems</td>
<td>Introduces expert systems and how they are developed. Involves a practical hands-on approach to using an expert system developmental tool. IBM based. Prerequisite: MGT140; one programming course recommended. 4 quarter hours</td>
</tr>
<tr>
<td>MGT447</td>
<td>Spreadsheet for Managers</td>
<td>This course emphasizes the knowledge-based approach that explores the ways managers receive and use knowledge when making decisions. Spreadsheet will be used as a Decision Support System (DSS) for making vital business decisions. Case analysis will be an integral part of this course. 4 quarter hours</td>
</tr>
<tr>
<td>MGT448</td>
<td>Database for Managers</td>
<td>This course begins with an introduction to the structure of relational databases. It includes entity-relationship (E-R) modeling, and normalization of database tables. Students will be introduced to structured query language (SQL) and work with Visual Basic. This course continues with the introduction of database programming using the 4th generation language programs. Students will be exposed to actual database system features and uses in real world companies. 4 quarter hours</td>
</tr>
<tr>
<td>MGT449</td>
<td>Research in Information Technology</td>
<td>Information systems (IS)/ information technology (IT) research is introduced, focusing on the most current research and development in the field. The aim of the course is to help students become intelligent consumers of IT research. Learners research one area of IS/IT by identifying a problem or opportunity, reviewing the research literature and drawing conclusions based on findings. 4 quarter hours</td>
</tr>
<tr>
<td>MGT450</td>
<td>Human Resource Management</td>
<td>This course explores selected issues related to human resources management such as human resources planning and forecasting; workplace diversity issues; the recruitment/selection process; the legal and regulatory requirements which impact employee relations (e.g., EEO, ADA, FMLA, labor law, health and safety regulations); training and development; employee compensation administration; and performance appraisals. Prerequisite: MGT403. 5 quarter hours</td>
</tr>
<tr>
<td>MGT452</td>
<td>Marketing for Managers</td>
<td>This course provides a framework for planning, implementing, and controlling marketing functions in public and private organizations. Decision making related to products/services, pricing, promotion, distribution, and competition are included. Prerequisite: MGT403. 4 quarter hours</td>
</tr>
<tr>
<td>MGT457</td>
<td>Managerial Ethics and Decision Making</td>
<td>In this course students identify ethical problems and stakeholders in ethical decisions, clarify loyalties and duties, and explore various models for decision making. Prerequisite: MGT403. 3 quarter hours</td>
</tr>
<tr>
<td>MGT458</td>
<td>Human Resource Management Practices</td>
<td>This course includes an examination of the following human resource management functions in an integrated, organizational context: human resource planning; selection and placement; training and development; compensation and benefits; employee and labor relations; government regulatory issues; and, management practices. This course is designed to prepare students for professional certification by the Human Resource Certification Institute (HRCI), Society for Human Resource Management (SHRM). Note: Certification testing is not a part of this course. 5 quarter hours</td>
</tr>
<tr>
<td>MGT459</td>
<td>Managerial Budgeting</td>
<td>This course looks at budgeting as a managerial responsibility and a managerial tool. Managers are generally called upon to plan, monitor, and control budgets. The course introduces basic financial statements, such as the income statement, the balance sheet, etc. Students also focus on such topics as relevant costs, flexible budgeting, and break-even analysis. Prerequisite: MGT403. 4 quarter hours</td>
</tr>
<tr>
<td>MGT460</td>
<td>Management Practicum</td>
<td>Provides the student with practical management experience. The student will assume a managerial role with a company and learn the day-to-day duties of a manager in the organization. Prerequisites: Principles of Management and Supervision, MGT302 and consent of practicum instructor. 4 quarter hours</td>
</tr>
<tr>
<td>MGT461</td>
<td>Strategic Management</td>
<td>This is an integrative course designed to synthesize and apply concepts covered throughout the program. The course stresses the need for managers to think strategically in the planning and policy making process. Selected case studies and a management simulation are used. Prerequisite: MGT403. 5 quarter hours</td>
</tr>
</tbody>
</table>
MGT486  Principles of Website Design & Development
This hands-on course is designed to introduce the learner to the principles of design and development of Websites. This course also covers the tools used from the design stage all the way to the implementation and maintenance of a Website. Prerequisites: MGT314 and MGT347. 4 quarter hours

MGT490  Independent Study
Provides an opportunity for students to pursue advanced scholarly study in a special area where they seek further information, or to investigate a practical problem in their area of professional interest. Prerequisite: Consent of faculty adviser and program director. 1-4 quarter hours

MGT495  Special Topic
Permits development of special topic courses to meet emerging learning needs. (The specific topic is indicated on the transcript. There is no limit on the number of MGT495 courses that can be applied to the degree, although each topic may be taken only once.) 1-6 quarter hours

MGT499  Management Seminar
Includes library research and discussion of a selected area of interest in management. Prerequisite: Consent of faculty adviser and program director. 1-6 quarter hours
Students at Baker Demonstration School located at National-Louis University’s Evanston, Illinois campus
National College of Education

National College of Education has grown into one of this country’s largest and most highly respected colleges of education, and remains one of the oldest private colleges dedicated to the preparation of teachers and other school professionals.

BA-MAT (Bachelor of Arts-Master of Arts in Teaching)

Bachelor of Arts in Early Childhood Education

Bachelor of Arts in Elementary Education
National College of Education:  
A Professional Community Advocating For All Learners

National College of Education (NCE) is a professional community collaborating with students, teachers, administrators and others advocating for all learners. Building on the progressive tradition of John Dewey and our founder Elizabeth Harrison, the National College of Education continues its historical commitment to students-centered education. Our research-based, best practice programs fuse theory and practice and engage students in critical reflection and inquiry. The NCE community continues to be a leader of innovative education in Chicago, the United States and in Europe.

Building on the theme of advocating for all learners, our NCE programs place students — both P-12 students and our own NCE students — at the center of the educational process. Students actively construct meaning individually, cooperatively and collectively by integrating knowledge and experience within a community of learners.

The NCE professional community recognizes that the learner and the process of schooling are situated in social, historical, political and cultural contexts. We value diversity and cultural differences among children, families and communities, and continue our long and distinguished tradition of promoting social justice and developing democratic communities.

Reflection and inquiry provide an informed and integrated basis for advocating for all learners. As such, our NCE students will further develop the disposition, knowledge and skills to:

- understand the contextual nature of learning,
- help students construct their own knowledge,
- integrate theory and practice,
- reflect on and critique their knowledge, practice, school and society,
- engage in inquiry,
- collaborate with students, teachers, administrators, parents, policy makers and the community at large.
Illinois State Teacher Education Program Approval

The following National College of Education programs leading to certification are approved by the Illinois State Board of Education (ISBE) and the National Council for Accreditation of Teacher Education (NCATE):

Early Childhood (Birth to age 8)
Undergraduate
Graduate

Elementary (K-9)
Undergraduate
Graduate M.A.T.

Graduate with option for supervisory endorsement
Learning Disabilities
Social/Emotional (Behavior) Disorders
Reading
Secondary Education
Graduate M.A.T.

School Service (K-12)
Graduate
School Nurse
School Psychology

Administrative (K-12)
Graduate
General Supervisory
General Administrative
Superintendent

Individual courses or course sequences not included in the programs listed above may not be assumed to be approved by the Illinois State Board of Education for certification purposes.

National College of Education Programs Preservice Teacher Education Undergraduate Programs

Students initially admitted to the College of Arts and Sciences complete general education requirements and a Standard Teaching Concentration offered by the College. Concentration options are offered in the following areas:

Early Childhood Education
Psychology/Human Development

Elementary Education
Anthropology
Art
Biology

General Psychology/Human Development
Mathematics – Elementary
Mathematics – Junior High/Middle School
Psychology/Human Development
Psychology/NonSpecific
Science
Sociology
Sociology/Anthropology

To enter a teacher education program students must be admitted to the National College of Education.

Admission to the National College of Education—Process

1. Students must apply and be admitted to National-Louis University prior to application for admission to National College of Education according to guidelines published on the NLU Web site at www2.nl.edu/elemed and through regular consultation with an assigned academic adviser.
2. Early Childhood Education transfer students must take 12-15 hours of coursework at National-Louis University (not including skill labs) before acceptance to National College of Education.
3. Students must take and pass the Illinois Basic Skills Test prior to admission to the College of Education. These examinations are offered 6 times during the year; test dates are available from program offices or at www.isbe.net.
4. An evaluation of the students’ academic records will be completed after application. All required developmental coursework in the College of Arts and Sciences must be completed before acceptance into the College of Education.
5. Applicants must have a GPA of 2.5 at National-Louis University with a GPA standard of at least 2.0 in each discipline (mathematics, science, humanities and social science).
6. Students who receive a D or U in any foundational (education) coursework will not be admitted to the College of Education.
7. Students are expected to apply for admission by published deadline prior to enrollment in Term 1 (methods courses). Application dates are published in the University Schedule, and application forms are available on each Campus through advisers.
8. Once admitted, the progress of each student is reviewed each professional term by the appropriate faculty to determine continued eligibility in the College of Education. (see Admission and Retention Policies)
Process of Appeal – College of Education

Admissions Appeals

Students denied admission to National College of Education may petition the Undergraduate Admission and Retention Council to have the decision reviewed. Petition forms may be requested from the student’s academic adviser.

Preservice Education Departmental Student Appeal Process

For appeals on issues other than admission to the College see your adviser for details.

Admission to the National College of Education – Criteria

ISBE BASIC SKILLS TEST

Ability to Understand Basic Elementary Concepts

- **Criterion:** Students will demonstrate an understanding of basic concepts of mathematics, reading, writing, and grammar.
- **Measured by:** A passing score of at least 70% on each section of the Illinois State Board of Education Basic Skills Test (Registration materials and study guides are available in program offices on every campus or at www.isbe.net)
- **Implemented:** Illinois State Board of Education

ACADEMIC

Competency in Each of the Academic Disciplines

- **Criterion:** Successful completion of required general education courses with an overall grade point average (GPA) of at least 2.5 and grade point average (GPA) of 2.0 in each academic discipline area as defined by the Registrar’s Office (e.g., English, Science, Mathematics, etc.)
- **Measured by:** Grades in NLU or transfer courses prior to admission to NCE
- **Implemented:** Registrar; Undergraduate Admission & Retention Council

PROFESSIONALISM

Professional Demeanor

- **Criterion:** Students will demonstrate behaviors that maintain academic, professional, and ethical standards as well as behaviors that are not detrimental to either the preservice student or the classroom students
- **Measured by:** University classrooms and field experiences
- **Implemented:** College faculty, Cooperating Field Personnel

The following constitutes a basis for denial of admission to student teaching or removal from a teacher education program: conduct unbecoming a professional educator, conviction on a felony charge, or any other behavior that interferes with professionalism.

Teacher Certification

Students must submit proof of a negative TB test and documentation from the Illinois State Police of a clear background check. See your adviser for details.

Successful completion of the Teacher Education Program enables students to apply for certification by entitlement in Illinois at either the birth to age 8 level or at the kindergarten through 9th grade level. Students should meet regularly with their advisers.

Alternate certification opportunities are available. The Seamless Connection with the Chicago City Colleges offers education students the chance to complete coursework at their local community college and transfer into a teacher education program with the maximum hours of credit. Students must have an Associate degree, have passed the ISBE Basic Skills Test, and completed specific community college courses with a C or better. Students interested in this program should contact the Seamless Connection adviser for the program. Information is also available from the City Colleges.

Teacher certification programs may meet certification requirements for other states. Since specific requirements vary from state to state, students are advised to obtain information from the state in which they plan to teach.

Early Childhood Teacher Education Program (B.A.)

This program is approved by the Illinois State Board of Education and accredited by the National Council for Accreditation of Teacher Education (NCATE) for birth through age 8 teaching.

General Education Requirements 87 QH

The Early Childhood Education program requires a minimum of 87 quarter hours or the equivalent in general education coursework for the completion of the B.A. degree. This will include a demonstration of competence in all ten core areas below and include the specific courses or equivalent in the seven Fields of Knowledge Areas. The Early Childhood Education program accepts the following types of equivalent work: transfer from accredited institutions, advanced placement credit, CLEP and DANTES examination credit, appropriate proficiency and portfolio credit.

Fields of Knowledge

1. **Communications**
   - LAE 101 English Composition I
   - LAE 102 English Composition II
   - LAT 210 Effective Speaking

2. **Humanities**
   - LAE 307 Literature for Children
   - Humanities elective

3. **Fine Arts**
   - LAA 110 Introduction to Art
   - LAU 110 Introduction to Music
4. Quantitative Reasoning
   LAM112  Math Content for Teachers I  5
   LAM213  Math Content for Teachers II  5

5. Physical and Life Sciences
   LAN110  General Biology  5
   LAN150  Survey of Physical Science  5
   Two Science electives –
   one must be a laboratory science  8

6. Social Sciences
   LAS200  United States History  5
   LAS120  American Politics  5
   LAS 300  Contemporary World Cultures OR
   a designated non-Western, global course  5

7. Behavioral Sciences
   2 Developmental Psychology electives  10

Additional General Education Requirements
   AHG105  Science of Health and Nutrition  3

Integrated Competencies

Information and Technology

   Requirement is satisfied through Early Childhood Technology, a new 3 quarter hour course being designed, as well as technology integrated within university coursework (general education and professional). Competency is demonstrated by the successful completion of word processed papers, portfolio documents using electronic sources such as Livetext, using the Internet for research, and receiving passing grades in the course work. Found in:

   ECE202  Developmental Theory and Practice  5
   ECE205, 206, & 207  Child Studies
   ECE307  Literature for Children
   ECE406, 470  Early Childhood Education Student Teaching
   ECE330  Instructional Technology

Analytical Skills

   Requirement is satisfied in general education mathematics and humanities. Analytical skills are included in professional courses. Competency is demonstrated by successfully passing these courses.

   LAM110  College Mathematics
   LAM112  Math Contents for Teachers I
   LAM207  Literature for Children
   ECE406  Methods of Teaching Preprimary Social Science, Science, Mathematics
   MHE481  Theory and Methods of Teaching Primary Mathematics

Ethics, Values and Respect for Human Diversity

   Requirement is satisfied in general education through a global non-Western course in social science and a Human Development psychology concentration that is required. Multicultural perspectives are included in all Early Childhood Education professional courses. Competency is demonstrated through portfolio documents, Internet research, observations, and examinations. Found in:

   LAS300  Contemporary World Cultures
   LAP---  Human Development Psychology concentration
   ECE205, 206, & 207  Child Studies
   ECE310  Child, Family, and Community
   ECE315  History and Philosophy of Early Childhood Education
   SPE300  Survey of the Exceptional Child
   CIS481  Theory and Methods of Teaching Primary Social Studies
   ECE460, 470  Early Childhood Education Student Teaching

Professional Education Requirements  68 QH

   The minimum total hours for the degree and for certification is 180 quarter hours. Sixty quarter hours must be taken at National-Louis University. (Prior to entry into student teaching, students must complete a minimum of 100 clock hours of preclinical experience.)

   ECE202  Developmental Theory and Practice  5
   ECE205*  Child Study I: Infant and Toddler  2
   ECE206*  Child Study II: Preprimary  2
   ECE207*  Child Study III: Primary  2
   ECE310  Child, Family, and Community  5
   ECE315  History and Philosophy of Early Childhood Education  5
   ECE320  Speech and Language Development  3
   ECE330  Instructional Technology  3
   ECE405  Methods of Teaching Preprimary Language Arts, Art, Music, and Movement  3
   ECE406  Methods of Teaching Preprimary Social Studies, Science, Mathematics  3
   MHE481  Theory and Methods of Teaching Primary Grade Mathematics  3
   RLL481  Theory and Methods of Teaching Primary Reading and Language Arts  3
   CIS481  Theory and Methods of Teaching Primary Social Studies  1
   SCE481  Theory and Methods of Teaching Primary Science  2
   SPE300  Survey of Exceptional Children  5
   ECE460  Half-Day Pre-Primary Student Teaching  7
   ECE470  Full-Day Primary Student Teaching  14
   (one student teaching experience in preprimary, one student teaching experience in primary.)

* These classes may not be waived nor will transfer credit be accepted. Each class includes 35 documented preclinical hours. These may be done in a variety of sites. A limit of 20 quarter hours of transferred practicum credit may be accepted. Seemless Connection students are to see their adviser as to program requirements.
Psychology/Human Development Standard Teaching Concentration Major

All Early Childhood Education students are required to have a standard teaching concentration consisting of 30 QH in Psychology/Human Development plus 10 hours in Developmental Psychology. Fifteen quarter hours must be upper-level. Early Childhood students may choose a second major in Psychology/Human Development. In addition to the Early Childhood professional education requirements, students in the double major must take a total of 45 QH of coursework in Psychology/Human Development. Of that 45 QH, 25 QH must be upper-level credit, with a minimum of 15 QH in residence at National-Louis University.

NOTE: Tests on the U.S. and Illinois Constitutions must be passed to renew any teaching certificate, unless the tests have previously been passed. These tests are offered within a one hour course (LAS320) and students may register for this if they have not met the test requirements.

Elementary Teacher Education Program (B.A.)

This program is approved by the Illinois State Board of Education for kindergarten through 9th grade.

Minimum Required Credit for Degree 180 QH

General Education Requirements 84 QH

The program requires a minimum of 34 quarter hours or the equivalent in General Education coursework for completion of the B.A. degree. This program includes demonstration of competence in all ten core areas, as well as INTASC Standards and II. Professional Teaching Standards. The Elementary Teacher Education Program accepts the following types of equivalent work: transfer from accredited institutions, advanced placement credit, CLEP and DANTES examination credit, appropriate proficiency and portfolio credit. Contact your adviser or the Assessment Center.

Fields of Knowledge

1. Communications
   LAE 101 English Composition I 5
   LAE 102 English Composition II 5
   LAT 210 Effective Speaking 5

2. Humanities
   LAE 307 Literature for Children 5
   LAE 314 History of the English Language 5
   Humanities elective 4

3. Fine Arts
   LAA 110 Introduction to Art 2
   LAU 110 Introduction to Music 2

4. Quantitative Reasoning
   LAM 112 Math Content for Teachers I 5
   LAM 213 Math Content for Teachers II 5

5. Physical and Life Sciences
   LAN 110 General Biology 5
   LAN 150 Survey of Physical Science 5
   Two Science electives – one must be a laboratory science 8

6. Social Sciences
   LAS 200 United States History 5
   LAS 120 American Politics 5
   LAS 300 Contemporary World Cultures OR a designated non-Western, global course 5

7. Behavioral Sciences
   LAP 201 Developmental Psychology 5

Additional General Education Requirements
   AHG 105 Science of Health and Nutrition 3

Integrated Competencies

Information and Technology Literacy

Requirement is satisfied in the following foundational and professional courses integrated within the major. Competency is demonstrated by the completion of word processed papers, journal entries, portfolio documents using electronic sources such as Livetext, and receiving passing grades in these courses.

   ELE 200 Practicum I
   TIE 300 Technology in the Classroom
   ELE 450 Elementary Education – Practicum II
   ELE 460 Elementary Education – Practicum III
   ELE 470 Student Teaching

Analytical Skills

Requirement is satisfied in general education courses in mathematics and also reinforced through foundational and professional methods courses integrated within the major. Competency is demonstrated by successfully passing these courses.

   LAM 110 College Mathematics
   LAM 112 Math Content for Teachers I
   LAM 213 Math Content for Teachers II
   CIS 480A Methods of Teaching Social Studies
   MHE 489A Methods of Teaching Mathematics
   RLR 490A Methods of Teaching Reading and Language Arts
   SCE 490A Methods of Teaching Science
   MHE 465 Advanced Middle School Methods for Teaching Mathematics (concentration required for teaching middle school mathematics)

Ethics, Values, and Respect for Human Diversity

Requirement is satisfied in general education courses in multicultural perspectives and also reinforced through foundational and professional courses integrated within the major. Competency is demonstrated by the completion of word processed papers, journal entries, portfolio documents using electronic sources such as Livetext, and receiving passing grades in these courses:
LAS300 Contemporary World Cultures
ELE200 Elementary Education – Practicum I
SPE300 Survey of the Exceptional Child (or equivalent transfer course)
MLE300 The Middle School, an Overview
MLE302 Middle School Curriculum
ELE315 History and Philosophy of Education
ELE345 Methods of Teaching Health and Physical Education
ELE347 Methods of Teaching Arts Education
ELE450 Elementary Education – Practicum II
ELE460 Elementary Education – Practicum III
ELE470 Student Teaching

**Standard Teaching Concentration**
(See concentration options list on page 191.) 30 QH

**Foundations in Education Requirements (Prerequisites for admission to College of Education)** 22 QH

- ELE200 Practicum I 2
- ELE315 History and Philosophy of Education 3-5
- TIE300 Introduction to Technology in the classroom 3
- EPS301 Educational Psychology for Teachers 3
- SPE300 Survey of Exceptional Children 5
- ELE345 Methods of Health/P.Ed. 3
- ELE347 Methods in Arts Education 3

and

**Professional Education Requirements** 16 QH

- CIS480A Methods of Teaching Social Studies 4
- MHE480A Methods of Teaching Mathematics 4
- RLL480A Methods of Teaching Reading & Language Arts 5
- SCE480A Methods of Teaching Science 3

and

**Field Experience** 20 QH

- ELE450 Practicum II 4
- ELE460 Practicum III 4
- ELE470 Student Teaching 12

To meet certification requirements, general education must total 114 QH and specific certification area requirements must be met.

To meet degree requirements, a minimum of sixty quarter hours must be taken at National-Louis University.

Prior to entry into student teaching, students must complete a minimum of 100 clock hours of preclinical experience.

The Program is designed especially to meet the transitional needs of students with multiple learning disabilities in a university setting. The Program commits to educating the whole person, preparing young adults for independent living by integrating instruction in four areas: academics, career preparation, life skills and socialization.

The Program focuses on training that encompasses the cognitive aspect of the intellect. The instructional approach at PACE integrates both group and individual teaching across all areas of the students’ lives. All faculty focus on instruction as a primary tool for promoting growth and learning. Drawing from the work of Professor Reuvan Fauerstein, instruction is based on the observation that students learn best when actively involved in the process, when teaching is linked directly to events and activities, goals and aspirations in their lives.

**Academics**

- The academic program continues education in a formal classroom setting. This structure and atmosphere provide an opportunity to work closely with the students in a serious learning environment designed to both promote active thinking skills and to provide important content.

**Career Preparation**

- The vocational training component of the program is designed to assist students in learning and practicing the discipline of good work habits. In addition students learn the skills necessary to serve as professional assistants in a variety of fields including child care, human services, hospitality, food service, animal care, horticulture, general office and hospital work.

**Life Skills Instruction**

- Money Management, Time Management, Organization and Personal Care are the four main areas of instruction in life skills. Life skills instructors work on a range of skills from basic to advanced through weekly individual and small group instruction that is reinforced by the student life staff.

**Socialization**

- Preparing students for adult life includes appropriate social skills. Living in the University residence hall and interacting with peers gives students experience in building friendships and relationships. Working as interns provides additional opportunities for social interactions with co-workers and supervisors. In class, students learn the theory of relationships and the skills involved in becoming socially competent. Participation in planned activities strengthens and encourages this competency.

NCE undergraduate and graduate students are welcome to observe and volunteer at PACE as part of the clinical experiences required for certain courses.

**Professional Assistant Center for Education (PACE)**

Founded in 1986, the Professional Assistant Center for Education (PACE) is a two-year, noncredit, post secondary certificate program for young adults with learning disabilities. School Nurse Certification Program

Please see page 143 of the Graduate catalog.
Course Descriptions

This section provides descriptions of all courses given by National College of Education in the undergraduate preservice teacher education programs. The courses are listed in alphabetical and numerical order.

Numbering System

100-299 Lower undergraduate courses

Courses with these numbers are for undergraduate students (freshmen and sophomores). They carry no graduate credit, although graduate students may be admitted to such courses in order to make up prerequisites or to gain a foundation for advanced courses.

300-499 Advanced undergraduate courses

Courses with these numbers are for advanced undergraduate students (juniors and seniors). They constitute the advanced portion of an undergraduate program leading to the bachelor’s degree. A 400-level course may be taken for undergraduate credit or graduate credit, upon approval of the student’s departmental adviser and the department offering the course.

First three alpha designations are codes for department or discipline. Fourth character indicates level.

Department/Discipline Codes

CIC-Curriculum and Instruction - Core
CIH-Curriculum and Instruction - Humanities
CIL-Curriculum and Instruction - Language Minority Education
CIS-Curriculum and Instruction - Social Studies
ECE-Early Childhood Education
EPS-Educational Psychology
MHE-Mathematics Education
RLR-Reading and Language - Literacy
RLL-Reading and Language - Reading
SCE-Science Education
SPE-Special Education
TIE-Technology in Education

490 Independent Study

Provides undergraduate students in degree or certificate programs an opportunity to pursue advanced scholarly study in special areas where they seek further information or to investigate a practical problem in their area of professional interest. Special forms, obtained in the Registrar’s Office, must be completed and are required for registration.

495 Special Topic

Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript. There is no limit on the number of 495 courses which can apply to the degree, although each topic may be taken only once.

499 Seminar

Library research, discussions with peers and instructors, and field work in a selected area of interest.

CIH481 Theory and Methods of Teaching Art
Professional course in teaching art in the elementary school. Students research theories of art education and develop a complete K-9 elementary school art curriculum. Topics include: organizing an art center, classroom management, and ordering art materials and equipment resources for an art teacher. Attention given to content not treated in CIE 222. (Required for art concentration.) Prerequisite: Permission of Art Department. 3 quarter hours

CIS480A Methods of Teaching Social Studies
This course is focused on theory, curriculum, methods and materials pertaining to the teaching of Social Studies in the elementary classroom. Prerequisite: Admission to National College of Education. 4 quarter hours

CIS481 Theory and Methods of Teaching Primary Social Studies (K-3)
This course is designed to give an overview of the appropriate theory, methods and materials related to the teaching of social studies in the primary classroom. (It includes 3 hours of field experience.) Prerequisite: Admission to the National College of Education. 1 quarter hour

ECE202 Developmental Theory and Practice
Students will examine theories of child development, perspectives of the developing child, and current practices in the early childhood education field. Issues of health, nutrition, outdoor play, group management techniques, and planning for the individual child will be researched using the Internet. Current multicultural perspectives and research for children birth to 8 will be investigated with fieldwork included. Prerequisite: A course in developmental psychology. 5 quarter hours

ECE205 Child Study I: Infant and Toddler
This course is one in a series of three designed to introduce students to the Early Childhood profession. Students will observe in a variety of developmentally appropriate infant and toddler programs. Personal and professional reflection and growth are facilitated through journal entries, seminars, and written assignments. 35 pre-clinical hours are required. 2 quarter hours
ECE206   Child Study II: Preprimary
This course is one in a series designed to introduce students to the Early Childhood profession. Students will observe a variety of developmentally appropriate programs for children between the ages of three and five. Personal and professional reflection and growth are facilitated through journal entries, seminars, and written assignments. 35 pre-clinical hours are required. 2 quarter hours

ECE207   Child Study III: Primary
This course is one in a series of three to introduce students to the Early Childhood profession. Students will observe in a variety of developmentally appropriate first, second, and third grade classrooms. Personal and professional reflection and growth are facilitated through journal entries, seminars, and written assignments. 35 pre-clinical hours are required. 2 quarter hours

ECE310   Child, Family, and Community
Students in this course will examine the teacher’s role in working with children within the context of family life, culture, and society. Family systems theory, diverse family structures, and effective parent-school communication are included. Multicultural and anti-bias issues are explored. Family intervention services for support assessment and program planning are presented. Family crisis, family stress issues, child illnesses, and special needs children are discussed in relation to educational practice. 5 pre-clinical hours are required. 5 quarter hours

ECE315   History and Philosophy of Early Childhood Education
The historical, philosophical, and cultural foundations of early childhood education will be explored. Students will examine and evaluate program models in terms of philosophical influences. Advocacy and ethical issues will be analyzed using historical and current information from a variety of sources including the Internet. A personal philosophy of early childhood education will be written. 5 pre-clinical hours are required. 5 quarter hours

ECE320   Speech and Language Development
Students will construct an understanding of speech and language acquisition in children from birth through eight years of age. An examination and analysis of typical, atypical and bilingual language patterns and their relationship to cognitive and social development will be included. Activities and strategies will be explored regarding early literacy and classroom intervention. Educational issues related to linguistically diverse children and families will be researched using the Internet as a resource. Appropriate field experiences are included. Prerequisite: Psychology of Early Childhood or equivalent developmental psychology course. 3 quarter hours

ECE330   Instructional Technology
This is an introductory survey course, with emphasis on appropriate ways to use technology across the early childhood curriculum. Students learn computer literacy and its use in Early Childhood Education through hands-on activities, such as word processing, databases, graphics and instructional software appropriate for young children, software evaluation, hardware selection, telecommunications, and integration of technology into Early Childhood Education classroom practice. Five preclinical hours are required. 3 quarter hours

ECE325   Administration, Supervision and Staff Development of Early Childhood Programs
Designed to help nursery school and day care center administrators and those in leadership roles relating to early childhood programs. Survey of standards, licensing, development, and management of budgets. Emphasis on parent and community relationships with center programs as well as curriculum and staff development. Prerequisite: Experience in a day care center; or consent of instructor. 5 quarter hours

ECE390   Early Childhood/September Field Experience [0 QH]
This course is designed to give specific experience in the opening of a public school classroom to the senior level student. Students are to report on the first day of the Fall term and assist the cooperating teacher in preparing the learning environment. Up to 25 preclinical hours may be earned. Advisers have the option of assigning this course, if needed. (For graduates this course is ECE495.)

ECE405   Methods: Language Arts, Art, Music and Movement
Students in this course will apply theory to instructional methods, materials and the Illinois State Board of Education Early Learning Standards for teaching Language Arts, Art, Music and Movement to young children. Play and the active and constructive nature of learning will be emphasized. Writing and evaluating curriculum using lesson plans will be done in each content area. Adaptation for special needs and culturally diverse children will be included. Current research along with the Internet will be explored as resources. 6 pre-clinical hours are required. Prerequisite: Admission to the College of Education. 3 quarter hours

ECE406   Preprimary Methods: Social Studies, Science, Math
Students in this course will apply theory to instructional methods, materials and the Illinois State Board of Education Early Learning Standards for teaching Social Studies, Science, and Mathematics to young children. Play and the active and constructive nature of learning will be emphasized. Writing and evaluating curriculum using lesson plans will be done in each content area. Adaptation for special needs and culturally diverse will be included. Current research along with the Internet will be explored as resources. 6 pre-clinical hours are required. Prerequisite: Admission to the College of Education. 3 quarter hours
ECE 460  Half-Day Preprimary Student Teaching
Students in this course complete a half-day experience of student teaching at the preprimary level (3-5 year olds) for ten weeks. Successful completion of this experience is based on a wide variety of competencies, including having full responsibility for a classroom over an extended period during the term, usually two weeks. Students also participate in a weekly seminar, which deals with their concerns and experiences as beginning teachers. Prerequisites: Completion of methods courses and consent of the Department. 6 quarter hours

ECE 470  Full Day Primary Student Teaching
Students in this course complete a full-day experience of student teaching at the primary level (grades K-3) for ten weeks. Weekly seminars are conducted for all student teachers, and topics include problems, issues, and concerns of beginning teachers. Successful completion of this experience is based on a wide variety of competencies including full responsibility for a classroom over an extended period (at least 2 weeks) during the term. This course is the culminating experience of early childhood majors. Prerequisites: Completion of methods course work and consent of the Department. 9 quarter hours

ELE 200  Elementary Education: Practicum I
An introductory course of directed observation and participation experiences in an elementary education setting (K-9 classroom) aimed at providing an overview of teaching and learning. The course integrates field-based experiences with on campus seminars. During the course, students must complete 40 preclinical hours at a specified school and meet for required seminars. Practicum I is an integral part of the professional sequence. This course is a prerequisite for admission to National College of Education (must be concurrent with EPS 301). Prerequisites: none. 2 quarter hours

ELE 315  History and Philosophy of Education
Focus on the history of ideas, individuals and events that have influenced the curriculum, organization, policies, philosophies and practices of schools in the United States. The variable credit option allows students to pursue the historical and philosophical background of a specific issue in education in greater depth. 3 QH required for certification. Prerequisite: none. 3-5 quarter hours.

ELE 345  Methods of Teaching Health and Physical Education
This course provides elementary education Bachelor of Arts program candidates the basic knowledge, understanding and concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. Candidates will also know, understand, and use human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life. This course will orient candidates to the interrelationships and connections between health and physical education. Prerequisite: admission to National College of Education. 3 quarter hours.

ELE 347  Methods of Teaching Arts Education
This course provides elementary education Bachelor of Arts program candidates the basic knowledge, understanding and use of the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry and insight among elementary and middle level students. The course focuses on methods used to teach the arts across disciplinary content areas to individuals and groups. The appropriate use of technology in arts education is included. The course approaches the arts as a means for facilitating multiple intelligences for all learners. Prerequisites: LAA 110 or equivalent; Admission to National College of Education. 3 quarter hours

ELE 444  Classroom Management
This course is designed to explore current practices in classroom management. Various aspects affecting student behavior will be considered, such as cultural and family background, classroom standards of behavior, classroom environment, instructional organization, school policies, the rights and responsibilities of students, parents and teachers and approaches to classroom management. Prerequisite: Admission to National College of Education. 5 quarter hours

ELE 450  Elementary Education: Practicum II & Seminar
An advanced course integrating field experience, on-campus seminar, and methods courses. The Practicum II student completes 150 preclinical hours of mentored observation and participation in an elementary/middle school classroom. This field experience and seminar are the first in two consecutive quarters of field experience and integrated coursework. The concurrent field experience and university study provide an opportunity to bridge theory and practice. The students meet weekly in seminar to explore and analyze their varied experiences and broaden their base of professional knowledge prior to student teaching. Prerequisites: Admission to National College of Education. 4 quarter hours

ELE 460  Elementary Education: Practicum III & Seminar
Practicum III is an advanced course that continues the integration of field experience, on-campus seminar, and methods courses. Practicum II and Practicum III are consecutive pre-student teaching experiences that build toward student teaching. Through this three-term professional sequence, the student participates actively in a full academic year of elementary/middle school. The concurrent field experience and university study provide an opportunity to bridge theory and practice. In Practicum III, students evaluate and apply independently the concepts introduced in Practicum II and elaborated in Practicum III. Prerequisite: Admission to National College of Education, successful completion (Grade of C or better) of ELE 450 Elementary Education: Practicum II & Seminar, and successful completion of methods courses taken concurrent with Practicum II. 4 quarter hours
ELE470  Student Teaching
Full-day clinical experience for a minimum of ten weeks; typically spent at a grade level and in a school environment different than that of the Practicum II/III. With the help of a school-based cooperating teacher and a university- or school-based supervisor, students develop the knowledge, skills, and attitudes necessary for independent responsibilities as a first-year classroom teacher. Students meet regularly in required university seminars to discuss and analyze their experiences. This is the culmination of the preparation program and represents TERM III of the Professional Sequence. Prerequisites: Admission to the National College of Education and successful completion (grade C or better) of RLL480A, MHE430A, SCE430A, CES430A and ELE450 and ELE460. 12 quarter hours

ELE483  Workshop/Elementary Education/Contemporary Issues
1-6 quarter hours

ELE492  Workshop/Education Methods
1-6 quarter hours

ELE494  Independent Study/Elementary Education
1-6 quarter hours

ELE495  Selected Topics/Elementary Education
1-6 quarter hours

EPS 301  Educational Psychology for Teachers
The course is specially designed for the education major. Prospective teachers engage in understanding and developing a psychological view of the classroom. Social, emotional, and cognitive influences that shape the educational experiences of both students and the teacher are examined in light of recent research. Individual perspective is emphasized through readings, written assignments, and discussions. Educational Psychology for Teachers is required for admission to National College of Education and has concurrent enrollment with ELE 200 Elementary Education: Practicum I. Prerequisite: Elementary Education major (minimum Sophomore standing) and one developmental psychology course. 3 quarter hours

MHE480A  Methods of Teaching Mathematics
This course, intended for students preparing to become certificated teachers (K-9), addresses methods, materials, and instructional issues in teaching mathematics in the elementary school. It is designed to help future teachers develop knowledge, skills, and beliefs that enhance their ability to teach mathematics to children. Prerequisite: Admission to National College of Education and 10 QH of mathematics, college algebra level and above. 4 quarter hours

MHE481  Theory and Methods of Teaching Primary Mathematics
This course examines how primary grade school children think and learn mathematics while covering instructional strategies and materials that promote meaningful learning. Emphasis on effective teaching will include lesson development, planning and management of hands-on learning activities, and assessment and evaluation. Three hours of clinical experiences are required as part of the course. Prerequisite: Admission to National College of Education. 3 quarter hours

MHE485  Advanced Methods for Teaching Middle School Mathematics
This course builds upon methods of teaching general elementary school mathematics through an in-depth focus on the curriculum, methods, materials, and issues involved in teaching mathematics in the middle grades. This fulfills the methods course requirement for the state endorsement in middle school mathematics on the type 03 (K-9) certificate. Prerequisite: MHE490 or course equivalent. 5 quarter hours

MLE300  The Middle School, an Overview
Students examine how the unique developmental characteristics of the 10-14 year old young adolescent influences the philosophy and ideologies of middle level education and builds the foundation for the middle level schooling process. Emphasis is placed on the Physical, Intellectual, Emotional, Social, Spiritual, (PIESS) Plus (gender, cultural, moral, socio-economic) development of the young adolescent and the implications on living and learning. The class examines the developmental response to middle level best practices as it prepares the middle level educator for the multifaceted role as a facilitator, guide, collaborator, and adviser. Prerequisite: must be taken before MLE302, but can be concurrently with MLE302. 5 quarter hours

MLE302  Middle School Curriculum
The emerging adolescents and how their unique developmental characteristics impact middle level curriculum is expanded. Curriculum approaches appropriate for middle level students based on knowledge of the unique developmental characteristics of young adolescents is enhanced. Practical aspects of parallel, interdisciplinary, multidisciplinary, integrated, core, student inquiry, and integrative curricula for middle-level classroom are examined as students develop strategies for teaching and learning in diverse classrooms.

The course also addresses the essential role of the arts and involves students in a variety of arts, mass media - technological experiences. Alternative assessments are examined as students develop strategies to apply and evaluate national, state, and local standards effectively. Collaborative partnerships among teachers, students, parents, and community are explored. Prerequisite: MLE300 or consent of instructor, but can be taken concurrently with MLE300. 5 quarter hours
RLI 480A  Methods of Teaching Reading and Language Arts
Integrated approach to theory, curriculum, methods and materials for literacy instruction (reading and language arts) in elementary school (K-9). Prerequisite: Admission to National College of Education. 5 quarter hours

RLI 481  Theory and Methods of Teaching Primary Reading and Language Arts
Integrated approach to theory, curriculum, methods and materials for K-3 literacy instruction. Clinical experience with children of this age will be required. Prerequisite: Admission to the National College of Education. Includes 3 hours of field experience. 3 quarter hours

RLI 482  Theory and Methods of Teaching Language Arts
An examination of the rationale underlying a student-centered curriculum with an emphasis on effective instructional strategies to integrate reading, writing, speaking, listening, informal role playing, and performing texts across the curriculum. Special attention given to language learning in multi-cultural environments and ways to facilitate transitions from a heritage dialect or language to standard English. Attention given to content not treated in RLI 480A. 5 quarter hours

RLR 460  Internship: Individualized Instruction in Reading and Language
This course provides firsthand experience in applying theoretical and practical knowledge relating to literacy development. Participants are assigned to an individual student or small group of students in a clinical, classroom or other instructional setting and are mentored in the design, implementation and evaluation of appropriate literacy instruction. 0-5 quarter hours

SCE 480A  Methods of Teaching Science
Integrated approach to theory, curriculum, methods, and resources for a K-9 science program; key components of this course are to teach science by doing it and to develop methods of integrating science throughout the curriculum. Prerequisite: Admission to National College of Education. 3 quarter hours

SCE 481  Theory and Methods of Teaching Primary Science
“What is good science teaching for learners in the primary grades?” Students in this course will explore a variety of resources from which they will construct their own answer to this question. The nature of science itself, the National Science Education Standards, and appropriate pedagogy for learners at the primary grades are the criteria students will use in evaluating resources, methodologies, and conceptual frameworks studied. In addition, this course will demonstrate and provide practice in using appropriate technology and methods of adaptation for special needs children. Prerequisite: Admission to National College of Education. 2 quarter hours

SCE 485  Advanced Methods for Teaching Middle School Science
This course builds upon the methods of teaching general elementary school science by providing an in-depth focus on the curriculum, methods, materials and issues involved in teaching science in the elementary and middle grades. Prerequisite: SCE 480A/B or its equivalent. 5 quarter hours

SPE 300  Survey of Exceptional Children
This course provides fundamental knowledge of the historical, legal, philosophical, and instructional issues pertaining to the education of students with disabilities. Key components of the Individuals with Disabilities Education Act (IDEA) and other important laws and regulations are stressed. A basic understanding is gained of all high incidence – with an emphasis on learning disabilities and behavior disorders – and low incidence disabilities. A variety of assessment and instructional strategies are introduced. All types of classroom and intervention models are explored, including inclusive, co-teaching, mainstream, resource and self-contained. The responsibilities of general education and special education teachers, partnerships with parents, and collaborative reform issues are highlighted. Five clinical observation hours are required as part of this course. Prerequisites: none. 5 quarter hours

TIE 300  Introduction to Technology in the Classroom
This survey course provides the educator with a broad base of knowledge about application software, hardware, and instructional software through extensive demonstration and hands-on experience. Topics include software evaluation, teacher software tools, word processing, database management, spreadsheets, and telecommunications. Prerequisite: ELE 200. 3 quarter hours
Students at the Downtown Chicago campus enjoy a leisurely stroll down Michigan Avenue.

During the 2002 Illinois governor’s race, the Chicago campus held an education debate featuring candidates Paul Vallas, Patrick O’Malley and Corrine Wood.

National-Louis University was a proud sponsor of “The Resurrection Project” to revitalize Chicago’s west side Pilsen neighborhood.

National-Louis University students, faculty and staff participate in the Race for the Cure at Chicago’s lakefront.
Alumna Nydia Hohf, MS in Human Services (’93) received her master's degree in Human Services/Counseling when she was 73. Now in her eighties, she works three days a week as a counselor at a senior center in Illinois and runs a support group for caregivers of chronically-ill patients.

Alumnus Jim Croft (pictured above with the famous T. rex Sue) is the vice president of finance and administration and chief financial officer for Chicago’s Field Museum. He earned his master’s degree in management from National-Louis in 1983, and he currently serves as National-Louis’ new alumni board president.

Alumna Jeneen Smith-Underwood received her MS in Management from National-Louis in 1993. She is currently the manager of neighborhood services and housing rehabilitation in northern Illinois where she rehabs vacant homes and sells them to low-income buyers. Her program serves as a model for the nation.

Alumni Board member Patricia Casin Graft, BA in Education (’57) and her husband, Michael Graft have set up the Cassin-Graft Student Teacher Assistance Fund to help ensure that talented students have the opportunity to become teachers despite financial hardship.
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