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
847/695-6070
FAX 847/289-1036

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

Lisle Campus
850 Warrenville Road
Lisle, IL 60532
630/874-4000
FAX 630/960-4603

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

Illinois Campuses

Elgin Campus
620 Tollgate Road
Intersection of I-90 (Northwest Toll Road) and Hwy. 31
Elgin, IL 60123-9364
847/695-6070
FAX 847/289-1036

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

Lisle Campus
850 Warrenville Road
Lisle, IL 60532
630/874-4000
FAX 630/960-4603

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

Campuses in Other Locations

Florida Regional Campus
Tampa Site
4950 West Kennedy Blvd, Suite 300
Tampa, FL 33609-1837
813/286-3087
FAX 813/287-0246

Milwaukee/Beloit Campus
Milwaukee Site
1110 N. Old World Third Street, Suite 300
Milwaukee, WI 53203-1100
414/272-2656
FAX 414/227-1377

Beloit Site
501 Prospect Street
Beloit, WI 53511-6336
608/364-3999
315/962-6644
FAX 608/364-3988

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
202/763-1658
FAX 202/636-0199

Nowy 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
# Table of Contents

## The University ............................................................. 7
- President’s Welcome .................................................. 9
- Statement of Mission .................................................. 10
- National-Louis University: A Brief History ..................... 10
- Accreditation ............................................................. 10
- State Approvals ......................................................... 11
- Membership List ....................................................... 11, 13
- Service Members Opportunity Colleges (SOC) ................. 13
- Facilities ............................................................... 13-15
- Alumni Statement .................................................... 15
- 2005-06 Academic Calendar ......................................... 16, 17
- 2006-07 Academic Calendar ......................................... 17, 18
- University Expenses .................................................. 18, 19
  - Undergraduate Tuition & Fees 2005-2006 ...................... 18
  - Graduate Tuition & Fees 2005-2006 ............................. 19
- General Fees ........................................................... 19
- Room and Board 2005 & 2006 ....................................... 19

## General Information ................................................. 21
- Admission to Undergraduate Programs ......................... 22-25
- Admission to Graduate Programs ................................ 22-27
- Financial Aid ............................................................ 27-29
- Standards of Satisfactory Academic Progress for
  - Financial Aid Eligibility Graduate Students .................. 29-30
- Payment Information ................................................ 30-31
- National-Louis University Refund Policy ....................... 31-32
- Payment Plan Promissory Note ................................... 32-33
- Skills Assessment .................................................... 33
- Registration and Credit ............................................. 33-37
- Grading ...................................................................... 37
- Grade Point Average ................................................ 37-38
- Grade Reports ........................................................... 38-39
- Standards for Academic Review ................................... 39-40
- Transcripts .................................................................. 41
- Transferability of Credits .......................................... 41
- Graduation Requirements ........................................... 41-43
- Student Guidelines and Policies .................................. 43-74
- Review of Research Involving Human
  - Participants ............................................................ 74
- Academic and Lifelong Learning .................................. 74-75
- Academic Support Services ....................................... 75, 76
- Student Affairs ......................................................... 76-78
- Student Programs, Events and Activities ...................... 78

## Academic Programs .................................................... 81
- Academic Program Overview: Undergraduate .................. 82-83
- Academic Program Overview: Graduate ....................... 84-85

## College of Arts and Sciences ........................................ 87
- Mission Statement ...................................................... 87
- Core Values .............................................................. 87-88
- College of Arts and Sciences Undergraduate Programs ..... 92
  - Admission Requirements .......................................... 92
  - Academic and Lifelong Learning ............................... 92-93
  - Adult, Continuing, and Literacy Education .................... 93
  - Applied Behavioral Sciences ..................................... 93-95
  - Applied Language/Language Institute ....................... 95-96
  - Art ............................................................................ 96-97
  - Bachelor of Arts and Master of Arts in
    Teaching Secondary Education Dual Degree Program ...... 97-98
  - English ................................................................. 98
  - FOCUS ...................................................................... 99
  - Health Studies ....................................................... 99-100
  - Human Services ..................................................... 101-104
  - Liberal Arts Studies ................................................ 104-105
  - Mathematics .......................................................... 106-109
  - Music ...................................................................... 109
  - Philosophy ............................................................. 109
  - Psychology ............................................................. 109-113
  - Science ................................................................... 113-117
  - Social Science ....................................................... 117-122
  - Theatre Arts ........................................................... 122
- College of Arts and Sciences Graduate Programs .......... 123
  - Admission Policies .................................................. 123-124
  - Academic Policies ................................................... 124
  - Adult, Continuing, and Literacy
    Education................................................................. 124
  - Applied Language/Language Institute ....................... 128-129
  - English/Written Communication ............................ 129-130
  - Health Studies ....................................................... 130
  - Human Services Programs ....................................... 130-136
  - Psychology ............................................................. 136-139
- Course Descriptions ................................................ 140-189
Elizabeth Harrison (left), founder and first president of our university (1886-1920), with Edna Dean Baker, student in 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.

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

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

(left) 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) 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 professionalism of educational leadership.

(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.

(left) In January 2005, National-Louis opened its state-of-the-art Lisle campus at 850 Warrenville Rd. equipped with study lounges that have wireless internet access.

(above) 1953-54 class of freshmen at our Evanston campus
President's Welcome

National-Louis University: Built on Great Teaching

Great teaching helps to address important social issues. It's where theory comes face to face with practice. National-Louis University set out on that road 120 years ago. Our founder, Elizabeth Harrison, took the idea of early childhood education and built around it one of the first four-year colleges for teachers. Today, in all of our colleges, in the process of educating our students, we continue to act on some of the most urgent problems of our time and our society.

In 2006, National-Louis University marks its 120th Anniversary. And there is much to celebrate.

In the National College of Education, faculty are taking a leading role in the way reading problems are addressed in our public schools. In the College of Arts and Sciences, the Gidwitz Center for Urban Policy and Community Development is bringing together policy makers and community groups to collaborate on vexing issues of urban redevelopment. Faculty in our College of Management and Business provide access to the opportunities of the information age.

National-Louis University has become a renowned leader in senior-level undergraduate and graduate education—a place where our nation's adult and community college students are supported and challenged on their way to degrees that will unlock their dreams.

As we head into our 120th year, National-Louis University continues to move forward. We began as a teacher of teachers; teaching remains not just our strength, but our calling. Our faculty continue to innovate, animated by an intense dedication to their students and a commitment to building more effective and more caring schools, communities, and societies. Today we bring that expertise and compassion to more than 60 academic programs, to campuses around the world, to communities around the corner.

Richard J. Pappas
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.

National-Louis University:
A Brief History

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

Elizabeth Harrison, a pioneer in elementary and early childhood education, founded the institution as Miss Harrison’s Training School in 1886. The university’s name was changed to the Chicago Kindergarten College (1893), the National Kindergarten College (1912), and then the National College of Education (1930). 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. It was the first Illinois institution to offer the bachelor's degree for elementary teachers. As the Chicago Kindergarten College, our institution was instrumental in the founding of the PTA and later as the National College of Education 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 an 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, Lisle and Wheeling—and campuses 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 312/263-0456. 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. National-Louis University is not affiliated with the federal or District government.

Maryland: National-Louis University is authorized to operate at Andrews Airforce Base by the Maryland Higher Education commission.

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: 850/224-6684.

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
AIEA 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 College Personnel Association
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 for Standards in Human Service Education
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
HACBE
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
Campuses

Elgin, Illinois

Wheeling, Illinois

Evanston, Illinois

Lisle, Illinois

Milwaukee/Beloit, Wisconsin

Nowy Sacz, Poland

McLean, Virginia

Washington, DC

Florida Regional Campus
Illinois Reading Council
Institute of Educational Research
Lisle Chamber of Commerce
Manatee Chamber of Commerce
Metropolitan Milwaukee Association
NALS
Naperville Chamber of Commerce
National Association of College and University Business Officers
National Association of Colleges and Employers
National Association of Foreign Student Advisers: Association of International Educators
National Association of Independent Colleges and Universities
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
NCTE
North Central Association of Colleges and Schools
North Suburban Higher Education Consortium
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 Chamber 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. Offices of the President, Provost, and other academic and administrative offices are located on this campus. Facilities include classrooms, student services, 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 and the Gidwitz Center for Urban Policy and Community Development. The Gidwitz Center seeks to develop and advocate for public policy responsive to the needs and aspirations of citizens in the city of Chicago. 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.

Evanston Campus

The Evanston Campus sits on five acres on the border of the northern Chicago suburbs of Evanston and Wilmette at 2340 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, an independent laboratory school affiliated with National-Louis University 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 in the Professional Assistant Center for Education (PACE) 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).

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.

Lisle 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.

In 2005, continuing growth in the western suburbs led to the development of a new campus in Lisle replacing the one in Wheaton. The West Suburban Campus in Lisle is an outstanding example of modern college campus design that accommodates traditional-age students and our busy adult learners.

It is a perfect blend of up-to-the-minute educational technology and a very comfortable and comforting human space. 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 Lisle campus also offers unique services through its Reading Recovery Center, Center for Positive Aging, and the College of Arts and Sciences Counseling Center.

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.

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.

Northern Virginia/Washington, D.C. Campus

The Northern Virginia/Washington, D.C. Campus was founded in 1985. Two facilities comprise the campus. In addition to University administrative offices, the McLean facility, located at 8000 Westpark Drive, McLean Virginia, 22102 (in the Tysons Corner area), houses faculty/staff offices, four classrooms, one computer lab, an electronic library/information resource area and a student lounge area. Additional space including four classrooms, one computer lab, and faculty/staff offices is located at 1325 G Street, Suite 740, Washington, D.C. 20005. Classes are also offered in the Virginia communities of Woodbridge and Alexandria; at various locations in the District of Columbia; and on-site at local corporations and schools.

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 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.

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.

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.
2005-06 Academic Calendar

2005 Fall Quarter

September

1-2 Thursday-Friday  Fall University Connection
5 Monday  Labor Day Holiday (University Closed)
6-9 Tuesday-Friday  Fall Undergraduate orientation and final registration; Chicago/Evanston/Lisle/Wheeling/Elgin Campuses
12 Monday  Fall Quarter on-campus classes begin; 10-week and 11-week – Chicago/Evanston/Lisle/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/Lisle/Wheeling/Elgin Campuses
22-23 Monday-Wednesday  No regularly scheduled classes
24-25 Thursday-Friday  Thanksgiving Holiday (University Closed)
28-31 Monday-Sunday  10-week make-up week**/end of 11-week classes ***

December

11 Sunday  December Diploma Date
7-9 Wednesday-Friday  Winter University Connection (tentative)
23-Jan. 2 University Closed

February

13 Monday  Spring Undergraduate and Graduate registration begins

March

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

2006 Spring Quarter

March

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

April

3 Monday  Spring Quarter on-campus classes begin; 10-week and 11-week – Chicago/Evanston/Lisle/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

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

2006 Summer Quarter

June

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

* 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 summer make-up week, classes missed for reasons of holiday and/or canceled 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.
### 2006-07 Academic Calendar

#### 2006 Fall Quarter

<table>
<thead>
<tr>
<th>September</th>
<th>4</th>
<th>Monday</th>
<th>Labor Day Holiday (University closed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5-6</td>
<td>Tuesday-Wednesday</td>
<td>Fall undergraduate orientation and final registration; Chicago/Evanston/Lisle/Wheeling/Elgin Campuses</td>
</tr>
<tr>
<td></td>
<td>7-8</td>
<td>Thursday-Friday</td>
<td>Fall University Connection (tentative)</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Monday</td>
<td>Fall Quarter on-campus classes begin; 10-week and 11-week Chicago/Evanston/Lisle/Wheeling/Elgin Campuses</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Friday</td>
<td>Rosh Hashanah (begins at sundown)*</td>
</tr>
<tr>
<td>October</td>
<td>1</td>
<td>Sunday</td>
<td>Yom Kippur (begins at sundown)*</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Monday</td>
<td>Winter registration begins</td>
</tr>
<tr>
<td>November</td>
<td>19</td>
<td>Sunday</td>
<td>Fall 10-week classes end** Chicago/Evanston/Lisle/Wheeling/Elgin Campuses</td>
</tr>
<tr>
<td></td>
<td>20-22</td>
<td>Monday-Wednesday</td>
<td>No regularly scheduled classes</td>
</tr>
<tr>
<td></td>
<td>23-24</td>
<td>Thursday-Friday</td>
<td>Thanksgiving Holiday (University Closed)</td>
</tr>
<tr>
<td></td>
<td>27- Dec. 3</td>
<td>Monday-Sunday</td>
<td>10-week make-up week**/end of 11-week classes***</td>
</tr>
<tr>
<td>December</td>
<td>6-8</td>
<td>Wednesday-Friday</td>
<td>Winter University Connection (tentative)</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Thursday</td>
<td>Hanukkah (begins at sundown)*</td>
</tr>
</tbody>
</table>

#### 2007 Winter Quarter

| January            | 1   | Monday            | New Year’s Day (University closed) |
|                   | 2-5 | Tuesday-Friday    | Winter undergraduate orientation and final registration; Chicago/Evanston/Lisle/Wheeling/Elgin Campuses |
|                   | 8   | Monday            | Winter Quarter on-campus classes begin; 10-week and 11-week Chicago/Evanston/Lisle/Wheeling/Elgin Campuses |
|                   | 15  | Monday            | Martin Luther King Jr. Holiday (University closed) |
| February           | 12  | Monday            | Spring registration begins |
| March              | 18  | Sunday            | Winter 10-week classes end** Chicago/Evanston/Lisle/Wheeling/Elgin Campuses |
|                   | 19-25| Monday-Sunday     | 10-week make-up week**/end of 11-week classes*** |
|                   | 31  | Saturday          | March diploma date |

#### 2007 Spring Quarter

| March              | 26-30| Monday-Friday     | Spring undergraduate orientation and final registration; Chicago/Evanston/Lisle/Wheeling/Elgin Campuses |
|                   | 2   | Monday            | Spring Quarter on-campus classes begin; 10-week and 11-week Chicago/Evanston/Lisle/Wheeling/Elgin Campuses |
|                   | 6   | Friday             | Passover (begins at sundown)* |
|                   | 8   | Sunday             | Good Friday* |

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* 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; there is no summer make-up week, classes missed for reasons of holiday and/or canceled 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.
May
7 Monday Undergraduate & Graduate Summer registration begins, and Undergraduate Fall registration begins
28 Monday Memorial Day Holiday (University closed)

June
9 Saturday Chicago Area Commencement (tentative)
10 Sunday 10-week Spring classes end**
Chicago/Evanston/Lisle/Wheeling/Elgin Campuses
11-17 Monday- 10-week make-up week**/end of 11-week Sunday classes***
30 Saturday June diploma date

2007 Summer Quarter

June
18-22 Monday- Friday Summer undergraduate orientation and final registration, including Fall registration;
Chicago/Evanston/Lisle/Wheeling/Elgin Campuses
25 Monday Summer Quarter on-campus classes begin; Session I, I&II and III undergraduate & graduate ●;
Chicago/Evanston/Lisle/Wheeling/Elgin Campuses

July
4 Wednesday Independence Day Holiday (University closed)
15 Sunday Summer Session I classes end
16 Monday Summer Session II classes begin
30 Monday Fall Graduate registration begins

August
5 Sunday Summer Session II and I&II classes end
19 Sunday Summer Session III classes end
Chicago/Evanston/Lisle/Wheeling/Elgin Campuses
31 Thursday August diploma date

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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.

Tuition and fee rates are established by the Board of Trustees. These amounts are subject to change without notice. The applicable 2005-2006 credit hour fee schedule follows:

Tuition and Fee Schedule 2005-2006

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 $95 tuition deposit is required by 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 2005-2006

On-Campus Programs

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

Tuition:†

Summer (2005) .............................................. 375.00/QH
Fall, Winter, Spring (FWS) ............................. 375.00/QH
Full-time/(FWS); @ 15 QH/term.......................... 16,875.00
Full-time/term @ 15 QH..................................... 5,625.00

Fees:

Student fee (part-time, per term) ..................... 20.00
Student fee (full-time, per term) ................. 40.00
Course audit fee (not for credit)............ Same as credit fees
Credit by proficiency...................................... 120.00
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

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* 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 summer make-up week, classes missed for reasons of holiday and/or canceled 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: ..................................................... 250.00/QH

Graduate Tuition and Fees 2005-2006

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

Tuition:†
- National College of Education (On-Campus Programs) ...................... 560.00/SH
- National College of Education (Field-based Degree Programs) ............. 560.00/SH*
- National College of Education (Workshop) ....................................... 275.00/SH
- College of Arts & Sciences (On-Campus Programs) ............................. 560.00/SH
- (Online Program) ................................................................ 560.00/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

Criterion Writing Assessment fee ................................... $45.00
Miller Analogies Test fee ............................................. 60.00
Watson-Glaser Critical Thinking Appraisal ....................... 25.00
Transcript of records, per copy ......................................... 3.00
Rush transcript service .................................................. 10.00
Transcript with completion statement ............................... 10.00
Same day transcript service .......................................... 50.00
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: 1-1/2% on outstanding balances up to 10.00 per month
Returned check/credit card rejection fee ............. 25.00
Late Registration fee ................................................... 30.00
Email opt out fee .......................................................... 100.00/term

Room and Board 2005-2006

<table>
<thead>
<tr>
<th>Plan</th>
<th>Room</th>
<th>Plan A</th>
<th>Plan B</th>
<th>Plan A</th>
<th>Plan B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td>Double Room</td>
<td>$1,215</td>
<td>$1,210</td>
<td>$1,250</td>
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<tr>
<td>Single Room</td>
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<td>$1,965</td>
<td>$1,210</td>
<td>$1,250</td>
<td>$3,175</td>
<td>$3,215</td>
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Three Quarters (Fall, Winter, Spring)

<table>
<thead>
<tr>
<th>Plan</th>
<th>Room</th>
<th>Plan A</th>
<th>Plan B</th>
<th>Plan A</th>
<th>Plan B</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Double Room</td>
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<td>$3,630</td>
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<td>$7,275</td>
<td>$7,395</td>
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<tr>
<td>Single Room</td>
<td>$4,425</td>
<td>$3,630</td>
<td>$3,750</td>
<td>$8,055</td>
<td>$8,175</td>
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<tr>
<td>Double As Single</td>
<td>$5,395</td>
<td>$3,630</td>
<td>$3,750</td>
<td>$9,525</td>
<td>$9,645</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. Charges are posted at the start of each term, except the PACE extended term which is posted in November.

Room Deposits & Fees:

- Application Deposit ............................................ $50.00 (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 ........................ $200.00 (applied to final damage repairs or refunded)
- Key/Access Card Deposit ..................................... $0.00 (refunded when key/card returned)
- Key/Access Card Replacement ......................... $65.00 (50% refunded when key/card returned)
2004 guest speaker and Illinois Attorney General Lisa Madigan addresses the crowd.
General Information

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

An excited family cheers for their graduate at the 2004 ceremony.

Graduates applaud the Class of 2004.
Admission to Undergraduate Programs

The admission process at National-Louis University is designed to insure 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.

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. 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. Financial assistance cannot be awarded prior to admission. Incomplete applications are destroyed after three years from date of receipt.

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). Precollege entrance examinations may be waived for freshmen applicants age 21 and older.

The following list outlines specific application requirements:

1. Completed application (available on-line: 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 or official results from the General Education Development Test (GED). Applicants who have received a high school graduation certificate as a result of having taken the 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.
6. TOEFL (Test of English as a Foreign Language)- official scores are required if English is not the applicant’s native language and/or high school degree was earned outside the United States. Applicants may substitute the Language Institute Assessment test in lieu of TOEFL scores.

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.
6. TOEFL (Test of English as a Foreign Language)- official scores are required if English is not the applicant’s native language and/or college coursework was earned outside the United States. Applicants may substitute the Language Institute Assessment test in lieu of TOEFL scores.

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 an articulation agreement. All transferring students who plan to continue a sequence of courses at NLU will be assessed. This assessment may include a recommendation for additional assistance or tutoring in the Center for Academic Development (See Academic and Lifelong Learning, p. 87) or placement into appropriate NLU courses. A list of current transfer guides is posted on the NLU website.

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.

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 Students 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 Students

National-Louis University is authorized under Federal law to enroll nonimmigrant students. National-Louis University is approved for attendance by nonimmigrant students and to issue a Certificate of Eligibility for Nonimmigrant (F-1) students, I-20 A-B and a DS-2019, Certificate of Eligibility for Exchange Visitor (J-1) Status. Residents of foreign countries who desire to study at National-Louis University and require the F-1 visa (I-20 A-B) or J-1 (DS-2019) must satisfy the following requirements before their visas can be issued:

1. Completed application: (available on-line: www.nl.edu)
2. An application fee: (Non-refundable). You can pay by 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: 414/239-3400
   FAX: 414/239-3411
   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) **Scores**: Undergraduate applicants: A minimum score of 500 paper-based or 173 computer-based.

6. **Affidavit of Support (US citizen or resident sponsors) or Letter of Financial Support (non-US resident sponsors)**:
   - **F-1 students**: 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.
   - **J-1 students**: Exchange visitors whose programs are financed in whole or in part, directly or indirectly by external sources such as their government, the U. S. Government, an educational association or sponsored by National -Louis University, are required to provide a Letter of Financial Support as evidence of that support. The Letter of Support should specify the total salary stipend, travel allowances and source of funds. If the visitor’s support will be coming from more than one source, each source must be indicated and document the amount from each in U.S. currency.

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. J-1 visitors must provide evidence of their funding source as indicated in #6 above.

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.

9. **Proof of Medical Coverage**: F-1 and J-1 students are required to have insurance in effect for them and any accompanying spouse and minor dependents listed on their F-1 or J-1 visa for the duration of their academic/exchange program.

Please send all documents to the following address:

   Admissions Coordinator
   National-Louis University
   1000 Capitol Drive
   Wheeling, IL 60090
   FAX: 847/465-5730
   Phone: 847/465-0575 ext. 5151

**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)
   www.nl.edu/registrar/forms.cfm

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 cancellation in those states which have a consumer right of recision 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.

Admission to Graduate Programs

All students taking courses at National-Louis University should understand that credit toward a graduate degree at the University is awarded only upon formal admission to a program of graduate study. Each college has its own specific admissions requirements. Please see your college’s section (in this catalog) for the respective admission requirements. 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. Incomplete applications are destroyed after three years from date of receipt.

Classification of Students

Degree-Seeking Students

Degree-seeking students are those who have been admitted with the expectation that they will complete the requirements for any postbaccalaureate degree or certificate for which they have enrolled. They are expected to make regular and steady progress towards the completion of their degree or certificate in consultation with their program advisor. Time limits vary by program.

Nondegree-Seeking Students

Students holding at least a baccalaureate degree are eligible to enroll for graduate courses as nondegree-seeking students. Nondegree-seeking students are subject to all regulations of the University.

Should nondegree-seeking students wish to be admitted to a degree program, or to a certificate program, they must apply through the Office of Admissions. Any application toward degree, diploma or certificate requirements of courses taken as a nondegree-seeking student will be evaluated upon application for admission for degree-seeking status in accordance with prescribed limitations.

Students Whose Previous Work Was Not in the United States

U.S. citizens or resident aliens with a baccalaureate degree or college coursework from an institution outside the United States are required to have their undergraduate transcripts evaluated by an approved agency verifying degree equivalence to a United States baccalaureate degree. Please refer to the International Student section of this catalog for a list of approved foreign transcript evaluators. The NLU admissions office will examine foreign transcript evaluations and make a determination of suitability for graduate admissions.
Readmission of Former Students

Each college has its own readmission requirements. Please contact the University Registrar for specific policies and procedures.

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 Registrar’s Office at the student’s home campus. This should be done as early as possible to expedite handling of applicants’ VA forms. Veterans must be admitted to qualify for benefits.

International Students

National-Louis University is authorized under Federal law to enroll nonimmigrant students. National-Louis University is approved for attendance by nonimmigrant students and to issue a Certificate of Eligibility for Nonimmigrant (F-1) students, I-20 A-B and a DS-2019, Certificate of Eligibility for Exchange Visitor (J-1) Status. Residents of foreign countries who desire to study at National-Louis University and require the F-1 visa (I-20 A-B) or J-1 (DS-2019) must satisfy the following requirements before their visas can be issued:

1. Completed application: (available on-line: www.nl.edu)
2. An application fee: (Non-refundable). You can pay by 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 and graduate program in this catalog.
4. Graduate applicant transcripts: English translation and official educational credential evaluation of transcripts from ALL colleges and universities attended. This translation and evaluation must be completed by one of the three approved agencies (below). The evaluation must verify degree equivalency of a level of education equivalent of a baccalaureate from a regionally accredited institution of higher education in the United States.
   Educational Credential Evaluators, Inc.
   P.O. Box 92970
   Milwaukee, WI 53202-0970
   Telephone: 414/239-3400
   FAX: 414/239-3411
   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 60940
   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) Scores: Graduate applicants: A minimum score of 550 paper-based or 213 computer-based.
6. Affidavit of Support (US citizens or resident sponsors, immigration form I-34) or Letter of Financial Support (non-US resident sponsors)

   F-1 students: The person who is paying your tuition and living expenses while you attend National-Louis University, must complete and sign either an Affidavit of Support (Form I-34) or a letter of support while in the presence of a Notary Public or First Class Magistrate. Once completed the Notary Public or First Class Magistrate must also sign the affidavit of support or letter of support. An applicant can have more than one sponsor.

   J-1 students: Exchange visitors whose programs are financed in whole or in part, directly or indirectly by external sources such as their government, the U. S. Government, an educational association or sponsored by National-Louis University, are required to provide a Letter of Financial Support as evidence of that support. The Letter of Support should specify the total salary stipend, travel allowances and source of funds. If the visitor’s support will be coming from more than one source, each source must be indicated and document the amount from each in U.S. currency.

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. J-1 visitors must provide evidence of their funding source as indicated in #6 above.

3. **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.

9. **Proof of Medical Coverage:** F-1 and J-1 students are required to have insurance in effect for them and any accompanying spouse and minor dependents listed on their F-1 or J-1 visa for the duration of their academic/exchange program.

Please send all documents to the following address:

Admissions Coordinator
National-Louis University
1000 Capitol Drive
Wheeling, IL 60090
FAX: 847/465-5730
Phone: 847/465-0575 ext. 5151

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. For more information, see the Student Affairs section of this catalog.

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. Federal and state need-based grants are restricted to undergraduate students. Student loans, merit scholarships and institutional fellowships are available to qualifying graduate students.

Generally, a student must be enrolled at least half-time (6 quarter hours for undergraduates and 4 semester hours for graduates per term), degree seeking, meet citizenship requirements, meet academic progress requirements, not be in default of a prior student loan nor owe a repayment on a federal grant and be fully admitted to be eligible for financial aid. Undergraduate students enrolled in 3 to 5 quarter hours may qualify for partial awards from 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 federal student loans and need-based grant 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: gift aid, both need based and merit, 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.
   *These programs are only for undergraduate students.*

   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. National-Louis 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.

C. Graduate Fellowships. A limited number of Graduate Trustee Fellowships are available to graduate students in the College of Arts and Sciences and the National College of Education. Students have designated work responsibilities within the College and receive partial tuition waivers. For additional information see page 246.

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 including need based aid and employer paid tuition.

Annual Student Loan Limits.

Through the federal student loan programs student can borrow no more than the following maximum annual limits:

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

**Independent undergraduate students.**
- 1st year $6,625 of which no more than $2,625 can be subsidized
- 2nd year $7,500 of which no more than $3,500 can be subsidized
- 3rd and remaining years $10,500 of which no more than $5,000 can be subsidized

**Graduate Students**
- $18,500 of which no more than $8,500 can be subsidized. Loan limits are based on academic years. The total amount borrowed cannot exceed the student’s cost of attendance minus other resources available to meet that cost.

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 disbursed 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 if applicable. 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.
Student Withdrawal and Return (Loss) of Federal Title IV Funds

The Higher Education Amendments of 1998, Public Law 105-244, mandates 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 based on the official start date and 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 the group for the respective term.

Deferments

National-Louis University participates in the National Student Clearinghouse. The University submits reports of students’ enrollment status to the Clearinghouse. The Clearinghouse 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

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.

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 to eligibility 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 consistent with this policy.

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. For example, an undergraduate 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)
An undergraduate student must maintain a minimum grade point average of 2.0 and a graduate student a minimum GPA of 3.0.
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 term 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, 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 the required minimum cumulative grade point average.

Students who have been suspended from financial aid for reaching maximum time frame 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 loan period is eligible for the entire loan period (usually an academic year) in which he/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 discuss it with the NLU Student Finance Office. 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.

Internet: http://ombudsman.ed.gov
or http://sfahelp.ed.gov
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 a 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 programs. This discount is not given for 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. For the first payment, add the $35.00 and 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 fully 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

Withdrawal From A Course

This policy applies to students who withdraw from one or more courses but do not withdraw from all coursework for a term. Courses from which a student withdraws on or prior to the last day of the designated drop period will have an indication of drop entered in the student system. Drop periods are set by University policy and are based on the student type and level. Students will receive a full refund of the tuition charge for all courses with a drop designation. Students who withdraw from a course(s) after the drop period will receive a “W” grade and will not receive a tuition credit unless the student completely withdraws from the University. For more information regarding when a “W” grade applies, see the Registration and Credit section.

Withdrawal From the University

For refund purposes, a student is determined to have withdrawn from the University when that student drops or withdraws from ALL coursework for a term. National-Louis University adheres to a fair and equitable refund policy for students who withdraw from the University.

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 Student Finance Office receives the Loan Authorization 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 a 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 if 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 term’s tuition is due 30 days after he 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 it 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 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.
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 be received prior to or accompany my first registration.

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. In addition, some programs at NLU require exit or competency exams before graduation. Please see individual programs for further information.

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 (ACL200, ACL205, 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 one developmental course (ACL210).

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

Registration and Credit

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 under the International Students section in this catalog.

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.

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:

| Health                  | 2 SH |
| Hygiene                 | 2 SH |
| Physical Education      | 2 SH |
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.)

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 extrainingstitutional 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 extrainingstitutional 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 HCI 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.

**Registration**

**Classifications**

The undergraduate unit of college credit is the quarter hour. Degree-seeking students are classified as follows: freshman (fewer than 45 quarter hours completed); sophomores (at least 45 but fewer than 90 quarter hours); juniors (at least 90, but fewer than 135 quarter hours); seniors (at least 135 quarter hours).

The graduate unit of credit is the semester hour. Eight semester hours per term is considered full-time enrollment for students attending programs that follow the traditional academic calendar. For students enrolled in non-standard terms, enrollment status is determined based on the length of the term and therefore varies per program.

**Regulations**

1. Registration is not complete until financial arrangements have been made.
2. Undergraduate registrations cannot be processed without the signatures of the appropriate academic advisor and student accounts representative.
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."

Registration for on-campus classes is conducted before the beginning of each term. The dates for registration are published each term in the University on-campus Course Schedules. You may register in person at any Chicago-area Campus, or via mail or fax to the Wheeling (fax or mail in registration is only for graduate students) Registrar’s Office. Check the term schedule for office hours. Continuing graduate students may register online through the National-Louis University website (www.nl.edu).

Students must be officially registered for courses before they sit or participate in the class. Late registration begins the Monday before classes start and continues through the fourth clock hour of the class. An additional fee is assessed for late registration. ($30.00 late fee for graduate student only) Some programs require students to register for their programs at a designated registration meeting. Those students will be notified of the locations and times prior to the registration meetings.

**Academic Credit Load Policy**

An undergraduate 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 term 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 "I" 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.

**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.

**Registration for Thesis**

Students must register for thesis credit, using the appropriate departmental prefix code in front of the thesis course number (xxx599). For National College of Education students, Research Design and Analysis (ESR503) is a prerequisite to thesis registration.
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.

Withdrawals from On-Campus Programs

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. 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.

Graduate students may withdraw after the seventh hour of the class through the last class session and this is recorded as "W" on the academic record. Withdrawal from a course is done either by signing the withdrawal form in the Registrar’s Office or by writing a letter to the Registrar’s Office. The date of withdrawal is the date the form is signed, or the postmark on the withdrawal letter. Please see page 31 for Refund Policy. In the event that a course is cancelled, tuition paid will be carried as a credit until the student notifies the registrar in writing of intention to change to another class or request a refund.

Withdrawals from Accelerated Degree Completion Programs

A written request for withdrawal should be mailed to the Registrar’s Office, 1000 Capitol Drive, Wheeling, IL 60090 (See Refund Policy on page 31.) An undergraduate 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.

A graduate student who withdraws after the third class session of any term will be assigned a "W" grade, if no other grade has been assigned by the instructor.

Grading

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 progress 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
- 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
- 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.

Graduate students are evaluated on a traditional grading system with grades of A, B, C, D, and F. Quality points are assigned on a four-point system with A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points. Grades of D are not accepted toward completion of degree requirements. The pass-no credit option is available only in courses so designated. A "W" grade will be assigned to reflect a formal withdrawal by the student before the end of the term. Students are expected to maintain a 3.0 average. Failure to maintain a cumulative grade point average of 3.0 or better may result in suspension from the program.

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.

- A: Four times as many quality points as the credit hours assigned to the course.
B Three times the number of credit hours.
C Two times the number of credit hours.
D One quality point for each credit hour in the course.
U, WU, FX No quality points
P, N, I, X, WW, WS, WN, IE Not calculated

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</td>
<td>X</td>
<td>16</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>X</td>
<td>12</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>X</td>
<td>8</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>X</td>
<td>4</td>
</tr>
<tr>
<td>U, WU</td>
<td>0</td>
<td>X</td>
<td>0*</td>
</tr>
<tr>
<td>FX</td>
<td>0</td>
<td>X</td>
<td>0*</td>
</tr>
</tbody>
</table>

A report based on the instructor’s evaluation of the student’s achievement in every course is available at the conclusion of each term via the student’s personal account (my.nl.edu). This report also includes the student’s credit hours completed, quality points, term completion ratio and cumulative grade point average.

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 advisor before requesting an “I” grade contract. Some programs prohibit the use of “I” grades in Term I for students on provisional admission status.
For on-campus students, requirements for course completion must be met before the end of the following academic term. The instructor of record for the course must complete a Grade Update Form and transmit the assigned letter grade to the Registrar’s Office. If the course cannot be completed within this period of time, the student must petition for an extension of time. The instructor must approve the extension and notify the Registrar’s Office of the extension. A grade of "IE" will be assigned to the course. If an "I" is assigned as a grade, the academic record will reflect "I". When the course is completed, the transcript will reflect a grade.

Grades of "I" which are not removed in the time allotted will automatically be lapsed to "N" (No Credit). All thesis courses (xx599) are exceptions to the normal time limitation and will remain on the student's record as "I" until changed by the instructor of record. The "X" grade is a deferred grade for approved courses designed to extend over more than one term.

College policies vary with regard to time limits for completing "I" grades in Field Program courses. Because of the intensive nature of the Field Program and the extended nature of the thesis/project report, "I" (In-progress) grades in these courses are not automatically changed to "N" (No Credit). However, change to a letter grade and awarding of academic credit for the course is contingent upon the Registrar's Office receiving a Grade Update Form from the instructor of record for the course.

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 29.

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.

Accelerated Degree Completion Students

Because of the unique nature of their programs, Accelerated Degree Completion 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 1 by students who are on a provisional admission status. Consult your program advisor 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.

Accelerated Degree Completion students will be notified in writing at the end of the term in which the cumulative GPA was computed and given to the end of the following term to raise the GPA to 3.0. Courses taken by students on academic probation to raise their GPA may not include workshops, independent studies, transfer credits, or internships/practicums (except when taken by veterans receiving benefits).

If the student fails to raise the GPA in the designated probationary period, the student may be considered for dismissal.

If the student wishes to appeal any admissions related decision, s/he must petition the governance unit designated by the respective college to deal with student academic appeals. In some programs, if a student receives a "C" grade in a required course, that course may have to be repeated and a grade of "B" or better must be obtained.

Academic 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 advisor or counselor in the Office of Student Affairs.

All Graduate Students

Graduate students admitted with provisional status will be advised in writing as to the semester hours and/or term requirements (depending on the program) for attaining a 3.0 GPA and full academic standing. Workshops, independent studies, transfer credits, or internships/practicums may not be used in computing the GPA for students on provisional status. If the GPA of a student admitted with full-standing status falls below 3.0, the student will be placed on academic probation. On-campus students will be notified in writing and given the maximum of four graded courses (not P/N), or 9 semester hours (depending on the program) taken at National-Louis University to raise the GPA to 3.0.

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).

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 henceforth 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 40 for on-campus students.

**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.

Transcript requests should include student name (married and/or single), social security number, plus name and address where transcripts are to be sent. If specific terms or specific course grades are to be included, that information should be clearly stipulated on the request so that the transcript is not sent before those grades are posted to the record.

Transcripts will not be issued if there is any financial encumbrance.

**Transferability of Credits**

Since National-Louis University is a fully accredited institution of higher learning, most other academic institutions will accept the institution’s credit. It is the receiving institution’s prerogative to accept and apply the University’s credits according to its own programmatic policies and procedures. It is the student’s responsibility to ascertain the transfer credit policies of the receiving institution and make direct contact with its office of admission.

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**Graduation Requirements**

**All Baccalaureate Degree Programs**

All students completing baccalaureate degree programs must fulfill the following requirements:

1. The student must have completed a minimum total credit requirement of 120 quarter hours.
2. The student must have a minimum of a 2.0 grade point average. Some programs require a higher grade point average.
3. The student must fulfill the General Education Core Requirements.
4. The student must have satisfied all the requirements and regulations of the individual college and program by the term completion date. Please see the program information related to degree requirements.
5. The student must complete the residential requirement of his college and program. (Minimum 45 quarter hours.)
6. The student must have completed concentration requirements of a minimum of 45 quarter hours. Of these, a minimum of 25 quarter hours must be upper level, of which 15 quarter hours must be taken at National-Louis University.

**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.

Postbaccalaureate Degrees

The University reserves the right to change the requirements for graduation at any time, and every candidate for a degree shall be held to compliance with changes, as far as the uncompleted portion of her or his course of study is affected.

1. The student must be formally admitted in full standing.
2. The Registrar must have a Graduate Study Plan on file (if required by the program).
3. The student must have satisfied all the requirements and regulations of the individual college and program by the term completion date.
4. Generally the student must fulfill all degree requirements, to include required course work, thesis, research project and/or comprehensive examination as required by the student’s specific degree program to which he or she is admitted, within six years from the beginning of the first course taken toward the degree at National-Louis University. The College of Management and Business has a 10 year limit. All doctoral students are required to complete all degree requirements within eight years from the date of admission. Please see your degree program for specific time limitation requirements.
5. When a thesis is a required part of a degree program, students must have completed the thesis and have confirmation that it is fully approved. The approved thesis manuscript must be in the possession of the Thesis Coordinator, ready for binding thirty days before the end of the term.
6. A 3.0 grade point average is required for graduation.
7. The student must fulfill the residency requirement for his/her particular degree/program. Please see your degree program for residency requirements. Required courses are shown on each student’s Graduate Study Plan; a list of approved electives may be obtained from the advisor or the program director.

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. Accelerated Degree Completion 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 six weeks after the degree award date. Students who wish to participate in a commencement ceremony will also pay a cap and gown fee.

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.

General Education Core: Requirements

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.

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.

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 advisor to ensure that they choose the appropriate course distribution and levels of courses to meet IAI requirements.

**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 course 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 halls 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, Lisle, 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 630/668-3838 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.

Career Services

Students are encouraged to utilize the services of the Office of Career Services, 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 Office uses a range of materials and computer resources. Career Services sponsors workshops, career fairs, and other events and gives special assistance in resume writing, interview skills, credential file documentation, and job search strategies. Career Services 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 Office of Career Services.
The Office is located at the Lisle Campus. Staff are available in person at Chicago-area campuses and McLean, VA/Washington D.C. campuses, by telephone, or by email to assist you. Valuable assistance is available on NLU’s web site – www.nl.edu/careerservices.

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 Services

Consultations for academic, personal, and vocational concerns are available through the Office of Student Affairs. This office provides educational 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 Career Services Office.
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 Student Finance Office. Fees are also listed in the University catalogs. Fees are subject to change.

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 at the Office of Student Affairs, campus Student Services Centers, and Health Services.

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 (Lisle).

International Students Office

The International Students Office (ISO) operates as an administrative, service and program unit in the Student Affairs Division. NLU is approved for attendance by non-immigrant students. ISO issues the Certificate of Eligibility for Nonimmigrant (F-1) students, I-20 A-B and the DS-2019, Certificate of Eligibility for Exchange Visitor (J-1) Status. ISO, in collaboration with the offices of Academic and Student Affairs, serves, assists and addresses the particular needs of the University’s international students and their organizations through orientations, workshops and other programming activities.

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.

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 Advisor 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, Lisle, 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 Judicial Process 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.
Student Appeals Flow Chart

Student Dissatisfied with Academic Decision

STEP I
Reviewed by Individual Responsible for Decision

Yes
Dept./Deans Approval **

No
Yes

STEP II
Reviewed by Department Head

Deans Approval **

No

STEP III
Reviewed by College Unit

Deans Approval **

Yes

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

No

STEP IV
University Level Review

Institutional Hearing Committee

Senior Academic Officer

** If warranted
50  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 2808 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 Manager of Diversity, Access and Equity in collaboration with the Center for Academic Development works with students to help them clarify their needs and assist them in identifying and utilizing appropriate accommodations. They also provide guidelines for requesting academic accommodations.

National-Louis University will make reasonable accommodations for qualified individuals with known disabilities as provided by law. Students may meet with the Manager of 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; 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.

Student Services Representatives are 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 Judicial Process 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/BannerAccessRequest Form.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 mandatory 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
GENERAL INFORMATION

unwarranted disclosure of private student education records. See Banner Confidentiality Agreement for details (appended to Banner Account 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 on any NLU IT System.

4. Malicious and Destructive Uses of NLU information systems

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

Use 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
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 312/813-1177 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 request. (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 interested 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
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 the Registrar 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 concerning 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—one 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.

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
Incidents of Academic Dishonesty

Procedure for Handling

to bring the matter to closure. established procedure (see below) of resolution will be activated action and may be dismissed from the University.

engaged in academic dishonesty are subject to disciplinary as well as receiving improper assistance. Students found to have otherwise. The concept of academic honesty includes plagiarism whose name appears on the material or is properly documented exercise, in or out of class, is the actual work of the student

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.

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.

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

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.

1. No further action.
2. Further investigation.
3. Mediation by a third party.

Remedies

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
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.
9. Rescission of an awarded certificate.
10. Recommendation to the Board of Trustees to rescind an awarded degree.

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

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.

Time Lines

Day 1  Date of alleged incident of academic dishonesty or the date the accusing party learned of said incident.
Day 14  Deadline for private meeting between accusing party and student.
Day 34  Deadline to petition Senior Academic Officer for a hearing on academic dishonesty.
Day 44  Deadline for Senior Academic Officer to convene the Hearing Committee.
Day 47  Deadline to report committee’s decision(s).
Day 63  Deadline to file written appeal of committee’s decision.
Day 84  Deadline for Senior Academic Officer to act on appeal.

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 patchwork 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).

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 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. Reasonable and customary academic judgments are specifically excluded from this review process.
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 advisor, 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.

**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.
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 feels s/he has been discriminated against because of a disability should speak first to their enrollment representative regarding the situation. A student or applicant who is uncertain about filing a formal complaint may wish to discuss the question informally with the Manager of Diversity, Access and Equity. Wheeling Campus, 1000 Capitol Drive, Wheeling, IL 60090; 847/947-5491 or use the national relay service – FAX 847/947-5610. This informal discussion might include the development of an approach enabling the student or applicant to deal with the situation or having the Manager of Diversity, Access and Equity take the complaint under formal review.

Formal Grievance Procedure

A student or applicant who decides to file a formal complaint should contact the Manager of Diversity, Access and Equity, Wheeling Campus, 1000 Capitol Drive, Wheeling, IL 60090; 847/947-5491 or use the national relay service. If the grievance concerns the actions of the Diversity Manager, the grievance will be investigated by an impartial university official. All other grievances will be investigated and reviewed by the Diversity Manager.

The purpose of the review is to determine if university policy and applicable federal and local law have been followed and, if not, to address the consequences that may have resulted and take corrective action. The Diversity Manager promptly undertakes an investigation and may use conflict resolution as a strategy. Information relevant to the matter may be requested from the involved parties. The manager provides a response to the student or applicant upon completion of the review.

A student or applicant who uses the complaint procedure must not be retaliated against for doing so. The student or applicant may choose another student, faculty or staff employee to accompany him or her through the procedure. The other student or employee may help to express the complaint.

A student or applicant who finds that a complaint is not resolved to his or her satisfaction, may appeal to the Provost or to the Executive Vice President. The finding and response from either of these senior officers is the final response for the university.

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 Judicial Process

The formal responsibility for student discipline has been delegated to the Dean of Students. 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 the Office of Student Affairs. The Dean of Students 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 given 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:

I. Administrative Action

A student may request Administrative Action to be taken by the Dean of Students or designated judicial officer. 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 judicial officer.

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 Dean of Students and one other judicial officer.

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 student affairs 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 Judicial process.

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 Dean of Students.
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 Dean of Students.
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 Dean of Students.

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 Dean of Students. 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 advisor of his/her choosing present at all hearings. The advisor 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 advisor/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.

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 may be subject to disciplinary action up to and including termination.

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 Manager of Diversity, Access and Equity, Wheeling Campus, 1000 Capitol Drive, Wheeling, IL  60090; 847/947-5491 or use the national relay service – FAX 847/947-5610. 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 Manager 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 Manager of Diversity, Access and Equity. After reviewing all pertinent information and interviewing all those involved, Manager 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 Health Services.
2. Individual’s physician.
3. Dean of appropriate college.
4. Dean of Students
5. 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 Judicial Process.

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 Judicial Process.

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 Vice President of Operational Services.

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.

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 Judicial Process. 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.

Incident Reporting

If anyone should know of or see a violation of University policy taking place, please report it to a Campus Services Manager or the Office of Student Affairs immediately. Incident Report forms are available from any Office of Student Affairs. Criminal offenses should be reported to the local police immediately, as well as to the Vice President for Operational Services.

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.
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 advisor, and staff from the Registrar and Financial Services Offices to discuss their academic and financial standing.

Process for Reinstatement of Students Deployed Under Military Orders

1. Prior to reinstatement students will be required to meet with an academic advisor 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 advisors 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.
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 at .10 blood alcohol concentration and above</th>
<th>Cannabis</th>
<th>Cocaine</th>
<th>Depressants</th>
<th>Other Stimulants (excluding cocaine)</th>
<th>Psychedelics</th>
<th>Narcotics</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• impaired motor abilities</td>
<td>• diminished short-term memory, motivation and cognition, coordination, concentration, oral communication, and reaction time</td>
<td>• increased likelihood of risk taking</td>
<td>• dangerous effects when mixed with alcohol</td>
<td>• increased heart and respiratory rates</td>
<td>• distorted sense of distance, space and time</td>
<td>• feelings of euphoria followed by drowsiness</td>
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<td></td>
<td>• reduced judgments</td>
<td>• increased short-term memory, motivation and cognition, coordination, concentration, oral communication, and reaction time</td>
<td>• seizures</td>
<td>• calmness and relaxed muscles</td>
<td>• elevated blood</td>
<td>• nausea and vomiting</td>
<td>• respiratory depression</td>
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<td></td>
<td>• sleepiness</td>
<td>• sleeplessness</td>
<td>• sleeplessness</td>
<td>• increased heart and respiratory rates</td>
<td>• decreased blood</td>
<td>• respiratory depression</td>
<td>• central nervous system depression</td>
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<td></td>
<td>• increased sexual desire, but reduced ability to perform</td>
<td>• paranoia</td>
<td>• irregular heartbeat</td>
<td>• altered perceptions</td>
<td>• headaches</td>
<td>• use of unsterile needles promotes: AIDS, Hepatitis B, Endocarditis (infection in heart)</td>
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<td></td>
<td>• nausea, vomiting</td>
<td>• can cause sudden death by stroke or heart failure even in young users</td>
<td>• can cause sudden death by stroke or heart failure even in young users</td>
<td>• respiratory depression, which can result in coma or death</td>
<td>• slurred speech</td>
<td>• severe mood disorders: panic, depression, anxiety</td>
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<td></td>
<td>• liver disorders</td>
<td>• cigarette smoking</td>
<td>• altered perceptions</td>
<td>• loss of motor coordination</td>
<td>• staggering gait</td>
<td>• greater suggestibility and feelings of invulnerability</td>
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<td></td>
<td>• alcoholic hepatitis</td>
<td>• carcinogenic elements in smoke</td>
<td>• altered perceptions</td>
<td>• altered perceptions</td>
<td>• sleeplessness</td>
<td>• women dependent on opiates have multiple pregnancy complications: spontaneous abortions, still births, anemia and diabetes</td>
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<td></td>
<td>• alcoholic cirrhosis</td>
<td>• damaged lungs and respiratory system</td>
<td>• altered perceptions</td>
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<td>• sleeplessness</td>
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<td>• cancer of the tongue, mouth, throat, liver, esophagus, breast</td>
<td>• ucleation of mucus membranes in the nose</td>
<td>• altered perceptions</td>
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<td>• sleeplessness</td>
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<td>• fetal alcohol syndrome (most common symptom is mental retardation)</td>
<td>• sexual dysfunction</td>
<td>• altered perceptions</td>
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</table>

Effects of Occasional and Extended Use

- Alcohol
- Cannabis
- Cocaine
- Depressants
- Other Stimulants
- Psychedelics
- Narcotics

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 Resources 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>
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<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 40 years.</td>
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<td>Not less than 10 years.</td>
<td>Not less than 20 years.</td>
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<td>Not more than life.</td>
<td>Not more than life.</td>
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<tr>
<td>Heroine</td>
<td>100-999 gm mixture</td>
<td>Not less than 5 years.</td>
<td>Not less than 10 years.</td>
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<td>1 kg or more mixture</td>
<td>Not more than 40 years.</td>
<td>Not more than 40 years.</td>
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<td>Not less than 10 years.</td>
<td>Not less than 20 years.</td>
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<td>Not more than life.</td>
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<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>
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<td>5 kg or more mixture</td>
<td>Not more than 40 years.</td>
<td>Not more than 40 years.</td>
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<td>Not less than 10 years.</td>
<td>Not less than 20 years.</td>
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<td>Not more than life.</td>
<td>Not more than life.</td>
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<tr>
<td>Cocaine Base</td>
<td>5-49 gm mixture</td>
<td>If death or serious injury, not less</td>
<td>If death or serious injury, not less</td>
</tr>
<tr>
<td></td>
<td>50 mg or more mixture</td>
<td>than 20 years. Not more than life.</td>
<td>than 20 years. Not more than life.</td>
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<td></td>
<td>If death or serious injury, not less</td>
<td>If death or serious injury, not less</td>
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<td>than 20 years. Not more than life.</td>
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<tr>
<td>PCP</td>
<td>10-99 gm or 100-999 gm mixture</td>
<td>If death or serious injury, not less</td>
<td>If death or serious injury, not less</td>
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<td></td>
<td>100 gm or more or 1 kg or more mixture</td>
<td>than 20 years. Not more than life.</td>
<td>than 20 years. Not more than life.</td>
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<tr>
<td></td>
<td></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>
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<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 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>
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<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 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></td>
<td></td>
<td></td>
<td></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 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>
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</tbody>
</table>
### 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 or</td>
<td>Marijuana mixture containing detectable</td>
<td>Not less than 10 years. Not more than life. If death or serious injury, not less than</td>
<td>Not less than 20 years, not more than life. If death or serious injury, not less than</td>
</tr>
<tr>
<td>1,000 or more plants</td>
<td>quantity*</td>
<td>20 years, not more than life. Fine not more than $4 million individual, $10 million</td>
<td>20 years, not more than life. Fine not more than $8 million individual, $20 million</td>
</tr>
<tr>
<td></td>
<td></td>
<td>other than individual.</td>
<td>other than individual.</td>
</tr>
<tr>
<td>100-1,000 kg or</td>
<td>Marijuana mixture containing detectable</td>
<td>Not less than 5 years, not more than 40 years. If death or serious injury, not less</td>
<td>Not less than 10 years, not more than life. If death or serious injury, not less than</td>
</tr>
<tr>
<td>100-999 plants</td>
<td>quantity*</td>
<td>than 20 years, not more than life. Fine not more than $4 million individual, $10 million</td>
<td>20 years, not more than life. Fine not more than $8 million individual, $20 million</td>
</tr>
<tr>
<td></td>
<td></td>
<td>other than individual.</td>
<td>other than individual.</td>
</tr>
<tr>
<td>50-100 kg</td>
<td>Marijuana, Hashish, Hashish Oil</td>
<td>Not more than 20 years. If death or serious injury, not more than 20 years, not more</td>
<td>Not more than 30 years. If death or serious injury, not less than life. Fine not more</td>
</tr>
<tr>
<td>10-100 kg</td>
<td></td>
<td>than life. Fine not more than $1 million individual, $5 million other than individual</td>
<td>than $4 million individual, $10 million other than individual.</td>
</tr>
<tr>
<td>1-100 kg</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50-99 plants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 50 kg</td>
<td>Marijuana, Hashish, Hashish Oil</td>
<td>Not more than 5 years. Fine not more than $250,000 individual, $1 million other than</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>
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<td>individual.</td>
<td></td>
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<tr>
<td>less than 1 kg</td>
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</tbody>
</table>

* Includes hashish and hashish oil.  
(Marijuana is a Schedule I Controlled Substance.)

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* 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.
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 Judicial Process.

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. The provisions of the Student Judicial Process apply.

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 and Lifelong Learning

Center for Academic Development

The Center for Academic Development (CAD) is committed to providing comprehensive academic programs which enable learners of all ages, ethnomlinguistic 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 assessments 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.

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 the following programs to recognize, document, and validate learning for possible academic credit: Credit by Examination, Credit by Portfolio, and Credit by Proficiency.

For further information and to determine eligibility, please contact the Prior Learning Assessment center.

Academic Support Services

Undergraduate 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 advisor and other members of the University community to:

- develop an appropriate course schedule prior to registration;
- develop long-range plans and goals in light of personal and developmental changes;
- 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.
- 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.

NLU’s library collections total more than one million items (including books, journals, curriculum materials, children’s
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, residence hall programs, special events, and career services.

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 Student Affairs is the central office of the Student Affairs Division. The Dean of Students oversees the Division of Student Affairs which includes: Student Activities, International Student Office, Residence Life Office, Career Services Office, Counseling Services, Health Services and the Ombudsman. The main Office of Student Affairs is located on the Chicago campus. 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 Judicial Process 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 Services

Students and alumni are encouraged to avail themselves of the services of the Office of Career Services. 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 Career Services early in order to focus on their personal career planning. The Office maintains data on the employment market as well as information regarding placement of recent graduates of all programs. Web based services are also provided.
General Information

Counseling Services

Short-term counseling 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 Counselor at any time about any matter.

Confidential referrals to outside agencies and to medical resources are made by a Counselor, as appropriate or as requested. Confidentiality is always respected, and counseling records are maintained separately from academic records.

Health Services

- On-site at the Evanston Campus
- 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
  - Throat culture, pregnancy testing, tuberculosis testing
- Copies of medical records available upon signed medical release authorization form

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 Health Services proof of immunization to measles, mumps, rubella, tetanus, and diphtheria. For more information, please contact Health Services.

International Students Office

The International Students Office (ISO) operates as an administrative, service and program unit in the Student Affairs Division. NLU is approved for attendance by non-immigrant students. ISO issues the Certificate of Eligibility for Nonimmigrant (F-1) students, I-20 A-B and the DS-2019, Certificate of Eligibility for Exchange Visitor (J-1) Status. ISO, in collaboration with the offices of Academic and Student Affairs, serves, assists and addresses the particular needs of the University's international students and their organizations through orientations, workshops and other programming activities.

University Student Ombudsperson

The University Student Ombudsperson (USO) is part of NLU’s ongoing efforts to be a student-centered university in every way possible. The USO functions as a dispute resolution practitioner, whose major function is to provide assistance to NLU students for resolving their issues and problems. The USO’s role is to help students. The USO serves our NLU students at all locations, including out-of-Illinois campuses.

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 Health Services. All information provided is kept confidential.

Information on history is not used to exclude applicants from the University, but to alert the 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 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, 2840 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. For additional information contact the College of
Education.
A career as... A Teacher.

Bachelor of Arts in Early Childhood Education
Master of Education in Administration and Supervision
Master of Arts in Teaching in Elementary Education

A career as... A Community Leader.

Bachelor of Arts in Social Science
Bachelor of Arts in Political Science
Master of Science in Written Communication

A career as... A Counselor.

Bachelor or Master of Arts in Psychology
Master of Science in Human Services/Counseling
Master of Science in Human Services/School Counseling

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Career 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.

A career as... A Healthcare Leader.

Bachelor of Science in Health Care Leadership

Master of Health Services Administration

Master of Business Administration (also available online)

A career as... A Business Leader.

Bachelor of Science in Management (also available online)

Master of Science in Management

Master of Science in Human Resource Management and Development

1.888.NLU.TODAY (658.8632) • www.nl.edu

* only a sample of our programs
## Academic Programs Overview: Undergraduate

### 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>
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<tr>
<td>English+★</td>
<td>Computer Information Systems+</td>
<td></td>
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<tr>
<td>English and Philosophy+++</td>
<td>Management*++</td>
<td></td>
</tr>
<tr>
<td>Fine Arts+++</td>
<td>Management Information Systems*++</td>
<td></td>
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<tr>
<td>Health Care Leadership*++</td>
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<td>Human Services/Practicum++</td>
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<td>Social and Behavioral Studies+</td>
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<tr>
<td>Liberal Arts Studies+</td>
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<tr>
<td>Mathematics/Quantitative Studies+★</td>
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<tr>
<td>Natural Sciences+++</td>
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<td>Political Science+</td>
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<tr>
<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
## ACADEMIC PROGRAMS

<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><strong>Wheeling</strong></td>
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<tr>
<td>Applied Behavioral Sciences*++</td>
<td>Management*++</td>
<td>Early Childhood Education+</td>
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<td>Elementary Education+</td>
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<td>English**</td>
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<td>Psychology+</td>
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<tr>
<td>Social Science+</td>
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<tr>
<td><strong>Elgin</strong></td>
<td>Management*++</td>
<td>Elementary Education+</td>
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<tr>
<td>Applied Behavioral Sciences*++</td>
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<tr>
<td>Human Services/Practicum+</td>
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<td>Psychology</td>
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<tr>
<td><strong>Online</strong></td>
<td>Management++</td>
<td>Management Information Systems++</td>
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### Campuses in Other Locations

<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>Northern, VA/ Washington, D.C.</strong></td>
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<tr>
<td></td>
<td>Management*++</td>
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<table>
<thead>
<tr>
<th><strong>Florida Regional Campus: Tampa</strong></th>
<th>Health Care Leadership***++</th>
<th></th>
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<thead>
<tr>
<th><strong>WSB-NLU Nowy Sacz, Poland</strong></th>
<th>Political Science+</th>
<th>Business Administration+</th>
</tr>
</thead>
</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.
*** 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
+++ Department which offers programs and coursework.
★ Offered as B.A.-M.A.T. Secondary Education Dual Degree Program
# Academic Programs Overview: Graduate

## College of Arts and Sciences

<table>
<thead>
<tr>
<th>Programs</th>
<th>Degrees</th>
<th>Professional Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.A.</td>
<td>M.S.</td>
<td>M.Ed.</td>
</tr>
<tr>
<td>Adult and Continuing Education</td>
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## College of Management and Business

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* Offered in field–experience program model at most of our following locations: Chicago metropolitan area; Florida Regional Campus; and Northern Virginia/Washington, D.C. metropolitan area

** Offered jointly with National College of Education

†† Offered in Chicago metropolitan area and Florida

+ Offered at WSB-NLU, Nowy Sacz, Poland
## National College of Education

**Programs**  

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* Offered in field-based model in the Chicago metropolitan area  
** Offered in field-based model at the following locations: Chicago metropolitan area; Milwaukee/Beloit, Wisconsin; and Florida Regional Campus  
*** Offered in field-based model at the following locations: Chicago metropolitan area; Milwaukee/Beloit, Wisconsin; and Florida Regional Campus  
****Offered in the Chicago metropolitan area and in cluster groups at Milwaukee/Beloit, Wisconsin  
† Supervisory Endorsement Available  
†† Offered in Florida as Administration and Supervision/Educational Leadership  
††† Offered as a B.A. – M.A.T. Secondary Education Dual Degree Program  
†††† Offered in the Chicago metropolitan area and Milwaukee/Beloit, Wisconsin  
++ Offered in the Chicago metropolitan area and Milwaukee/Beloit, Wisconsin  
+++ Offered jointly with College of Arts and Sciences
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 and that 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 NLU’s 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.**

Departments that teach in fundamental areas are closely linked to departments that specialize in application of the knowledge. In some cases, basic and applied courses exist together within the same department; this close packaging results in a continuous flow of information between fundamental and applied concepts resulting in a stronger education for our students.

The College provides the necessary foundation for professional studies through its general education competencies organized across the curriculum into three fields of knowledge: communications, humanities, and fine arts; quantitative reasoning and physical/life sciences; and social/behavioral sciences. The traditional arts and sciences disciplines, around which these competencies are built, include English, Fine Arts, Mathematics, Natural Sciences, Psychology, Political Science, History, Anthropology, Sociology and Economics. The College of Arts and Sciences provides learning experiences through a variety of delivery models to ensure that all students have the opportunity to integrate these fields of knowledge into their chosen areas of study. Learners are able to demonstrate these competencies through multiple formats including portfolios, examinations and transfer credits in addition to CAS coursework.

The College’s tradition of meeting the needs of our students has historically included reaching out into the community and workplace. Specially designed programs of instruction are frequently developed for community-based organizations and work sites. This historic commitment has also led to an increasing use of technology across coursework and delivery models. Various courses as well as entire programs are delivered online. In addition, many courses are web-enhanced, and many use interactive technology to increase accessibility to a geographically diverse student population.

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.
Bachelor of Arts in Social Science

Bachelor of Arts in Applied Behavioral Sciences

Bachelor of Arts in Human Services

Bachelor of Arts in Psychology

Bachelor of Arts in Political Science

Liberal Arts Studies
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.

Master of Science in Human Services (Counseling)

Master of Education in Adult, Continuing and Literacy Education (ACLE)

Master of Arts in Psychology

Master of Health Services Administration

Master of Science in Written Communication
College of Arts and Sciences
Undergraduate Programs

Admission Requirements

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.

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 the following programs to recognize, document, and validate learning for possible academic credit: Credit by Examination, Credit by Portfolio*, and Credit by Proficiency.

For further information and to determine eligibility, please contact the Prior Learning Assessment center.

*In order to be eligible for portfolio assessment, students are required to successfully complete the portfolio development course, ACL301 Perspectives on Prior Learning. Prerequisites: Admission to the University and at least 45 quarter hours of previous college coursework.

**Young Community Leaders Program**

The College of Arts and Sciences in partnership with the Chicago Public Schools’ Department of Postsecondary Education has developed the Young Community Leaders Program. This program is designed for current Chicago Public Schools freshman and sophomores who want to learn about and make a difference in their community. Students will attend classes led by NLU faculty and staff at the Chicago campus where they will learn social science, fine arts, writing, literature and math skills that relate to community issues as well as visit various communities. They will apply this new learning as they work on a community project of their choice over a two-year period. They will analyze their experiences and observations through reflection, discussion, journaling, presentations and the creation of a portfolio. This program will help students to experience college early; impact the community; complete their CPS service learning graduation requirement; and make new friends.

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**Departments and Academic Programs**

**Adult, Continuing, and Literacy Education 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 faculty hold leadership roles in the profession and actively contribute to the knowledge base of developmental education, literacy education, and related fields through research, publication, consultation, and professional presentations. Faculty also provide leadership to future literacy educators by creating and tailoring opportunities for graduate students enrolled in the Adult Literacy concentration of the department’s M.Ed. to apply theory to practice. The department is committed to a partnership with all three colleges to develop programs for students, faculty and staff which fosters student retention. The department also provides continuing education opportunities for corporations, educational institutions and community-based organizations.

**ACLE Undergraduate Program**

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**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 60 QH

All Applied Behavioral 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 texts 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.

General Education Electives

Applied Behavioral Science Requirements 51 QH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT410</td>
<td>Leadership in a Changing World</td>
<td>5</td>
</tr>
<tr>
<td>INT430</td>
<td>Methods of Inquiry in the Behavioral Sciences</td>
<td>4</td>
</tr>
<tr>
<td>INT490</td>
<td>Independent Study in the Behavioral Sciences</td>
<td>2</td>
</tr>
<tr>
<td>LAH305</td>
<td>Philosophy of Values and Ethics</td>
<td>5</td>
</tr>
<tr>
<td>LAP300</td>
<td>Adult Development and Learning Assessment</td>
<td>5</td>
</tr>
<tr>
<td>LAP340</td>
<td>Effective Interpersonal Relationships</td>
<td>5</td>
</tr>
<tr>
<td>LA8331</td>
<td>Dynamics of Group Behavior</td>
<td>4</td>
</tr>
<tr>
<td>LA8426</td>
<td>Multicultural Dimensions</td>
<td>5</td>
</tr>
<tr>
<td>LA8430</td>
<td>Economic Issues in Global Perspective</td>
<td>5</td>
</tr>
<tr>
<td>LA8431</td>
<td>Managerial and Supervisory Behavior</td>
<td>5</td>
</tr>
<tr>
<td>LA8435</td>
<td>Senior Seminar: Integrating the Applied Behavioral Sciences</td>
<td>2</td>
</tr>
<tr>
<td>LAT440</td>
<td>Professional Communication</td>
<td>4</td>
</tr>
</tbody>
</table>

Applied Language/Language Institute

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 in the last century with the work of founder Elizabeth Harrison.

The Department of Applied Language/Language Institute offers 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 and places them in appropriate courses. This unit also offered an English for Speakers of Other Languages (ESOL) program.

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.

Foreign Language

Minor in Foreign Language 30 QH

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>Course Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>APL100</td>
<td>Foreign Language I</td>
<td>5</td>
</tr>
<tr>
<td>APL110</td>
<td>Foreign Language II</td>
<td>5</td>
</tr>
<tr>
<td>APL120</td>
<td>Foreign Language III</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>APL240</td>
<td>Intermediate Foreign Language II</td>
<td>5</td>
</tr>
<tr>
<td>APL250</td>
<td>Second-Year Intensive Foreign Language I, II, &amp; III</td>
<td>15</td>
</tr>
</tbody>
</table>

Minor in Foreign Language in ESOL 31 QH

The foreign language minor in ESOL for non-native English speaking students is designed for students who want 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 31 QH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</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>

One ESL or APL course that has ESOL Level 5 as a prerequisite such as the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>

For those students not pursuing a minor, but interested in taking a foreign language, foreign language courses may be used as humanities elective credit.

ESL Workshops

This series of four workshops is designed for community-based educators, tutors, literacy volunteers, high school ESL/bilingual teachers, and aides. It offers a solid grounding in current best thinking and practice in teaching English as a second language. The theories and principles of second language acquisition and the features of the English language are integrated with ESL teaching methodologies and assessment techniques. Both undergraduate and graduate credit may be earned.

Workshop Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>APL486A</td>
<td>Overview of Language</td>
<td>1</td>
</tr>
<tr>
<td>APL486D</td>
<td>Second Language Acquisition</td>
<td>1</td>
</tr>
<tr>
<td>APL486C</td>
<td>ESL Teaching Methodologies</td>
<td>1</td>
</tr>
<tr>
<td>APL486B</td>
<td>ESL Assessment</td>
<td>1</td>
</tr>
</tbody>
</table>

Additional Applied Language Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL203</td>
<td>Writing Skills Development</td>
<td>5</td>
</tr>
</tbody>
</table>

ESL

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL500</td>
<td>ESL Reading and Writing for Graduate Students</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition to the credit courses and programs the Department of Applied Language offers on-campus, it offers a variety of non-credit courses for specific purposes on and off campus, in the community, and the workplace. For example, the department has provided Hispanic parents in the community with limited English language proficiency with beginning and intermediate English through the project Empowering Parents through English Language Development to enfranchise the parents, motivate the children as students, increase parents’ self-esteem, and stabilize family life and roles.

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
Art Major Requirements 45 QH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA1110</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 Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA1110</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 advisor 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 Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAA1110</td>
<td>Introduction to Art</td>
<td>2</td>
</tr>
</tbody>
</table>

Standard Teaching Concentration 30 QH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following:</td>
<td>2-5</td>
<td></td>
</tr>
<tr>
<td>LAA306</td>
<td>Painting</td>
<td></td>
</tr>
<tr>
<td>LAA495</td>
<td>Special Topic: Graphic Arts</td>
<td></td>
</tr>
<tr>
<td>One of the following:</td>
<td>2-5</td>
<td></td>
</tr>
<tr>
<td>LAA301</td>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>LAA302</td>
<td>Drawing</td>
<td></td>
</tr>
<tr>
<td>One of the following:</td>
<td>2-5</td>
<td></td>
</tr>
<tr>
<td>LAA300</td>
<td>Ceramics</td>
<td></td>
</tr>
<tr>
<td>LAA305</td>
<td>Modeling and Sculpture</td>
<td></td>
</tr>
<tr>
<td>One of the following:</td>
<td>2-5</td>
<td></td>
</tr>
<tr>
<td>LAA303</td>
<td>Fiber Workshop</td>
<td></td>
</tr>
<tr>
<td>LAA304</td>
<td>Mixed Media</td>
<td></td>
</tr>
<tr>
<td>One of the following art history:</td>
<td>2-5</td>
<td></td>
</tr>
<tr>
<td>LAA310</td>
<td>Mexican Art</td>
<td></td>
</tr>
<tr>
<td>LAA320</td>
<td>African Art</td>
<td></td>
</tr>
<tr>
<td>LAA321</td>
<td>Sources and Development of American Art</td>
<td></td>
</tr>
<tr>
<td>LAA322</td>
<td>Nineteenth and Twentieth Century Art</td>
<td></td>
</tr>
<tr>
<td>LAA323</td>
<td>History of Far Eastern Art</td>
<td></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 advisor, 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 the graduate Secondary Education section in this catalog). 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 114), English (page 98), Mathematics/Quantitative Studies (page 108), or Social Science (page 117). 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 pages 270 and 271.

Biology (See Science)

Economics (see Social Science)

English

The Department of English offers a program of courses leading to the Bachelor of Arts degree with a major in English literature or in English composition. 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, and with language and critical theory. The English composition major supplies a foundation in several varieties of writing, in recent English and American literature, and in language, rhetorical and composition theory.

Both majors are intended to prepare students for graduate study or for a variety of business, professional and teaching careers.

The B.A. program consists of 120 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 69 QH

English Literature Major 50 QH

LAE305 Major British Writers I 5
LAE306 Major British Writers II 5
LAE406 American Writers II 5
LAE405 American Writers I Elective OR 5
LAE407 American Writers III Elective OR 5
LAE408 Contemporary American Literature Elective 5
LAE308 World Literature OR 5
LAE309 Minority Voices in American Literature OR 5
LAE313 Myth and Mythology 5
LAE434 Shakespeare and Elizabethan Drama 5
LAE314 The English Language OR 5
APL210 Characteristics of Languages in Culture
LAE425 Literary Criticism and Interpretation 5
Literature elective (300 or 400 level) OR 5
Literature or Writing elective OR 5
Choice of a foreign language OR a departmental minor:

Minor 30 QH

Free electives 31 QH

Total Minimum Hours 180 QH

Concentration in English

(for students majoring in Education)

General education composition and literature courses* 15
Literary period course (LAE305, LAE306, LAE405, LAE406, LAE407, LAE408, LAE410) 5
LAE314 History of the English Language OR 5
APL210 Characteristics of Languages in Culture 5
Literature or Composition electives 20

Total Minimum Hours 45 QH

Minor in English

Literature or Composition electives in addition to general education requirements.

Total Minimum Hours 30 QH
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>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACL105</td>
<td>University Success Seminar</td>
<td>2</td>
</tr>
<tr>
<td>ACL300</td>
<td>Strategies for Effective Learning</td>
<td>4</td>
</tr>
<tr>
<td>INT100</td>
<td>Information Literacy and Library Research Techniques</td>
<td>2</td>
</tr>
<tr>
<td>INT400</td>
<td>Career Assessment and Planning</td>
<td>5</td>
</tr>
<tr>
<td>LAA320</td>
<td>African Art</td>
<td>5</td>
</tr>
<tr>
<td>LAE120</td>
<td>Content Writing A</td>
<td>5</td>
</tr>
<tr>
<td>LAE125</td>
<td>Content Writing B</td>
<td>5</td>
</tr>
<tr>
<td>LAE210</td>
<td>Writing in the Workplace</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>The Art of the Film</td>
<td>5</td>
</tr>
<tr>
<td>LAM106</td>
<td>Basic Statistics</td>
<td>5</td>
</tr>
<tr>
<td>LAM110</td>
<td>College Math</td>
<td>5</td>
</tr>
<tr>
<td>LAM130</td>
<td>Math Thinking for an Information Age</td>
<td>5</td>
</tr>
<tr>
<td>LAN106</td>
<td>Introduction to Scientific Thought</td>
<td>5</td>
</tr>
<tr>
<td>LAN215</td>
<td>Issues in Biology</td>
<td>5</td>
</tr>
<tr>
<td>LAN300</td>
<td>Ecology and Conservation</td>
<td>5</td>
</tr>
<tr>
<td>LAP100</td>
<td>General Psychology</td>
<td>5</td>
</tr>
<tr>
<td>LAP306</td>
<td>Theories of Personality</td>
<td>5</td>
</tr>
<tr>
<td>LAP350</td>
<td>Culture and Self</td>
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<tr>
<td>LAP420</td>
<td>Social Psychology</td>
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<tr>
<td>LAS105</td>
<td>Introduction to Sociology</td>
<td>5</td>
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<tr>
<td>LAS120</td>
<td>Introduction to American Politics</td>
<td>5</td>
</tr>
<tr>
<td>LAS253</td>
<td>Urban Economics</td>
<td>5</td>
</tr>
<tr>
<td>LAS300</td>
<td>Contemporary World Cultures</td>
<td>5</td>
</tr>
<tr>
<td>LAS405</td>
<td>Social Problems</td>
<td>5</td>
</tr>
<tr>
<td>LAT326</td>
<td>Women in Theater</td>
<td>5</td>
</tr>
</tbody>
</table>

Health Studies

The Health Studies Department offers programs for health professionals seeking career advancement. The Health Care Leadership Program assists students in developing skills in health care team building, management, education and leadership. Technical and professional preparation are combined with additional upper level course work to meet degree requirements. The program is designed to meet the needs of working adults.

The Health Studies Department also offers elective courses addressing health promotion, health policy and current issues.

Health Care Leadership Program (B.S.)

The Bachelor of Science in Health Care Leadership is designed to meet the needs of adult learners whose primary focus is the health care field. The major is particularly suited to health care professionals who possess essential clinical skills but wish to enhance their career opportunities by developing proficiencies in management, supervision, leadership, and education.

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 students 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 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 or research methods (4.5 quarter hours minimum).

5. Physical and Life Sciences:
   At least one course in chemistry, physics, astronomy, geology, biology, microbiology, genetics, ecology, conservation, or zoology (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 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

Total Minimum Hours 180 QH

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 affiliates, 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.

PreProfessional Requirements

A. Human Services Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC101</td>
<td>Introduction to Human Services</td>
<td>5</td>
</tr>
<tr>
<td>HSC102</td>
<td>Introduction to Applied Group Process</td>
<td>5</td>
</tr>
<tr>
<td>HSC201</td>
<td>Principles and Dynamics of Interviewing</td>
<td>5</td>
</tr>
<tr>
<td>HSC202</td>
<td>Theory and Techniques of Crisis Intervention</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Human Service elective</td>
<td>5</td>
</tr>
</tbody>
</table>

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 Human Services practicum 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 advisor.

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. This handbook can be found on the Human Services Web site.)

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:

- follow policies and procedures and supervisory directions of the Human Services program and field placement agencies.
- demonstrate honesty in all matters.
- respect the rights of others.
- maintain a physically clean, neat, and appropriate professional appearance.
- 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 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/Social and Behavioral Studies
   Requirements 55 QH
   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
   HSC203 Principles of Family Intervention 5
   HSC305 Special Needs Populations 5
   HSC310 Management/Administration of Health and Human Services Organizations 5
   HSM415 Strategies of Community Intervention 5
   HSM406 Human Services and the Law 5
   INT310 Research Methods in the Behavioral Sciences 5

Human Services electives under advisement* 50

Free Electives 15

Total Minimum Hours 180 QH

Students must demonstrate English competency 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.

Evaluation of prior nontranscripted learning is available through the course Career Assessment and Planning. There is a 45-quarter-hour limit on this credit. See the Assessment Center section for more information.

* Students must consult with their advisors to select courses that match an identified area of specialization.

Human Services/Practicum (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/Practicum Requirements 55 QH

   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
   HSC203 Principles of Family Intervention 5
   HSC305 Special Needs Populations 5
   HSC310 Management/Administration of Health and Human Services Organizations 5
   HSM415 Strategies of Community Intervention 5
   HSM406 Human Services and the Law 5
   INT310 Research Methods in the Behavioral Sciences 5

Professional Studies Sequence 20 QH

   HSM481 HS Practicum I 1-5
   HSM482 HS Practicum II 1-5
   HSM483 HS Practicum III 1-5
   HSM484 HS Practicum IV 1-5
Human Services/Psychology Program Requirements

Human Services 50 QH
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 45 QH
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 advisor 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 LAH120 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; 1828-1896, 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**  180 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 advisor 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 advisor.

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).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAM100A</td>
<td>Prealgebra</td>
</tr>
<tr>
<td>LAM100B</td>
<td>Basic Algebra</td>
</tr>
<tr>
<td>LAM106</td>
<td>Basic Statistics</td>
</tr>
<tr>
<td>LAM107</td>
<td>Utilization of Microcomputers</td>
</tr>
<tr>
<td>LAM108</td>
<td>Overview of Computers</td>
</tr>
<tr>
<td>LAM110</td>
<td>College Mathematics</td>
</tr>
<tr>
<td>LAM111</td>
<td>Logarithm/Trigonometry Unit</td>
</tr>
<tr>
<td>LAM216</td>
<td>Statistical Methods</td>
</tr>
<tr>
<td>LAM225</td>
<td>Quantitative Methods in the Workplace</td>
</tr>
</tbody>
</table>

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
- LAM214 Mathematics for Management Science 5
- LAM320 Discrete Math 5
- LAM310 Precalculus 5
- LAM303 Computer Programming I 5
- LAM311 Calculus I 5
- LAM403 Mathematical Probability and Statistics 5

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 advisor 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 quarter hours 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  
LAH120  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 in an Information Age  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 advisor. 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 on pages 270 and 271.

B.A. Mathematics/Quantitative Studies Undergraduate Coursework meeting Mathematics Secondary (H.S.) Requirements (effective 2004)

M/QS General Education Requirements*  69 QH  
(Mathematics 10 QH)*

LAM130  Mathematical Thinking in an Information Age (Core Course)  5
LAM220  College Algebra (counts in Modern Abstract Algebra area)  5

Mathematics Electives (at least one required)  5
LAM312  Calculus II  5
LAM313  Calculus III  5
Elective beyond Calculus  5

M/QS Mathematics Electives (at least 15 QH must be NLU 300 or 400 level)  25

Secondary Education Mathematics must meet elective requirements listed in the following areas:

I.  Computer Science (at least one required)
LAM303  Computer Programming I
LAM305  Computer Programming II
LAM495  Special Topics (any course with Computer Programming in the title)

II.  Linear Algebra (at least one required)
LAM330  Matrix Algebra
LAM410  Linear Algebra

III.  Modern Abstract Algebra (at least one required)
LAM220  College Algebra
LAM309  Theory of Numbers
LAM350  Modern Algebra
LAM495  Special Topics (any course with Modern or Abstract Algebra in the title)
IV. Geometry (LAM310 required and at least one additional)
- LAM307 Investigatory Geometry and Measurement
- LAM310 Precalculus
- LAM405 Geometry

V. Applied Mathematics (at least one required)
- LAM214 Mathematics for Management Science
- LAM320 Discrete Mathematics
- LAM325 Linear Programming

VI. 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
- LAH305 Philosophy of Values and Ethics 5
- Philosophy general education courses and electives 15

Psychology

The College of Arts and Sciences Psychology Department offers majors in Psychology and Psychology/Human Development. Please consult Psychology Department advisors 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 advisor: (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.
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 advisor.

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 advisor. 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 advisor: (Total: 15 quarter hours.)

I. General Psychology

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

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

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

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

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, or research in psychology to complete a total of 30 quarter hours, with the approval of a Psychology Department advisor.

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 advisor: (Total: 30-35 quarter hours.)

I. General Psychology

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

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

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

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

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, or research in psychology to complete a total of 30 quarter hours, with the approval of a Psychology Department advisor.
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 advisor.

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 advisors to be in compliance with specific certification requirements.

Standard Teaching Concentration in Psychology/ Human Development Early Childhood Education

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 advisor. 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 advisor. 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 advisor: (Total: 15-20 quarter hours).

I. General Psychology 5

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 15

General requirement: Three developmental psychology courses, including Life-Span Development required.

Total Required Hours 15-20

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 advisor.

III. Social and/or Personal/Clinical Psychology 5

A minimum of one course is recommended.

IV. Cognitive and/or Experimental Psychology 5

A minimum of one course is recommended.

V. Community Psychology 5

A minimum of one course is recommended.

Total elective courses (minimum) 10-15

Psychology

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 advisors 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 advisor or the Assessment Center.

Fields of Knowledge

1. Communications

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAE101</td>
<td>English Composition I</td>
<td>5</td>
</tr>
<tr>
<td>LAE102</td>
<td>English Composition II</td>
<td>5</td>
</tr>
</tbody>
</table>
2. Humanities
   Philosophy elective 5
   Humanities elective 5

3. Fine Arts
   LAII10 Introduction to Art of Art elective 2
   LAU110 Introduction to Music or Music elective 2

4. Quantitative Reasoning
   LAM110 College Mathematics 5
   OR
   LAM106 Basic Statistics OR
   OR
   LAM216 Statistical Methods 5

5. Physical and Life Sciences
   LAN110 General Biology 5
   OR
   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, 1828-1896 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 advisors 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
   LAM120 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
   LAH205 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 advisors 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 advisor.

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, 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 quarter hours 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 quarter hours, 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 97.

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 quarter hours), of which 15 quarter hours must be natural sciences (biological, physical, or chemical). If appropriate, the 15 quarter hours 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
Collegiate of Arts and Sciences

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
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
LAN412/412L Medical Microbiology 5
LAN415/415L Molecular Genetics 5
LAN420 Tropical Marine Biology 5
LAN491 Field Ecology Research Experience

Zoology

LAN302 Zoology
LAN409 Genetics
LAN305 Animal Behavior
LAN420 Tropical Marine Biology 5
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

LAN310 Precalculus 5

Physics

LAN351 General Physics 5

Chemistry

LAN250 General Chemistry I 5
LAN251 General 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 130 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 quarter hours 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 quarter hours, 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 quarter hours), 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 advisor 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  

3. **Fine Arts**  
   - LAA110 Intro to Art or Art elective  
   - LAU110 Intro to Music or Music elective  

4. **Quantitative Reasoning**  
   - LAM110 College Math **OR** Math elective  
   - LAM216 Statistical methods **OR**  
   - LAN366 Biostatistics  

5. **Physical and Life Sciences**  
   - LAN110 General Biology  
   - LAN250 Inorganic Chemistry I **OR**  
   - LAN251 Inorganic Chemistry II  
   - LAN351 General Physics  

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  
   - Social Science elective  
   - LAS300 Contemporary World Cultures **OR**  
   - Anthropology elective  

7. **Behavioral Science**  
   - LAP100 General Psychology  

**Additional General Education Requirements**  
- English, Speech, or Drama elective  

**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**  
- Anthropology elective  
- LAP100 General Psychology  

**Biology Majors (Pre-secondary Ed)**

**Fields of Knowledge**

1. **Communications**  
   - LAE101 English Composition I  
   - LAE102 English Composition II  
   - LAT210 Effective Speaking  
   - LAE314 History of the English Language  

2. **Humanities**  
   - LAH120 Logic & Effective Thinking  

3. **Fine Arts**  
   - LAA110 Intro to Art  
   - LAU110 Intro to Music  

4. **Quantitative Reasoning**  
   - LAM110 College Math  
   - LAM216 Statistical methods **OR**  
   - LAN366 Biostatistics  

5. **Physical and Life Sciences**  
   - LAN110 General Biology  
   - LAN250 Inorganic Chemistry I **OR**  
   - LAN251 Inorganic Chemistry II  
   - LAN351 General Physics  

6. **Social Sciences**  
   - LAS200 U.S. History **OR**  
   - LAS201 U.S. History & Culture: 1828-1898 **OR**  
   - LAS203 U.S. History & Culture: 1898-present  
   - LAS120 Intro to American Politics  

7. **Behavioral Science**  
   - LAP100 General Psychology  

**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**  
- Anthropology elective
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 quarter hours of biological science courses, 25 quarter hours of which must be upper level and a minimum of 15 quarter hours of the 25 quarter hours must be taken at NLU.
2. Students must complete a second 45 quarter hours major or two 30 quarter hours minors to earn this degree.

Liberal Arts Studies Biology Minor

Students completing 30 quarter hours of biological science courses will fulfill the requirement for a minor in Biology. A minimum of 10 quarter hours must be upper level and taken at NLU.

Liberal Arts Studies Physical Science Major

1. Students must complete 45 quarter hours of physical science courses, 25 quarter hours of which must be upper level and a minimum of 15 quarter hours 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 quarter hours major or two 30 quarter hours minors to earn this degree.

Liberal Arts Studies Physical Science Minor

Students completing 30 quarter hours of physical science courses will fulfill the requirement for a minor in physical science. A minimum of 10 quarter hours must be upper level and taken at NLU.

Liberal Arts Studies Science Major

1. Students must complete 45 quarter hours of natural science courses, 25 quarter hours of which must be upper level and a minimum of 15 quarter hours must be taken at NLU. These may consist of any physical or biological science courses.
2. Students must complete a second 45 quarter hours major or two 30 quarter hours minors to earn this degree.

Liberal Arts Studies Science Minor

Students completing 30 quarter hours of science courses will fulfill the requirement for a minor in science. A minimum of 10 quarter hours must be upper level and taken at NLU.

Majors and Concentrations for Elementary Ed Degrees from NCE

NCE Science Major

NCE offers a major in science to students completing 18-20 quarter hours of science general education courses plus 30 quarter hours of additional science courses. A minimum of 25 quarter hours must be upper level courses and 15 quarter hours of those must be taken at NLU.

NCE Science Concentration

NCE offers a concentration in science to students completing 18-20 quarter hours of science general education courses plus 30 quarter hours of additional science courses. A minimum of 15 quarter hours 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

General Biology 5 (lower level)
Physical Science (any Physical Science) 5 (lower level)
A Chemistry course 5 (lower level)
A science course
(Physics or Chemistry is recommended) 5 (lower level)

In addition, for a Biology teaching major, students must have successfully completed a minimum of 25 quarter hours of upper level Biology courses.

The Biology courses for the teaching major are:

Required:
LAN302/302L Zoology 5 (upper level)
LAN303/303L Botany 5 (upper level)
LAN300/300L Ecology and Conservation 5 (upper level)
A Human Biology course 5 (upper level)

Electives (the degree requires 27 quarter hours, at least 25 quarter hours must be upper level Biology courses):
LAN200/200L Anatomy and Physiology I 5 (lower level)
COLLEGE OF ARTS AND SCIENCES

LAN205/205L Anatomy and Physiology II 5 (lower level)
LAN304/304L Human Physiology 5 (upper level)
LAN409/409L Genetics 5 (upper level)
LAN306/306L Animal Behavior 3 or 5 (upper level)
LAN366 Biostatistics 5 (upper level)
LAN410 Fundamentals of Immunology 1, 4, or 5 (upper level)
LAN411/411L Microbiology 5 (upper level)
LAN412/412L Medical Microbiology 3 or 5 (upper level)
LAN415/415L Molecular Genetics 5 (upper level)
LAN420 Tropical Marine Biology 5 (upper level)
LAN491 Field Ecology Research Experience 5 (upper level)

*Students choosing to take Anatomy and Physiology I and/or Anatomy and Physiology II to fulfill the human biology requirement may not also take Human Physiology.

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, 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.

**Political Science Core Courses**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS118</td>
<td>Introduction to Politics</td>
<td>5</td>
</tr>
<tr>
<td>LAS120</td>
<td>Introduction to American Politics</td>
<td>5</td>
</tr>
<tr>
<td>LAS308</td>
<td>Methods of Political Science</td>
<td>5</td>
</tr>
<tr>
<td>LAS310</td>
<td>International Relations</td>
<td>5</td>
</tr>
<tr>
<td>LAS316</td>
<td>Comparative Political and Social Systems</td>
<td>5</td>
</tr>
<tr>
<td>LAS450</td>
<td>Political Theory</td>
<td>5</td>
</tr>
</tbody>
</table>

**Political Science Electives**  
(select 6 of the following courses)  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS220</td>
<td>State and Local Government</td>
<td>5</td>
</tr>
<tr>
<td>LAS317</td>
<td>European Union</td>
<td>5</td>
</tr>
<tr>
<td>LAS319</td>
<td>Elections and Electoral Behavior</td>
<td>5</td>
</tr>
<tr>
<td>LAS321</td>
<td>American Political and Social Ideas</td>
<td>5</td>
</tr>
<tr>
<td>LAS452</td>
<td>Political Geography</td>
<td>5</td>
</tr>
<tr>
<td>LAS454</td>
<td>Urban Politics</td>
<td>5</td>
</tr>
<tr>
<td>LAS456</td>
<td>National Security</td>
<td>5</td>
</tr>
<tr>
<td>LAS458</td>
<td>Public and Social Policy in the Legislative Process</td>
<td>5</td>
</tr>
<tr>
<td>LAS459</td>
<td>Public Finance</td>
<td>5</td>
</tr>
<tr>
<td>LAS460</td>
<td>Political Science Internship I</td>
<td>5</td>
</tr>
<tr>
<td>LAS461</td>
<td>Political Science Internship II</td>
<td>5</td>
</tr>
<tr>
<td>LAS462</td>
<td>Political Science Internship III</td>
<td>5</td>
</tr>
<tr>
<td>LAS495</td>
<td>Social Science Special Topic</td>
<td>5</td>
</tr>
</tbody>
</table>

**Free Electives**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>QH</th>
</tr>
</thead>
</table>

**Total Hours**  
180 QH

A minimum of 40 quarter hours in the program must be upper level, and a minimum of 40 quarter hours 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 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  Political Theory    5
   LAS453  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 quarter hours in the program must be upper level, and a minimum of 50 quarter hours 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 97.
Preparation for Teaching Secondary Education B.A. in Social Science 100 QH

Sociology and Anthropology:
- LAS313 Metropolitan Community OR 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

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 5
- 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 quarter hours 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
- LAS456 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 quarter hours

- LAS110 Introduction to Cultural Anthropology 5
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

LAS125 Consumer Economics OR 5
LAS130 Internet for Economics 5
LAS250 Macroeconomics 5
LAS255 Microeconomics 5
LAS307 History of Economic Thought 5
LAS410 Internship in Applied Economics 5

World Economics Specialization 20 QH

LAS253 Urban Economics 5
LAS315 World Economics 5
LAS345 Labor Economics 5
LAS430 Economic Issues in a Global Perspective 5
LAS445 Evolution of the American Economy 5

Quantitative Economics Specialization 20 QH

LAM214 Mathematics for Management Science 5
LAS350 Statistics for Economics 5
LAS325 Economic Forecasting 5
LAS335 Applied Econometrics 5
LAS415 Issues in Quantitative Economics 5

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 quarter hours from the following courses in consultation with their advisor.

LAS311 Racial and Ethnic History and Culture 5
LAS313 The Metropolitan Community 5
LAA320 African Art 5
LAA321 Sources and Development of American Art 5
LAA323 History of Far Eastern Art 5
LAA495A Art Special Topic: Mexican Art 5
LAE309 Minority Voices in American Literature 5
LAI315 Religions of the World 5
LAS300 Contemporary World Cultures 5
LAS302 Asian History and Cultures 5
LAS303 Sub-Saharan African Cultures 5
LAS304 Middle and South American Cultures 5
LAS306 Marriage and the Family 5
LAS340 Native Americans 5
INT315 Women in Society 5

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 45
(at least 25 should be upper level)

Social Science Minor Requirements 30 QH

Social science general education and elective courses 30
(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.

**Anthropology**  
30 QH

- LAS110 Introduction to Cultural Anthropology 5
- LAS240 Human Origins 5
- LAS300 Contemporary World Cultures 5
- LAS302 Asian History and Cultures 5
- LAS303 Sub-Saharan African Cultures 5
- LAS304 Middle and South American Cultures 5
- LAS340 Native Americans 5
- LAS341 Comparative Ethnographies 5
- LAS420 Social Theory 5
- LAS440 Anthropological Linguistics 5
- LAS441 Urban Anthropology 5
- LAS442 Anthropology of Gender Roles 5
- LAS449 Cross-Cultural Fieldwork 5
- LAS490 Social Science Independent Study: Anthropology 5
- LAS495 Social Science Special Topics: Anthropology 5

(Choose a minimum of three courses in Sociology)

**Sociology**  
30 QH

- LAS105 Introduction to Sociology 5
- LAS306 Marriage and Family 5
- LAS311 Racial and Ethnic History and Culture 5
- LAS313 The Metropolitan Community 5
- LAS330 Cultural Influences in the Workplace 5
- LAS405 Social Problems 5
- LAS420 Social Theory 5
- INT315 Women in Society 5
- INT420 Dynamics of Significant Relationships 5
- LAS490 Social Science Independent Study: Sociology 5
- LAS495 Social Science Special Topics: Sociology 5

(Choose a minimum of three courses in Anthropology)

**Sociology/Anthropology**  
30 QH

- LAS110 Introduction to Cultural Anthropology 5
- LAS240 Human Origins 5
- LAS300 Contemporary World Cultures 5
- LAS302 Asian History and Cultures 5
- LAS303 Sub-Saharan African Cultures 5
- LAS304 Middle and South American Cultures 5
- LAS340 Native Americans 5
- LAS341 Comparative Ethnographies 5
- LAS420 Social Theory 5
- LAS440 Anthropological Linguistics 5
- LAS441 Urban Anthropology 5
- LAS442 Anthropology of Gender Roles 5
- LAS449 Cross-Cultural Fieldwork 5

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**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.
College of Arts and Sciences
Graduate Programs

Admission Policies

All students taking courses at National-Louis University should understand that graduate credits toward a degree or toward certification are earned only by formal admittance to graduate study. The following documents must be on file in the Office of Admissions prior to consideration for admission:

1. A completed application form (available online: www.nl.edu)
2. A nonrefundable application fee (see fee schedule).
3. Official transcripts from all institutions attended or a transcript showing completion of a master's degree. Completion of a bachelor's degree must be verified.
4. A list of three references to include supervisors, employers, professors, or others who have known the applicant in a professional or academic capacity, or are in the position to judge the applicant's ability for graduate study. Some programs may require written recommendations. Please refer to specific program requirements.
5. A written statement of academic and professional goals. Applicants to Human Services programs must also submit a Human Services essay. Applicants to Adult Education programs also must complete an Adult Education essay.
6. An official transcript of scores from the Watson-Glaser Critical Thinking Appraisal, Graduate Record Examination, Miller Analogies Test or another appropriate standardized test taken within the prior five years. This requirement is waived for an applicant who has earned a graduate degree from an accredited institution and for applicants to Adult Education programs.
7. Admission interview with a faculty advisor for the selected academic program.
8. TOEFL (Test of English as a Foreign Language) official scores are required if English is not the applicant's native language and/or college coursework was earned outside the United States. The Language Institute Assessment test may be taken in lieu of the TOEFL.

Completion of courses prior to formal acceptance to graduate study does not guarantee admission to graduate school. It is the student’s responsibility to submit all documents necessary for a decision regarding admission to graduate study. This decision is postponed until all documents are received. The student is then notified of formal admission status. Until such notification is given, formal admission to a graduate program is not to be presumed. Credentials will not be returned to the applicant.

When all materials have been received, the applicant’s credentials will be evaluated by a number of weighted admission criteria. Undergraduate grade point average and test scores are basic criteria.

Applicants must hold a baccalaureate degree from a regionally accredited institution and show evidence in undergraduate work of the ability to pursue graduate study. This generally is interpreted to mean that the student in the junior and senior years of study has achieved a grade point average of 3.0 or better on a 4.0 scale. Applicants with bachelor's degrees from non-regionally accredited colleges recognized by the American Council on Education and with high individual records may be admitted with provisional status.

Other documents in support of the application are weighted according to the applicant’s individual profile and the specific academic requirements of the program for which he or she is applying.

Students who are accepted into a graduate program will receive a formal letter of admission which will contain the assignment of a faculty advisor. The student should make contact with the advisor to develop a Graduate Study Plan (not a requirement for cohort or cluster model programs where course rotation is predetermined) and maintain regular contact with the advisor throughout the completion of the program.

Applicants denied admission to graduate study may petition the college governance unit for review of their application.

International Students

The graduate school welcomes qualified students from outside the United States for enrollment in degree programs. Applicants are required to present official records of scholastic achievement and evidence of proficiency in spoken and written English as prerequisites for admission.

Please refer to International Students in the General Information section of this catalog for details.

Status of Admitted Students

Full Standing

Students who meet all admission criteria without qualification are granted full-standing status. Only students in full standing are eligible for graduate degrees. If the grade point average of a student admitted with full-standing status falls below 3.0, the student will be placed on academic probation. The student will be notified in writing and given the maximum of four graded courses (not P/N) or 9 semester hours, whichever comes first, taken at National-Louis University to raise the grade point average to 3.0. These courses may not be workshops, independent studies, transfer credits, or internships/practicums, except when taken by veterans receiving benefits.
Provisional Status

Students who are low in one or more admission criteria, but who evidence potential for successful graduate work, are admitted provisionally based on the recommendation of the faculty of the particular program to which they are applying. Students who meet all admission criteria but are from non-regionally accredited institutions recognized by the American Council on Education may be admitted with this status. A provisionally admitted student must maintain a 3.0 in either the first four graded courses or 9 semester hours taken after admission, whichever comes first, and written in the degree plan. These courses may not be extension courses, workshops, transfer credits, independent studies, or internships/practicums, except when taken by veterans receiving benefits. If the 3.0 is maintained, the student’s status is changed to full standing. If the GPA falls below 3.0 at the end of the probationary period, the student will be dropped from the graduate school.

Academic Policies

Transfer Between Graduate Programs

Students wishing to transfer from one graduate program to another within the University must request permission to do so. A written request should be directed to the Office of Admissions. Any special admission requirements for the program must be met. The academic record will be evaluated and admission status to the new program will be based on this evaluation. The student will be notified of the decision and academic standing.

Limitation on Credits Earned Before Admission

Generally, no more than one half of the required credit hours may be completed before admission to a degree. Some programs, however, have greater limitations on the number of credits allowed. Candidates are advised to consult with their program directors and to apply for admission as early in the program as possible so that all coursework will count toward fulfilling degree requirements.

Transfer of Credit

Graduate hours completed at a regionally accredited institution that offers graduate degrees may be transferred into a graduate program at National-Louis University (NLU) unless departmental or other institutional regulations prevent it. Such institutions are those approved by one of the regional accreditation associations recognized by the U.S. Secretary of Education. The number of credit hours that may be transferred is determined on an individual basis. For those graduate programs which accept transfer credit, a maximum of nine semester hours or 25% of the coursework required for the degree, whichever is greater, may be transferred. The following criteria apply to the transfer of credit:

1. Credit must be bona fide graduate credit that would have fulfilled graduate degree requirements at the institution where the course was offered.
2. It must not have been used toward an awarded degree.
3. It may be graduate work completed at another institution after admission to National-Louis University.

Ordinaril, credit earned more than six calendar years before admission to National-Louis University is not transferred. Transfer of credit must be approved by the advisor and program director after verification of level and school accreditation by the Registrar’s Office. Courses with a grade below B cannot be used for transfer credit.

Study Plan

The number of credits which must be completed vary with the program in which the student is enrolled. Candidates for degrees are required to have Graduate Study Plans which indicate all requirements to be fulfilled for the selected program. Graduate Study Plans are developed in consultation with the student’s advisor and constitute a contract between the University and the student regarding conditions for awarding the degree or certificate. Therefore, students should review their Plan prior to selecting courses and should consult with their advisor concerning any proposed changes. Deviations from the Plan must be approved in advance by the student’s advisor, and a Graduate Study Plan Change Form must be completed and submitted to the Registrar’s Office.

Required Course Waiver

Students may request waiver of one or more required courses if previous academic work or experience indicates a high degree of competency in the content of the course. Waiver of a required course does not grant equivalent credit toward the degree; it permits the student to substitute an appropriate elective course for the waived course. A Course Waiver Request Form must be completed by the student and the advisor and submitted with appropriate documentation to the program director. If approved, the approval to waive the course is entered on the Graduate Plan Study.

Adult, Continuing, and Literacy Education

Adult education is central to the overall philosophy and purpose of National-Louis University, known for its tradition of social responsiveness and its emphasis on preparing practitioners to contribute to the educational health of society. This
responsiveness is at the core of adult education and adult literacy as fields and, in particular, at the core of graduate programs offered by the Department of Adult, Continuing, and Literacy Education. The Adult, Continuing, and Literacy Education degree program has two concentrations, one in Adult Education Leadership and the other in Adult Literacy. The Adult Education Leadership concentration prepares individuals to plan, coordinate, and facilitate learning in a variety of settings involving the continued professional or career advancement of adults, while the Adult Literacy concentration trains professionals to facilitate learning assistance for adults in a university, workplace or community-based setting. In addition to the Master in Education (M.Ed.) in Adult, Continuing, and Literacy Education, the department offers a Doctorate (Ed.D.) in Adult Education.

**Adult and Continuing Education**

**Doctoral Program in Adult Education (Ed.D.)**

The Doctoral Program takes as its primary concern the study of how adult educators practice their craft, in particular the study of how they become critically reflective practitioners. A critically reflective practitioner is one who makes a determined and consistent attempt to identify assumptions undergirding his or her own educational work and reflects on when and under what conditions these practices are antithetical to adult education.

The Program is three years in length including an integrated dissertation process. Coursework is offered over the initial two years and six months of the Program. Student participation in course work requires attendance at three residential summer programs (two weeks each summer) and one weekend for each of eight months (Friday night, Saturday, Sunday morning). Guided study over the internet is prominent in the Program and occurs during and between participation in weekend and summer sessions. After completion of course work, monthly dissertation clinics are required to facilitate the completion of both the course work and dissertation within three years.

Students participate in the Program as members of a cohort of approximately 25 learners. They are encouraged to conduct their doctoral work, including dissertation, within a group support and learning model. This group learning model is reinforced by a residential format which provides an immersion experience in doctoral study.

The Program is designed for people working in the adult education field. Its unique delivery system integrates academic study with practice and gives students the benefits of collaborative resources without interrupting their personal and employment obligations.

**Admission Process**

There is a two year admission review cycle. The next review will take place in Fall 2005 with classes beginning in Summer 2006. All application documents must be received in the Office of Graduate Admission by December 1, 2005.

Candidates must have a master’s degree in Adult Education or a related field as well as current involvement in the practice of adult education and at least three years of experience in the field.

The application for admission includes the following:

- Completed application and non-refundable application fee.
- Official transcripts from each institution attended or a transcript showing completion of a master’s degree. Completion of a bachelor’s degree must be verified.
- Three letters of reference.
- Professional resume.
- Personal statement describing the applicant’s expectations of the program and core beliefs underlying the practice of adult education.
- A writing assignment involving a critical commentary on texts in adult education.

The final phase of the assessment process is a weekend seminar which provides an opportunity for applicants to meet the faculty, to work in groups, and to make certain that the program is compatible with their goals.

The department is committed to ensuring representation according to geographic and employment categories, gender, and ethnicity.

**Course Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer/Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACE600</td>
<td>Introduction to the Adult Education Doctoral Program</td>
<td>3</td>
</tr>
<tr>
<td>ACE601</td>
<td>Advanced Seminar: Critical Reflection and Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>ACE602</td>
<td>Life History and Adult Education</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fall/Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACE603</td>
<td>Advanced Adult Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>ACE604</td>
<td>Adult Education: Core Concepts and Processes</td>
<td>3</td>
</tr>
<tr>
<td>ACE605A</td>
<td>Reflective Practice Seminar I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring/Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACE610</td>
<td>Research Methods in Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>ACE620</td>
<td>Understanding Adult Education Practice</td>
<td>3</td>
</tr>
<tr>
<td>ACE605B</td>
<td>Reflective Practice Seminar II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer/Year 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACE640</td>
<td>Research: Critical Engagement Proposal Seminar</td>
<td>6</td>
</tr>
</tbody>
</table>
Master of Education Program in ACLE: Adult Education Leadership Concentration*

The Master of Education in Adult, Continuing, and Literacy Education, Adult Education Leadership concentration, is an accelerated, non-traditional program actively employing adult learning theory and principles in its delivery. The goal of the program is to provide learners with the vision and skill needed to facilitate the education and development of adults in a variety of settings. The content of the program addresses the foundations of the field and, building on the prior experiences and skills of the learner, provides a general background in both theoretical and practical knowledge. The program is cohort-based – graduates completing 37 semester hours of study with the same group of peers. The program is generally completed in 18 months or six terms.

Learners shape and direct their learning experiences through Independent Inquiries – learner-directed projects which directly ground their learning in the lifeworld of each student through independent research or reflective action.

At the conclusion of the program, each cohort participates in an Integrative Seminar in which the various threads of learning – coursework, Inquiries, work and life experience – are woven together into whole fabric, a portfolio which comprehensively demonstrates the texture and design of the program for each graduate. In the same final term, students complete hands-on internships individualized for their interests.

This program is ideal for educators, facilitators, and leaders in postsecondary institutions, business and industry, volunteer organizations, professional associations, government agencies, and community-based organizations.

Course Requirements 37 SH

Term I
ACL540 Introduction to Adult and Literacy Education 1
ACL501 History and Philosophy of Adult & Literacy Education 3
ACL503 Adult Development and Learning 3

Term II
ACL535 Training and Adult Education in the Workplace 3
ACL533 Technology for Adult & Literacy Ed. 3

Term III
ACL510 Instructional Communications 3
ACL522 Social, Cultural & Political Context in Adult & Literacy Ed. 3

Term IV
ACL546 Research Methodologies in Adult & Literacy Ed. 3
ACL530 Contemporary Issues in Adult & Continuing Ed. 3
Master of Education Program in ACLE: Adult Literacy Concentration *

The Master of Education in Adult, Continuing, and Literacy Education, Adult Literacy concentration, prepares professionals to facilitate support for adults in a university, workplace, or community-based setting. Delivered in a nontraditional, accelerated format of six terms or 18 months, the program is cohort-based, covering theory, strategies for teaching, and analysis/assessment of reading and writing, as well as providing a solid groundwork in adult education learning theory. An additional plus for this program is that students become aware of the close connection of technology with literacy, learning how to utilize technological invention for enhancing the reading and writing of language.

Students are prepared to deliver developmental coursework, design curriculum, manage learning centers, train faculty or tutors, and provide consultation in a variety of educational settings. The program includes both classic and innovative material and is delivered with an emphasis on collaboration, active learning, and research to practice. With the latter in mind, students complete a three hour internship in a literacy setting under the mentorship of an experienced literacy educator.

Course Requirements 37 SH

**Term I**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACL540</td>
<td>Introduction to Adult and Literacy Education</td>
<td>1</td>
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<tr>
<td>ACL501</td>
<td>History and Philosophy of Adult &amp; Literacy Education</td>
<td>3</td>
</tr>
<tr>
<td>ACL503</td>
<td>Adult Development and Learning</td>
<td>3</td>
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</table>

**Term II**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACL561RW</td>
<td>Making the Reading/Writing Connection</td>
<td>3</td>
</tr>
<tr>
<td>ACL533</td>
<td>Technology for Adult &amp; Literacy Ed.</td>
<td>3</td>
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</tbody>
</table>

**Term III**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACL560RW</td>
<td>Theoretical Found. of Reading/Writing at the Post, Level</td>
<td>3</td>
</tr>
<tr>
<td>ACL522</td>
<td>Social, Cultural &amp; Political Context in</td>
<td></td>
</tr>
</tbody>
</table>

* This course sequence remains the same in the online version of the program.

Master of Education Program in ACLE: Online

In the Fall of 1998, the former Adult and Continuing Education Graduate Program opened the doors to the global classroom for learners from around the country and internationally, establishing the first online program at National-Louis. Cohorts of adult learners explore the practices and purposes of adult, continuing, and literacy education in these pedagogically-sound, 37 hour programs which are characterized by learner interaction with one another and dialogue instead of top-down lectures. The added "format-informing-content" component provided by the experience of studying over the world-wide-web takes full advantage of a distance learning model. Interactive, electronic media is combined with face-to-face residential seminar opportunities at the beginning and end of the six term programs.

These programs are particularly geared for those seeking to work in the expanding adult, continuing, and literacy fields. With the continuing globalization of our world of fast-paced technological progress, educators will increasingly be called upon in all segments of our social structures to provide leadership, address literacy, and assist with lifelong learning.

Cohorts start each Fall. Based on demand, additional cohorts may be formed each year.

Coursework for the Adult Education Leadership and Adult Literacy concentrations are the same as the blended programs' coursework, detailed above.
Adult, Continuing, and Literacy Education Certificate Programs

The Department of Adult, Continuing, and Literacy Education offers three certificate programs: Adult Education Administration, Adult Education Facilitating Adult Learning, and Adult Literacy. Certificates enable educators of adults, who already have a Master’s degree in another field, to obtain grounding in adult education theory or adult literacy, and to apply this knowledge to their educational work. Adult Literacy includes three two-hour internships. The certifications provide additional credibility to those who are seeking both enhanced skills and mobility within the fields. Graduate credits acquired through the certification process also apply toward the Master of Education program.

The course sequences are as follows:

<table>
<thead>
<tr>
<th>Course Requirements – Adult Education Administration</th>
<th>13 SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACL540 Introduction to Adult and Literacy Education</td>
<td>1</td>
</tr>
<tr>
<td>ACL501 History and Philosophy of Adult &amp; Literacy Education</td>
<td>3</td>
</tr>
<tr>
<td>ACL503 Adult Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>ACL516 Program Planning and Administration</td>
<td>3</td>
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<tr>
<td>Electives</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Requirements – Adult Education Facilitating Adult Learning</th>
<th>13 SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACL540 Introduction to Adult and Literacy Education</td>
<td>1</td>
</tr>
<tr>
<td>ACL501 History and Philosophy of Adult &amp; Literacy Education</td>
<td>3</td>
</tr>
<tr>
<td>ACL503 Adult Development and Learning</td>
<td>3</td>
</tr>
<tr>
<td>ACL510 Instructional Communications</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Course Requirements – Adult Literacy</th>
<th>19 SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACL540 Introduction to Adult and Literacy Education</td>
<td>1</td>
</tr>
<tr>
<td>ACL561RW Making the Reading/Writing Connection</td>
<td>3</td>
</tr>
<tr>
<td>ACL560RW Theoretical Found. of Reading/Writing at the Postsecondary Level</td>
<td>3</td>
</tr>
<tr>
<td>ACL562RW Strategies for Teaching Reading &amp; Writing at the Postsecondary Level</td>
<td>3</td>
</tr>
<tr>
<td>ACL563RW Analysis &amp; Assess of Read/Write at the Postsecondary Level</td>
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</table>

Internships

<table>
<thead>
<tr>
<th>Internships</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>ACL591RW Internship in Reading and Writing</td>
<td></td>
</tr>
</tbody>
</table>

Applied Language/Language Institute

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 in the last century with the work of founder Elizabeth Harrison.

The Department of Applied Language/Language Institute offers 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 and places them in appropriate courses. This unit also offered an English for Speakers of Other Languages (ESOL) program.

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.

ESOL Courses

The ESOL courses are designed to give non-native English speaking graduate students the English language skills necessary to prepare them for success in graduate degree programs. They consist of an intensive reading and writing course and independent study and special topic courses.

<table>
<thead>
<tr>
<th>ESOL</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLO500 Reading and Writing for Graduate Students</td>
<td>3</td>
</tr>
<tr>
<td>APL490 Independent Study in ESL</td>
<td>1-3</td>
</tr>
<tr>
<td>APL495 Special Topic in ESL</td>
<td>1-3</td>
</tr>
</tbody>
</table>

ESL Workshops

This series of four workshops is designed for community-based educators, tutors, literacy volunteers, high school ESL/bilingual teachers, and aides. It offers a solid grounding in current best thinking and practice in teaching English as a second language. The theories and principles of second language acquisition and the features of the English language are integrated with ESL teaching methodologies and assessment techniques. Both undergraduate and graduate credit may be earned.
Workshop Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>APL486A</td>
<td>Overview of Language</td>
<td>1</td>
</tr>
<tr>
<td>APL486D</td>
<td>Second Language Acquisition</td>
<td>1</td>
</tr>
<tr>
<td>APL486C</td>
<td>ESL Teaching Methodologies</td>
<td>1</td>
</tr>
<tr>
<td>APL486B</td>
<td>ESL Assessment</td>
<td>1</td>
</tr>
</tbody>
</table>

Foreign Language Courses

The foreign language courses are designed to improve graduate students' proficiency in the four skill areas of reading, writing, speaking, and listening in a foreign language. They consist of special topic and independent study courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>APL490</td>
<td>Independent Study in Foreign Language</td>
<td>1-3</td>
</tr>
<tr>
<td>APL495</td>
<td>Special Topic in Foreign Language</td>
<td>1-3</td>
</tr>
</tbody>
</table>

English

Written Communication Program (M.S.)

The purpose of this program is to offer college graduates of all ages a series of courses designed to develop their writing skills to a professional level which meets their current or projected career or personal needs. Although this program offers up-to-date courses in the teaching of college composition, it is not primarily directed towards the teaching of writing. Rather it addresses the writer as writer—an option rarely found outside schools of journalism. Although this is an English Department program, students in all fields of interest are eligible, regardless of the type of baccalaureate degree they hold or the area of writing they wish to pursue.

Consisting of a total of 33 semester hours of graduate credit, which includes a thesis project, the program offers a variety of advanced writing courses from the fields of information writing, promotional writing, creative writing, and feature writing, and from the related fields of editing and publishing.

Required courses have been kept to a minimum, allowing each student to tailor a program which exactly suits his or her individual needs.

Students may be able to transfer up to six hours of graduate credit from another institution, with approval from the program director.

Students may be able to apply for up to six hours of Credit by Proficiency for past professional experience which essentially duplicates the materials of a course in the program.

Students may include a maximum of two courses from other NLU programs or departments when designing their degree. Examples might include:

- courses in literature
- courses in adult or continuing education (writing focused)
- courses in business and management
- courses in science or medical technology
- courses in psychology
- courses in theatre
- writing-intensive courses such as INT512: Fundraising and Grantsmanship

Other suggestions are listed in the program brochures.

Because writing is a developmental skill, we prefer that students enroll in this program on a part-time basis, usually taking one writing-intensive course per term. A minimum of two years is usually required to complete the program, with many students preferring to take somewhat longer. Transfer credit or Credit by Proficiency can shorten this time.

For financial-aid eligibility or to shorten the time required for completion, students may, in any regular term, add a one-hour course—which is not writing-intensive—to their writing-intensive course, selecting from courses such as Methods of Research for Writers or The Professional Writer, which are usually offered in modules of one semester hour at a time.

Application for the program includes a brief impromptu essay which can be scheduled at the student’s convenience—to ensure that there are no serious writing problems which might interfere with progress.

Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAE500</td>
<td>Advanced Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>LAE510</td>
<td>Rhetorical Theory: History and Practice</td>
<td>3</td>
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<tr>
<td>LAE599</td>
<td>Thesis Project</td>
<td>3-6</td>
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Total 9-12

English Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
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<tbody>
<tr>
<td>LAE450</td>
<td>Fundamentals of Journalism</td>
<td>3</td>
</tr>
<tr>
<td>LAE460</td>
<td>Editing and Publishing the Small Journal</td>
<td>3</td>
</tr>
<tr>
<td>LAE461</td>
<td>Writing Promotional and Advertising Copy</td>
<td>3</td>
</tr>
<tr>
<td>LAE465</td>
<td>Creative Writing: Humor</td>
<td>3</td>
</tr>
<tr>
<td>LAE492A,B,C</td>
<td>Methods of Research for Writers I, II, III</td>
<td>1-3</td>
</tr>
<tr>
<td>LAE501</td>
<td>Writing from Reading: Research, Reports and Summaries</td>
<td>3</td>
</tr>
<tr>
<td>LAE502</td>
<td>Creative Writing: Fiction</td>
<td>3</td>
</tr>
<tr>
<td>LAE503</td>
<td>Creative Writing: Poetry</td>
<td>3</td>
</tr>
<tr>
<td>LAE504</td>
<td>Creative Writing: Children's Books</td>
<td>3</td>
</tr>
<tr>
<td>LAE512A,B,C</td>
<td>The Professional Writer: Markets, Methods, Materials (I, II, III)</td>
<td>1-3</td>
</tr>
<tr>
<td>LAE515</td>
<td>Feature Writing</td>
<td>3</td>
</tr>
<tr>
<td>LAE516</td>
<td>Screenwriting</td>
<td>3</td>
</tr>
<tr>
<td>LAE517</td>
<td>Technical Writing</td>
<td>3</td>
</tr>
<tr>
<td>LAE518</td>
<td>Narrative Forms</td>
<td>3</td>
</tr>
</tbody>
</table>
Health Studies

Master of Health Services Administration (M.H.A.)

The Master of Health Services Administration (M.H.A.) Program at National-Louis University is designed to prepare health professionals for administrative careers in health care organizations. The curriculum is designed to build upon clinical and/or supervisory experience in health care and substitutes current employment experiences as an alternative to the internship. Program content emphasizes administrative skill development and practical applications in health care organizations rather than the more traditional research focus. Classes are taught by instructors with academic preparation in health care organizations. Faculty apply adult learning fundamentals to promote analysis, synthesis and application of essential knowledge.

Participants should be prepared for intensive individual study, workplace observation and applied projects. They must also accept shared responsibility for the development of an active learning group. Classes are scheduled in accelerated evening and/or weekend formats to permit completion in less than two years. The Colloquium in Health Services Administration is an alternative to the Master’s Thesis. At the conclusion of the program, students from all campuses come together at a single location for four days of intensive learning activities; students present their Colloquium Projects, engage in policy debates or simulations, and interact with colleagues, guest speakers, and faculty.

Course Requirements 37 SH

Term I
MHA500 Introduction to Health Services Administration 1
MHA510 Origins of Health Care Delivery Systems 3

Term II
MHA511 Health Care Policies and Trends 3
MHA512 Health Care Management 3

Term III
MHA520 Patient Care Operations 3
MHA521 Managerial Accounting in Health Care 3
MHA522 Health Care Business Operations 3

Term IV
MHA530 Health Care Economics and Finance 3
MHA531 Health Care Information Systems 3
MHA532 Human Resources in Health Care 3

Human Services Programs

Human Services Programs in: Administration; Community Counseling; Gerontology (M.S. or Certificate); and School Counseling.

The graduate degree and certificate programs offered by the Human Services Department at National-Louis University are designed to build the knowledge and skills for leadership roles in community counseling, gerontology, school counseling, and administration. The basic degree in community counseling addresses the methods and skills needed to work in a variety of clinical settings. Students wishing to work with specific populations can take specialized curricula to work in Administration, School Counseling and Gerontology. The Human Service programs at National-Louis University are based on an eclectic philosophy and taught by an interdisciplinary faculty. These programs are designed to develop and refine skills of current and prospective professionals. The program curricula emphasize eclectic, integrated care for the whole person, client empowerment, and accountability to the community.

The Master of Science in Human Services/Community Counseling degree requires 48 semester hours credit, and is designed to meet the educational requirements to sit for the Illinois Professional Counselor Licensure examination requirements as a Licensed Professional Counselor (LPC) and certification requirements as a National Certified Counselor (NCC). With two years of post-master’s supervised counseling, students are eligible to apply for the clinical license as Licensed Clinical Professional Counselors (LCPC). Persons seeking counselor licensure must take all of the required courses as listed in the catalog. There will be no exceptions.

The programs are designed for working adults who may elect to enroll on a full-or part-time basis. The Human Services
Programs are all offered in the Cohort Model day, evening and weekend format. The Cohort Model means that the learner enters a structured program of studies with a group of colleagues and will continue his/her studies with that same group of students from "start to finish".

All students have an identified cohort as well as an internship coordinator and in some cases a program coordinator to assist them toward the goal of obtaining a degree or certificate.

M.S. in Human Services Programs

Administration

Human Service Administration is a program designed for professionals who are targeting management either as a primary skill set or as an additional focus of practice (counseling, gerontology, day or residential program services, adult education, etc.). Historically, agency and program administrators were trained as direct service practitioners and later promoted to administrative positions. Agency and program management requires a unique skill set. The Human Service Administration Program offers skill training for both the new administrator and the experienced practitioner who aspire to excellence in agency leadership.

The program includes coursework designed to provide a broad base of skills including, administration and management concepts and theories, human resource management, program design and evaluation, law, computer applications, grant writing, interviewing, and an introduction to research. Emphasis is placed on the application to human service organizations but the skills are highly transferable to all types of organizations and activities. Graduates are prepared to move into positions such as team leader, program director, or executive director.

Counseling

Community Counseling

The community counseling program at National-Louis University is designed to train counseling professionals employing an eclectic approach to practice in community agencies and counseling centers. It is the intent of this program to assist all students in developing broad theoretical understandings of motivation and behavior, of specific client populations-characteristics, of intervention skills and strategies, of service agencies and organizations, and of the professional ethics and responsibilities of human services work. The interdisciplinary faculty offer a diversity of practice specializations and skills.

Program course work includes the theories and techniques to practice individual, group, and family counseling. Other course work includes topics in human development, testing, diagnosis, multicultural issues, counseling theories, professional issues, ethics and a clinical counseling internship. Students who complete this academic program are eligible to apply for certification as a Board Eligible National Certified Counselor and they may apply to the State of Illinois for the Licensed Professional Counselor (LPC) credential. After two years of post-master's supervised counseling experience, program graduates are eligible to apply to the State of Illinois for the Licensed Clinical Professional Counselor (LCPC) credential. However, students must take the courses as listed in the catalog. There can be no exceptions or substitutions.

School Counseling

The Human Services Counseling Program has been approved by the Illinois State Board of Education to provide coursework leading to a degree in Human Services Counseling with a concentration in School Counseling, leading to the Type 73 Certificate in School Counseling. This program is considered an "entitled" program by the Illinois State Board of Education. Based on new rules made by the Certification Board of the Illinois State Board of Education, there are several ways to obtain the Type 73 Certificate.

Based on the new rules published in 2004, each applicant shall either:
1. hold or be qualified to hold a teaching certificate; or
2. have completed, as part of an approved program, coursework addressing:
   a. the structure, organization, and operation of the educational system, with emphasis on P-12 schools;
   b. the growth and development of children and youth, and their implications for counseling in schools;
   c. the diversity of Illinois students and the laws and programs that have been designed to meet their unique needs; and
   d. effective management of the classroom and the learning process.
3. complete a 600 hour structured and supervised internship that is part of an approved program;
4. each applicant shall be required to pass the applicable content-area test (Type 73 for School Counselors).

The Human Services Counseling program requires 48 semester hours of coursework. This program includes all the courses required by the Illinois State Board of Education under the first option for certification. Non-teacher applicants will be required to take additional courses as noted under requirement 2 described above.

Admission Requirements for the School Counseling Program

In addition to the requirements for admission to the Human Services Counseling program, the applicant must present evidence of having passed the Illinois State Basic Skills Test administered by the Illinois State Board of Education. By 2005, applicants must have passed the content-area test, the Type 73 examination for School Counselors, prior to placement in practicum or internship.
The Human Service Department offers a graduate certificate in counseling in support of Master of Arts in Psychology at National-Louis University. The purpose of this certificate is to provide the additional courses necessary to satisfy the educational requirements for the Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC) credentials offered by the Illinois Department of Professional Regulation. It should be noted that this course selection may or may not satisfy the requirements of other state licenses or certificates.

Counseling courses from the Human Service Department include learning the direct service skills to provide one-to-one, group and family counseling with clients of all ages. Persons providing these services work in family service agencies, community mental health centers, township and city governmentally run counseling centers and hundreds of other public and private agencies in Northern Illinois. In order to prepare students for this imperative, the Human Service Department has set up a series of courses intended to supplement the didactic courses in Psychology. The Human Service Department is committed to maintaining this certificate in compliance with the LPC/LCPC requirements of the Illinois Department of Professional Regulation and in cooperation with the faculty of the Psychology Department. Changes in the curriculum may occur as state licensure requirements change and therefore may impact the curriculum and continuation of this program. Due to the nature of this combined program, students will be reviewed by the Illinois Department of Professional Regulation on a course by course basis. This will require students to retain copies of all course outlines to be used as a part of their application for the exams.

All students who apply for the certificate program must take a 22 semester hour curriculum in the Human Services Department in order to meet state requirements for the LPC/LCPC. The courses are offered on all campuses and students must apply and be accepted into the Human Services Department before they can take any courses. All courses and sequencing are determined by the Human Services Department and must be approved by a Human Services Department advisor prior to the student taking courses.

This certificate is only available on the Chicago Campus. It only starts in the Fall of each year. It is taken as a part of a cohort.

Gerontology

Persons over the age of 85 are the fastest growing segment of our society. With this increase in the numbers of persons growing older has come the need to train professionals to meet the various counseling, social service and consumer needs. Older adults are demanding counselors who are specifically trained to understand the specific emotional, social and spiritual needs of this population. Family service agencies, mental health centers, senior centers, care coordinating agencies, recreational facilities, learning programs, and volunteer coordinating agencies require skilled professionals. Specialists are also needed in the business sector, in government, and in service industries. This program is set up to bring together counseling and administrative skills to meet the student’s career goals. A student with the Masters degree and a certificate concentrating in Gerontological counseling may be eligible to sit for the exam leading to licensure as a Licensed Professional Counselor (LPC). However, students must take the exact courses required from both the degree and the certificate programs. With the degree in Gerontological counseling and the certificate in administration, the student can combine these two skill groups to work with a variety of community based services for older adults. Other creative options may be available to meet the unique needs of senior populations.

Center for Positive Aging

The Center for Positive Aging at National-Louis University is housed within the Human Service Department on the Lisle Campus. The mission of the center is to provide education, research, and direct support of the wholistic needs of older adults. As human beings age, many will experience health deficits and other losses. Yet, those persons who are the healthiest are the ones who can continue to count their blessings. Even when things are falling apart all around, the one thing that everyone can still control is his or her attitude toward life. The Center for Positive Aging supports those projects and programs, and supports each older adult to choose a positive attitude toward life. Current research includes studies of Spiritual Assessment, The Role of the Chaplain in Long Term Care, and other wholistic approaches to caregiving.

Department Requirements

Admission

Admission to the degrees and certificates in Human Services require a "B" average undergraduate GPA; a score of 52 (50th percentile) on the Watson Glaser Test (or equivalent graduate exam score); three letters of reference; and recommendation, per admission interview with a faculty member. Persons who have previously earned a graduate degree do not need to take the Watson Glaser Test.

Students admitted on a provisional basis into the program will be required to attend workshops provided by Center for Academic Development. All applicants are screened for suitability in the program. After all materials have been evaluated, a determination will be made regarding the applicant’s acceptance into the program.

Advisor Approval

All students are assigned an academic advisor once admitted into the program. Students are at all times responsible for obtaining advisor approval of their individualized programs of study and are further referred to the Human Service Graduate Student Handbook and the Human Service Graduate Internship Program Handbook. These handbooks are available on the Human Services Department website. These handbooks are also
available on each campus and further define or clarify policies, expectations, and requirements of the program of study. Handbook policies and programmatic revisions contained therein may supersede the general descriptions and explanations set forth in the catalog.

**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 service study is expected to subscribe to the Human Services Code of Ethics, the American Counseling Association Code of Ethics, the National Board of Certified Counselors Code of Ethics and the American School Counselor Association Code of Ethics, and students are expected to abide by the department's Human Services Student Minimum Performance Criteria as published in the Human Services Student Handbook, Appendix. In addition students are expected to adhere to the codes of ethics of the American Counseling Association and the National Board of Certified Counselors.

**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 fulfill the minimum criteria defined for Human Services students at all times. The Human Services faculty reserves the right to retain only those students who meet the defined minimum criteria. The faculty will provide feedback to students relating to areas of concern and discuss methods of improvement. In addition to specific course criteria, each human service student is expected to:

- Follow policies and procedures and supervisory directions of the human services program and field placement agencies.
- Maintain at least a "B" average in academic credits. (Students receiving 2 or more "C" grades will be dropped from the program)
- Demonstrate honesty in all matters.
- Respect the rights of others.
- Maintain a physically clean, neat, and appropriate professional appearance.
- Refrain from unprofessional attention-getting behavior.
- Maintain professional relationships with faculty, fellow students, clients and agency staff and refrain from inappropriate relationships with faculty, field supervisors, and clients.
- Will not come to school, class, or internship under the influence of alcohol or nonprescription drugs.
- Will demonstrate an ability in class and internship to separate personal issues from professional responsibilities.

**Transfer Credit**

For students seeking counselor licensure, only courses from CACREP accredited Universities may be accepted for transfer into the Community Counseling, School Counseling, and Gerontology Counseling degrees. For all other certificates or degrees, graduate hours completed in an accredited institution that offers graduate degrees may be transferred into the degree and certificate programs offered by the Human Service Department following the general guidelines of the university. A maximum of nine semester hours of course work required for the degree may be transferred. Students seeking licensure and transferring in credits from a non-CACREP accredited university must, when applying for licensure, submit syllabi from all courses taken as required by the Illinois Department of Professional Regulators (IDPR). Transfer credits can be no more than six calendar years old and credits cannot have been used to complete requirements in another degree program or taken while an undergraduate at NLU or any other university or college. No transfer credit approval is automatic.

**Student Rights and Appeals Processes**

It is the student’s obligation to read and become familiar with their rights and obligations as are further explained in the General Information section of this catalog as well as policies contained within the Student Guidebook of the Office of Student Affairs. Students are also responsible for reading & becoming familiar with the materials in the Human Services Graduate Student Handbook. This material can be found on National-Louis University’s website.

**Internship Program**

The specific purposes of the internship program for the student, agency and university are:

- **A.** To provide students with experience upon which to build their professional careers.
- **B.** To provide students with an arena to practice the application of human service theories and techniques in field settings.
- **C.** To provide students with an opportunity to discover and refine their professional strengths and weaknesses.
- **D.** To broaden the student’s concept of human service agencies and provide experiences that will expand the student’s understanding of human behavior and organizational functions.
- **E.** To enable the student to develop an ability to think critically and analyze his/her own skills and techniques.
- **F.** To help the students grow in his/her own level of self-awareness.
- **G.** To provide the University with a practical setting for evaluating the student’s performance.
- **H.** To establish and enhance communication between
I. To offer practitioners an opportunity to cooperate and serve the profession through the preparation of professionals.

Students should note that most internship placements require some daytime hours. Late afternoon, evening, and weekend sites may be available; however, this is the exceptional site and not the general rule. The agency placement process generally begins approximately nine months prior to internship registration. This allows the student ample time to adjust work and/or family commitments to avoid possible schedule conflicts.

During their internships, students are covered by malpractice insurance.

Although internships are a common component of most helping professions’ educational programs, National-Louis University believes that our internships provide a unique, intense, and valuable learning experience. In addition to the excellent daily supervision and direction provided by agency staff, the faculty clinical coordinators in seminar settings simultaneously provide group and individual supervision. (See the Graduate Student Handbook and Campus Clinical Coordinators for more information.)

Students who receive a failing grade in the internship will be dropped from the program.

**Human Services Administration (M.S.)**

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>36 SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA510 Administration of Human Service Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HSA512 Program Development and Evaluation in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSM508 Research and Evaluation Methodology</td>
<td>3</td>
</tr>
<tr>
<td>HSA430 Computers in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSM406 Human Services and the Law</td>
<td>3</td>
</tr>
<tr>
<td>HSA504 Human Service Accounting and Finance</td>
<td>3</td>
</tr>
<tr>
<td>HSA521 Interviewing for Administrators</td>
<td>3</td>
</tr>
<tr>
<td>HSA502 Management Information Systems for Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSA507 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>HSA514 Human Service Fundraising and Grantmanship</td>
<td>3</td>
</tr>
<tr>
<td>HSA522 Organization and Community Behavior</td>
<td>3</td>
</tr>
<tr>
<td>HSG542 Programs and Public Policies for Older Adults*</td>
<td>3</td>
</tr>
</tbody>
</table>

*Since the program is offered in the cohort format, the above-cited courses constitute the basic sequence. Additional courses may be substituted according to individual or cohort needs or as a substitute for coursework waived. All changes or waivers require academic advisor approval. Recommended alternate courses include:

HSA523 Administration of Volunteer Programs | 3 |
HSA593 Human Service Administration Colloquium | 3 |
HSG543 Administration of Community Programs for the Elderly | 3 |

(In the event that any courses are waived, additional courses must be taken to total 36 semester hours.)

**Human Services/Community Counseling (M.S.)**

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>48 SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC501 Fundamentals of Counseling in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSC510 Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC511 Professional Practice and Ethics in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSC512 Theory and Techniques of Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>LAP506 Advanced Human Development</td>
<td>3</td>
</tr>
<tr>
<td>HSC505 Clinical Assessment and Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>HSC506 Introduction to Theory and Practice of Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>HSC503 Counseling and Human Development in a Multicultural Society</td>
<td>3</td>
</tr>
<tr>
<td>LAP501 Introduction to Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>HSC504 Clinical Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC514 Counseling for Career Development</td>
<td>3</td>
</tr>
<tr>
<td>HSM508 Research and Evaluation Methodology</td>
<td>3</td>
</tr>
<tr>
<td>HSS 534 Perspectives on Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSM581 Human Services Internship I</td>
<td>1</td>
</tr>
<tr>
<td>HSM582 Human Services Internship II</td>
<td>1</td>
</tr>
<tr>
<td>HSM583 Human Services Internship III</td>
<td>1</td>
</tr>
<tr>
<td>HSM585 Internship Supervision (1-sh each term)</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives Under Advisement | 3 |

**School Counseling***

*Type 73 Guidance Endorsement for School Counseling*

The following courses are required based on ISBE standards. For teachers, the program will follow the regular counseling program with two exceptions, HSC534 and HSC533. Students in this program who do not have a current Illinois Teaching Certification are required to take HSC534 instead of HSC504. In addition, non-teachers will not have a free elective in their program, because they are required to take 4 additional courses to complete their School Counseling Degree.

The following courses are required based on ISBE Standards for students that already have a Master's degree in counseling.
Course Requirements

For teachers with a current, valid Illinois teaching certificate:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC534</td>
<td>School Counseling: Theory, Issues, and Practice</td>
<td>3</td>
</tr>
<tr>
<td>HSC533</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>HSM584</td>
<td>Human Services Internship IV</td>
<td>1-2</td>
</tr>
<tr>
<td>HSM585</td>
<td>Internship Supervision</td>
<td>1-3</td>
</tr>
</tbody>
</table>

For Non-Teachers - Must pass the Illinois Basic Skills test as part of admissions requirements and take:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC534</td>
<td>School Counseling: Theory, Issues, and Practice</td>
<td>3</td>
</tr>
<tr>
<td>HSC533</td>
<td>Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>EPS539</td>
<td>Cognitive Behavioral Intervention in School</td>
<td>2</td>
</tr>
<tr>
<td>SPE500</td>
<td>Introduction to Exceptional Children and Adolescents/Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EPS509</td>
<td>Structure and Organization of the Educational System for School Counselors</td>
<td>2</td>
</tr>
<tr>
<td>HSM584</td>
<td>Human Services Internship IV</td>
<td>1-2</td>
</tr>
<tr>
<td>HSM585</td>
<td>Internship Supervision</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Human Services/Gerontology Counseling (M.S.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC501</td>
<td>Fundamentals of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC510</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC512</td>
<td>Theory and Techniques of Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC506</td>
<td>Introduction to Theory and Practice of Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>HSM508</td>
<td>Research and Evaluation Methodology</td>
<td>3</td>
</tr>
<tr>
<td>LAP501</td>
<td>Introduction to Psychological Assessment</td>
<td>3</td>
</tr>
<tr>
<td>HSC514</td>
<td>Counseling for Career Development</td>
<td>3</td>
</tr>
<tr>
<td>HSC503</td>
<td>Counseling &amp; Human Development in Multicultural Society</td>
<td>3</td>
</tr>
<tr>
<td>HSS534</td>
<td>Perspectives on Substance Abuse Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSM581</td>
<td>Human Service Internship I</td>
<td>1</td>
</tr>
<tr>
<td>HSM582</td>
<td>Human Service Internship II</td>
<td>1</td>
</tr>
<tr>
<td>HSM583</td>
<td>Human Service Internship III</td>
<td>1</td>
</tr>
<tr>
<td>HSM585</td>
<td>Internship Supervision</td>
<td>3</td>
</tr>
<tr>
<td>HSC511</td>
<td>Professional Practice and Ethics in H.S.</td>
<td>3</td>
</tr>
</tbody>
</table>

Professional Graduate Certificate in Gerontology

For Gerontology students wishing to fulfill the Educational Requirements for the LPC and LCPC credentials, the following courses are required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSG441</td>
<td>Health Care for Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>HSG542</td>
<td>Programs and Policies for Older Adult</td>
<td>3</td>
</tr>
<tr>
<td>HSG545</td>
<td>Intro to Aging in America</td>
<td>3</td>
</tr>
<tr>
<td>HSG548</td>
<td>Counseling Elders and Families</td>
<td>3</td>
</tr>
<tr>
<td>LAP540</td>
<td>Abnormal Psychology of Aging</td>
<td>3</td>
</tr>
</tbody>
</table>

Human Services Professional Graduate Certificate Programs

Graduate certificate programs are intended primarily for professionals who already have a Master's Degree in human services or a related area. Students who have a bachelor's degree may be admitted with advisor approval and may be required to complete additional coursework.

All applicants must successfully complete the graduate application process. The Watson-Glazer test is waived for candidates who have a Master's Degree.

Human Services Professional Graduate Certificate Prerequisites

Graduate degree in counseling or a related helping profession OR Graduate degree in human resources or training and development and all applicants need the following courses or equivalents:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC501</td>
<td>Fundamentals of Counseling in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>LAP506</td>
<td>Advanced Human Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Administration Certificate

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA510</td>
<td>Administration of Human Service Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HSA512</td>
<td>Program Development &amp; Evaluation in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSA430</td>
<td>Computers in Human services</td>
<td>3</td>
</tr>
<tr>
<td>HSA504</td>
<td>Human Services Accounting and Finance</td>
<td>3</td>
</tr>
<tr>
<td>HSA522</td>
<td>Organizational and Community Behavior</td>
<td>3</td>
</tr>
<tr>
<td>HSC511</td>
<td>Professional Practice and Ethics in H.S.</td>
<td>3</td>
</tr>
</tbody>
</table>
Gerontology Counseling Studies Certificate 18-24 SH

Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC501*</td>
<td>Fundamentals of Counseling in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSC512</td>
<td>Theory and Techniques of Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSG441</td>
<td>Health Care for Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>HSG542</td>
<td>Programs and Policies for Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>HSG545</td>
<td>Introduction to Aging in America</td>
<td>3</td>
</tr>
<tr>
<td>HSG548</td>
<td>Counseling Elders and Their Families</td>
<td>3</td>
</tr>
<tr>
<td>LAP540</td>
<td>Abnormal Psychology of Aging</td>
<td>3</td>
</tr>
</tbody>
</table>

* Course may be waived if equivalent can be documented

Gerontology Administration Certificate 18 SH

Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA523</td>
<td>Administration of Volunteer Programs</td>
<td>3</td>
</tr>
<tr>
<td>HSG441</td>
<td>Health Care for Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>HSG543</td>
<td>Administration of Community Programs for the Elderly</td>
<td>3</td>
</tr>
<tr>
<td>HSG544</td>
<td>Long-Term Care for Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>HSG545</td>
<td>Introduction to Aging in America</td>
<td>3</td>
</tr>
<tr>
<td>HSG548</td>
<td>Counseling Elders and Their Families</td>
<td>3</td>
</tr>
</tbody>
</table>

Gerontology Generalist Studies Certificate 18 SH

(Five of the following plus electives under advisement to total 18 hours)

Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSG441</td>
<td>Health Care for Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>HSG542</td>
<td>Programs and Policies for Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>HSM422</td>
<td>Death and other Losses</td>
<td>3</td>
</tr>
<tr>
<td>HSG545</td>
<td>Introduction to Aging in America</td>
<td>3</td>
</tr>
<tr>
<td>HSG548</td>
<td>Counseling Elders and Their Families</td>
<td>3</td>
</tr>
<tr>
<td>LAP540</td>
<td>Abnormal Psychology of Aging</td>
<td>3</td>
</tr>
</tbody>
</table>

Long-Term Care Administration Certificate 18 SH

Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSG441</td>
<td>Health Care for Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>HSG542</td>
<td>Programs and Policies for Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>HSG544</td>
<td>Long-Term Care for Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>HSG545</td>
<td>Introduction to Aging in America</td>
<td>3</td>
</tr>
<tr>
<td>HSG548</td>
<td>Counseling Elders and Their Families</td>
<td>3</td>
</tr>
<tr>
<td>HSG549</td>
<td>Long-Term Care Regulations</td>
<td>3</td>
</tr>
</tbody>
</table>

Counseling Certificate for M.A. in Psychology Students

This certificate is designed for students earning a Master’s Degree in Psychology who wish to add a Counseling Certificate. The degree/certificate combination was designed to meet the educational requirements to sit for the Illinois State Counseling Licensing exams. Those wishing to sit for the LPC exam only will need to complete the 15 semester hour version of the certificate. Those wanting to sit for the LCPC exam will need to complete the 24 semester hours certificate program in order to be eligible to sit for the LPC and LCPC exams. Students must be accepted into the certificate program before attending classes offered by the Human Service Department.

15 SH Certificate

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC501</td>
<td>Fundamentals of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC510</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC512</td>
<td>Theory and Techniques of Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HSC506</td>
<td>Introduction to Theory &amp; Practice of Family Therapy</td>
<td>3</td>
</tr>
<tr>
<td>HSC514</td>
<td>Counseling for Career Development</td>
<td>3</td>
</tr>
</tbody>
</table>

24 SH Certificate

The above listed courses plus the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tr>
<td>HSC504</td>
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<td>HSM581</td>
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<tr>
<td>HSM582</td>
<td>Human Services Internship II</td>
<td>1</td>
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<tr>
<td>HSM583</td>
<td>Human Services Internship III</td>
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<tr>
<td>HSM584</td>
<td>Internship Supervision (1 semester hour each term)</td>
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</tbody>
</table>

Psychology

Master of Arts in Psychology (M.A.)

Students in the Master of Arts in Psychology program complete required core courses and research components. Core courses include advanced work in the areas of human development, personality, abnormal psychology, cognitive and/or social psychology, assessment, and research methods, design and analysis, thus giving graduates a breadth of knowledge of psychological principles.

Students may select additional courses from one of four clusters of advanced psychology electives that represent specific subfields of psychology or other interest areas in consultation with the program advisor. The subfields or interest areas include human development, cultural psychology, organizational psychology, and health psychology. The Master of Arts in Psychology requires a total of 36 semester hours of graduate credit.

The Master of Arts in Psychology program is appropriate for
students who are interested in teaching at the community college or four-year college level, or for a variety of other career options in developmental, cultural, organizational, or health psychology. The knowledge, skills and competencies developed in the master’s program will also provide a solid foundation for later doctoral study.

The human development specialization provides an opportunity for advanced study of fundamental psychological principles and their application across the lifespan. Students have the opportunity to study at an advanced level the physical, social, emotional, moral, and intellectual development of human beings across the lifespan. An emphasis on life contexts incorporates a multicultural perspective.

Graduate-level course work in cultural psychology and courses from the other social sciences will help students address issues of cultures and values clarification as these impact on the attitudes and behavior of individuals and groups in community settings, as well as in the international climate of today’s world. Graduates with training in cultural psychology will be able to work closely with clinicians, social scientists, educators, community, organizational and health psychologists, to name just a few.

The study of organizational psychology and related areas can give graduates the opportunity to apply their knowledge of psychology in business and corporate settings in the interest of improving productivity and the quality of life. Graduates with a knowledge of contemporary psychological principles and influence techniques can aid in customer relations and marketing fields, as well as many other applications.

The field of health psychology is receiving increased emphasis within both the professional and academic community. Health psychologists are interested in the psychological and behavioral aspects of physical and mental health. They aid in the promotion and maintenance of health, and often serve as members of multidisciplinary teams in the health-care professions.

Program Requirements 36 SH

Required Core Courses 15 SH
All students in the Master of Arts in Psychology program are required to complete the following advanced psychology courses. These courses plus one additional elective in psychology comprise the Graduate Certificate in Psychology, the core on which all four specialties are based.

LAP501 Introduction to Psychological Assessment 3
LAP505 Advanced Abnormal Psychology 3
LAP506 Advanced Human Development 3
LAP509 Advanced Social Psychology OR 3
LAP507 Theories of Cognitive Psychology 3
LAP510 Advanced Theories of Personality 3

Required Research Components 6
All students are required to complete courses in statistics and/or research design, research methods, and a thesis. Courses to be used to meet the research requirement are as follows:

LAP517 Psychological Statistics - Design and Analysis 2-3
INT512A Research Design and Methodology 3
LAP599 Thesis 3

Students who are interested in organizational psychology should take LAP509. Advanced Social Psychology.

Interest Areas - Electives

Human Development 15 SH
15 SH may be selected from the following list. Additional courses may be substituted with permission from the advisor. Students wishing to participate in a cohort group must meet with an enrollment counselor for a listing of the prescribed courses and available options.

LAP511 Infancy 3
LAP542 Later Adulthood and Aging 3
LAP508 Interpersonal Development 3
LAP450 Human Sexuality 3
LAP515 Advanced Culture and Self 3
LAP501 Introduction to Psychological Assessment 3
LAP502 Psychological Assessment II - Intelligence 3
LAP503 Psychological Assessment III - Personality 3
LAP518 Child and Adolescent Psychology 3
LAP547 Substance Abuse 2
LAP548 Ethics and Legal Issues in Psychology 2
LAP590A Internship 1
LAP591 Internship Supervision 1

Total minimum hours 36

Cultural Psychology 15 SH
15 semester hours may be selected from the following list. Additional courses may be substituted with permission from the advisor.

LAP450 Human Sexuality 3
LAP515 Advanced Culture and Self 3
LAP512 Cross Cultural Perspectives in Mental Health 3
LAP443 Managing Interpersonal Communication 3
LAP504 Psychological Foundations and Systems 3
HSC503 Counseling and Human Development in a Multicultural Society 3
LAS441 Urban Anthropology 3
LAP525 Psychology of Artistic Expression 3
LAP547 Substance Abuse 2
LAP546 Ethics and Legal Issues in Psychology 2
LAP590A Internship 1
LAP591 Internship Supervision 1

Total minimum hours 36
Organizational Psychology  15 SH

15 semester hours may be selected from the following list. Additional courses may be substituted with permission from the advisor. Students wishing to participate in a cohort group must meet with an enrollment counselor for a listing of the prescribed courses and available options.

LAP550 Advanced Industrial Psychology  3
LAP543 Advanced Interpersonal Relations  3
LAP507 Theories of Cognitive Psychology  3
INT519 Principles and Methods of Group Communications  3
MGT500 Contemporary Marketing Issues  3
MGT542 Leadership Theory and Practice  3
LAP502 Psychological Assessment II – Intelligence  3
LAP503 Psychological Assessment III – Personality  3
LAP546 Assessment for Organizations  3
LAP547 Substance Abuse  2
LAP548 Ethics and Legal Issues in Psychology  2
LAP590A Internship  1
LAP591 Internship Supervision  1

Total minimum hours 36

Health Psychology  15 SH

15 semester hours may be selected from the following list. Additional courses may be substituted with permission from the advisor. Students wishing to participate in a cohort group must meet with an enrollment counselor for a listing of the prescribed courses and available options.

LAP520 Biological Bases of Behavior  3
LAP530 Health Psychology  3
LAP543 Pain Management  3
LAP535 Psychopharmacology  3
LAP547 Substance Abuse  2
LAP548 Ethics and Legal Issues in Psychology  2
LAP590A Internship I  1
LAP590B Internship II  1
LAP591 Internship Supervision  1

Total minimum hours 36

Graduate Certificates in Psychology

There are 5 graduate certificates in Psychology available to students who have a bachelor's degree that required course work in Psychology. The General Certificate is intended for students interested in additional study of Psychology, beyond the bachelor's degree. The Specialty Certificates are intended for students currently studying at the graduate level, who are interested in expanding their knowledge and desire expertise in a specialty area of Psychology.

Psychology: General  18 SH

The general graduate certificate in psychology includes advanced study in the areas of Personality, Human Development, Abnormal Psychology and other areas. This certificate provides support for students planning on graduate study in human services, professional preparation as a psychologist, or further work in a variety of social science programs. It is also appropriate for teachers or professionals in corrections, community mental health, counseling or social work, and for students interested in careers in business or law.

Course Requirements

LAP501 Introduction to Psychological Assessment  3
LAP505 Advanced Abnormal Psychology  3
LAP506 Advanced Human Development  3
LAP510 Advanced Personality Theory  3
LAP509 Advanced Social Psychology  OR  3
LAP507 Theories of Cognitive Psychology  3
Electives at graduate level to be selected in consultation with program advisor.  3

Psychology: Health  12 SH

Course Requirements

LAP520 Biological Bases of Behavior  3
LAP530 Health Psychology  3
LAP535 Psychopharmacology  3
LAP545 Pain Management  3

Psychology: Human Development  12 SH

Course Requirements

LAP542 Later Adulthood and Aging  3
LAP507 Theories of Cognitive Psychology  3
LAP518 Child and Adolescent Development  3
LAP508 Interpersonal Development  3

Psychology: Organizational  12 SH

Course Requirements

LAP509 Advanced Social Psychology  3
LAP550 Advanced Industrial Psychology  3
INT519 Principles and Methods of Group Communication  3
MGT542 Leadership Theory and Practice  3
### Psychological Assessment

**Course Requirements**

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<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>LAP501</td>
<td>Introduction to Psychological Assessment</td>
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<tr>
<td>LAP502</td>
<td>Psychological Assessment II – Intelligence</td>
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<tr>
<td>LAP503</td>
<td>Psychological Assessment III – Personality</td>
<td>3</td>
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<tr>
<td>LAP546</td>
<td>Assessment for Organizations</td>
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### Master of Arts in Psychology (M.A.) – Cohort Model

Program offered as a cohort model that lets the student attend school one night a week with the same group of students and complete the degree in 18 months.

**Program Requirements**

**Core Course Requirements**

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<thead>
<tr>
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<td>LAP510</td>
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<td>Advanced Social Psychology</td>
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<td>LAP547</td>
<td>Substance Abuse</td>
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<td>LAP548</td>
<td>Ethics and Legal Issues in Psychology</td>
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<tr>
<td>LAP517</td>
<td>Psychological Statistics, Design and Analysis</td>
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**Required Research Components**

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<tr>
<td>INT512A</td>
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<tr>
<td>LAP599</td>
<td>Thesis</td>
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**CONCENTRATIONS** (students choose only one for the degree)

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<td>Health Psychology</td>
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<td>Health Psychology</td>
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<td>Human Development</td>
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<td>LAP507</td>
<td>Theories of Cognitive Psychology</td>
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<td>LAP518</td>
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<td>LAP542</td>
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<td>INT519</td>
<td>Principles and Methods of Group Communication</td>
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<td>LAP550</td>
<td>Advanced Industrial Psychology</td>
<td>3</td>
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<tr>
<td>MGT542</td>
<td>Leadership Theory and Practice</td>
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</table>
Course Descriptions

This section provides descriptions of all undergraduate, graduate, and doctoral courses offered by the College of Arts and Sciences. The courses are listed in alphabetical order by department and number. The first three alpha designations in a course number (i.e. APL 2XX) are codes for department or discipline. The fourth character (i.e. APL 2X) indicates the level of the course.

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.

300-399 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.

400-499 Advanced undergraduate/Master's courses.

Courses with these numbers are for advanced undergraduate students. 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 advisor and the department offering the course.

500-599 Master's courses.

600-699 Doctoral courses.

Department/Discipline Codes

Adult, Continuing, and Literacy Education (AC-)
ACE-Adult Continuing Education
ACL-Adult, Continuing, and Literacy Education

Applied Language/Language Institute (APL, ESL)
APL-Applied Language
ESL-English for Speakers of Other Languages

Health Studies (AH-, MH-)
AHA-Administration
AHC-Clinical
AHE-Education
AHG-General
MHA-Masters of Health Services Administration

Human Services (HS-)
HSA-Administration
HSC-Core/Counseling
HSD-Eating Disorders
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

Some graduate and doctoral courses may require an independent inquiry component which will be related to the objectives of the course.

ACE-Adult Continuing Education

ACE600 Introduction to the Adult Education Doctoral Program
An introduction to the program and university institutional resources. Students will examine their learning styles, experience collaborative learning and study methods for successful completion of the program. The three questions that inform the final Critical Engagement Project (CEP) are introduced and linkages between coursework and the CEP are demonstrated. 3 semester hours

ACE601 Advanced Seminar Critical Reflection and Critical Thinking
Reviews theories, concepts and processes of critical reflection and critical thinking and how these can be realized in academic work and adult education practice. Emphasis will be placed on how the three CEP questions can bring conceptual unity to critically reflective inquiry across the program. 3 semester hours

ACE602 Life History and Adult Education
Develops awareness of students’ own motivations, aspirations, self-concepts, assumptions and experiences as adult educators and how these have framed their careers, philosophies and educational practices. Students will be asked to write an analysis of their autobiographies as adult learners and adult educators. Grounding in techniques of life history writing and analysis will provide background for research into the first CEP question (Who am I?). 3 semester hours

ACE603 Advanced Adult Development and Learning
Reviews current theory and advanced research on adult development and learning and critically examines claims for distinctive forms of adult cognition. Analyzes cultural and social influences on adult learning and the place of adult learning in the lifespan. Study of psychological formation as a social process will be related to the first CEP question (Who am I?). Investigation of the practices in which each person has been engaged will be related to the second CEP question (What are my commitments?). 3 semester hours

ACE604 Adult Education: Core Concepts and Processes
Reviews and evaluates the core ideas and educational processes that make adult education a distinctive field of theory and practice. In examining core beliefs and assumptions about adult education students will explore the extent to which their own practices embody, contradict, challenge or diverge from core concepts and principles, thus addressing the second and third CEP questions (What are my commitments? How will I live out these commitments?). 3 semester hours

ACE605A, ACE605B, ACE605C, ACE605D, ACE605E Reflective Practice Seminars I-V
Examines dilemmas, tensions and problems of adult educational practice and adult educators’ development of theories of practice. Students will explore fields of practice outside their own, addressing the second and third CEP questions (What are my commitments? How will I live out these commitments?), and reflecting on connections and contradictions between ideals of critical practice and democratic action and their own practices. 3 semester hours each

ACE610 Research Methods in Adult Education
Reviews and critiques different research methodologies in adult education including qualitative and quantitative, but with special emphasis on those methods most relevant to the three CEP questions. Provides opportunities to select appropriate research methodologies for diverse research projects. Methods introduced will be exemplified in relation to the CEP questions. 3 semester hours

ACE620 Understanding Adult Education Practice
Examines dilemmas, tensions and problems of adult educational practice and adult educators’ development of theories of practice. Students will explore fields of practice outside their own, addressing the second and third CEP questions (What are my commitments? How will I live out these commitments?), and reflecting on connections and contradictions between ideals of critical practice and democratic action and their own practices. 3 semester hours

ACE640 Research: Critical Engagement Project Proposal Seminar
An intensive immersion workshop in which students review the research elements of the CEP process and develop an outline for the CEP proposal. Reflecting on their first year of coursework, students will plan their study and research over the next two years, producing an individualized plan which will demonstrate how the three CEP questions will be investigated and how coursework will support the CEP. 6 semester hours

ACE650 Research: Literature Review Seminar
Introduces elements of critical reviews of literature and develops the CEP literature review. Plans for the specific use of this course will have been made in the CEP Proposal Seminar. 3 semester hours

ACE655 Philosophy of Adult Education
Reviews the chief philosophical traditions in adult education and analyzes the connections between these and students’ development of their own philosophies of adult educational practice. Focusing on the second CEP question (What are my commitments?), each student will reflect on how personal commitments draw on or contradict some of the philosophical
or orientations in the field. 3 semester hours

ACE660    Research: Critical Engagement Project Methodology
Reviews all aspects of the CEP with a special emphasis on the presentation of a CEP methodology appropriate to the three questions addressed in the research. Individualized training will be provided in methods each student needs to accomplish their CEP plan. Plans for the specific use of this course will have been made in the CEP Proposal Seminar. 3 semester hours

ACE661    Educating in a Social and Political Context
Examines social and political context for the development of adult education theory and practice, as well as the roles of the adult educator. Assesses the social and political outcomes of adult education activities. Focusing on the third CEP question (How will I live out these commitments?), students will investigate political and cultural factors which promote or impede the realization of their commitments and pitfalls of committed action and study tactics. Included will be strategies and approaches available in political analyses and case studies of activism. 3 semester hours

ACE670    Research: Advanced Data Collection and Analysis
Reviews data collected in relation to the CEP in progress and provides a forum for critique of preliminary analysis and further refinement of collection and analysis procedures. Plans for the specific use of this course will have been made in the CEP Proposal Seminar. 3 semester hours

ACE699A   Dissertation Critical Engagement Project I
Reviews and strengthens students’ work by assessing work in progress including CEP methodology, literature review, data collection and analysis, and conclusions. Plans for the specific use of this course will have been made in the CEP Proposal Seminar. 6 semester hours

ACE699B   Dissertation: Critical Engagement Project II
Assists students to complete CEP research through intensive collective and individualized study. Plans for the specific use of this course will have been made in the CEP Proposal Seminar. 3 semester hours

ACE699C   Critical Engagement Project Advisement
Assists students to complete Critical Engagement Project through individual study and advisement. 3 semester hours

ACL-Adult, Continuing, and Literacy Education

ACL105    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 elements, 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. Prerequisites: 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)

ACL501 History and Philosophy of Adult and Literacy Education
An examination of competing histories of adult education activities in the United States, as well as a review of the historical and philosophical forces that have shaped the field of adult literacy. This course facilitates an active, flexible connection between various theoretical perspectives and actual practice and encourages the student to construct a personal philosophy. 3 semester hours

ACL503 Adult Development and Learning
An introduction to the content and pedagogy of the Masters Program, emphasizing understanding self as learner and leading to a critical examination of adult development as it relates to learning theory, self-directed learning, and learning how to learn. 3 semester hours

ACL510 Instructional Communications
An introduction to the design and delivery of training and educative interventions in adult education. Scope of course is limited to those elements of educational practice which focus on instrumental learning. 3 semester hours

ACL512 Leadership in Adult Education: Planning
An examination of program planning and development and the ways in which context, situation, and vision influence these processes. Prerequisite: Simultaneous enrollment in ACL520. 3 semester hours

ACL516 Program Planning and Administration
This course provides the adult educator with the conceptual tools and skills necessary for effective planning, management and evaluation of educational programs for adults. The course identifies and utilizes key resources and facilitates a team approach to program planning and implementation. The emphasis is on translating theory into successful practice. 3 semester hours

ACL520 Leadership in Adult Education: Administration
An examination of organizational forms in which structured adult education practice occurs and the roles of persons responsible for the coordination and implementation of organization-based practice. Prerequisite: Simultaneous enrollment in ACL512. 3 semester hours

ACL522 Social, Cultural and Political Context in Adult and Literacy Education
This course is geared for those who work or will work in advising and guiding roles with adults and will examine adult education practice in the context of social discourse on the construction of social knowledge. Emphasis will be placed on the deconstruction and reconstruction of participants’ practices, theories and beliefs as well as self-awareness, and applicability to various learning environments. Topics of current interest will be covered. 3 semester hours

ACL525 Instructional Strategies for Second Language Learners
This course provides adult educators with a broad base of knowledge of theory and practice with second language students. First and second language acquisition theories, cognitive, affective, sociocultural, and linguistic aspects of language learning and teaching, and popular methods in language teaching and classroom practices will be covered. 3 semester hours

ACL530 Contemporary Issues in Adult and Continuing Education
Examines the problems, concerns, agreements, disagreements, and other important aspects of the adult and continuing education field. Helps student become knowledgeable about subjects vital to program operation and progress and increases awareness of trends in the field. 3 semester hours

ACL533 Technology for Adult and Literacy Education
Explores the uses of current technologies in education: interactive video, online courseware, multimedia, and computerized instruction, in the context of best practices in adult and literacy education. 3 semester hours

ACL535 Training and Adult Education in the Workplace
This course is a comprehensive overview of workplace education and training from its historical evolution to current methods, trends, and issues. Participants will explore both the theory and practice of designing, implementing, evaluating, and managing effective programs for adult learners in the workforce. 3 semester hours
ACL540 Introduction to Adult and Literacy Education
Introduces students to the field of adult and literacy education through examination of its history, philosophy, traditions, and activities. Discusses various organizations which provide adult and literacy education. 3 semester hours

ACL541 Conference and Workshop Management
Examines aspects of conference planning and implementation with reference to size, staff, audience, purpose, resources, and activities. Teaching skills in programming, exhibiting, promotion, and publicity. Explores techniques for registration, evaluation, and follow-up. 2 semester hours

ACL542 Budgeting in Adult and Continuing Education
Introduces student to the purposes and problems of budgeting and fiscal management in nonprofit organizations or functional units. Analyzes past program income and expense and teaches students to develop pro forma budgets for future programs and grant proposals. Addresses the need for overall fiscal accountability. 2 semester hours

ACL543 Marketing in Adult and Continuing Education
Provides an overview of strategies and problems related to the marketing of educational programs. Surveys a variety of marketing strategies, relative costs, and methods of evaluation effectiveness. Enables student to conduct market needs analysis and evaluate the probable success of potential program offerings. 2-3 semester hours

ACL544 Policies and Prospects: Adult and Continuing Education
Provides an overview of legislation and policies related to adult and continuing education, and examines trends which may affect future regulations. Attention is given to both federal and state legislation as applicable and to institutional policies common to given areas which establish instructional parameters in adult and continuing education field. 2 semester hours

ACL545 Evaluation of Instructional Programs
Explores both the rationale for evaluating educational and training programs and practical procedures for identifying and measuring variables related to participant reactions, learning, individual behavior changes, and organizational improvement. 3 semester hours

ACL546 Research Methodologies for Adult and Literacy Education
Introduces principles and methods underlyin the creation of knowledge. Develops a critical understanding of research and examines knowledge creation as a component of adult and literacy education. 3 semester hours

ACL547 Adult Learning in Groups
Introduces collaborative learning – the core element of the Adult Education Masters Program – through a critical examination of group processes and strategies for learning in groups, with a special emphasis on the cohort itself. 3 semester hours

ACL552 Spirituality and Culture in Adult Education
Examines the place of the spiritual dimension of adult development and learning in a sociocultural context, and its implications for adult education in a multicultural society. 1-3 semester hours

ACL560RW Theoretical Foundations of Reading and Writing at the Postsecondary Level
Explores historical and current theories of reading comprehension, as well as theories of the process approach to composition. Emphasizes models from cognitive psychology, transactional theory, and psycholinguistics. Synthesizes the research that provides a foundation for those models and facilitates their application to the instructional delivery of reading and writing at the postsecondary level. 3 semester hours

ACL561RW Making The Reading and Writing Connection at the Postsecondary Level
Explores the significance of making the reading and writing connection across the postsecondary curriculum through a metacognitive model where the student learns through personal reading and writing experiences. These experiences become the foundation for an instructional model for adult learners. 3 semester hours

ACL562RW Strategies for Teaching Reading and Writing at the Postsecondary Level
Investigates through observation and application instructional delivery systems designed to teach the adult how to enhance learning by becoming a more active reader. Integrates writing strategies that enhance the reading process. Applies the theories underlying the process intervention approach to postsecondary writing instruction and develops strategies and techniques for group and individual settings. 3 semester hours

ACL563RW Analysis and Assessment of Reading Comprehension and Writing at the Postsecondary Level
Compares and contrasts various formal and informal, quantitative and qualitative assessment instruments used throughout the process of reading comprehension instruction. Studies both the formative and summative nature of such instruments ranging from placement tests to pre-assessment inventories to post-instructional interviews and surveys. Also examines current practices in the evaluation of postsecondary student writing throughout the writing process in terms of assessment, andragogy, and composition theory with an emphasis upon utilization with the nontraditional student population. 3 semester hours
ACL586  Workshop/Adult Education
Workshops offer content in an informal atmosphere utilizing the participation model. An identifying statement indicates the area of study and appears on the transcript. The appropriateness and acceptability of workshop credit must be determined in consultation with the faculty advisor. 1-4 semester hours

ACL590  Internships in Adult and Continuing Education
Provides specific, basic experiences in actual preparation and implementation of adult education programs. Internships are individually designed to meet the professional development needs of the student. Prerequisites: Permission of advisor and consent of internship sponsor. 1-3 semester hours

ACL590RW  Internship for Teaching Reading and Writing at the Postsecondary Level
Provides the learner with an opportunity to apply the theory, research, strategies, and assessment principles gained through foundational coursework in reading and writing in an authentic learning environment. Also enables the learner to receive feedback from a mentor with whom collaboration is encouraged. Accommodates the learner’s previous experience and interest through a variety of responsibilities. 3 semester hours

ACL591  Field Study in Adult and Continuing Education
Field study courses are designed to allow students to engage in academic activities in locations other than established campus sites. Locations may be overseas as well as domestic; they may be employment sites. Each field study is detailed by an outline of the objectives, learning activities, and evaluation procedures required for that course. Prerequisite: Consent of instructor. 1-3 semester hours

ACL591RW  Internship in Reading and Writing at the Postsecondary Level I
Provides the student with the opportunity to be involved regularly in a developmental reading/writing experience (e.g., class, tutoring, materials development) mainly at the level of observation and to be mentored by an experienced instructor. Activity will vary depending on experience and level of interest. 2 semester hours

ACL592RW  Internship in Reading and Writing at the Postsecondary Level II
Provides the student with the opportunity to be involved regularly in a developmental reading/writing experience mainly at the level of assisting the primary instructor. Activity will vary depending on experience and level of interest. ACL591RW is a prerequisite. 2 semester hours

ACL593  Integrative Seminar in Adult and Continuing Education
Provides the student with a culminating integrative experience at the conclusion of the program. Reviews trends which will influence future developments in adult and continuing education and helps students develop plans for continuing professional growth. Prerequisite: ACL511, ACL520 and simultaneous enrollment in ACL530. 4 semester hours

ACL593A  Integrative Seminar: Issues and Reflections I
Introductory exploration of areas of harmony and dissonance between self, practice, and what has been learned in the Adult Education Masters Program. Prerequisite: ACL512/ACL520 and simultaneous enrollment in ACL593B. 3 semester hours

ACL593B  Integrative Seminar: Issues and Reflections II
Further examines areas of harmony and dissonance between self, practice, and what has been learned in the Adult Education Masters Program. Prerequisite: ACL512/ACL520 and simultaneous enrollment in ACL593A. 3 semester hours

ACL593RW  Internship in Reading and Writing at the Postsecondary Level III
Provides the student with the opportunity to be the primary instructor in a developmental reading/writing experience. Students will be observed and advised regularly. ACL591RW and ACL592RW are prerequisites. 2 semester hours

ACL594  Independent Study in Adult and Continuing Education
Provides an opportunity for students to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical problem in their area of professional interests. Prerequisite: Consent of faculty advisor. 1-3 semester hours

ACL595  Special Topics in Adult and Literacy Education
Explores current and relevant topics in adult and literacy education related to specific practices. Specific focus of the course determined in advance and specified in the current syllabus. 1-3 semester hours

ACL599  Thesis
The thesis is a formal, written document which investigates a theory or particular point of view as the result of disciplined inquiry. Students must discuss content and methodology with an appropriate faculty member. Prerequisite: Consent of department faculty. 6 semester hours

ACL599B  Field-Study/Thesis – Project Advisement
Enables students who have completed the Field Experience Program to receive advisement, individually or in groups, for project/research related activities; library services; access to such data analysis services as provided to currently enrolled
students, and reader review services. Course shall be graded P/I (satisfactory or incomplete); registration shall be valid only until the beginning of the next academic quarter; credits do not count toward fulfilling degree requirements. Permission of Director of Field Research required for registration. Prerequisite: Open only to former Field Experience Program graduate students in good standing. 1 semester hour

ACL599C  Inquiry in Adult and Continuing Education
The inquiry is an extensive and intensive independent research and action project which is integrative of all course work and addresses the personal and professional goals of each student. Students work in conjunction with a faculty advisor and peers to develop and implement their research. 1-6 semester hours

Applied Language/Language Institute

Foreign language courses may be used as humanities elective credit.

APL—Applied Language

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, Writing Skills Development, or Communication 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

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

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

APL486A 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/1 semester hour

APL486B 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/1 semester hour

APL486C 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 the application of these in the four skill areas of listening, speaking, reading, and writing. Prerequisite: None. 1 quarter hour/1 semester hour

APL486D 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/1 semester 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/1-3 semester 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/1-3 semester hours

ESL—English for Speakers of Other Languages

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. 15 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

ESL100C 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

ESL200 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

ESL201 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

ESL403 ESL Reading and Writing for Graduate Students
Provides intensive ESL reading, writing, and grammar instruction for non-native English speaking graduate students.
Prerequisite: Graduate status and Placement. 3 semester hours

Health Studies
See program section for full description of the Allied Health Degree Completion Program options and requirements.

AHA-Health Studies Administration

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; consent confidentiality and medical records; the liability of 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 introduced.
Prerequisite: Admission to the Health Care Leadership Program. Corequisites: AHA441, AHA442. 5 quarter hours

AHA441 Health Care Planning and Evaluation
An introduction to the basic 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

AHA440 Administration 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

AHC-Health Studies Clinical  

AHC408  Phlebotomy  
Anatomy of 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

AHE-Health Studies Education  

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 clinical 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

AHG-Health Studies General

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 advisor 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

MHA-Health Studies - Masters of Health Services Administration

MHA500  Introduction to Health Services Administration
This course provides an opportunity for students entering the Master of Health Services Administration (M.H.A.) program to examine program expectations, personal goals and readiness for intensive graduate study. Students complete a detailed personal plan for optimizing success in the program. 1 semester hour

MHA510  Origins of Health Care Delivery Systems
This course provides a survey of the historical, economic, social, technological and philosophical forces that have shaped our current health care delivery models and systems. The impact of governmental and non-governmental regulation will be introduced. Students use the current literature to explore and analyze recent changes. 3 semester hours

MHA511  Health Care Policies and Trends
This course explores trends and public policy considerations that impact the delivery of health care. A primary focus is the critical examination of alternatives for balancing access, quality and cost. The course further examines planning and policy cycles, the role of government as regulator and market maker, the status of major governmental initiatives and the projection of emerging trends. 3 semester hours

MHA512  Health Care Management
This course examines leadership approaches that optimize quality outcomes. The management functions of planning, organizing, resource allocation (financial, physical, human and informational), supervision, controlling and evaluating are examined. The course explores how health care organizations are similar and yet different from other businesses. Managing change, employee empowerment for decision making/problem solving, and managing through teams are emphasized. 3 semester hours

MHA520  Patient Care Operations
This course examines alternatives for the delivery and evaluation of clinical services. Topics include analysis of operations, scheduling, staffing, coordination of services, specialized facilities
and equipment, regulatory requirements and the impact of managed care. Customer service, quality of clinical service outcomes and financial outcomes are also studied. Students develop detailed plans for the implementation or modification of clinical operating systems including the design of appropriate process and outcome measures. 3 semester hours

**MHA 521 Managerial Accounting in Health Care**

This course introduces the concepts, conventions and terminology of accounting and finance as applied in health care organizations. Students will identify the role of finance in health care applications, compare balance sheets, income statements, and statements of cash flow in financial statement analysis, and apply financial ratios and benchmarking as analysis tools for decision making. Cost determination and behavior, profit analysis, plus cost allocation are examined as management accounting tools. Advanced managerial accounting and financial analysis techniques including multiple pricing strategies, planning and budgeting, variance analysis, standard costs, time value analysis and risk/return models are also developed. The importance of outcome evaluation as a parallel consideration in decision making is emphasized throughout the course. 3 semester hours

**MHA 522 Health Care Business Operations**

This course surveys common health care business operations including patient registration & certification, billing, insurance, collection, materials management, medical records, legal affairs, utilization review and discharge planning. Capitation contracts and other alternative payment systems are introduced. The business implications of alternative medical staffing models are also examined. 3 semester hours

**MHA 530 Health Care Economics and Finance**

This course provides an overview of micro- and macro-economic principles and provides an opportunity for analysis of the economic and financial aspects of health care policy. The financial consequences of major governmental initiatives are examined in detail. Students apply economic and financial principles to evaluate capitation contracts (and/or other alternative payment systems) to predict financial and service level consequences. The impact of governmental and non-governmental regulatory and accreditation agencies is also considered. 3 semester hours

**MHA 531 Health Care Information Systems**

This course presents the fundamentals of acquiring, processing disseminating and applying health care information to support routine operations, problem solving, decision making, and strategic analysis to achieve a competitive advantage. The management of information technology, special characteristics of patient information and the importance of integrating clinical, operational and financial systems will be considered. Ethical and legal considerations of handling patient data will be reviewed. 3 semester hours

**MHA 532 Human Resources in Health Care**

This course examines the fundamental components of the employment process and the essentials of labor law as applied in health care organizations. A primary focus is the development of positive employee relations through appropriate salary administration, effective performance management techniques, employee reviews and incentive rewards. Labor-management relations, the organizing process, collective bargaining, negotiating skills and labor contract administration will be analyzed and practiced. Special considerations of dealing with a large number of professional employees will be addressed. 3 semester hours

**MHA 540 Marketing Health Care**

This course presents the fundamentals of marketing as practiced within health care organizations. A primary focus is building customer satisfaction through quality, service and value. Market to physicians, various health care groups and third party payers will be examined. Models which emphasize client or social outcomes rather than organizational gains will also be considered. 3 semester hours

**MHA 541 Strategic Management in Health Care**

This course presents the methodology for strategic examination of health care organizations. Organizational mission, vision, values and objectives are examined in relation to the current operation of each functional department and changing external conditions. Students will develop a strategic plan based on the analysis of internal and external environments and the selection of organizational change strategies to accommodate environmental changes. 3 semester hours

**MHA 550 Colloquium in Health Services Administration**

Students from cohort groups with similar completion schedules will be brought together for a period of intensive in-residence experience which will reinforce student understanding of core information, concepts and procedures presented throughout the program. Regional variations and similarities will be explored. A variety of learning activities, such as guest speakers, policy debates, simulations, formal and informal interaction between groups will be used to integrate and apply program content. Final summative written and oral reports on individual or group projects demonstrating a creative application of program fundamentals in a real or simulated health care organization will be presented and analyzed. 3 semester hours

**Human Services**

**HSA-Human Services Administration**

**HSA430 Computers in Human Service**

This course provides experience and knowledge in general computer operations and applications of computers and programs that are specifically applicable to Human Service settings. Experience is provided in computer operations for word processing and database tasks. In this course, a single integrated software package will form the basis for this experience.
Computer applications for a variety of human service functions will be designed and analyzed including client intervention, report writing, career and self-exploration, training and research, and program evaluation. 2-3 semester hours

HSA500  Introduction to Human Service Administration
This course will provide the student with an overview of the administrative issues, concerns, and skills needed to run a human service agency. Topics will include, an introduction to management theory, and an overview of the various management skills to be addressed in a degree in Human Service Administration. 1 semester hour

HSA502  Management Information Systems for Human Services
The Management Information Systems for Human Services course is designed to introduce the student to the various theories involved in information systems and their application to human service organizations. This will involve an understanding of the use of computers as communications devices and electronic connectivity. The student will also learn how management information systems (MIS) are developed and employed as management tools. This course will also examine the ways MIS technology and communications linkages can affect organizational behavior. 3 semester hours

HSA504  Human Service Accounting and Finance
This is a course in accounting and finance for the non-financial, Human Services manager or administrator. Beginning with the basic accounting concepts and practices, the student will explore the concepts and basic issues in finance needed for managing a Human Service agency. The emphasis of this course is on the ability to interact with the agency personnel who directly manage the funds, and the ability to gather the information necessary for sound fiscal decisions. 3 semester hours

HSA507  Human Resource Management
This course is designed to present the principal functions of personnel management required for the Human Services manager. Personnel selection and employment, salary and benefits, manpower planning, Equal Employment Opportunity and labor relations will be addressed. This course is designed to provide the Human Services manager with the knowledge needed to effectively execute their responsibilities with respect to human resources. 3 semester hours

HSA510  Administration of Human Service Organizations
An overview course on administration with special emphasis on human service management. Topics include a range of administrative skills such as board and volunteer development, supervision, planning, budgeting, fundraising and policy making. Course time is also dedicated to an inventory of personal management styles. 3 semester hours

HSA511  Human Services Management
The study of the processes of managing people and their tasks in organizations, with emphasis on applications in health human service, and educational settings. Topics include designing and evaluating jobs; selecting training, and developing employees; and determining motivation and compensation systems to enhance job performance. Prerequisite: HSA510, HSC310 or consent of instructor. 2-3 semester hours

HSA512  Program Development and Evaluation in Human Services
In this course the student will be exposed to the various steps involved in needs assessment, planning for programs and program implementation. Planning as a process involves communication, organization, and evaluation skills to develop programs that are both timely and effective. Prerequisite: HSA510. 3 semester hours

HSA514  Human Service Fundraising and Grantsmanship
This course is designed to introduce the student to the various techniques for fundraising in a Human Service Agency. During this course, the student will learn to identify sources of funding and approaches to funding sources as well as develop their fundraising skills within the human service field. This course will also introduce the student to grant writing as a important source of funding. 3 semester hours

HSA521  Interviewing for Administrators
The ability to relate to people is an essential skill in administration. In this course the skills of listening, clarifying, decision making, and the process of communicating with individuals and groups will be explored. These skills will be discussed in light of the student’s reflection on the values he or she holds as a manager. Prerequisite: HSA510. 3 semester hours

HSA522  Organization and Community Behavior
In this course, the student will build upon the foundation of systems theory to examine organizational behavior in the community as well as organizational content. The student will begin by exploring the nature of organizational psychology as it applies to the context of the community environment, particularly reflecting the community as an environment for services. Prerequisite: HSA510. 3 semester hours

HSA523  Administration of Volunteer Programs
Volunteers often serve a critical role in human service agencies. In this course the student will learn the various issues and techniques involved in recruiting, managing, rewarding, and evaluating volunteers. Discussion as to where to find volunteers, how to fit them into appropriate roles in the agency, and how to plan for them in the over all planning process of the agency will be addressed. Prerequisite: HSA510. 3 semester hours
HSC-Human Services Core/Counseling

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 (HSM201) 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

HSC451 Fundamentals of Creative Expressive Therapies
Emphasis is 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. 3 semester hours
HSC501  **Fundamentals of Counseling in Human Services**

The purpose of this course is to prepare human service workers to understand appropriate methods of addressing religious and spiritual issues when encountered while working with clients. This course will define spirituality and religious issues in the context of human diversity. Students will discuss the basic principles of the major religions of the world. This course will concentrate on appropriate counseling practice issues. However, other areas of where the role of religion and spirituality is visible would include: public, and service provision.  

_HSC504  Clinical Techniques of Counseling_  

This course expands interviewing skills and techniques through extended practice sessions with one client, relevant readings, examination of case materials and written exercises. Focus on advanced skills of interviewing, with emphasis on development and integration of individual style and technique. Prerequisites: HSC501, HSC510.  

_HSC505  Clinical Assessment and Diagnosis_  

This course will provide an overview of the DSM IV and how it can be used for purposes of assessment and diagnosis of the individual client. The student will learn the characteristics of various personality disorders and how to assess these disorders within the parameters of the helping interview. Prerequisites: HSC501, HSC510.  

_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.  

_HSC510  Theories of Counseling (formerly HSC400)_  

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.  

_HSC511  Professional Practice and Ethics in Human Services_  

This course will offer an overview of the historic context of ethics in human services, the philosophical context of the common values, and the ethical applications for professionals in the counseling and other Human Service fields. Beginning with a survey of the history of human services, the context for practice will be surveyed. The philosophical context of the values commonly found in human services will offer the student the foundation for ethical decision making. Finally, case examples of ethical decision making will be addressed, role plays, and personal reflection are emphasized in this course.  

_HSC512  Theory 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 emphasizes goals and purposes of group counseling, tasks and skills of the group counselor, and guidelines for group creation. The latter sessions concentrate on the experiential application of these concepts.  

_HSC513  Advanced Group Counseling_  

This course will build on the foundation of group dynamics an advanced understanding of the use of Group Counseling. Included in this course will be a survey of techniques from the various paradigms in psychology with particular emphasis on the development of the student’s eclectic application of group treatment. This course may be substituted for HSC512 where previous course work in group dynamics can be demonstrated. Prerequisite: HSC512.  

_HSC514  Counseling for Career Development_  

This course will present an overview of the concepts, theories, history, practices and techniques of career counseling through the life span. In addition the course will review the use of occupational classification systems, test and computers in career development.
counseling, as well as counseling with special populations. An experiential component will provide practice opportunities. Prerequisite: HSC501. 3 semester hours

HSC516 Counseling and Human Sexuality
An overview of the physical, psychological, and sociological aspects of human sexuality. A life span developmental orientation will be the guiding focus. Sexuality as an issue in counseling from various perspectives will be presented. Implications for legal and ethical concerns for clients will be included. Parent and teacher training for sex education. Gender issues; review of common sexual dysfunctions; effects of alcohol and drugs on sexual functioning; and current relevant topics. Prerequisite: HSC501. 3 semester hours

HSC517 Understanding and Counseling the Adolescent
An overview of selected basic concepts and issues relevant to the understanding and treatment of adolescents and their parents. Diagnostic and treatment skills will be emphasized, as well as, adolescent development, both normal and pathological. Prerequisites: HSC501. 3 semester hours

HSC518 Couples Counseling
An overview of the theories and techniques which apply to couple counseling. Additional topics include; problems most often brought to marriage counselors, the marital life cycle, influence of the families of origin, clinical assessment and intervention and the impact of divorce and remarriage on family relationships. An experiential component provides practice counseling opportunities. A course in family therapy is recommended in addition to the required prerequisites. Prerequisites: HSC501, HSC510. 3 semester hours

HSC530 Counseling Individuals: Practice and Theory I
This course is designed to introduce students to basic counseling theory and practice. Student are introduced to specific counseling theories and practice skills and strategies. Self-awareness and its role in counseling practice is also included in the course content. 3 semester hours

HSC532 Counseling Individuals: Practice and Theory II
This course is designed to build on students' skills and knowledge of counseling theory and practice as presented in the previous course. Emphasis is placed on the Eclectic counseling model. Prerequisite: HSC530. 3 semester hours

HSC533 Counseling Practicum
This course will provide a combination of didactic and experiential approaches to refine counseling skills as students begin to work in practice settings. Emphasis will be on the development of a counseling approach specific to clients' needs and characteristics. Feedback, self-assessment, and group interaction will be elements of the course. This course requires 100 hours of field placement in an approved setting with 40 hours of direct client contact. Prerequisites: Department/Program Approval and HSC501, HSC510, HSC511, HSC505. 3 semester hours

HSC534 School Counseling: Theory, Issues, and Practice
This course is designed to build on students' skills and knowledge of counseling theory and practice as presented in the previous course. Emphasis is placed on the Eclectic counseling model. Prerequisites: HSC501, HSC510, HSC511. 3 semester hours

HSD-Human Services Eating Disorders
HSD500 Introduction and Overview of Eating Disorders
Students will receive a survey and overview of the major eating disorders. A variety of theoretical perspectives will be presented. Anorexia, bulimia, and other disordered eating patterns will be discussed with respect to etiology, progression, and prevalence. Current approaches to treatment will be reviewed and recovery issues will be discussed. 3 semester hours

HSD508 Treatment Modalities for Eating Disorders
Students will explore in-depth selected treatment approaches for eating illnesses. In addition, attention will be given to diagnostic assessment using various treatment models. Skills and attributes of competent therapists, working with a medical team, and the integration of support and self help groups into treatment will also be discussed. Prerequisites: HSC501, HSC512, HSC506 or HSS531. 3 semester hours

HSD500 Medical and Physiological Aspects of Eating Disorders
Students will receive a survey and overview of the major eating disorders. A variety of theoretical perspectives will be presented. Anorexia, bulimia, and other disordered eating patterns will be discussed with respect to etiology, progression, and prevalence. Current approaches to treatment will be reviewed and recovery issues will be discussed. 3 semester hours

HSD510 Nutrition Treatment for Eating Disorders
A topical approach to nutrition and related health conditions, with an emphasis on evaluation of weight control methods. Includes investigation of food fads and fallacies, basic nutritional needs, vegetarian diets, nutrition for athletics and how the professional dietician applies nutritional information. 3 semester hours

HSG-Human Services Gerontology

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 health care for older adults. Normal physiological factors, common diseases of the aged, and both formal and informal community health services for the elderly are explored. Health maintenance and promotion is a major emphasis throughout the course. 3-5 quarter hours; 3 semester 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

HSG542  Programs and Public Policies for Older Adults
This course examines programs designed to meet the human service and health care needs of older adults and their families, considering the perspectives of clients, agencies, funders, and policy-makers. Students learn how to identify and locate appropriate services, deal with service-delivery problems, and influence public policies affecting older adults. 3 semester hours

HSG543  Administration of Community Programs for the Elderly
A practical analysis of the administration of services for older adults. The following topics are covered: the range of services for older adults; planning for individual services; the Aging Network; funding (or not funding) programs; marketing programs; targeting populations; the authority and responsibility of middle management; and personnel issues in providing in-home services. Methods include lectures, discussion, and problem-solving techniques applied to case studies. 2-3 semester hours

HSG544  Long-Term Care for Older Adults
The class covers the spectrum of long term care services to the elderly consisting of community based services and a special emphasis on the institutional setting. Topics include in-home services, community supports, physical and psychological needs of older adults, adult day care, residential programs, family issues, institutional adjustment, management challenges, and advocacy and rights of residents. 2-3 semester hours

HSG545  Introduction to Aging in America
In this course the student examines the various aspects of the physical, psychological, philosophical, religious, social, and societal dimensions accompanying the aging process. Focus is on insight into one’s own aging process, as well as on the various background issues facing persons who work with the elderly. 1-3 semester 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. Techniques include: Casework, Reality Orientation, Behavior Modification, Dream Therapy, Validation Therapy, Logo Therapy, and Grief Therapy. Prerequisite: HSG545. 5 quarter hours; 3 semester hours

HSG549  Long Term Care Regulations
This course is designed to teach the student the concepts and regulations needed to run a nursing home in the State of Illinois. Regulations in such areas as management, physical plant, and budget will be highlighted. Prerequisite: HSG544. 3 semester hours

HSM-Human Services Multiple Program

HSM303  The Stepfamily
An overview of the stepfamily structure, the course explores the effects of this family configuration on children, parents, and institutions. Examination of how stepfamilies differ from other family forms and how children, parents, and society deal with the phenomenon. 2 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; 3 semester hours

**HSM406 Human Services and the Law**
Legal principles and issues pertinent to the field of human services administration, mental health and addiction counseling and employee assistance programs will be discussed. Such topics as: crime and delinquency; family crisis; child abuse and neglect; mental health laws; domestic violence laws; DUI information; special education; confidentiality as well as state and federal laws and regulations will be discussed. Issues of real estate property laws, labor and contract law, as well as professional liability will also be included. 5 quarter hours; 3 semester 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; 3 semester 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; 3 semester 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; 3 semester 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; 3 semester 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; 3 semester 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; 3 semester hours

**HSM422 Death and Other Losses in Perspective**
This course is designed to enhance students’ awareness and skills for working with grief, and loss in many settings. It is designed to discuss the various circumstances in which grief is often found as well as a range of cultural and religious contexts in which grief and death are understood. Students will study normal as well as pathological grief responses as well as the plethora of encounters with the finite nature of humanity which includes death. Students will further examine the basic tools for grief assessment and intervention strategies. 5 quarter hours; 3 semester 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 advisor 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: HSM482 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 advisor 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 experientially 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 advisor approval. Students work closely with and receive supervision from both the agency and university personnel. The student is required to enroll in HSM385 Practicum Supervision concurrently. Prerequisites: HSM484 and advisor 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 advisor approval. Students work closely with and receive supervision from both the agency and university personnel. The student is required to enroll in HSM385 Practicum Supervision concurrently. Prerequisites: HSM485 and advisor 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

HSM508  Research and Evaluation Methodology
Introduces students to principles and methods of social research and prepares students to appropriately apply these skills in the conduct of program evaluation and other program management applications. Emphasis will be placed on the research context for decision making in the planning, design, analysis and reporting of applied research. Prerequisite: HSC511 or HSC500. 3 semester hours

HSM581  Human Services Internship I
Human Services experience (20 to 25 hours per week) in community organization to enable students to integrate classroom learning with practice and to refine their skills. Placements are individualized according to the student’s track (clinical or management), area of concentration, learning needs, and interests. Students also participate in a weekly supervisory seminar. Prerequisites: HSC501 or equivalent, plus five additional courses in graduate program; consent of internship supervisor and academic advisor. (Specific course prerequisites vary by area of concentration). 1-3 semester hours

HSM582  Human Services Internship II
Continuation of Human Services Internship I. Prerequisites: Successful completion of prior internship and consent of internship supervisor. 1-3 semester hours

HSM583  Human Services Internship III
Continuation of Human Services Internship II. Prerequisites: Successful completion of prior internship and consent of internship supervisor. 1-3 semester hours

HSM585  Internship Supervision
Examination of the issues and dynamics of Professional Relationships within the content of the internship experience. Specific attention given to: ethics of helping, organizational structure, service delivery systems, client assessment, and treatment planning with individual, group, 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. Prerequisites: Enrollment is required with each Internship enrollment. 1-3 semester hours

HSM594  Independent Study in Human Services
Independent studies offering for graduate Human Service students. Permits the student to undertake individual research in an area approved by the department and instructor. Intended to increase academic and clinical expertise. 1-3 semester hours

HSM595  Human Services Special Topic
1-3 semester hours

HSP-Human Services Prevention

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

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 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 further development of the field will be examined. 3 semester hours

HSP550  Substance Abuse Prevention Models
Students receive an overview of current substance abuse prevention models. Each model is presented with specific examples of practical application. The role of prevention in the continuum of care is discussed. 3 semester hours

HSP551  Prevention and Intervention Models
Students receive an overview of current prevention and intervention models. Each is presented with specific examples of practical application. In addition, the role of the prevention professional both as internal and as external consultant are highlighted as they relate to the implementation of the models. Prerequisites: HSP450 or Special Permission. 3 semester hours

HSP555  Concepts in Prevention Program Management
This course gives students an opportunity to examine the issues and overview skills crucial to the development and management of prevention programs. The following topics are covered: promotion, grants and fundraising, media, alliance building, and voluntarism. Prerequisites: HSP450, HSP551, ACE511, and undergraduate Prevention student with permission. 3 semester hours

HSP556  Prevention Integration Group
By meeting regularly throughout the year, prevention students have an opportunity to integrate their learning which takes place within a variety of disciplines. Discussion topics are selected by participants and an integration project is developed. May be repeated once. Prerequisites: Admission into the Prevention Masters of Science or Certificate Program. Undergraduate students with special permission. 1 semester hour

HSS-Human Services Substance Abuse

HSS534  Perspectives on Substance Abuse Counseling
This course provides an overview of substance use issues, including: understanding the substance use experience of the user and the impact of substance use disorder on the family and the larger community; assessment of substance use from abuse to dependence; historical aspects of use and of treatment, including the current treatment delivery system; etiology with particular emphasis on application to the counseling process; 12-step groups and their role in counseling individuals with substance use problems; prevention efforts to reduce alcohol/drug problems. 3 semester hours

Interdisciplinary

The following courses may be used by several programs and colleges.

Interdisciplinary Studies (INT)

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 women 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 people’s 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

INT440 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

INT490 Independent 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

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

INT506 Media Selection and Delivery in Educational Programs
Reviews criteria for the selection and utilization of instructional media in relation to audience, content, media characteristics, and instructional methods. Presents a systematic approach for the integration of media into educational programs. 2-3 semester hours

INT512 Fundraising and Grantsmanship
Covers basic fundraising methods and the development and writing of grant proposals. Topics include: designing a fundraising plan; preparing a case statement; program planning, budgeting, and evaluation; developing fundraising skills; and locating funding sources (corporations, foundations, government, etc.) and other resources available to nonprofit organizations. 2-3 semester hours

INT512A Research Design and Methodology
Introduces principles and methods for identifying, gathering, and utilizing data as information for decision making. Both quantitative and qualitative data collection techniques are explored. Presents procedures for improving reliability and validity of data. 2-3 semester hours

INT512B Research/Data Analysis
Explores basic ways to analyze, summarize, and report data. Introduces student to principles and methods of quantification, measures of central tendency and dispersion, and basic parametric and nonparametric statistical tests. 2 semester hours
INT519  Principles and Methods of Group Communication
Develops sensitivity to group communication processes and helps identify leadership and interpersonal communication styles which are appropriate for differing tasks and contexts. 2-3 semester hours

Liberal Arts and Sciences

Art

LAA-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

LAE-Liberal Arts and Sciences - 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. Counts in the Humanities 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 Humanities 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 Humanities 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 Humanities 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 Humanities 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 Humanities 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 Humanities Area of General Education Requirements 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 Humanities 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; descriptive and prescriptive grammar; varieties of American English. Prerequisites: LAE102 or equivalent. Counts in the Humanities Area 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 8 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 8 ½ 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 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; 3 semester 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; 3 semester 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, Kesy, 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; 3 semester 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; 3 semester 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; 3 semester 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; 3 semester 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; 3 semester hours

LAE416  Women's Lives into Literature
Women’s Lives into Literature examines the process of transforming life experience into fiction plays and poetry- what is left out, what is added, how elements are altered considering the special skills of each writer. The historical context and specific cultural influences on American writers of the late nineteenth and twentieth centuries will be considered using the works of Kate Chopin, Charlotte Perkins Gilman, Sylvia Plath, Lillian Hellman, Lorraine Hansberry, and Wendy Wasserstein. Prerequisites: Admission to the Master of Science in Written Communication or Consent of the Instructor. Counts in the Humanities Area of General Education Requirements 5 quarter hours; 3 semester 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 Humanities Area of General Education Requirements 5 quarter hours; 3 semester 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; 3 semester hours.

LAE434  Shakespeare and Elizabethan Drama
Study of the Elizabethan stage and Elizabethan-Jacobean 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; 3 semester 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 Humanities Area of General Education Requirements 5 quarter hours; 3 semester 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 Humanities Area of General Education Requirements 5 quarter hours; 3 semester 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 Humanities Area of General Education Requirements 5 quarter hours; 3 semester 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 Humanities Area of General Education Requirements 5 quarter hours; 3 semester hours

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 advisors for guidance and tutoring. 2-5 quarter hours

LAE492A, LAE492B, LAE492C  Methods of Research for Writers I, II, and III
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 2 quarter hours or 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; Contrast LAE501: Writing from Reading.) Counts in the Humanities Area of General Education Requirements 2 quarter hours per module; 1 semester hour per module.

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 advisor and evaluator. Prerequisite: consent of instructor. 1-5 quarter hours; 1-3 semester hours

LAE500 Advanced Expository Writing
A wide-ranging course to develop techniques which increase clarity, interest, cogency, and coherence. Exercises in and out of class lead students to grace and style, sometimes through techniques of style analysis and modeling. Writer flexibility is encouraged by creating a diversity of tasks and imaginary audiences. Basic plagiarism and copyright guidelines are reviewed. 3 semester hours

LAE501 Writing from Reading: Research, Reports, and Summaries
Practice in preparing expository material from previously published information. Reports, reviews, summaries, research projects, and light feature material based on background reading are the major focus. Methods of formal and informal research are taught, including computer-assisted searches. Students learn correct methods of documentation, and the laws that apply. Reader-interest, organization and clarity are the primary concerns. Students become familiar with what many staff (and freelance)
writers do for a living. This is a writing-intensive course. (Contrast: LAE492 Methods of Research). 3 semester hours

LAE502 Creative Writing: Fiction
A course which strengthens techniques of description, characterization, narration, exposition, pacing, imagery, and diction. Students are encouraged to develop independence in seeing options and making creative decisions. Each student works at development of his or her own "voice". Manuscripts are evaluated by a published fiction writer. Students read and react to each other's work. 3 semester hours

LAE503 Creative Writing: Poetry
A course which develops mature concepts about the nature of "poetry" and its relation to prose. Techniques of imagery, diction, tone, and organization are developed in relation to each student's style and thematic directions. Students learn how to develop and control the emotional impact of the poem. Students read and react to each other's work. This course is usually offered to one or a few students by arrangement. 3 semester hours

LAE504 Creative Writing: Children's Books
A course taught by published writers of children's literature. Course improves basic techniques in fiction and poetry (see descriptions for other creative writing courses) but focuses on specifications for various younger age groups. Students learn publisher guidelines for each age level as well as what kinds of pieces publishers prefer. Formats and conventions are examined. Problems in maintaining racial, ethnic, and religious fairness are examined. Available markets are surveyed. Students read and react to each other's work. This course is usually offered to one or a few students by arrangement. 3 semester hours

LAE510 Rhetorical Theory: History and Practice
A course which examines the age-old question of "What works?" from an historical perspective. Students are introduced to classical and modern theories of rhetorical effectiveness and literary analysis. Course also offers an overview of accepted and experimental methods to improve writing skills. Weekly exercises apply various theories and methods. Students become familiar with the vocabulary of rhetoric, old and recent. 3 semester hours

LAE512A, LAE512B, LAE512C
The Professional Writer: Markets, Materials, Methods I, II, and III
A course dealing with the practical side of professional writing: career opportunities for the staff writer and publishing opportunities for the free-lancer. Students learn manuscript forms, survey available markets, discuss where professional writers get their "ideas" from, etc. Course also covers pay scales for writers, copyright laws, liability laws, and income tax tips. This course is usually offered in modules of one semester hour each in fall, winter, spring. LAE512A, LAE512B, LAE512C.

LAE515 Feature Writing
A course which examines the design of feature stories for newspapers and magazines and the style-range possibilities. Interviewing skills are a primary focus. Assignments include news-features, profiles, and personal experience essays, among others. Students learn the standard organizational format for magazine features ("the magazine formula") and alternatives. Students are introduced to the idea processes which generate concepts for stories. 3 semester hours

LAE516 Screenwriting
A course in the special techniques and format of writing the narrative film, with emphasis on dramatic structure, character development, creating visual metaphors and orchestrating these elements around a coherent dramatic question or premise. Viewing and reading of noteworthy screenplays is combined with the development of an original screenplay idea and the execution of a portion of that screenplay into proper format. Prerequisites: Graduate status or department permission. 3 semester hours

LAE517 Technical Writing
A flexible course designed to meet the career goals of students in the Written Communications program. The course teaches strategies for writing complex, specialized or industry-specific information in a clear and effective manner. Students learn how to analyze and adjust levels of prose complexity, how formatting can enhance communication and how to address readers of differing levels of expertise and interest. Some assignments allow students to use actual projects from their own workplaces. 3 semester hours

LAE518 Narrative Forms
An examination of the ways in which writers tell stories, both fictional and otherwise. Attention will be paid to the various types of first- and third-person narrative techniques, the use of chronology and alternate time schemes, the cross-cut and the subplot. Primarily a reading course for students in the M.S. in Written Communications program. 3 semester hours

LAE520 Teaching Freshman English Composition
This course will introduce the graduate student/writer to the strategies needed to teach general education freshman/lower division (non-developmental) writing courses. It concludes a survey of relevant literature concerning instructional issues and applications in the classroom (i.e., process approaches, peer/collaborative activities, writing across disciplines, teaching writing with computers, writing assessment). Emphasis is given also to utilizing the writer/graduate student's writing practices and experience. Students will develop appropriate instructional materials. 3 semester hours

LAE521 Teaching Literature to Undergraduates
This course will introduce the student to the strategies needed to teach postsecondary lower division, introductory literature courses. It includes a survey of relevant literature concerning instructional issues and applications in the classroom (i.e., reader response, collaborative activities, appropriate critical approaches, integration of writing activities). Students will
develop appropriate teaching materials. 3 semester hours

LAE592  Practicum/Internship in Teaching English Courses to Undergraduates
This course provides a closely supervised actual teaching experience with instruction and mentoring for the graduate student. Students will teach an English Department, first or second term freshman composition course or other lower division composition or literature course (as available) or give instruction in an appropriate tutorial setting. 3 semester hours

LAE594  Independent Study
An opportunity for students in the Masters program to pursue an area of writing and/or research independently. Students are assigned to a faculty member for guidance and coaching. 1-3 semester hours

LAE595  Special Topic
Opportunity for students and faculty to create a course topic not on the regular schedule. Students may register for more than one Special Topic in the course of their degree program. 1-3 semester hours

LAE599  Thesis Project
The final showcase piece in the student’s portfolio. It is tailored to fit the student’s individual program. Examples of thesis projects might be: a collection of short stories, a short novel, a series of poems, a lengthy report for publication or for use in an organization, a series of articles, one long or several short children’s books, a series of periodical journals which the student has edited and managed for an organization, etc. The length and difficulty of the project will determine the credit hours to be awarded (3, 4, 5 or 6). Work may be based on previous course work but must show extensive rewriting and augmentation. Student is assigned to a faculty member for coaching and evaluation. 1-6 semester hours

Philosophy/and Religion

LAH-Liberal Arts and Sciences-Philosophy

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

LAH300  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

LAH305  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
LAM490  Philosophy Independent Study
Counts in the Humanities Area of General Education Requirements. 2-5 quarter hours

LAM495  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

LAM-Liberal Arts and Sciences-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. 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: 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

LAM110 or LAM130 or placement. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

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

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

LAM20    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 math 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
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.  
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.  
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  Pre-calculus
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 mathematics 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: LAM214 or 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; LAM308 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

LAM490  Mathematics Independent Study
Students conduct in-depth examinations of a topic in mathematics culminating in an interpretive report. Prerequisites: LAM220, consent of instructor. Counts in the Quantitative Reasoning Area of General Education Requirements. 2-5 quarter hours

LAM491  Applied Project in Quantitative Studies
Provides an applied experience within the university to work with a practicing professional integrating academic knowledge and research skills. Engages the student in computer programming, statistical analysis and/or other quantitative activities. May be taken several times for a maximum total of 10 hours credit. Admission to the applied project course requires departmental permission. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours

LAM492  Quantitative Studies Internship
Provides on-the-job experience at a local scientific, business, educational, or industrial setting; offers the opportunity to integrate academic knowledge and skills with the demands of the professional work environment. A minimum of 15 hours per week for 10 weeks of on-site experience totaling a minimum of 150 clock-hours per quarter is required for 5 quarter hours of credit. May be taken several times for a maximum total of 10 hours credit. Admission to the internship program requires departmental permission. Counts in the Quantitative Reasoning Area of General Education Requirements. 5 quarter hours
Science

LAN-Liberal Arts and Sciences-Natural Science

LAN106  Introduction to Scientific Thought
This course trains students in the basic intellectual tools necessary to access, understand and critically analyze modern scientific information. Students learn about the philosophical development of science and how to distinguish good science from flawed and "pseudo" sciences. They gain an understanding of, and practice in, the steps of the scientific process. They learn methods for accessing current scientific information. The course also covers the theory of evolution, the major paradigm of modern biology. Students learn about the 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. 3 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: LAM100B 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 quarter hour 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  General 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  General 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 equilibriu 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 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: LAM110 (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. 5 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: LAN110, 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 3 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. Prerequisites: 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, LAN111, or consent of Instructor. Counts in the Physical and Life Sciences Area of General Education Requirements. 3 or 3 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 threats 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. 1-5 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

LAP-Liberal Arts and Sciences-Psychology

LAP100  General Psychology
Overview of fields of psychology including biological, social, developmental, and adjustive 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 expectations. 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 advisor. 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. 3-5 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. 3-5 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. 3 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. 3 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/3 semester 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/3 semester 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/3 semester 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/3 semester 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/3 semester hours
LAP443  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.  2-5 quarter hours (may be repeated)

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/3 semester 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/3 semester 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/3 semester 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/3 semester 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/3 semester 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/3 semester 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/3 semester 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/3 semester 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. 3-5 quarter hours/2-3 semester hours
LAP548  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. 5 quarter hours/3 semester 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 life span 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. 5 quarter hours/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. 5 quarter hours/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

LAP590A Internship I
The internship enables the student to integrate learning with practice in an applied setting in the mental health field. Skill development in the selected site will focus on counseling, assessment and consultation. Students will participate in a weekly supervisory seminar on campus. The student will spend 300 hours on-site in the setting. Prerequisites: Graduate standing, completion of required courses, approval of advisor. 1 semester hour

LAP590B Internship II
The internship enables the student to integrate learning with practice in an applied setting in the mental health field. Skill development in the selected site will focus on counseling, assessment and consultation. This course is an extension of Internship I with more emphasis on skill development with treatment planning and intervention. Students will participate in a weekly supervisory seminar on campus. The student will spend 300 hours on-site in the setting. Prerequisites: Graduate standing, completion of required courses, approval of advisor. LAP590A or approval of department. 1 semester hour

LAP590C Internship III
The internship enables the student to integrate learning with practice in an applied setting in the mental health field. Skill development in the selected site will focus on counseling, assessment, and consultation. Students will participate in a weekly supervisory seminar on campus. The student will spend 200 hours on site in the setting. Prerequisites: Graduate standing, completion of required courses, approval of advisor. LAP590A and LAP590B or approval of department. 1 semester hour

LAP591 Supervision for Interns in Psychology
This course is a basic guide to assist the Psychology student through the entire experience of internship. Overviews of basic treatment modalities, the clinical interview, diverse populations, site-supervision and ethical considerations will be covered. Specific topics covering non-clinical psychology internships for health psychology, developmental psychology, and industrial/organizational psychology will be addressed in order to each student’s experience in the field. Prerequisites: 1 semester hour concurrent enrollment with each 1 semester hour of Internship. 1-3 semester hours

LAP594 Psychology Independent Study
A pursuit of independent study in an area of psychology by students enrolled in graduate study at NLU. Prior to registration, students must obtain permission from their Graduate Advisor. Also, they must obtain approval from that faculty member who will be supervising their work. A paper is required for course credit. 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

LAP599 Thesis
A thesis required of all Master of Arts in Psychology students is a formal written document which investigates a theory or particular point of view as the result of disciplined inquiry. 3 semester hours

Social Science
LAS-Liberal Arts and Sciences-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 economies 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: 1492–1826
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: 1828–1886
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. Counts in the Social Sciences Area of General Education Requirements. 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 America 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. 4 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.
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

LAS411 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 Humanities or Social Sciences Areas 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 ethnomorphic 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

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**Theatre Arts**

**LAT-Liberal Arts and Sciences-Theatre**

**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 Fine Arts Area 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 Humanities or Fine Arts Areas 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

LAT340  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

LAT433  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

LAU-Liberal Arts and Sciences-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 melodic 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. 2 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
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.
Professors who are experts in the fields they teach

Bachelor of Science in Management (also available online)

You may attend class as part of a cohort group with approximately 15 students who stay together throughout the program.

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 (available online)

1.888.NLU.TODAY (658.8632) • www.nl.edu
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 (available online).

We design programs around both your educational and developmental needs.

Master of Business Administration (also available online)

Master of Science in Management

Master of Science in Human Resource Management and Development

1.888.NLU.TODAY (658.8632) • www.nl.edu
College of Management and Business Undergraduate Programs

Admission Requirements

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
### 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.

### 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 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
   One Business Elective 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 (LAE 101) 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 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 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 I (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 advisor 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 systems.

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  199

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

MGT150  Introduction to Computers and Computer-Based Applications  4
MGT239  Database Application  4
MGT207  Visual Basic  4
MGT314  JAVA Programming  4
MGT240  Business Application Development I: Using COBOL  4
MGT241  Business Application Development II: Using COBOL  4
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGT350</td>
<td>Management Information Systems</td>
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<tr>
<td>MGT348</td>
<td>C++ Programming</td>
<td>4</td>
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<tr>
<td>MGT347</td>
<td>Computer Networks &amp; Intranets</td>
<td>4</td>
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<tr>
<td>MGT436</td>
<td>Principles of Web site Design &amp; Development</td>
<td>4</td>
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<tr>
<td>MGT440</td>
<td>Systems Analysis &amp; Design</td>
<td>4</td>
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<tr>
<td>MGT341</td>
<td>Database Program Development</td>
<td>4</td>
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<tr>
<td>MGT445</td>
<td>Applied Software Development Project</td>
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**Business Support Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
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<td>Introduction to Business</td>
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<td>MGT106</td>
<td>Applications of Business Writing</td>
<td>4</td>
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<tr>
<td>MGT120</td>
<td>Accounting Principles I</td>
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<td>MGT122</td>
<td>Accounting Principles III</td>
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<td>MGT204</td>
<td>Business Law I</td>
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<tr>
<td>MGT220</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>MGT270</td>
<td>Survey of International Business</td>
<td>4</td>
</tr>
<tr>
<td>MGT300</td>
<td>Principles of Marketing</td>
<td>4</td>
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<td>MGT301</td>
<td>Principles of Finance</td>
<td>4</td>
</tr>
<tr>
<td>MGT302</td>
<td>Principles of Management and Supervision</td>
<td>4</td>
</tr>
</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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**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.

<table>
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<tr>
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<td>Accounting Principles II</td>
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<tr>
<td>MGT122</td>
<td>Accounting Principles III</td>
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</tr>
<tr>
<td>MGT150</td>
<td>Introduction to Computers and Computer-Based Applications</td>
<td>4</td>
</tr>
<tr>
<td>MGT200</td>
<td>Practicum Experience</td>
<td>4</td>
</tr>
<tr>
<td>MGT220</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
</tbody>
</table>

**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.

<table>
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<tr>
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<td>Introduction to Computers and Computer-Based Applications</td>
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</tr>
<tr>
<td>MGT200</td>
<td>Practicum Experience</td>
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<tr>
<td>MGT204</td>
<td>Managerial Accounting</td>
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<tr>
<td>MGT270</td>
<td>Survey of International Business</td>
<td>4</td>
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<tr>
<td>MGT302</td>
<td>Principles of Management and Supervision</td>
<td>4</td>
</tr>
</tbody>
</table>

**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.

<table>
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<tr>
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<td>Accounting Principles I</td>
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<td>MGT121</td>
<td>Accounting Principles II</td>
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<tr>
<td>MGT150</td>
<td>Introduction to Computers and Computer-Based Applications</td>
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</tr>
<tr>
<td>MGT200</td>
<td>Practicum Experience</td>
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</tr>
<tr>
<td>MGT220</td>
<td>Managerial Accounting</td>
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</table>

**Total Minimum Hours**: 48 QH
MANAGEMENT AND BUSINESS

MGT200 Practicum Experience 4
MGT204 Business Law I 4
MGT207 Visual Basic 4
MGT215 Business Applications of Spreadsheet 4
MGT243 Office Information Systems 4
MGT302 Principles of Management and Supervision 4
Computer Electives 4

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</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>LAS250</td>
<td>Macroeconomics</td>
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<tr>
<td>LAS255</td>
<td>Microeconomics</td>
<td>5</td>
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<tr>
<td>MGT101</td>
<td>Introduction to Business</td>
<td>4</td>
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<td>MGT120</td>
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<td>MGT243</td>
<td>Office Information Systems</td>
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<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>
</tr>
<tr>
<td>MGT350</td>
<td>Management Information Systems</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Minimum Hours 38 QH

Management Programs

Admission Standards for the B.S. in Management and the B.S. in Management Information Systems

Admissions Procedures

Prior to being considered for admission to the Bachelor of Science Programs, applicants must be admitted to National-Louis University. Prospective students may apply for admission at any time during the year.

Note: application to the University and the Bachelor of Science programs can occur concurrently.

Admission to the Bachelor of Science Programs.

Applicants who meet the requirements for admission to the University may be considered for admission to the program. The admissions criteria are as follows:

1. Quarter hour Requirement:

   A minimum of 90 quarter hours (or 60 semester hours) of transferable credit with C grades or above from accredited colleges or universities.

2. A cumulative grade point average of 2.0 or better on a 4.0 scale, on all previous coursework.

3. Three years of work experience.

Admissions decisions will be made by the University Director of Admissions (or local representative). A local CMB faculty admissions team consisting of full-time faculty members will be convened to make the admissions recommendations related to those applicants who do not meet the general criteria for full or provisional admission.

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 or experience 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 absences 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 advisor 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 180 quarter hours. These students may take CLEP or DANTES exams or complete a portfolio of prior learning.

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 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.

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.

B.S. in Management Requirements 50 QH

Term I

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT403</td>
<td>Introduction to BSM/BSMIS</td>
<td>1</td>
</tr>
<tr>
<td>MGT410</td>
<td>Management and Supervision</td>
<td>5</td>
</tr>
<tr>
<td>MGT431</td>
<td>Communication Skills for Managers</td>
<td>4</td>
</tr>
<tr>
<td>MGT311</td>
<td>Assessment of Managerial Proficiency</td>
<td>3</td>
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</table>

Term II

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT412</td>
<td>Organizational Behavior, Development and Change</td>
<td>5</td>
</tr>
<tr>
<td>MGT430</td>
<td>Communication in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MGT475</td>
<td>Managerial Budgeting</td>
<td>4</td>
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</table>

Term III

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MGT450</td>
<td>Human Resource Management</td>
<td>5</td>
</tr>
<tr>
<td>MGT406</td>
<td>Applied Business Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

MGT467   Managerial Ethics & Decision Making 3

Term IV

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MGT426</td>
<td>Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT458</td>
<td>Marketing for Managers</td>
<td>4</td>
</tr>
<tr>
<td>MGT482</td>
<td>Strategic Management</td>
<td>5</td>
</tr>
</tbody>
</table>

Specialty Areas

Concentrations in specialty areas such as Human Resources, Training and Development, Public Administration, Health Care and Hospitality sector management may be offered as cohort groups are recruited/formed to satisfy a specific need within a market (example: a management concentration specifically developed for the U.S. Customs service). Need may be determined by an analysis of a local market and/or through corporate or organizational contacts.

Concentrations will 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 area. Other colleges within the University will be consulted when a concentration is developed which includes courses which cross functional areas of responsibility.

NOTE: Students who were enrolled in the Bachelor of Arts (B.A.) in Management prior to September 1, 1993 and failed to complete the degree requirements because of incomplete course work may contact their local College of Management and Business Academic Program Director to be assigned a faculty advisor to develop an individual program completion plan. Students will be assigned B.S. in Management courses which approximate incomplete course work. Students who did not complete MGT406 A, B, C, and/or D (the research project) may elect to take any B.S. in Management courses which do not duplicate prior course work to make up the lacking credit.

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.

**Market-Relevant 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 ensure 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 ensure 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 ensures 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) programs require a minimum of 60 quarter hours of general education. This will include demonstration of competency in all 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 advisor 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.

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

In conclusion, the Bachelor of Science in Management program 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 and the Bachelor of Science in Management Information Systems program demonstrate the skills expected through general education.

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 also includes courses covering fundamental concepts relating to information technology strategy, processes, people, and infrastructure.

The second term provides the student with practical experience 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
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 (and program) culminates in a course that requires the student to apply the knowledge gained through the previous terms in an information systems development project.

<table>
<thead>
<tr>
<th>Term I: Fundamentals and Concepts</th>
<th>QH</th>
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<tbody>
<tr>
<td>MGT403 Introduction to BSM/BSMIS</td>
<td>1</td>
</tr>
<tr>
<td>MGT416 Information Systems Concepts</td>
<td>4</td>
</tr>
<tr>
<td>MGT417 Communication Networks</td>
<td>4</td>
</tr>
<tr>
<td>MGT413 Procuring, Managing, &amp; Leading High Tech Workers</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term II: Current Technologies</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT424 Developing and Managing Web Sites</td>
<td>4</td>
</tr>
<tr>
<td>MGT433 Developing and Managing Databases</td>
<td>4</td>
</tr>
<tr>
<td>MGT437 Data Mining and Warehousing</td>
<td>4</td>
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<tr>
<th>Term III: IT's Role in Organizations</th>
<th>QH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT456 Securing Corporate Information Assets</td>
<td>4</td>
</tr>
<tr>
<td>MGT473 Strategic Uses of Information Technology</td>
<td>4</td>
</tr>
<tr>
<td>MGT469 Enterprise Resource Planning</td>
<td>4</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Term IV: Planning and Implementation</th>
<th>QH</th>
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</thead>
<tbody>
<tr>
<td>MGT462 Systems Development Life Cycle</td>
<td>4</td>
</tr>
<tr>
<td>MGT471 IT Project Management</td>
<td>4</td>
</tr>
<tr>
<td>MGT485 Applied MIS Techniques</td>
<td>5</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Specialty Areas or Concentrations</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
College of Management and Business Graduate Programs

Admission Policies

Prospective students may apply for admission to graduate management programs at any time of the year. All applicants must submit all of the following to the Office of Admissions prior to consideration for admission to any graduate program in the College of Management and Business (CMB):

1. A completed application form. (available online: www.nl.edu)
2. A nonrefundable application fee. (see fee schedule)
3. Official transcripts from all colleges and universities attended. Completion of a bachelor’s degree must be verified. Graduate students who already possess a graduate degree from an accredited institution and meet all other CMB graduate admissions requirements will only be required to submit transcripts of their graduate degrees. Other transcripts will not be required.
4. A list of three references to include supervisors, employers, professors, or others who have known the applicant in a professional or academic capacity, or are in the position to judge the applicant’s ability for graduate study.
5. A score on the writing assessment. This requirement is waived for applicants who have earned a graduate degree from a regionally accredited institution.
6. A professional resume. (In lieu of a resume, U.S. military personnel may submit a copy of their DD214 and U.S. government employees may submit a copy of their SF171.)
7. TOEFL (Test of English as a Foreign Language) official scores are required if English is not the applicant’s native language and/or college coursework was earned outside the United States.

International Student Admissions

The College of Management and Business welcomes qualified international students for enrollment into its graduate 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 Students in the General Information section of this catalog for details.

Status of Admitted Students

Upon receipt of the required documentation, an admission decision will be made by the Director of Admissions (or local representative) for those applicants who meet the full admissions standards as outlined herein. A local CMB Faculty Admissions Team will be convened to make the admissions decisions for those applicants who do not meet the criteria for full or provisional admission. The admissions criteria are as follows:

Full Standing

1. Verified completion of a bachelor’s degree from an accredited four-year college or university or the equivalent from an institution outside the United States.
2. A grade point average of 2.75 or better on a 4.0 scale over the applicant’s entire undergraduate program.
3. A score of 3.5 or better on the writing assessment.
4. A minimum of three years of full-time professional, technical, or managerial work experience (or the equivalent in part-time work).
5. Computer literacy required.
6. For those who do not have English as their first language and whose college coursework was earned outside the United States, a minimum score of 550 on the paper-based version, or a minimum of 213 on the computer-based version of the Test of English as a Foreign Language (TOEFL).

Provisional Status

Applicants who do not meet the grade point average requirements for full admission or have a writing assessment score of 3.0, may have additional admission requirements or may be denied admission.

Students who are provisionally admitted, must maintain at least a 3.0 (“B”) cumulative grade point average (GPA), with no outstanding “I” grades for all courses taken during the first term. These courses may not be extension courses, transfer credit, workshops, independent studies, or internships/practicums, except when taken by veterans receiving benefits. If a minimum 3.0 GPA is attained at the end of the probationary period, the student will gain full academic standing; if the student’s GPA is below 3.0 at the end of the probationary period, the student will be dropped from the graduate program.

Applicants who score a 3.0 on the writing assessment and are acceptable for provisional status by the CMB Faculty Admission team, must enroll in MGT523, Analytical and Writing Skills for the Manager. Students must successfully complete MGT523 to gain provisional admission status for the first class session. That is, students must pass MGT523 before they will be allowed to begin attending classes in their chosen CMB graduate program. MGT523 is a not for credit, pass/fail course which is designed to hone the student’s writing and critical thinking skills. The course’s purpose is to increase the student’s potential for success in graduate studies.
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 program administrator and to the University Director of Admissions and Records who will officially notify the applicant of the unit’s decision.

3. Further appeals will be administered in accordance with the University policy on academic appeals as outlined in the Student Guidebook.

4. 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. An exemption is required when an applicant does not meet the minimum requirements for provisional admission. Requests for an exemption will be forwarded to the Academic Issues Governance for an admissions decision.

Status of Formally Admitted Students

Enrollment

1. Graduate students must be fully or provisionally admitted prior to the start of the first course of the program. Unclassified students are not eligible for admission into graduate programs.

2. Special Status students may be allowed to enroll in the first course of Term I while awaiting the completion of the formal admissions process. Special Status students must take the writing assessment prior to starting class; they must also successfully complete MGT523 prior to starting class if they score less than a 3.5 on that assessment. Admission under this status will be conditional upon a determination by local admissions personnel that available information indicates that the applicant may eventually be fully or provisionally admitted to the program. In the event that the formal admissions process is not completed by the end of the first course, the student will not be permitted to continue in the program (regardless of their grade in the course), until a formal admissions decision is made.

3. Unclassified or Visiting Students may be allowed to take individual MS-HRM&D courses for professional development with the permission of the local program administrator without being formally admitted to the degree program. Unclassified or Visiting Students, who have completed some MS-HRM&D courses, may petition the local program administrator for admission into the degree program.

Academic Policies

Transfer Between Graduate Programs

Students wishing to transfer from one graduate program to another within the university must request permission to do so. A written request will be directed to the person/unit responsible for admissions decisions in the college to which the student is transferring. Any special admissions requirements for the new program must be met. The academic record will be evaluated and the admission status to the new program will be determined based on this evaluation. The student will be notified of the decision and new academic standing.

Transfer of Credit

Graduate hours completed at an accredited institution which offers graduate degrees may be transferred into College of Management and Business graduate programs. Such institutions are either those approved by one of the regional accreditation associations or those approved by agencies recognized by the Council on Recognition of Postsecondary Education. The number of credit hours that may be transferred is determined on an individual basis. No transfer is automatic. A maximum of nine semester hours may be transferred. The following criteria apply to transfer credit:

1. The transferred course must have provided bona fide graduate credit that would have fulfilled graduate degree requirements at the institution at which the course was taken.

2. The credit must not have been used toward a degree which was awarded.

3. The credit may be for graduate work completed at National-Louis University or elsewhere for which a degree was not awarded.

4. Credit earned more than six calendar years before graduate admission is not transferable.

5. Courses with a grade below B cannot be used for transfer credit. A “Pass” grade for a completed pass/fail graduate course is acceptable.

6. Transfer credit may be prohibited or limited in certain academic programs.

Students must petition for transfer of credit at the time of application for admission. This petition must include a transcript showing satisfactory completion of the course and such supportive evidence as may be needed to establish relevance of content to the student’s degree program. Transfer of credit will be approved by the appropriate local program
Required Course Waiver(s)

Students may request a waiver of one or more required courses if previous academic work or experience indicates a high degree of competency in the content of the course. Waiver of a required course does not grant equivalent credit toward the degree; it permits the student to substitute an appropriate elective course for the waivered course. A Course Waiver Request Form must be completed by the student and the advisor and submitted with appropriate documentation to the appropriate local program administrator.

Graduation Requirements

1. The College of Management and Business reserves the right to update/change the graduate curricula at any time. Any candidate for a degree shall be held to compliance with changes, as far as the uncompleted portion of their program is affected.
2. Students must fulfill all degree requirements, including theses, research projects or other requisites, within 10 years from the beginning of the first course taken in the specific graduate program to which they are admitted. (Transfer credit is not computed in determining this requirement)
3. Students who have not completed their degree within the 10 year required time frame, may apply to the college for readmission into the applicable program. Prior to readmission, the students must agree to develop a Degree Completion Plan which will provide for taking a minimum of six program core courses within a three year time limitation. Additional courses may be required to meet the total number of semester hours required for the degree being sought. When the required courses are completed within the indicated time frame, the degree requirements shall be considered met and a degree may be awarded.

Management and Business Programs

The College of Management and Business offers graduate degree programs for both experienced and prospective managers. The programs are designed for working adults and are presented in a flexible field experience model.

Academic Standards

Students enrolled in the graduate 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. If the GPA of a student admitted with full-standing status falls below 3.0, the student will be placed on academic probation. The student will be notified in writing and given the maximum of four graded courses or nine semester hours (depending on the program) taken at National-Louis University to raise the GPA to 3.0. If a 3.0 GPA is attained, the student will gain good academic standing. These courses may not include workshops, independent studies, transfer credits or internships/practicums. All credit courses will be used for calculating the cumulative GPA of veterans.
2. If the student fails to raise the GPA in the designated probationary period, the student may be considered for dismissal. If a student wishes to appeal this decision, a petition must be made to the CMB Academic Issues Governance Unit to deal with student academic appeals.
3. College of Management and Business graduate students who are dismissed from the University for academic reasons may apply for readmission at such time as they have regained good standing and meet the requirements of the program.
4. Attendance in class is mandatory. Circumstances and events may arise that may preclude a student from attending every session; however, a student must contact the instructor in advance.
5. Students who miss 50% of class meetings in one course (unless special arrangements were made beforehand with the instructor) will be given a "N" in that course and will be required to retake the course.
6. 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 supercedes and must apply for readmission if they wish to complete the program.
7. Any student carrying three or more outstanding "I" grades will be dropped from the program at the end of the term in which the third "I" grade is received. Students may apply for readmission only when outstanding "I" grades drop below three.
8. Instructors may set specific conditions (e.g., time limit) for a student to complete "I" grade course work and may convert the grade to "N" if the conditions are not met. In the absences 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 "N" grades.
9. Any course for which a "D", "F" or "N" 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.

Master of Business Administration (M.B.A.)
(Offered in the field-experience model only.)

The M.B.A. program offers a diverse series of courses that will develop the skills needed for experienced practitioners to succeed in today’s increasingly complex organizational settings. The courses focus on traditional M.B.A. subjects such as finance, marketing, and economics, but are conducted in a learning context that will also help students develop their leadership and communication skills. The M.B.A. courses are designed to address practical problems, rather than theoretical ones, so that students will be able to apply their new knowledge and skills in their work settings almost immediately. Further, the courses are sequenced to provide continuity and will contain common themes and threads. These themes and threads will include communication issues, issues of diversity, law and ethics, as well as strategic thinking and leadership skills. This program is designed to serve adults who work in complex organizations, public as well as private, not-for-profit as well as for-profit, and to help them work more effectively with superiors, peers and subordinates in identifying, clarifying and solving organizational goals and problems.

The MBA program is offered in two delivery models:
1. One night per week of class augmented by online web-support and asynchronous discussion.
2. Entirely online, including two weekend residencies in addition to the online coursework.

In each case, classes will consist of cohort groups of working adults who remain together throughout the program. The program consists of a fixed sequence of courses that will enable students to complete the program within approximately 21 months. Entirely online programs include two weekend residency modules in addition to the online course work.

Degree Requirements 37 SH

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<thead>
<tr>
<th>Term 1</th>
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<tbody>
<tr>
<td>MBA500  Introduction to Graduate Studies</td>
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<td>MBA502  Organizational Behavior</td>
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<td>MBA504  Human Resources Management</td>
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<td>MBA506  Ethical and Legal Issues</td>
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<th>Term II</th>
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<tr>
<td>MBA510  Macroeconomics</td>
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<td>MBA508  Managerial Economics</td>
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<td>MBA512  International Management</td>
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<th>Term III</th>
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<td>MBA514  Managerial Accounting</td>
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<td>MBA516  Financial Markets</td>
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<td>MBA518  Financial Management</td>
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<th>Term IV</th>
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<tr>
<td>MBA520  Operations Management</td>
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<td>MBA522  Strategic Marketing</td>
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<td>MBA524  Strategic Management</td>
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Management (M.S.)
with special emphasis on Organizational Leadership
(Offered in the field-experience model only.)

The Management program is based on the conviction that most professionals in business, not-for-profit, and government organizations have ample skills in their specialization but need more knowledge and skill to effectively lead and manage the human complexities in organizations.

The Management program is designed to deliver quality education to adults who wish to acquire knowledge and skills that will help them: 1) work more effectively with people at all levels in an organization; and 2) function more effectively in contributing toward the achievement of organizational goals.

The program is ideal for managers and other professionals whose jobs require frequent interaction with other people or require leading and supervising others in an organizational setting.

This master’s degree program is offered at selected locations convenient to working students who meet in cluster groups which remain together for the entire program. The spectrum and design of the required courses enable students to apply their knowledge and skills almost immediately in their work settings.

Students who intend to pursue doctoral studies at a future time may elect to complete a thesis (MGT599A1, MGT599A2, and MGT599A3) in lieu of the two individualized study courses (MGT548 and MGT552). This option is subject to approval by the local College of Management and Business (CMB) program administrator.

Degree Requirements 33 SH

Core Course Requirements 18 SH

<table>
<thead>
<tr>
<th>Core Course Requirements</th>
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<tr>
<td>MGT542  Leadership Theory &amp; Practice</td>
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<tr>
<td>MGT543  Assessment of Leadership in Organizations</td>
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<td>MGT544  Critical Thinking for Leaders</td>
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<td>MGT545  Organizational Analysis</td>
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<tr>
<td>MGT546  Organizational Design &amp; Innovation</td>
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<tr>
<td>MGT547  Ethical Practices of Leaders</td>
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</table>
General Managerial Leadership Concentration

18 semester hours core course work plus the following:
Required Concentration Courses 15 SH

MGT548 Practicum in Leadership Development 3
MGT549 Organizational Communication 3
MGT551 Leadership & High Performance Teams 3
MGT552 Practicum in Proposal Development for Organizational Improvement 3
MGT553 Strategic Leadership in Organizations 3

Specialty Area Concentrations

18 semester hours core course work plus the following:

18 semester hours of core course work, plus 15 semester hours in the specialty concentration, must be completed to meet the degree requirements.

Concentrations in specialty areas such as Health Care Management, Human Resources Management, Human Resources Development, Information Technology, Public Administration, Law Firm Management, and Hospitality Sector Management may be offered as cohort groups are recruited to satisfy a specific need within a market or of a specific client organization (for example, a management concentration developed for the U.S. Customs Service). Need may be determined by an analysis of a local market and/or through corporate or organizational contacts.

Concentrations require the completion of 9 to 15 semester hours of course work within the concentration specialty area. (If a concentration is 9 or 12 semester hours, the remaining credits will come from courses for the General Managerial Leadership Concentration listed above.) 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 MGT495: Special Topics, which are relevant to the specialty area.

Graduate Certificate in Managerial Leadership

NLU’s Graduate Certificate in Managerial Leadership is designed for engineers, scientists, computer and other technically trained professionals who either aspire to become or already are managers and who desire a postgraduate, intensive, applied management development experience lasting approximately one year. Certificate students are either added to M.S. in Managerial Leadership cohort groups or formed into certificate cohorts. Intention to pursue a Certificate must be declared at the outset of study. The Program can be customized to meet the industry specific needs of organizations which sponsor at least 15 students.

The Graduate Certificate in Managerial Leadership consists of 18 semester hours of graduate credit earned in two terms via the following courses:

Certificate Requirements 18 SH

Term I

   MGT542 Leadership Theory & Practice 3
   MGT543 Assessment of Leadership in Organizations 3
   MGT544 Critical Thinking for Leaders 3

Term II

   MGT549 Organizational Communication 3
   MGT551 Leadership & High Performance Teams 3
   MGT545 Organizational Analysis 3

The admissions requirements are the same as for admission to the M.S. in Managerial Leadership Program. They include an undergraduate degree from an accredited institution, admissions applications with written statement and resume, undergraduate GPA of at least 2.75, and adequate scores on the writing assessment. Certificate program applicants who already have a M.S. or M.A. in another field and from a regionally accredited institution may waive the admissions requirements except for submission of their transcripts, application and a resume.

M.S. Completion Option:

Certificate students may at any time during their certificate program of study, transfer all of their certificate program course credits earned toward completion of the MS-ML degree. Certificate students who complete their certificate program and desire to continue on to earn their M.S. are required to complete the following courses which would comprise their Term III of the MS-ML Program:

Term III 18 SH

   MGT552 Practicum in Proposal Development for Organizational Improvement 3
   MGT546 Organizational Design & Innovation 3
   MGT553 Strategic Leadership in Organizations 3
   MGT547 Ethical Practices of Leaders 3
   MGT548 Practicum in Leadership Development 3

Certificate graduates may elect to return and complete their M.S. at any time after completion of their certificate, as long as all work for the M.S. is completed within ten years of the date they started their certificate studies. After that time, additional course work will be required following the same guidelines as apply to all returning CMB graduate students.
Human Resource Management and Development (M.S.)

This degree program provides for an in-depth examination of theory and principles in the human resource management and human resource development functional areas. The program incorporates several management disciplines such as organizational development and change, performance management and measurement, and human resource management, and develops practical management skills. It also provides students with the opportunity to share their work experiences with classmates and to apply learned skills in their workplace.

The Master of Science in Human Resource Management and Development (MS-HRM&D) is offered at selected locations convenient to students who meet in cohort groups which remain together for the entire program. Courses are presented sequentially in a variety of week-end and week-day schedules.

Program Requirements  

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<tr>
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<tr>
<td>MGT509</td>
<td>Human Resources Planning</td>
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<tr>
<td>MGT533</td>
<td>Organizational Behavior, Organizational Development and Change</td>
<td>5</td>
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<tr>
<td>MGT521</td>
<td>Recruitment, Selection and Retention</td>
<td>3</td>
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<tr>
<td>MGT541</td>
<td>Employee Relations and the Law</td>
<td>3</td>
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<td>MGT513</td>
<td>Total Compensation Systems</td>
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<tr>
<td>MGT520</td>
<td>Performance Analysis &amp; Productivity Measurement</td>
<td>4</td>
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<tr>
<td>MGT515</td>
<td>Training &amp; Development: Systems &amp; Practices</td>
<td>4</td>
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<tr>
<td>MGT540</td>
<td>Labor Management Relations</td>
<td>4</td>
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<tr>
<td>MGT508</td>
<td>Current Practices in Human Resources</td>
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* MGT590 Management Internship (3sh) may be substituted for one of the indicated courses.

Specialty Area Concentrations

The following MS-HRM&D program core may be offered at locations which can recruit and support cohort groups made up of students in a specific specialty area concentration:

Program Requirements  

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Concentrations may be developed and offered as cohort groups are recruited/formed to satisfy a specific need within a market. Courses selected for a concentration may be developed specifically for that concentration or may be selected from other graduate curricula offered through the CMB. The need to develop a concentration may be determined by an analysis of the local market and/or through corporate or organizational contacts. For examples, a concentration specifically developed for the health care industry in a local area, for a state or federal government agency, or for a local professional organizational such as ASTD or SHRM. An Internship (MGT590) may be included as a course in a concentration.

Program Standard

The MS-HRM&D program does not normally offer/approve internships because of the cohort group model and the sequential delivery of the program. In place of an internship, a graded professional application/development paper, project or activity is required in each course offered in the MS-HRM&D program to ensure student exposure to “real world” human resource management situations.

Internships may be approved by the local Academic Program Director on a case-by-case basis. A student’s Internship Proposal must identify the sponsoring organization and an on-site mentor, include a detailed summary of what the internship will entail, an outline of the terms of the internship, and an explanation of the relevance of the internship to the MS-HRM&D program. The program director will ensure that the proposed internship meets the requirements/objectives as indicated in the Master Course Outline for MGT 590 and meets the criteria for course substitution. Only one internship (three semester hours) may be credited toward degree requirements. Repeating — internships are not normally approved in this program.
Course Descriptions

This section provides descriptions of all undergraduate and graduate courses given by the College of Management and Business. The courses are listed in alphabetical and numerical order. The first three alpha designations in a course number (ex. MGT420) are codes for department or discipline. The fourth character (i.e. MGT420) indicates the level of the course.

Department Code

MBA-Business Administration
MGT-Management and Business

Course 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.

300-399 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.

400-499 Advanced Undergraduate/Master’s level

Courses with these numbers are for advanced undergraduate (seniors) or for graduate students in a Master’s program. A 400 level course may be taken for either undergraduate credit or graduate credit upon approval of the student’s departmental advisor 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.

500-599 Master’s level

MBA-Business Administration

MBA500 Introduction to Graduate Studies

This course will orient the student to enter the Masters in Business Administration program. The student will be introduced to the philosophy, procedure, politics and prerequisite knowledge of the MBA degree. This course will include overviews of adult learning concepts, useful academic skills, group dynamics, library services orientation and information sources. This course is a prerequisite to all other MBA courses. 1 semester hour

MBA502 Organizational Behavior

This course will introduce the student to contemporary theories of organizational behavior and the effects of that behavior on the individual, workgroups and the organization itself. A variety of managerial decision-making techniques will be used in the analysis and solving of organizational problems. Prerequisite: MBA500. 3 semester hours

MBA504 Human Resources Management

This course will introduce the student to the human resource functional areas within their organizations. These areas include: human resources forecasting and planning: employee recruitment and selection; salary/benefits administration; and the legal aspects of labor and employee relations. Additionally, such topics as work force diversity, continuous improvement and ethical decision-making will be examined as they relate to human resource management practice. This course will also expose the student to the key elements of administrative aspects of human resource management and organizational communications networks. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite: MBA500. 3 semester hours

MBA506 Ethical and Legal Issues

This course will introduce the student to ethical and legal theories as they relate to the modern organization. The rights and duties of the organization to its stakeholders, both internal and external, as well as to society-at-large, will be examined. The rights and duties addressed will be political and social as well as ethical and
MBA508  Managerial Economics
This course will introduce the student to the application of microeconomics principles to managerial decision-making in the modern organization. Emphasis will be placed on marginal analysis and resource allocation, as well as on computer-based forecasting and model building. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite: MBA500. 3 semester hours

MBA510  Macroeconomics
This course will introduce the student to macroeconomics principles and how the fluctuations of economic public policy impacts the behavior of individuals, organizations and governments. Issues addressed will be business cycles, price fluctuations, employment issues, trade issues and growth, as well as international trade policy and the expanding global economy. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite: MBA500. 3 semester hours

MBA512  International Management
This course will introduce the student to the operations of both national and international organizations in the expanding global economy. International issues addressed will include balance-of-payments, exchange rates and trade barriers. Emphasis will be placed on differences in foreign governments, cultures and organizational structures and how these differences impacts the behavior of individuals, organizations and governments. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Several specific countries and their business environments will also be addressed. Prerequisite: MBA500. 3 semester hours

MBA514  Managerial Accounting
This course will introduce the student to managerial accounting concepts and the use of those concepts in the evaluation of financial reports and other financial data. Issues addressed will include techniques to analyze and evaluate cost data for planning and control, inventory management and control, cost-volume-profit analysis, revenue and profitability analysis, and quality control issues. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite: MBA500. 3 semester hours

MBA516  Financial Markets
This course will focus on the behavior of financial markets, such as stock, bond, futures and options markets. Several different investment alternatives and their characteristics will be addressed. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite: MBA500. 3 semester hours

MBA518  Financial Management
This course will emphasize the financial analysis and decision-making associated with managing the organization. Topics include financial statement analysis; the cost of capital; capital budgeting; and debt v. equity financing. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite: MBA500. 3 semester hours

MBA520  Operations Management
This course will address the technological, financial, logistical and human resources related to the production and distribution of goods and services. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite: MBA500. 3 semester hours

MBA522  Strategic Marketing
This course will examine marketing principles and their application to strategic marketing problems in a competitive global environment. Among the issues addressed will be: new product development; product/service offerings; and pricing, promotion and distribution. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite: MBA500. 3 semester hours

MBA524  Strategic Management
This capstone course will integrate the functional areas of the organization so that the student will be able to hone the analytical, creative, marketing, financial and managerial skills necessary to prepare an organization for the 21st century and beyond. A variety of managerial decision-making techniques will be used in the analysis and solving of managerial problems. Prerequisite: MBA500. 3 semester hours

MGT-Management and Business

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 advisor 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 on 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
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
Accept 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: MGT220. 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: MGT321. 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

**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

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
MGT431  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: MGT403. 4 quarter hours

MGT446  Information Systems Concepts
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, and other specialists will understand the uses of technology in today's business world. Prerequisite: MGT403. 4 quarter hours

MGT447  Communication Networks
This course provides an overview of data communications and networks for IT and business professionals. The course covers the technical fundamentals of how networks function, studies real-life applications of network technology, and outlines network design and management issues faced by business and IT organizations. The course also covers the latest trends in communications and networking technologies and the new applications and architectures that these technologies enable. Prerequisite: MGT403. 4 quarter hours

MGT420  Advanced Accounting
Introduces the student to the accounting concepts and principles underlying multicity corporate 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

MGT424  Developing and Managing Web Sites
This course covers the key technical and business issues associated with the design, development, and management of internal or external web sites. In addition to providing hands-on experience with web development tools, the course addresses the roles, processes, and interfaces that are required for producing effective web sites. Prerequisite: MGT403. 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

MGT433  Developing and Managing Databases
This course teaches how databases are designed, implemented, and managed in today's business environment. Students learn the theory and then apply it using database management software to solve common business problems. The course also addresses business issues associated with enterprise data, such as data integrity and privacy. Prerequisite: MGT403. 4 quarter hours
MGT437  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. Prerequisites: MGT403, MGT433. 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

MGT440  Advanced Management Information Systems Concepts
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

MGT442  Auditing Programming Language
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

MGT445  Applied Software Development Project
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

MGT446  Introduction to Expert Systems
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

MGT447  Spreadsheet for Managers
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

MGT448  Database for Managers
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 data base system features and uses in real world companies. 4 quarter hours

MGT449  Research in Information Technology
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

MGT450  Human Resource Management
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

MGT456  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: MGT403. 4 quarter hours

MGT458  Marketing for Managers
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

MGT462  Systems Development Life Cycle
Course provides an overview of the systems development life cycle, including the phases of planning, analysis, design, build, test, deployment, and support. The course will cover the latest tools, techniques, and methodologies for developing business applications. Special emphasis will be placed on understanding and specifying business requirements, then iteratively.
transforming requirements into a system design. Prerequisite: MGT403. 4 quarter hours

MGT467 Managerial Ethics and Decision Making
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

MGT468 Human Resource Management Practices
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/3 semester hours

MGT469 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: MGT403. 4 quarter hours

MGT471 IT Project Management
This course covers how to plan and manage IT projects. Students will learn and apply principles, techniques, and tools for taking an IT project from inception to the delivery of business value. Special emphasis is placed on understanding the interplay among IT project requirements, such as scope, quality, productivity, budget, resources, and schedule. The course content is aligned with industry certifications (Project+, Project Management Professional), though the course by itself does not prepare students for these certification exams. Prerequisites: MGT403, MGT462. 4 quarter hours

MGT473 Strategic Uses of IT
This course prepares students to increase the strategic effectiveness of information technology. Its main objective is to help students become better decision-makers thereby enabling them to compete more effectively in today’s information technology-driven environment. Major topics include issues relating to the development of an IT-enabled strategy and organizational design; challenges related to electronic commerce within and between organizations; and IT structures, organization, planning, control, & management. Material covered in this course centers around field-based research and case study analysis. Prerequisite: MGT403. 4 quarter hours

MGT475 Managerial Budgeting
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

MGT480 Management Practicum
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

MGT482 Strategic Management
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

MGT485 Applied MIS Techniques
This course is the capstone for the BS in Management Information Systems program. The course uses case studies and research assignments as vehicles for students to integrate and apply the business, technology, and management concepts they have learned in previous courses. Students will analyze real-world business technology issues, propose strategies, design solutions, plan projects, and relate what they are doing to business value. Prerequisites: MGT403 and all other BSMIS program courses. 5 quarter hours

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 advisor 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 advisor and program director. 1-6 quarter hours

MGT500  Contemporary Marketing Issues  
Provides an analysis of the problems facing managers in the formulation of marketing policies and extends the marketing concept to relationships within the organization. 3 semester hours

MGT501  Communication in Organizations  
Enables students to increase their knowledge of communication in organizations at the interpersonal, small group, and organization-wide levels. Helps students to develop practical skills and techniques which lead to organizational effectiveness. 2 semester hours

MGT502  Management Information Systems  
Enables students to utilize the MIS systems in modern organizations with special emphasis on the behavioral problems of human beings interacting with new technology. Includes an introduction to the techniques and equipment used in data processing. 2 semester hours

MGT503  Management and Leadership  
Examines management as the problem of planning, organizing, leading, and controlling capital, technological, and human resources in complex organizational settings. The primary emphasis is on management of people within the context of capital and technological constraints. 3 semester hours

MGT504  Accounting and Financial Management  
Provides a course in finance for nonfinancial managers. Beginning with an introduction to basic accounting concepts and practices, the student explores the terms and issues of financial management, especially as they impact on human resources. Includes a review of ratios, capital structure, and budgeting, planning, and cash management. 2 semester hours

MGT505  The Economic Environment of Business  
Examines managerial economics and the impact of the economic environment on business decision making. 2 semester hours

MGT506  Evaluation and Interventions within Organizations  
This course focuses on the development of effective assessment methods for the systematic evaluation of human resource programs to include organizational development and training interventions. Students will examine the need for evaluating human resources development (HRD) programs; develop protocols evaluating HRD interventions; and explore techniques for collecting and analyzing data and for communicating results obtained in the evaluation process. 3 semester hours

MGT508  Current Issues in Human Resources Management  
This course integrates the human resource management and development knowledge and skills learned in the Master of Science in Human Resource Management and Development (MS-HRM&D) program. This course will include an examination of following 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 also designed to prepare students for professional certification by the Human Resource Certification Institute, Society for Human Resource Management. (Certification testing is not a part of this course.) 4 semester hours

MGT 509  Human Resources Planning  
Examines the methods by which organizations and individuals develop and motivate employees. Special topics include: strategic human resource planning and forecasting, career development, employee and executive development, employee motivation, productivity improvement strategies and incentive and reward systems. 4 semester hours

MGT510  Compensation Management  
This course is designed to provide the student with an understanding of underlying compensation regulations and laws. Various compensation philosophies, strategies, and policies will be examined. The course also deals with how compensation is implemented through a systematic administrative procedure and managed to attract and retain qualified personnel. 3 semester hours

MGT511  Benefits Management  
This course is designed to provide the student with an understanding of employee benefits programs. Specifically, it will examine various types of benefits programs, objectives, and advantages and disadvantages of each, cost containment measures, and legal ramifications. The course will also deal with how a benefits program is developed, implemented, and effectively managed. 3 semester hours

MGT513  Total Compensation Systems  
This course is designed to provide the student with an understanding of a variety of compensation philosophies, strategies and methodologies. Total compensation systems include salaries and wages, incentive awards and bonuses, long-term income and set-asides, stock/thrift plans and profit/gain-sharing options, and other benefits. Students will learn how systematically developed compensation packages are implemented and effectively managed. Students will also learn the importance of compensation management to improved organizational productivity and employee performance. 5 semester hours
MGT514  Training Program Design and Presentation
This course emphasizes the identification and application of models for training program design and the development and communication of instructional strategies in and out of the classroom. This course also provides detailed instruction on how to design, develop and evaluate effective training materials for classroom and computer-based instruction. 3 semester hours

MGT515  Training and Development: Systems and Practices
This course focuses on the nature and growth of organizational training systems and the functions involved in employee training and development. There is an emphasis on a systematic approach to the development of effective training programs which includes the assessment of organizational needs, performance outcomes, and organizational processes to determine the necessity for training as a strategic initiative or as an intervention to correct existing deficiencies. 4 semester hours

MGT516  Consulting Skills
The purpose of this course is to provide students with basic consulting skills and techniques that will allow them to operate effectively in an organizational setting. It is a “how to” course that concentrates on consulting techniques designed to improve individual and organizational effectiveness. 3 semester hours

MGT520  Performance Analysis and Productivity Improvement
Enables students to identify causes of performance problems by analyzing the system: its values, processes, and factors which affect individual and group behavior. Includes diagnosing individual performance deficiencies, identifying training needs, and learning strategies for minimizing system problems. 4 semester hours

MGT521  Recruitment, Selection, and Retention
This course examines the criteria and techniques required in the effective recruitment and selection of employees. It also deals with how organizations can more effectively retain their employees. 3 semester hours

MGT523  Analytical and Writing Skills for Managers
This course emphasizes development of the analytical writing and cognitive skills that students need for successful graduate study. Instruction focuses on applying these skills through reading and writing about topics in the management, business, and human resources fields. This course may be taken up to two times. Pass/Fail.

MGT525  Managing Continuous Improvement
Provides an understanding of continuous improvement and TQM, including technical aspects and a methodology for their implementation. Presents continuous improvement as a process with an orderly set of activities designed to ensure that desired organizational outputs are achieved. 3 semester hours

MGT528  Human Resources Management
Identifies and operationalizes the major functions of Human Resources Management. This course examines the role of the human resources manager in creating a productive work environment as an organizational planner and as management’s internal consultant (business partner) in recruitment, selection and retention practices, compensation issues, performance management, labor and employee relations, and the legal and regulatory aspects of human resources decision making. Students will learn how to use library recourse to conduct a literature review on human resources management topics. Students will also learn to integrate modern human resources related technology into their organizations. Prerequisite: Graduate standing 4 semester hours

MGT529  Research Methods and Data Analysis in Business
Teaches students to ask the right questions, select and analyze the appropriate data, and prepare research-based memoranda and reports with emphasis on decision making and problem solving in a business context. 3 semester hours

MGT532  Problem Solving and Decision Making Strategies
Explores systematic strategies for analyzing problems and generating action alternatives. Presents paradigms for decision making and provides opportunities for practice using realistic cases. 2-3 semester hours

MGT533  Organization Behavior, Organizational Development and Change
Explains organizational behavior on the individual, work group and organization-wide levels by introducing contemporary theories of organization. Explores the theory and practice of change in organizations. Emphasis is placed on techniques of analyzing and solving organizational problems. 5 semester hours

MGT540  Labor and Management Relations
This Course examines the growth of unions, the evolution of management/labor relations, and the legal aspects of union certification, unfair labor practices, collective bargaining and contract negotiation. An emphasis is placed on the collective bargaining process and on emerging human resource management issues which relate to labor/employee relations in union and non-union organizations. 4 semester hours

MGT541  Employee Relations and the Law
This course deals with various aspects of employee relations and their legal ramifications. Included in the course are such topics as: affirmative action and equal opportunity issues; employee discipline and termination; performance appraisals administration; and other employee relations issues, such as employee morale and productivity, health, safety, security and organizational communications. 3 semester hours
MGT542  Leadership Theory & Practice
Students in this course investigate both traditional and new paradigms of management and leadership. Learners also examine various theories and practices which have evolved in the fields of organizational leadership and management. 3 semester hours

MGT543  Assessment of Leadership in Organizations
Students examine their own leadership and management skills and styles through completion of various assessments and exercises. Students investigate personal motivations, preferences, and values and their effects on relationships at work. They also explore how their unique values, motivations and character patterns shape their personal and organizational actions. 3 semester hours

MGT544  Critical Thinking for Leaders
In this course, students learn about and practice skills in inquiry, analysis, and creative thinking which can lead toward higher performance as organizational leader-managers. Through critical inquiry into current issues about leadership and management, students refine skills in thinking and the generation of alternative perceptions and perspectives which can increase their effectiveness in today's knowledge-based organizations. Students also explore the concept of high functioning leaders and managers as “reflective practitioners.” 3 semester hours

MGT545  Organizational Analysis
In this course, students apply a variety of models to analyze the complex issues surrounding organizational performance. Emphasis is on systems and socio-technical perspectives. In addition, students assess the effects of organizational cultures and structures in their workplaces. 3 semester hours

MGT546  Organizational Design & Innovation
Building upon the principles and techniques of organizational analysis, students explore the role of the leader as change agent. Students critically examine the concepts of change and innovation as ongoing processes for organizational renewal. 3 semester hours

MGT547  Ethical Practices of Leaders
This capstone course examines ethical dilemmas facing leaders and managers in a rapidly changing work environment. Integrating key program concepts, students explore ethical principles and practices for leading and managing people in day-to-day operations. Rather than focusing on corporate law-breaking and/or product liability, students examine the ethical implications of leader-manager actions within organizations, such as employee selection, reorganization, monitoring and appraising performance, and the like. 3 semester hours

MGT548  Practicum in Leadership Development
Students in this course negotiate learning agreements with their professor which set one or several personal leadership development goals which they will pursue through action learning, reading and action research (e.g., interviewing, shadowing) during the five month duration of the course. 3 semester hours

MGT549  Organizational Communication
Students in this course develop a model of the leader-manager as communicator through studying various aspects of intrapersonal, interpersonal, intergroup, and mediated communication in organizations, including conflict, negotiation, coaching, feedback, and message channel and medium selection. Students also explore communication analysis tools such as message analysis, organizational network analysis, climate instruments, and cultural assessments. 3 semester hours

MGT550  Research in Human Resources
This course introduces systematic inquiry as the basis for decision making in human resource management. It enables the student to develop research-based strategies for making human resource decisions. 3 semester hours

MGT551  Leadership & High Performance Teams
Topics studied in this course include group dynamics, problem identification and analysis, group decision-making, creation of high performance and self-directed work teams, reasons teams fail, and ways to make collaboration work. Throughout, the new roles of the leader-manager as work facilitator and mediator of differences are explored. 3 semester hours

MGT552  Practicum in Proposal Development for Organizational Improvement
In this course, students gain critical thinking, research, project planning, and persuasive writing skills through the development and critique of a complete project or policy proposal. Each student plans and writes a proposal in support of some real or hypothetical organizational project. Possible project topics include merging two units or functions, adding a new service, seeking support for a major capital investment, making or modifying a major human resource or management policy. As the course is largely individualized study, students use the Proposal Development Manual to guide their work. 3 semester hours

MGT553  Strategic Leadership in Organizations
This course emphasizes how leaders position and guide their organizations using vision and strategy to help them meet external and/or internal customer demands for continuous improvement. Concepts and processes explored include: the non-rational aspects of visioning; trend, risk, forecast, and other strategic analysis techniques; information and feedback systems; and coalition building. 3 semester hours

MGT580  Workshops (Topics vary)
Workshops offer content in an informal atmosphere utilizing the participation model. An identifying statement indicates the area of study and appears on the transcript. A maximum of 6 semester hours of workshop credit may be applied to satisfy
degree requirements. The appropriateness and acceptability of workshop credit must be determined in consultation with the faculty advisor. 1-4 semester hours

MGT590 Management Internship
The management internship experience in a selected organization is designed to enable the student to integrate classroom learning with practice and to refine management and/or human resource management functional area skills. Placements are individualized according to the student’s program, area of concentration, learning need, and interests. An internship faculty advisor will be assigned to monitor and evaluate student progress. 3 semester hour.

MGT591A, MGT591B, MGT591C Field Studies/Research
Field experience students are registered for two hours of credit at three points in the program while working on a project or assignment under the guidance of a faculty advisor or faculty committee. 2 semester hours each

MGT593 Applied Management Seminar
Offers a topical review of current management issues and practices from a human resource perspective using Harvard case studies. This culminating course is designed to integrate the skills and knowledge the student has acquired during previous program course work. 2 semester hours

MGT594 Independent Study
Provides graduate 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. 1-4 semester hours

MGT595 Special Topics
Special topic courses are developed to meet emerging learning needs. The specific topic is indicated on the transcript and course content is summarized with the course announcement. There is no limit on the number of MGT595 courses which can be applied to the degree, although each topic may be taken only once. 1-4 semester hours

MGT599A1, MGT599A2, MGT599A3 Thesis/Options
The thesis is a formal, written document which investigates a theory or particular point of view as the result of disciplined inquiry. Students should discuss content and methodology with an appropriate faculty member. Prerequisite: Consent of thesis advisor. 2-6 semester hours

MGT599B Field-Study/Thesis Project Advisement
M.S. students who need to receive advisement and to work with a faculty member in order to complete any of the following courses must enroll in the appropriate version of this course:

1) MGT599B1 for the Management Development Report — Part I (MGT591);
2) MGT599B2 for the Management Development Report — Part II (MGT591);
3) MGT599B3 for an independent study [MGT594];
4) MGT599B4 for the thesis [MGT599];
5) MGT599B5 for the Management Assessment Report [MGT519];
6) MGT599B6 for the Organizational Project Proposal [MGT518 or MGT552];
7) MGT599B7 for the Literature Review [MGT517]; OR
8) MGT599B8 for a learning agreement from Practicum in Leadership Development (MGT548).

This course shall run for 90 days from the date of registration; credits do not count toward fulfilling degree requirements. Permission of the appropriate CMB administrator is required for registration. 1 semester hour [pass/no credit]
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.
Bachelor of Arts in Elementary Education

Students at Baker Demonstration School

Bachelor of Arts in Early Childhood Education
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.

Master of Arts in Teaching-
Secondary Education

Master of Arts in Teaching-
Elementary Education

Master of Education in Interdisciplinary Studies

Master of Arts in Teaching- Special Education

Master of Education in Curriculum and Instruction
National College of Education
Preservice Teacher Education
Undergraduate Degree Programs

Students initially admitted to the College of Arts and Sciences complete general education requirements and a Standard Teaching Concentration offered by the College.

National College of Education offers courses, programs, and related experiences leading to the Bachelor of Arts in Teaching degree. 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

*Entitlement certification is available.

Endorsement

Courses applicable toward endorsement are available in the following area:

- Middle Level Education

To enter a teacher education program students must be admitted to the National College of Education.

Some certification requirements in the state of Illinois are currently under revision. Please contact the director of the program for complete information.

Entitlement Approval

The following National College of Education certification programs are approved by the Illinois State Board of Education.

- Early Childhood Education (Birth-age 8)
- Elementary Education (K-9)

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 assumes no responsibility for courses taken by students with the intent of obtaining certification, unless the students are under the direct supervision of and meet regularly with a faculty advisor and the courses are taken within a program approved by the Illinois State Board of Education. It is the student’s responsibility to ensure that all certification standards and academic policies are met. Illinois residents who are applying for a program leading to certification must pass the Illinois Test of Basic Skills prior to admission. Please note that the Illinois Test of Basic Skills scores are valid for 5 years. Therefore, students must complete all of their coursework and apply for certification within 5 years of taking and passing this test. Those who wait to apply beyond the 5 year limit must retake the Illinois Test of Basic Skills.

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 advisor.

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 applying for 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 general education coursework in the College of Arts and Sciences and foundational coursework in the College of Education must be completed before acceptance into the College of Education.

5. Applicants must have a GPA of 2.5 or higher at National-Louis University with a GPA standard of at least 2.0 in each discipline (mathematics, science, humanities and social science). Students must submit yearly proof of a negative TB test and documentation from the Illinois State Police of a clear criminal background check. The result of each document is valued for no more than 12 months.

6. Students may not be admitted to the National College of Education with a grade of "D" or "U" in any of the foundational educational coursework. A student who received a "D" or a "U" in a foundational course may petition the Undergraduate Admission and Retention Council to retake the course.

7. Students are expected to apply for admission by published deadline prior to enrollment in Term I.
NATIONAL COLLEGE OF EDUCATION

(methods courses). Application dates are published in the University Schedule, and application forms are available on each Campus through advisors.

3. 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 advisor.

Preservice Education Departmental Student Appeal Process

Students should consult their advisor regarding the appeal process.

Admission to the National College of Education – Criteria

ISBE BASIC SKILLS TEST

Ability to Understand Basic Elementary Concepts

- **Criteria:** 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 by:** Illinois State Board of Education

ACADEMIC

Competency in Each of the Academic Disciplines

- **Criteria:** 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 by:** Registrar; Undergraduate Admission & Retention Council

PROFESSIONALISM

Professional Demeanor

- **Criteria:** 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 by:** 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

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 advisors.

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’s degree, have passed the ISBE Basic Skills Test, and have completed specific community college courses earning a grade of C or better. Students interested in this program should contact the Seamless Connection advisor 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 5
   LAE 102 English Composition II 5
   LAT 210 Effective Speaking 5

2. Humanities
   LAE 307 Literature for Children 5
   Humanities elective 5

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
   2 Developmental Psychology electives 10

Additional General Education Requirements
   ECE 330 Instructional Technology 3

Integrated Competencies

Information and Technology

   Requirement is satisfied through ECE 330 Instructional Technology, 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:

   ECE 202 Developmental Theory and Practice 5
   ECE 205* Child Study I: Infant and Toddler 2
   ECE 206* Child Study II: Preprimary 2
   ECE 207* Child Study III: Primary 2
   ECE 310 Child, Family, and Community 5
   ECE 315 History and Philosophy of Early Childhood Education 5
   ECE 320 Speech and Language Development 3
   ECE 330 Instructional Technology 3
   ECE 405 Methods of Teaching Preprimary Language Arts, Art, Music, and Movement 3
   ECE 406 Methods of Teaching Preprimary Social Studies, Science, Mathematics 3
   MHE 481 Theory and Methods of Teaching Primary Grade Mathematics 3
   RLL 481 Theory and Methods of Teaching Primary

   Humanities. Analytical skills are included in professional courses. Competency is demonstrated by successfully passing these courses.

   LAM 110 College Mathematics 5
   LAM 112 Math Contents for Teachers I 5
   LAM 307 Literature for Children 5
   ECE 406 Methods of Teaching Preprimary Social Science, Science, Mathematics 5
   MHE 481 Theory and Methods of Teaching Primary Mathematics 5

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:

   LAS 300 Contemporary World Cultures 5
   LAP --- Human Development Psychology concentration 5
   ECE 205, 206 & 207 Child Studies 5
   ECE 310 Child, Family, and Community 5
   ECE 315 History and Philosophy of Early Childhood Education 5
   SPE 300 Survey of the Exceptional Child 5
   CIS 481 Theory and Methods of Teaching Primary Social Studies 5
   ECE 460, 470 Early Childhood Education Student Teaching 5

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.)
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. Seamless Connection students are to see their advisor as to program requirements.

Psychology/Human Development Standard
Teaching Concentration Major 40 QH

All Early Childhood Education students are required to have a standard teaching concentration consisting of 30 quarter hours 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 quarter hours of coursework in Psychology/Human Development. Of that 45 quarter hours, 25 quarter hours must be upper-level credit, with a minimum of 15 quarter hours 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 IL 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 advisor 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**
   - Literature Elective 5
   - LAE314 History of the English Language 5
   - Humanities elective 4

3. **Fine Arts**
   - LAA110 Introduction to Art 2
   - LAU110 Introduction to Music 2

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**
   - LAP201 Developmental Psychology 5

**Additional General Education Requirements**

- AHG105 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.

- ELE200 Practicum I
- TIE300 Technology in the Classroom
- ELE450 Elementary Education – Practicum II
- ELE460 Elementary Education – Practicum III
- ELE470 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.

LAM110 College Mathematics
LAM112 Math Content for Teachers I
LAM213 Math Content for Teachers II
CIS490A Methods for Teaching Social Studies
MHE490A Methods of Teaching Mathematics
RLR490A Methods of Teaching Reading and Language Arts
SCE490A Methods of Teaching Science
MHE495 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
ELE220 Methods in Arts Education/Drama
or
ELE222 Methods in Arts Education/Art
or
ELE224 Methods in Arts Education/Music
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
ELE450 Elementary Education – Practicum II
ELE460 Elementary Education – Practicum III
ELE470 Student Teaching

Standard Teaching Concentration
(See concentration options list on page 234.) 30 QH

Professional Education Requirements 16 QH

CIS490A Methods of Teaching Social Studies 4
MHE490A Methods of Teaching Mathematics 4
RLR490A Methods of Teaching Reading & Language Arts 5
SCE490A Methods of Teaching Science 3

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 quarter hours 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.

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.

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.

**School Nurse Certification Program**

Please see page 252.
National College of Education Graduate Degree Programs

National College of Education offers courses, programs and related experiences leading to the Master of Arts in Teaching degree, Master of Education degree, Master of Science in Education degree, Certificate of Advanced Study, Educational Specialist degree and the Doctor of Education degree.

Master of Arts in Teaching
- Early Childhood Education*
- Elementary Education*
- Secondary Education*
- Special Education*

Master of Education
Curriculum and Instruction Program Concentrations
- ESL/Bilingual Education
- Health Education
- Mathematics Education
- Personalized Option
- School Nurse*
- Science Education
- Social Studies Education
- Teaching for Conceptual Integration

Early Childhood Administration
Early Childhood Education
Educational Leadership
- Administration and Supervision*
Educational Psychology
- Educational Psychology/Human Learning and Development

Master of Science in Education
Curriculum and Instruction Program Concentrations
- ESL/Bilingual Education
- Health Education
- Mathematics Education
- Personalized Option
- School Nurse*
- Science Education
- Social Studies Education
- Teaching for Conceptual Integration

Educational Psychology/Human Learning and Development
- Reading*
- Language and Literacy
- Special Education*
- Technology in Education*

Certificate of Advanced Study
Curriculum and Instruction Program Concentrations
- ESL/Bilingual Education
- Health Education
- Mathematics Education
- Personalized Option
- School Nurse*
- Science Education
- Social Studies Education
- Teaching for Conceptual Integration

Early Childhood Administration
Early Childhood Education*
Educational Leadership
- Administration and Supervision*
Educational Psychology
- Educational Psychology/Human Learning and Development
- Language and Literacy
- Mathematics Education
- Middle Level Education
- Reading*
- Special Education*
- Technology in Education*

Educational Specialist
- Educational Leadership/Superintendent Endorsement
- Leadership in Curriculum and Teaching
- Reading and Language
- School Psychology*

Doctoral Programs
- Curriculum and Social Inquiry
- Disability and Equity in Education
- Educational Psychology
- Human Learning and Development
- School Psychology*
- Educational Leadership
- Superintendent Endorsement*
- Reading and Language

* Entitlement certification is available.

Some certification requirements in the state of Illinois are currently under revision. Please contact the director of the program for complete information.

Entitlement Approval

The following National College of Education certification programs are approved by the Illinois State Board of Education.

Administrative (K-12)
- General Administrative
- Superintendent

Early Childhood Education (Birth-age 8)
Elementary Education (K-9)

Reading Specialist (K-12)

Special Education
  Learning Behavior Specialist I (LBSI); (K-12)

School Service (K-12)
  School Nurse
  School Psychology

Secondary Education (6-12)
  Foreign Language
  Language Arts/English
  Mathematics
  Science
  Social Science

Technology Specialist (K-12)

Endorsements/Approvals
  Courses applicable toward endorsements and/or approvals are available in the following areas:
    Bilingual Education
    ESL
    Foreign Language
    Health Education
    Language Arts/English
    Mathematics Education
    Middle Level Education
    Reading Specialist
    Reading Teacher
    Science Education
    Social Science Education

  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.

Accreditation

National College of Education of National-Louis University is accredited by the North Central Association of Colleges and Schools (NCA), the Illinois State Board of Education (ISBE), and by the National Council for Accreditation of Teacher Educators (NCATE). Selected programs are recognized by the Wisconsin Department of Public Instruction and approved by the Wisconsin Educational Approval Board. Selected programs are also recognized by the Florida Department of Education and the Virginia Department of Education.

Certification

Students seeking certification by entitlement may obtain applications for certification in the NCE Certification Office on the Wheeling Campus.

The Illinois Legislature has enacted Section 21-1a of the School Code of Illinois to establish a testing program as a component of the State’s teaching certification requirements. The program consists of a test of basic skills and a subject matter test.

Illinois law prohibits the certification and/or employment of persons convicted of specific crimes. Currently, for example, enumerated offenses include but are not limited to certain narcotics and sexual offenses. Students seeking an endorsement for professional certification through the National College of Education who have been convicted of one of the offenses identified by Illinois law may be ineligible for certification and/or employment as a school professional.

Degrees

Master of Arts in Teaching (M.A.T.)

The Master of Arts in Teaching degree is designed for students with bachelor’s degrees in fields other than education. The M.A.T. emphasizes entrance requirements to the teaching profession and provides basic certification in elementary, early childhood education, secondary education or special education in the State of Illinois.

Master of Education (M.Ed.)

The Master of Education degree is designed for certified candidates dedicated to children and the development of their learning. This program serves the needs of professional teachers who seek advanced preparation for higher levels of professional competence in the classroom. The program is also available to other professionals in accordance with the admission criteria described in Student Admission Policies. Graduate students are assisted in designing an individual sequence of courses, or selecting a prescribed sequence of courses that will contribute to professional growth.
Core Course Requirements SH

The core requirement for most programs may be found on the individual program pages in this catalog. The College is finalizing new core requirements for those programs which do not have the core courses listed on their program pages. Consult your academic advisor for the core courses for your specific program.

EPS500A** Human Development with a Focus on Early Childhood OR 3
EPS500B** Human Development with a Focus on Elementary and Middle School Aged Children OR 2
EPS500C** Human Development with a Focus on Young Adolescence (10-14) OR 3
EPS500D** Human Development with a Focus on Adolescence (11-18) 2
EPS510 Theories of Teaching and Learning OR 2
EPS541† Cognition and Instruction 2
ESR506 Graduate Research: Interpretive/Critical 2
ESR507 Graduate Research: Empirical/Quantitative 2
FND504†† History and Philosophy of Education 2
FND505 Perspectives on Contemporary Issues 2

** Students must take the particular version of EPS500 in accordance with the requirement of their program area. Please note that only one version of EPS500 may be counted toward a degree.

† EPS541 is required for students in Technology in Education and is recommended for students in Educational Psychology.

†† Students in the Early Childhood program will take: FND503 Historical and Philosophical Foundation of Early Childhood (3 semester hours).

The following programs also admit qualified noncertified teachers.

Curriculum and Instruction
Early Childhood Education Leadership and Advocacy
Early Childhood Education Administration
Educational Leadership
Educational Psychology/School Psychology
Interdisciplinary Studies
Middle Level Education
Technology in Education

For further information contact the program coordinator of the specific Program.

Master of Science in Education (M.S.Ed.)

The Master of Science in Education degree is designed for qualified certified candidates who seek preparation for leadership positions in education. The program is also available to other professionals in accordance with the admission criteria described in Student Admission Policies. The Master of Science in Education degree program is designed to provide sufficient depth in the field of specialization to enable students to pursue continued study at the post master’s level. Applicants may be required to meet specific program entrance requirements in addition to the general admission requirements of the graduate school.

Core Course Requirements* SH

ESR503 Research Design Analysis 2
ESR506 Graduate Research: Interpretive/Critical 2
ESR507 Graduate Research: Empirical Quantitative 2
FND504 History and Philosophy of Education 2
FND505 Perspectives on Contemporary Issues 2
XXX599** Thesis 4

* These core courses are required within specific programs, see individual programs for degree requirements.

** The three letters preceding the course designation for Thesis (XXX599) are appropriate to the program area in which the student is conducting research and pursuing an approved course sequence.

Students should enroll in ESR506 Graduate Research: Interpretive/Critical no later than the fifth course of graduate study.

Research Alternative

The standard thesis requirement for the Master of Science in Education degree may be met through the creation of an evaluation and development project in the form of an educational product that meets specific conditions. Students selecting this alternative to the standard thesis will register for and receive thesis credit.

Projects may take such forms as the creation of a media product for instruction, development and verification of an instructional sequence or module, development and verification of
a measuring instrument, or other similar projects. The product
must be of such a nature that it can be tested and evaluated. It
should be able to serve as a basis for generalization and should be
useful beyond the boundaries of a single situation or individual.

The final product will consist of the project material and
written documentation. Written documentation will include
significance of the work, its relationship to existing materials,
validation of procedures, and the performance of consumer
response data. Approval of the final product rests with the
student’s committee. Deadlines for submission of the final copy are
the same as deadlines for a thesis.

Students interested in this alternative should consult with
their faculty advisors.

Certificate of Advanced Study (C.A.S.)

The Certificate of Advanced Study will be awarded to
students who, having completed a master’s degree in a specific
field, choose to engage in continued graduate study that will add
a new career dimension to their current professional competencies.

A minimum of 30 semester hours beyond the master’s
degree is required to complete the Certificate of Advanced Study
program. In some instances, depending upon the student’s goals
and objectives, additional course work may be required.

Core Course Requirements* 3 SH

EDL546 Perspectives on and Administration of
Educational Policies 3

* Not required in Curriculum and Instruction

Educational Specialist (Ed.S.)

The Educational Specialist degree (Ed.S.) is a post-master,
pre-doctoral degree designed to meet the needs of school leaders
who have completed their master’s level work and who express
need for advanced specialization in the areas of their master’s
concentration. Experiences include course work to provide
knowledge about recent advances in the areas of concentration
and field-based internships that guide application of the new
knowledge in school settings. The Ed.S. degree is offered in School
Psychology, Educational Leadership, and Leadership in
Curriculum and Teaching.

A minimum of approved 30 semester hours beyond the
master’s degree is required to complete the Educational Specialist
program. In some instances, depending upon the student’s goals
and objectives, additional course work may be required. A
culminating experience that consolidates knowledge gained from
course work and internships will be an integral part of each
program.

Doctor of Education (Ed.D.)

The doctoral programs in National College of Education
are designed to prepare leaders in the field of education. Faculty
and students in the programs form a broad based community of
learners, engaging in critique of knowledge and in the active
examination of the interrelationship of theory, research, and
practice. The doctoral programs built upon a tradition of
excellence in teacher education stretching for over 100 years.
Through advanced studies, the program extends National-Louis
University and its National College of Education’s tradition of
providing quality education for educational practitioners,
academic scholars, and researchers. Consistent with the
strengths and quality of its graduate faculty, NCE offers
doctoral programs in five main areas:

- Curriculum and Social Inquiry
- Disability and Equity in Education
- Educational Leadership
- Educational Psychology
- School Psychology Concentration
- Human Learning and Development Concentration
- Reading and Language

Doctoral admission and academic policies are discussed in
the doctoral section of the catalog (page 277).

On-Campus Programs

Classes are held at the Chicago, Elgin, Evanston, Lisle,
and Wheeling campuses as on-campus classes. Additional
classes may be offered at other locations if available with a
cluster group. For a schedule of classes, consult the National
College of Education Quarterly or the University Schedule.

Field-based Degree Programs

The field-based master’s degree program is an integrated
approach to graduate study, which addresses educational needs
that may not be met through traditional programs. Groups are
formed when approximately fifteen students in geographic
proximity are interested in beginning graduate study. Classes are
held in the Chicago area, as well as in Milwaukee/Beloit,
Wisconsin, Tampa/Orlando, Florida, Washington D.C. and
Northern Virginia. Classes meet once a week; the program is
approximately two years in duration. The field-based degree is
offered in the following programs:

Interdisciplinary Studies in Curriculum and Instruction

Interested students should contact a National College of
Education enrollment representative at any of the regional
offices or at any Chicago area campus.

Early Childhood Education: Leadership and Advocacy

Interested students should contact a National College of
Education enrollment representative at any of the regional
offices or at any Chicago area campus.
Cluster Groups

National-Louis University is a recognized leader in the Cluster approach to learning. The Cluster approach customizes education for a group of students (15-25) interested in the same program. Clusters can include a Master's degree (M.A.T. or M.Ed.), a Certificate of Advanced Study (C.A.S.), or a Doctor of Education (Ed.D.) degree. In some cases, specific course groupings may also be offered in the Cluster format, such as the ESL endorsement. Cluster groups meet either in a convenient community based location off campus, or on one of our campuses.

Groups may form when approximately fifteen students register for an entire graduate Cluster program at a given location. Students progress together through a pre-arranged, pre-registered course of study that is identical to programs offered on National-Louis University campuses. Courses are guaranteed for cluster students as long as they are taken within their Cluster. Classes are usually one or two nights per week during the school year. Summer schedules vary.

Cluster students benefit from a fixed tuition rate, designated at the time of registration. Tuition payment options are available. Cluster students follow policies established by National College of Education.

Cluster groups may be offered in the following areas:
- Educational Leadership (Administration and Supervision or Superintendent Endorsement)
- Educational Psychology/Human Learning and Development
- Language and Literacy
- Master of Arts in Teaching (M.A.T.) in Early Childhood Education
- M.A.T. in Elementary Education
- M.A.T. and M.Ed. in Special Education
- Middle Level Education
- Reading
- M.A.T. in Secondary Education
- Technology in Education

Admission Policies

All students taking courses at National College of Education should fully understand that graduate credits toward a degree or toward certification under the auspices of the University are earned only after formal admission to graduate study.

Students desiring admittance into the Foster G. McGaw Graduate School must apply for formal acceptance into the graduate school for either a Master of Arts in Teaching, Master of Education, Master of Science in Education, Certificate of Advanced Study, Educational Specialist, or Doctoral degree.

The following procedures must be completed before completing the tenth semester hour as a Student-at-Large. A maximum of nine semester hours of National College of Education credit may be taken as a Student-at-Large prior to formal admission. These credits may not apply toward a degree or certificate of advanced study. Students in field-based degree programs must make application to the graduate school no later than two months after the first night of class and be admitted prior to the first night of Term II. Students who fail to complete the admission process before the end of their first term will disqualify themselves from receiving financial aid for that term. Only admitted students are eligible for federal financial aid.

The following documents must be on file in the Office of Admissions prior to consideration for admission:

1. A completed application form. (Available online: www.nl.edu)
2. A nonrefundable application fee (see fee schedule)
3. Official transcripts from all institutions attended. Please note that only credit from a regionally accredited institution will be considered for transfer credit. Completion of a bachelor’s degree from a regionally accredited institution must be verified.
4. A list of references from supervisors, employers, professors, or others who have known the applicant in a professional or academic capacity. These references will be checked randomly. Some specific programs will require letters of recommendation. See admission packet for individual programs.
5. A written statement of academic and professional goals
6. Official admissions test score. Refer to program admission requirements for appropriate test.
7. An official score report showing a passing score on the test required for your program. Students who are residents of Illinois and seek admission to a certification program or were certified prior to July 1, 1983, are required to pass the Basic Skills Test administered by the Illinois State Board of Education. Please note that the Illinois Test of Basic Skills scores are valid for 5 years. Students from states other than Illinois must take and pass the equivalent test of basic skills administered through their state.
8. Students whose native language is other than English and/or whose college coursework was earned outside the United States must submit official scores from the TOEFL test. The Language Institute Assessment test may be taken in lieu of the TOEFL.

Completion of courses prior to formal acceptance to graduate study does not guarantee admission to graduate school. It is the student’s responsibility to submit all documents necessary for a decision regarding admission to graduate study. This decision is postponed until all documents are received. The
students are granted full-standing status. Only students in
Full Standing
Status of Admitted Students
Full Standing
Students who meet all admission criteria without qualification are granted full-standing status. Only students in
f

a master’s degree from a regionally accredited institution and a valid teaching certificate. An entrance test is not required.

The Educational Specialist Degree

All applicants for the Educational Specialist degree must hold a master’s degree from a regionally accredited institution. Admission decisions are based on the following evidence: the completed application form, the applicant’s academic record, four letters of reference, scores from the General Aptitude Section of the Graduate Record Examination (GRE), a writing sample, and an interview. Applicants to the Ed.S. degree in Leadership in Curriculum and Teaching may submit scores from either the Miller Analogies Test (MAT) or the General Aptitude Section of the Graduate Records Examination. (For more information about the GRE, please telephone the Educational Testing Service at 847/869-7700. The institutional code for National-Louis University is 1551.) Scores from the GRE or the MAT may not be older than five years. Individual programs may require additional materials. Applications are reviewed by faculty from the respective programs.

The Doctoral Degree

Please refer to the Doctoral section of the catalog.

Financial Assistance

Trustee Fellowships

The Foster G. McGaw Graduate School offers tuition fellowships for full and three-quarter-time study on campus. Fellowships are awarded to students who have been formally admitted to the Graduate School and are seeking assistance for a minimum of three consecutive quarters.

Full-time students enrolled in eight semester hours of course work receive a 4 semester hour tuition waiver per quarter, which carries a work requirement of 100 hours per quarter. Half-time students enrolled in six semester hours of course work receive a two-semester hour waiver per quarter, which carries a work requirement of 50 hours per quarter. Fellowships are awarded on the basis of financial eligibility, and are considered to be a taxable source of assistance.

A limited number of employment opportunities are available to enrolled graduate students who may work a maximum of fifteen hours per week. For information on the Fellowship program or on the Student Employment Program, call the Office of Financial Aid.

Financial assistance for doctoral students is discussed in the doctoral section of the catalog. Additional information on graduate financial aid is discussed in the General Information section of this catalog.

Academic Policies

Graduate Admission and Retention Council

The Council recommends policies for the admission and retention of all students in the College and monitors academic standards. A student has the right to appeal to this Council for an exception to stated policy and to appeal decisions on matters pertaining to admission and retention. Students have the right to request a personal appearance before the Council. The denial of petition may be appealed on procedural issues to the Associate Dean of National College of Education.

Members of this Council are representative of the graduate faculty, the administration, and the graduate student body. For exact procedures, see Student Guidebook.

Hours Prior to Admission

A maximum of 9 semester hours of National College of Education credit taken as a Student-at-Large prior to formal admission may apply toward an on-campus degree or certificate. Acceptance of more than 9 semester hours taken prior to admission must be obtained through petition to the Graduate Admission and Retention Council. Students taking course work beyond 9 semester hours in an Ed.S. sequence must contact the Director of the particular Ed.S. program and receive permission to do so. Students in the field-based master’s degree program must be admitted no later than the first night of class in the second term.

Study Plan

Students who have received formal notice of admission as graduate students are eligible for graduate degrees. After formal notice has been given, the academic policies listed below must be understood and, where procedure is prescribed, that procedure must be followed. Graduate students are required to seek counsel from their faculty advisors. Every effort is made to encourage a direct, personal relationship between faculty members and individual students in order that students obtain maximum professional growth.

1. The student, in consultation with the advisor (appointed at the time of admission), will complete a Graduate Study Plan. Students admitted with provisional status may not register for courses until they have met with their advisor.
2. The four-part Study Plan will be distributed to the student, the advisor, the Program Coordinator, and the Office of the Registrar.
3. This Study Plan must be on file in the Registrar’s Office within thirty days after formal admission to graduate study has been received.
4. A change in the original Study Plan must be approved by the student’s advisor on a Graduate Study Plan
Program Substitutions

Program substitutions may be made with the approval of the student’s advisor when they are consistent with accreditation and degree requirements. These should be reflected on the Graduate Study Plan form and become part of the student’s file.

Course Load Limitation

Students pursue graduate studies on either a full- or part-time basis. Full-time students take eight to ten semester hours of graduate study in a regular term. An exception to the maximum load must receive prior approval from the Dean of the College of Education, after recommendation of the student’s advisor. Enrollment in shorter summer sessions or courses taken by variant scheduling during regular terms is limited and is comparable to the course load standards of regular academic terms.

Transfer of Credit

Upon the approval of the faculty advisor and the appropriate graduate school administrator, a maximum of six semester hours of graduate credit toward a master’s degree may be transferred from another institution. A maximum of six semester hours of post-master’s degree course work may be transferred into the Educational Specialist degree. A maximum of one-third of post-master’s course work may be transferred into the required semester hours of the Certificate of Advanced Study. This must be graduate work for which a degree was not awarded. Transferred credits are included in the number of maximum credits allowed for off-campus work. Transfer credit must be bona fide graduate credit that would have fulfilled graduate degree requirements in the institution at which it was offered and courses must have been taken within the time limits of the degree program. Such institutions are those approved by one of the regional accreditation associations. Courses with a grade below B cannot be used for transfer credit. Approval for transfer credit beyond the number allowed must be obtained through a petition to the Graduate Admission and Retention Council.

Core Course Waiver

Students who have taken graduate work or a series of specific undergraduate classes at other institutions may have taken courses equivalent to the required core courses of National College of Education. Students must petition the Admission and Retention Council for a waiver of a specific core course. The petition is considered upon presentation of an official transcript and a course or catalog description. If the course cannot be transferred, the student must substitute an approved on-campus course in the program to replace the waived course. If the petition is approved by the Admission and Retention Council, the core course waiver request is completed by the advisor on a Study Plan Change form.

Course by Arrangement/Independent Study

With the approval of their advisor, appropriate program coordinator and the Dean’s office, an admitted student may take a course by arrangement or an independent study. Only a full-time faculty member may work with a student on a course by arrangement or an independent study. Students are responsible for obtaining all of the appropriate signatures and file the correct paper work with the Registrar’s office before beginning the course. Students seeking an independent study or a course by arrangement should speak with their advisor.

Teacher Education Programs

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.

Time Limitation for Fulfilling Degree Requirements

M.A.T., M.Ed., M.S.Ed., C.A.S., and Ed.S. candidates must fulfill degree requirements within a six-year period. The time period is calculated from the date of the first course that is to count toward the degree, including transfer credit. Requests for an extension of time must be obtained through a petition to the Graduate Admission and Retention Council.

Residency Requirements

• M.S.Ed. Candidates

Students may meet the residency requirement in any one of the following ways: (1) one term of full-time study (eight semester hours) on campus, (2) ten semester hours taken on campus in two consecutive terms, (3) ten semester hours taken on campus in two consecutive summers.

• Ed.S. Candidates

Students are required to take 15 semester hours in no more than five consecutive academic quarters. Each program will determine meaningful ways to involve students with faculty to ensure that the spirit of the traditional residency requirement is maintained.

Application of Course Work Toward Degree Programs

Courses are available on five Chicago area campuses and
selected locations. Acquired credits may be applied to degree programs as follows:

• Off-Campus Course Work in the Master’s Degree and Certificate of Advanced Study

In any on-campus master’s or C.A.S. program a limited number of semester hours of Center for Professional Development (CPD) credit may be applied. The National College of Education Quarterly delineates courses as CPD or on-campus.

• Off-Campus Course Work in the Educational Specialist Degree

Six semester hours of CPD credit may be applied to the Ed.S. degree if approved by the student’s advisor. If a student transfers six semester hours of graduate credit from another accredited institution, then no CPD credit is allowed. The National College of Education Quarterly delineates courses as CPD or on-campus.

• Special Workshops

The Foster G. McGaw Graduate School provides an in-service program designed for teaching and administrative personnel in the field. These workshops are offered either on campus or in cooperation with school districts and similar educational constituencies. A maximum of six hours will be allowed in fulfilling degree requirements. All policies and procedures, including quality control measures established by the Graduate School and the graduate faculty, will be followed. Workshop credit will not be accepted for certification.

Educational Specialist Degree

• Enrollment Requirements

Students are expected to register every quarter until the completion of their degrees. Students who are not registered three consecutive quarters will be notified by the Director of the Ed.S. program that they have been dropped. Students desiring to be reinstated must submit to the Graduate Admission and Retention Council a petition stating the reason for the inactivity.

• Leave of Absence

Students may request a leave of absence for one calendar year. Students must petition the Graduate Admission and Retention Council for approval indicating why a leave is necessary; the petition must have the approval of the Director of the Ed.S. program.

Withdrawal from Program

To withdraw from a graduate field program, a student must present written notice to the NCE Dean in care of the NCE Field Office on the Wheeling Campus. The Dean’s office will notify the Registrar to remove the file from active status. (See page 37 for withdrawal procedures.)

The graduate faculty reserves the right to request the withdrawal of a student at any time during the course of studies if the student does not meet the required standards of scholarship.

Policies pertaining to Doctoral programs may be found on page 278.

Professional Development Facilities

The specialized facilities of the Foster G. McGaw Graduate School reflect its mission to provide a bridge between theory and practice in education.

Baker Demonstration School

This private laboratory school, established in 1918, has an enrollment of 325 students in nursery through grade 8 on the Evanston campus. The school boasts a child-centered philosophy and models developmental teaching in a variety of styles and classroom management techniques. The school’s teachers are also university faculty members and participate extensively in undergraduate and graduate teacher preparation. The school’s purpose includes demonstrating exemplary teaching to interested observers and maintaining a partnership with university faculty members to continually strive toward educational excellence. The school’s facilities include the Robert R. McCormick Library, which possesses a wide range of children’s print and nonprint materials, a computer laboratory, art and music rooms, a science laboratory, and drama and athletic complexes, which the school shares with the University.

Evanston Center for Learning

The Center for Learning currently functions as both a training facility for graduate students in School Psychology and Special Education and as a community resource. Under the professional supervision of National-Louis University faculty and staff, student clinicians provide to children, adolescents, parents, and adults assessment and/or intervention services designed to focus on their needs and concerns. A major goal of the Center is to link theory and research to practice in the field.

Reading Center

This Center is located in House 1 on the Evanston campus and on the Lisle Campus. It provides a setting for supervised practicum experiences in reading instruction for both graduate and undergraduate students. Student and staff tutors provide one-on-one tutoring and diagnosis for children with reading problems. Curriculum materials are available for inspection in the Center, and consultation for districts, schools, teachers and parents is also provided.
Middle Level Curriculum and Teaching Center

The Middle Level Curriculum and Teaching Center (MLCTC) is located on the Wheeling campus. The mission of the Center is to advance curriculum practice, theories, policies and research for those teaching at the middle level and working with young adolescents. The MLCTC provides materials and resources for middle level educators for use within the Center and also provides university workshops on critical middle level issues and strategies. The Center also sponsors the annual If I ran the School: A Conference for, by and about young adolescents.

The 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. 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.

Academic Programs

Curriculum and Instruction Program

The graduate program in Curriculum and Instruction offers concentrations to support teachers and preK-12+ educational professionals to design, implement, and evaluate the processes of curriculum and instruction. Students may customize their own personalized sequence of 20 semester hours from graduate courses throughout the College or may develop a concentration in one content area. Through course work, practicum experiences, and interactions with peers and faculty, students gain expertise in understanding key content area concepts, in designing and evaluating curriculum, in making sound instructional decisions that accommodate diverse learner needs, in clarifying and reflecting on the relationship between assumptions and practices, and in engaging in inquiry to integrate theory and practice. Graduates of the program are prepared to apply their understanding and skills in their own professional practice as well as to assume an active role in advocating for productive change in the broader educational community.

Semester Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>M.Ed.</th>
<th>M.S.Ed.*</th>
<th>C.A.S.</th>
</tr>
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<tbody>
<tr>
<td>ESR505</td>
<td>Educational Inquiry and Assessment</td>
<td>3</td>
<td>*</td>
<td>0</td>
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<tr>
<td>EPS541</td>
<td>Cognition and Instruction</td>
<td>2</td>
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<td>CIC503</td>
<td>Curriculum Design and Evaluation</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<td>CIC504</td>
<td>Instructional Decision Making</td>
<td>3</td>
<td>3</td>
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</table>
CIC592 Seminar: Educational Inquiries 3 3 3

Total C&I Core Courses 14 23 9
*see pages 241-243 for these requirements

Concentrations 20 13 21

Total Minimum Hours 34 36 30

Students may select from among the following concentrations:

- ESL/Bilingual Education
- School Nurse
- Mathematics Education
- Science Education
- Personalized Option
- Social Studies Education
- Health Education
- Teaching for Conceptual Integration

Additional information regarding the Curriculum and Instruction program and each of these concentrations is available at www3.nl.edu/academics/nce/programs/curricinst/index.cfm.

C&I: ESL/Bilingual Education Concentration

The coursework of the ESL/Bilingual Education Concentration addresses needs of teachers interested in working with students who are non-native English speakers. Focus is on theories of language acquisition, strategies that promote cultural understanding, and teaching practices that meet the needs of English Language Learners. This concentration meets the State of Illinois requirements of approval-endorsement to work in a Bilingual Education, English as a Second Language, or Dual Instructional Program. Additional information regarding this concentration is available at www3.nl.edu/academics/nce/programs/curricinst/BILINGUAL-ESL.cfm.

Approval/Endorsement Requirements include:

Approval for English As A Second Language:

CIL500 Foundations in Language Minority Education 3
CIL505 Methods and Materials for Teachers of English to Speakers of Other Languages (TESOL) 3
CIL510 Assessment of Language Minority Students 3
CIL531 Cross Cultural Education 3
CIL501 Introduction to Linguistics for TESOL (Teachers of English to Speakers of Other Languages) OR
RLR512 Bilingualism and Reading: Linguistic Considerations 3

*Approval requirements includes 18 semester hours which may be used toward completion of the degree requirement.

Approval for Bilingual Education:

CIL500 Foundations in Language Minority Education 3
CIL505 Methods and Materials for Teachers of English to Speakers of Other Languages (TESOL) 3
CIL506 Methods and Materials for Teaching Bilingual Students 3
CIL510 Assessment of Language Minority Students 3
CIL531 Cross Cultural Education Elective from approved ESL/Bilingual Electives 3

*Approval requirements includes 18 semester hours which may be used toward completion of the degree requirement.

Approved ESL/Bilingual Electives

CIC583 Peer Coaching for Teachers of Language Minority Students 2-4
CIC585 Cooperative Learning for Linguistically and Culturally Diverse Students 3
CIL532 Technology Applications for Linguistically and Culturally Diverse Students 3
CIS591 Field Study/Social Science/Mexico 2
RLR512 Bilingualism and Reading 3
SPE570 Assessment and Intervention for Language Minority Students with Disabilities 3

For a double approval, ESL and Bilingual Education students need to take CIL500, CIL501 or RLR512, CIL505, CIL506, CIL510, CIL531. To teach in a bilingual setting, students must pass the State of Illinois Language Proficiency Exam.

The state approval/endorsements for ESL and Bilingual Education also require a valid Illinois teaching certificate as well as 100 clock hours of clinical experience or three months' teaching experience with limited English proficient (LEP) students for those intending to teaching in Kindergarten-grade 12.

NCE oversees the 100 clock hour process. As an option, 20 clinical/clock hours may be earned in each ESL/Bilingual Education course.

To obtain an endorsement in ESL and/or Bilingual Education to teach at the middle school level, an endorsement in middle school is required in addition to the approval requirements indicated above. Middle school endorsement coursework includes MLE500 (Middle School: An Overview).

1 Please note name change throughout catalog from Language Minority Education to ESL / Bilingual Education
C&I: Health Education Concentration

The Health Education sequence is designed to prepare health educators to take their knowledge of health, health education, and teaching skills into their professional practice, weaving together methods, concepts, and processes from a multitude of diverse subject areas and translating theory into practice. The coursework is applicable toward fulfilling requirements for the State of Illinois endorsement for Secondary Teachers of Health Education; it does not provide an individual with a teaching certificate. The endorsement option is applicable only to teachers certified in Secondary Education. Please consult with the Health Education Coordinator regarding endorsement and/or degree options.

Concentration Coursework:

GIW507 Theories and Concepts in Health Education 3
GIW518 Community Health 2
GIW510 Curriculum Development and Evaluation in Health Education 3
GIW508 School Health Education 3
GIW526 Disease Prevention and Control 2
GIW505 Sexuality Education 3
GIW516 Environmental Health 2
GIW525 Nutrition and Dietary Patterns 2
GIW517 Drug Education 2
GIW515 Consumer Health 2
GIW509 First Aid, Safety, and Injury Prevention 2
GIW519 Mental Health 2
Approved Electives 9

Endorsement Requirements include 24 semester hours in the field containing:

GIW507 Theories and Concepts in Health Education 3
GIW518 Community Health 2
GIW510 Curriculum Development and Evaluation in Health Education 3
GIW508 School Health Education 3
At least 10 semester hours additional health education content distributed as follows:

one course in Human Sexuality OR

C&I: Mathematics Education Concentration

This concentration is based on a constructivist approach to learning rooted in the philosophy of mathematics teaching and learning expressed by the National Council of Teachers of Mathematics. It is intended for certified teachers in grades 3 through 8, who may choose to complete the State of Illinois middle level mathematics endorsement requirements. Emphasis is placed on building conceptual understanding by solving problems, reasoning mathematically, communicating mathematical ideas, and making connections among ideas and to real-world situations. Additional information regarding this concentration is available at www3.nl.edu/academics/nee/programs/curricinst/MATH.cfm.

Concentration Coursework:

MHE501 Topics in Mathematics for Teachers: Number Concepts and Operations in the Elementary and Middle School Mathematics Curriculum 3
MHE502 Topics in Mathematics for Teachers: Algebra 3
MHE511 Topics in Mathematics for Teachers: Geometry 3
MHE512 Topics in Mathematics for Teachers: Number Theory 3
MHE485 Advanced Methods for Teaching Middle School Mathematics* 3
Electives 2-3

*The concentration coursework is appropriate for teachers interested in obtaining the State of Illinois middle school mathematics endorsement. Those not seeking the endorsement meet with an advisor to make an appropriate substitution for this course. In addition to the courses listed above, the following courses are required for endorsement:

MLE500 Middle School: An Overview 3
MLE502 Middle School Curriculum 3
C&I: Personalized Option Concentration

The Personalized Option concentration provides the unique opportunity to customize one's degree program according to personal and professional goals, choosing electives from courses in any area of graduate education, as approved by an academic advisor. Electives may be focused in one area or mixed and matched among education and/or content specific courses.

Additional information regarding this concentration is available at www3.nl.edu/academics/nce/programs/curricinst/personalizedoptions.cfm

Degree Requirements include:

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on pages 241-243.

Concentration Coursework:

Electives in any area of graduate education as approved by an academic advisor

C&I: School Nurse Concentration

The School Nurse Concentration, approved by the Illinois State Board of Education to prepare registered nurses for the School Service Personnel Certificate Type 73 with school nurse endorsement, presents an exciting opportunity for registered nurses to practice in a dynamic specialty. School nurses utilize professional skills to promote health, prevent disease, and solve the health problems of the young people of our nation.

Detailed information is available at www3.nl.edu/academics/nce/programs/curricinst/schoolnurse.cfm

Certification Requirements:

- A Bachelor’s Degree
- An Illinois license as a Registered Professional Nurse
- 30 semester hours or 45 quarter hours undergraduate or graduate coursework in: Public Health Nursing, History and/or Philosophy of Education, Educational Psychology Human Growth and Development, Community Health Problems, Sociology, Exceptional Child, and Electives: Nutrition, School Administration, Curricula Design, Communicative Skills, Guidance and Counseling, Diversified Occupations, Social Case Work, Health Education, Health Careers, Mental Health, Child or Adolescent Psychology

National College of Education graduate coursework which meets the State of Illinois requirements for School Nurse Type 73 certificate (as listed above) include:

CIN508* Community Health: Nursing Practice

CIN560 Issues in School Nursing 2
CIN590 School Nurse Internship 4
EPS500B Human Development with a Focus on Elementary and Middle Childhood 2
EPS510 Theories of Teaching and Learning 2
EPS541 Cognition and Instruction 2
FND504 History and Philosophy of Education 2
SPE500 Introduction to Exceptional Children and Adolescents 3

*Meets requirements of the Illinois State Board of Education for "Introduction to Public Health Nursing" and/or "Introduction to Community Health Problems."

**This ten-week, four semester hour internship in school nursing is supervised by a certified, experienced school nurse; CIN560 is taken with the internship.

Candidates must complete certification requirements within a six year period.

Degree Requirements:

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on pages 241-243.

Concentration Coursework:

CIN508, CIN560, CIN590, as described above under the School Nurse Certification requirements.

Any courses taken at the graduate level to meet the School Nurse Certification requirements described above may be used as electives in the School Nurse Concentration. Additional electives may be selected with approval of an advisor.

C&I: Science Education Concentration

The Science Education Concentration is designed for certified teachers and other educators who are seeking further enrichment, expertise, and confidence in their science content understanding, new learning experiences to fuel their enthusiasm and passion for science and science teaching, and unique opportunities to experiment with, refine, and reflect upon new methodologies and practices to engage children in learning science. This concentration is ideal for those interested in enhancing their science teaching and learning skills, strengthening their knowledge of scientific content, deepening their understanding of science as a discipline of inquiry, expanding their palette of valuable resources, preparing for leadership positions in the field of science education, and realizing their professional vision of exemplary practice. Additional information regarding this concentration is available
Degree Requirements include:

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on pages 241-243.

Concentration Coursework:

- SCE512 Biological Sciences for Teachers 2
- SCE510 Physics for Teachers 2
- SCE511 Earth Science for Teachers 2
- SCE520 Applied Chemistry for Teachers 2
- SCE521 Astronomy for Teachers 2
- SCE525 Learning Science Using Informal Sites 2
- SCE504 Teaching for Conceptual Development In Science 3
- SCE594 Independent Study 2
- SCE593 Seminar in Science Education 3

This coursework is appropriate for teachers interested in obtaining the State of Illinois middle school science endorsement; additional endorsement coursework may be required.

C&I: Social Studies Concentration

Students consult with their academic advisor to select courses in Social Studies Education.

Degree Requirements include:

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on pages 241-243.

Concentration Coursework:

Electives as approved by an academic advisor.

C&I: Teaching for Conceptual Integration Concentration

This unique concentration focuses on how student learning can be enhanced when a teacher uses instructional methods to help students integrate concepts and processes from several subject areas of the curriculum. Intended for teachers who teach multiple subjects to the same group of students in grades K-6, the program helps teachers: examine curricular activities and units that exemplify the power of integrating concepts and processes across subject areas; explore the creation of such activities and units; become knowledgeable about principles of designing and modifying curricular materials to promote conceptual integration for all students; develop understanding of and competence in instructional methods that foster conceptual integration; and develop conceptual understanding of Reading/Language Arts, Social Studies, Mathematics, and Science by deliberately integrating them two at a time.

Detailed information is available at www3.nl.edu/academics/nce/programs/curricinst/TCI.cfm

Degree Requirements include:

Courses required for the completion of the M.Ed., C.A.S. or M.S. Ed. are described on pages 241-243.

Concentration Coursework:

- CIT501 Teaching for Conceptual Integration in Reading, Language Arts and Mathematics 3
- CIT502 Teaching for Conceptual Integration in Science and Social Studies 3
- CIT503 Teaching for Conceptual Integration in Reading, Language Arts and Social Studies 3
- CIT504 Teaching for Conceptual Integration in Mathematics and Science 3
- CIT505 Teaching for Conceptual Integration in Reading, Language Arts and Science 3
- CIT506 Teaching for Conceptual Integration in Mathematics and Social Studies 3
- Approved electives 2-3

Early Childhood Education

National College of Education offers programs in Early Childhood Education designed to prepare students for a variety of roles working with children and their families. Several different degree programs are available to meet the needs of students with diverse educational backgrounds, interests, and career aspirations.

The primary mission of the Early Childhood Education Department is to provide educational experiences that prepare individuals to become early childhood professionals who support and improve the quality of programs and services for young children, their families, and the community in which they live. The department is also committed to advancing the research and knowledge base of the early childhood field, improving the professional status of early childhood practitioners, increasing the public’s awareness of important early childhood issues, and promoting exemplary early childhood practices.

Early Childhood Administration (M.Ed. and C.A.S.)

The Early Childhood Administration (ECA) degree program is designed for current and aspiring leaders of center-based early childhood programs. The program is also
appropriate for other early childhood professionals such as preschool owners, Head Start component coordinators, and consultants who work with early childhood programs.

The ECA curriculum provides students with a review and higher level understanding of child development, early childhood curriculum, discipline and guidance, family systems, assessment, social and cultural diversity, and professional ethics. ECA candidates are challenged to adopt a broader systems view of early childhood and to understand the delicate interplay between individual programs and their external environments. The ECA sequence entails requisite coursework related to staff management and human relations, educational programming, legal and fiscal management, marketing and public relations, facilities management, technology, and leadership and advocacy.

The Masters in Education (M.Ed.) is designed for students who have a baccalaureate degree. The Certificate of Advanced Studies (C.A.S.) is designed for students who already have a master’s degree in education. Students admitted into the Early Childhood Administration Program will have the opportunity to work toward attainment of the Level III Credential while fulfilling the requirements for their graduate degree.

The ECA program is offered in two delivery models: the course-by-course model is designed especially for administrators of center-based early childhood programs in Illinois, and the cohort model makes the ECA degree accessible by students living around the globe. In either model, students attend a limited number of residencies in the Chicago area at critical mileposts along the degree sequence. Through online coursework, students stay connected with each other and with early childhood leaders from around the world.

The ECA Course-by-Course Model

The ECA course-by-course model is designed especially for students currently working as administrators of center-based early childhood programs in Illinois. The course-by-course model is highly flexible. Students can select from a number of electives that best meet their learning goals. Some pursue the degree on a full-time basis and finish in as little as two years while others take a more relaxed pace and complete the requirements over six years. New students may enter the program at the beginning of any term.

As part of the ECA graduate degree program, students participate in Taking Charge of Change; a two-course sequence (ECE525, EPS526) that includes a six-day summer institute and follow-up retreats. Other required courses are offered online.

M.Ed. Core Requirements (9 SH)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EPS500A</td>
<td>Human Development with a Focus on Early Childhood</td>
<td>3</td>
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<tr>
<td>ESR505</td>
<td>Educational Inquiry and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>FND503</td>
<td>Historical &amp; Philosophical Foundations of Early</td>
<td></td>
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<td>Childhood Education</td>
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C.A.S. Core Requirements (3 SH)

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<th>Course</th>
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<td>EDL546</td>
<td>Perspectives on and Administration of Educational</td>
<td>3</td>
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<td>Policies</td>
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M.Ed.: C.A.S. Program Requirements (18 SH)

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<tr>
<td>ECE510</td>
<td>Child, Family and Community</td>
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<tr>
<td>ECE512</td>
<td>Early Childhood Curriculum</td>
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<tr>
<td>ECE515</td>
<td>Financial &amp; Legal Aspects of Child Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>ECE525</td>
<td>Strategies for Supervision and Staff Development</td>
<td>3</td>
</tr>
<tr>
<td>ECE534</td>
<td>Technology in Child Care Administration I</td>
<td>2</td>
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<tr>
<td>ECE538</td>
<td>The Early Childhood Administrator: Individual and Organizational Perspectives</td>
<td>2</td>
</tr>
<tr>
<td>EP526</td>
<td>Organizational Theory, Group Dynamics, &amp; Leadership Applications</td>
<td>3</td>
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</tbody>
</table>

Program Electives (Choose 7 SH for M.Ed. and 9 SH for C.A.S. from courses and workshops below in consultation with an ECA advisor)

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>ECE532</td>
<td>Advocating for Children with Special Needs</td>
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<td>ECE535</td>
<td>Technology in Child Care Administration II</td>
<td>2</td>
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<td>ECE536</td>
<td>The Director as Child Care Advocate</td>
<td>2</td>
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<tr>
<td>ECE540</td>
<td>Grantwriting and Fundraising for Early Childhood Programs</td>
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</tr>
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<td>ECE542</td>
<td>Public Relations and Marketing of Early Childhood Programs</td>
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<tr>
<td>ECE544</td>
<td>Early Childhood Environments: Design &amp; Facilities Management</td>
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<td>ECE545</td>
<td>Strategies for Effective Coaching and Mentoring</td>
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<tr>
<td>ECE546</td>
<td>Presentation Skills for Early Childhood Leaders</td>
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Workshops (a maximum of 6 SH will be allowed in fulfilling degree requirements)

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<tr>
<td>ECE582C</td>
<td>Early Childhood Program Evaluation</td>
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<tr>
<td>ECE582D</td>
<td>The Administration of School-Age Child Care Programs</td>
<td>2</td>
</tr>
<tr>
<td>ECE582E</td>
<td>Implementing a Family-Responsive Program</td>
<td>2</td>
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<tr>
<td>ECE582F</td>
<td>The New Director</td>
<td>2-3</td>
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<td>ECE582G</td>
<td>Writing and Editing for Effective Communication</td>
<td>1</td>
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<tr>
<td>ECE582H</td>
<td>The Art of Leadership; A World View</td>
<td>2</td>
</tr>
<tr>
<td>ECE582I</td>
<td>Leadership Connections</td>
<td>2</td>
</tr>
<tr>
<td>ECE582J</td>
<td>The Administration of Infant/Toddler Programs</td>
<td>2</td>
</tr>
<tr>
<td>ECE585R</td>
<td>The Reggio Emilia Approach</td>
<td>1-3</td>
</tr>
</tbody>
</table>

M.Ed. Total Minimum Hours for Degree 34

C.A.S. Total Minimum Hours for Degree 30
The Early Childhood Administration Cohort Model

The Early Childhood Administration cohort model makes the ECA degree accessible by students living around the globe. The 24-month sequence is comprised of six academic terms, each lasting approximately 15 weeks. The sequence begins with a weeklong on-campus residency at which students become acquainted and form a learning community. During the convening residency, students start the coursework sequence and receive a technology orientation to guide them as online learners.

Convening residences take place each year in early summer and two annual follow-up residencies are held in May at the midpoint and culmination of the program sequence. All other coursework is conducted online and is accessible by the Internet. Courses are sequenced to build on one another and the cohort group serves as a strong support network for each member.

Term I (6 SH) includes weeklong Convening residency in June
ECE525 Strategies for Supervision and Staff Development 3
EP8526 Organizational Theory, Group Dynamics, & Leadership Applications 3

Term II (6 SH)
ECE534 Technology in Child Care Administration I 2
ECE582G Writing & Editing for Effective Communication 1
EP8500A Human Development with a Focus on Early Childhood 3

Term III (6 SH) includes weeklong Connecting residency in May
ECE510 Child, Family & Community 3
FND503 Historical & Philosophical Foundations of Early Childhood Education 3

Term IV (4 SH)
ECE512 Early Childhood Curriculum 2
ECE544 Early Childhood Environments: Design & Facilities Management 2

Term V (7 SH)
ECE515 Financial and Legal Aspects of Child Care Management 3
ECE542 Public Relations and Marketing of Early Childhood Programs 2
ECE540 Grantwriting and Fundraising for Early Childhood Programs 2

Term VI (5 SH) includes 4-day Culminating residency in May
ESR505 Educational Inquiry & Assessment 3
ECE538 The Early Childhood Administrator: Individual and Organizational Perspectives 2

Total 34 SH

Notes for C.A.S. students:
1. This course is waived for ECA students pursuing a Certificate of Advanced Study (C.A.S.).
2. In lieu of this course, C.A.S. students will take a 1 semester hour independent study in consultation with an advisor.
3. In lieu of this course, C.A.S. students will take EDL546: Perspectives on and Administration of Educational Policies.
4. For students enrolled in the cohort model, the C.A.S. degree is a 31 semester hours program.

Early Childhood Education Programs (M.A.T., C.A.S., M. Ed.)

The Early Childhood Education programs provide comprehensive courses of study in core child development knowledge, classroom practices, and foundational philosophies of teaching and learning for typical and atypical children from birth to age eight. Students may select among three degree programs: the Master of Arts in Teaching (M.A.T.) in Early Childhood Education program, the Certificate of Advanced Study (C.A.S.) in Early Childhood Education program, or the Master of Education (M.Ed.) in Early Childhood Education program.

The Master of Arts in Teaching (M.A.T.) and Certificate of Advanced Study (C.A.S.) graduate programs lead to initial State of Illinois Type 04 certification. The M.A.T. is designed for students who have a baccalaureate degree and seek initial certification, and the C.A.S. is designed for students who hold a master’s degree and seek initial certification. Students who choose the M.Ed. in Early Childhood Education program typically seek a graduate program that will enhance competence and deepen their understanding of the practice of early childhood education, within an already existing teaching career. The M.Ed. is designed for students who have a baccalaureate degree and do not seek additional certification.

The goal of the Early Childhood Education programs is to provide future and current early childhood teachers and caregivers with a learning environment that promotes the development of exemplary early childhood classroom practices. Through reflective practice and study of current research perspectives on teaching and learning, students grow in understanding of child development, curriculum development and implementation, family and community relationships, modification of practice for atypical children, social and cultural diversity, assessment, evaluation, professionalism, and ethics.

Early Childhood Education (M.A.T., C.A.S.)

The Master of Arts in Teaching (M.A.T.) leads to early childhood certification by entitlement. This entitlement program is an approved program of the Illinois State Board of Education for students seeking an Early Childhood Type 04 Certificate. The M.A.T. degree provides students with a comprehensive background for working with younger children, birth through
eight years of age, in a variety of settings.

Students seeking their first certification enroll in the M.A.T. degree program. Enrollees in this program must complete 100 hours of pre-clinical experiences and student teaching in pre-primary and primary settings. Most of the preclinical hours are distributed among professional courses.

The Certificate of Advanced Study (C.A.S.) may be selected by the professional who has a master’s degree and who wishes to obtain an Early Childhood Type 04 Certificate. The 100 pre-clinical hours and student teaching are also required for this program.

**Master of Education in Early Childhood Education (M. Ed.)**

The Master of Education in Early Childhood Education is an advanced noncertification program designed for those students who hold state certification and want to expand their skills and knowledge. This option is also designed for early childhood professionals who wish to increase their level of understanding of the practice of early childhood education within an existing career.

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**Early Childhood Education (M.A.T.)**

(For those who hold no previous teaching certificate)

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Core Course Requirements</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>EPS500A* Human Development with a Focus on Early Childhood 3</td>
</tr>
<tr>
<td></td>
<td>EPS510 Theories of Teaching and Learning 2</td>
</tr>
<tr>
<td></td>
<td>ESR506 Graduate Research: Interpretive/Critical 2</td>
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<tr>
<td></td>
<td>ESR507 Graduate Research: Empirical/Quantitative 2</td>
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<td></td>
<td>FND503* Historical and Philosophical Foundations of Early Childhood Education 3</td>
</tr>
<tr>
<td></td>
<td>ECE501* Instructional Methods/Primary/Language Arts, Social Studies 2</td>
</tr>
<tr>
<td></td>
<td>ECE502* Early Childhood Preclinical Experiences 1</td>
</tr>
<tr>
<td></td>
<td>ECE505* Instructional Methods/Pre-primary/Language Arts, Art, Music, and Movement 2</td>
</tr>
<tr>
<td></td>
<td>ECE506* Instructional Methods/Pre-primary/Mathematics, Science, Social Studies 2</td>
</tr>
<tr>
<td></td>
<td>ECE510* Child, Family and Community 3</td>
</tr>
<tr>
<td></td>
<td>ECE530 Children’s Play 2</td>
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<tr>
<td></td>
<td>ECE590* Student Teaching in Early Childhood Education 5</td>
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<tr>
<td></td>
<td>ECE593* Seminar: Early Childhood Education 2</td>
</tr>
<tr>
<td></td>
<td>EPS500A* Human Development with a Focus on Early Childhood 3</td>
</tr>
<tr>
<td></td>
<td>FND503* Historical and Philosophical Foundations of Early Childhood Education 3</td>
</tr>
<tr>
<td></td>
<td>MHE482* Methods for Teaching Primary Grade Mathematics and Science 2</td>
</tr>
<tr>
<td></td>
<td>RLR501* Methods and Materials for Teaching Beginning Reading 2</td>
</tr>
<tr>
<td></td>
<td>SPE500* Introduction to Exceptional Children and Adolescents/Special Education 3</td>
</tr>
<tr>
<td></td>
<td>SPE510* Speech and Language Development in Early Childhood/Special Education 2-3</td>
</tr>
</tbody>
</table>

**Total Minimum Hours**

37

*Professional courses needed for Type 04 (birth - age 8) certificate. Individuals must also meet general education requirements.

---

**Early Childhood Education (C.A.S.)**

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Core Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDL546 Perspectives on and Administration of Educational Policies 3</td>
</tr>
<tr>
<td></td>
<td>ECE501* Early Childhood Instructional Methods/Primary/Language Arts, Social Studies 2</td>
</tr>
<tr>
<td></td>
<td>ECE502* Early Childhood Preclinical Experiences 1</td>
</tr>
<tr>
<td></td>
<td>ECE505* Instructional Methods/Pre-primary/Language Arts, Art, Music, and Movement 2</td>
</tr>
<tr>
<td></td>
<td>ECE506* Instructional Methods/Pre-primary/Mathematics, Science, Social Studies 2</td>
</tr>
<tr>
<td></td>
<td>ECE510* Child, Family and Community 3</td>
</tr>
<tr>
<td></td>
<td>ECE530 Children’s Play 2</td>
</tr>
<tr>
<td></td>
<td>ECE590* Student Teaching in Early Childhood Education 5</td>
</tr>
<tr>
<td></td>
<td>ECE593* Seminar: Early Childhood Education 2</td>
</tr>
<tr>
<td></td>
<td>EPS500A* Human Development with a Focus on Early Childhood 3</td>
</tr>
<tr>
<td></td>
<td>FND503* Historical and Philosophical Foundations of Early Childhood Education 3</td>
</tr>
<tr>
<td></td>
<td>MHE482* Methods for Teaching Primary Grade Mathematics and Science 2</td>
</tr>
<tr>
<td></td>
<td>RLR501* Methods and Materials for Teaching Beginning Reading 2</td>
</tr>
<tr>
<td></td>
<td>SPE500* Introduction to Exceptional Children and Adolescents/Special Education 3</td>
</tr>
<tr>
<td></td>
<td>SPE510* Speech and Language Development in Early Childhood/Special Education 2-3</td>
</tr>
</tbody>
</table>

**Total Minimum Hours**

40

*Professional courses needed for Type 04 (birth - age 8) certificate. Individuals must also meet general education requirements.

---

**Early Childhood Education Student Teaching Policies**

Admission to and continuance in student teaching are contingent on the following:

1. Students must be accepted into the graduate program of National College of Education
2. Students must file, by the designated deadlines, a formal application for student teaching, using the forms provided.
3. Students must submit to their advisor a report of a TB test taken within 90 days of the student teaching placement and results of criminal background check.
4. Students must turn in a signed log of all the pre-clinical hours specified in their pre-clinical hours required for the program.
5. Students must complete all of their certification courses except for ECE590 (Student Teaching).
6. Students must pass the State of Illinois Certification Basic Skills Exam (prior to admission) and must pass the Early Childhood Content Area Exam prior to placement for student teaching.
7. All methods courses must be passed with a grade no lower than a B.
8. College work in residence at National-Louis University must precede enrollment in student teaching.
9. Students must give evidence of emotional stability, adequate personality adjustment and competency as indicated by their pre-clinical journal and certification course work.

Master of Education in Early Childhood Education (M.Ed.)

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed. Core Courses</td>
<td>11</td>
</tr>
<tr>
<td>ECE510</td>
<td>Theories of Teaching and Learning 2</td>
</tr>
<tr>
<td>ESR506</td>
<td>Graduate Research: Interpretive/Critical 2</td>
</tr>
<tr>
<td>ESR507</td>
<td>Graduate Research: Empirical/Quantitative 2</td>
</tr>
<tr>
<td>FND503</td>
<td>Historical and Philosophical Foundations of Early Childhood Education 3</td>
</tr>
<tr>
<td>FND505</td>
<td>Perspectives on Contemporary Issues in Education 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE510</td>
<td>Child, Family and Community 3</td>
</tr>
<tr>
<td>ECE512</td>
<td>Early Childhood Curriculum 2</td>
</tr>
<tr>
<td>ECE530</td>
<td>Children’s Play 2</td>
</tr>
<tr>
<td>ECE593</td>
<td>Seminar: Early Childhood Education 2</td>
</tr>
<tr>
<td>EPS500A</td>
<td>Human Development with a Focus on Early Childhood 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Four semester hours from the following</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE500</td>
<td>Early Childhood Instructional Methods/Kindergarten 2</td>
</tr>
<tr>
<td>ECE501</td>
<td>Instructional Methods/Primary/Language Arts, Social Studies 2</td>
</tr>
<tr>
<td>ECE505</td>
<td>Instructional Methods/Pre-primary/Language Arts, Social Studies 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Electives will be chosen by the student with approval of the student’s advisor.)</td>
<td></td>
</tr>
</tbody>
</table>

Total Minimum Hours 34

Early Childhood Education Subsequent Certification (no new degree)

Teachers who hold an Illinois teaching certificate in elementary education, secondary education, or special education may add certification in early childhood education through this standards-based sequence. Teachers who hold only a teaching certificate from another state or who hold only a temporary, substitute, or other specialized teaching certificate are not eligible for this program. Candidates for subsequent certification must be admitted to the graduate program for the certificate being sought.

Eligible candidates begin by completing ECE569 which includes the development of a college-approved electronic portfolio as a self-assessment of the extent to which they have met the state standards for early childhood certification. The portfolio will be reviewed by a faculty team from the new certification area and additional requirements for the certificate will be determined. Candidates then meet with an advisor from early childhood to plan a personalized program. At the conclusion of this personalized program, candidates complete a practicum experience, ECE575, the extent of which is determined by the faculty team, taking into account candidates’ previous experience and state standards. At the conclusion of the practicum, candidates may apply for state certification in early childhood education.

Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE569</td>
<td>Portfolio Development for Subsequent Certificates</td>
<td>4 SH</td>
</tr>
<tr>
<td>ECE575</td>
<td>Subsequent Certificate Program Practicum</td>
<td>3-6 SH</td>
</tr>
</tbody>
</table>

Courses selected in collaboration with an advisor to complete certification standards (courses and semester hours to be determined)
Educational Leadership Administration and Supervision Program (M.Ed. and C.A.S.)

The program in administration and supervision is designed to prepare fully certified and experienced teachers for educational administration and supervision. This sequence of courses qualifies the student for the State of Illinois general administrative and general supervisory certifications (Type 75).

Students electing the administration and supervision program must be admitted to the Master of Education degree or Certificate of Advanced Study program. The Master of Education degree in Administration and Supervision requires a minimum of 36 semester hours. The Certificate of Advanced Study program requires a minimum of 36 semester hours. Additional hours may be required for students with deficiencies or upon recommendation of the student’s advisor.

Those students concentrating in special education who take courses to qualify for the Director of Special Education Certificate must obtain the general administrative certification. The program should be cooperatively arranged by the student’s special education advisor and the advisor in the Educational Leadership department.

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M.Ed.</td>
</tr>
<tr>
<td>EDL501 Educational Finance</td>
<td>3</td>
</tr>
<tr>
<td>EDL502 Educational Law and Governance</td>
<td>3</td>
</tr>
<tr>
<td>EDL504 School and Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDL506 Collective Negotiations and Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDL510 Administration and Organizational Development of Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDL512 Communication Skills for School Leaders</td>
<td>3</td>
</tr>
<tr>
<td>EDL546 Perspectives on and Administration of Educational Policies</td>
<td>3</td>
</tr>
<tr>
<td>EDL551 System and Staff Development</td>
<td>3</td>
</tr>
<tr>
<td>EDL552 Administration of Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDL553 Supervising Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDL554 System and Staff Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>ESR508 Research for School Leaders</td>
<td>3</td>
</tr>
<tr>
<td>Total Minimum Hours</td>
<td>36</td>
</tr>
</tbody>
</table>

State of Illinois Certification Requirements

The general administrative certification is required for the position of assistant principal or principal, assistant or associate superintendent, and related or similar positions. Although the sequences were developed in consultation with the Illinois State Board of Education and in reference to certification requirements, prospective students are encouraged to discuss programs leading to certification with a member of the graduate faculty. Individuals seeking general administrative certification in Illinois must have two years teaching or school personnel experience. In the State of Wisconsin this sequence of courses qualified the student for the endorsement of the Type 51 license (K-12 principalship) and the endorsement of the Type 10 license (Director of Instruction). By taking one additional course (SPE561 Supervision of Programs for Exceptional Children and Adolescents) the student also qualified for the endorsement of the Type 80 license (Director of Pupil Services/Special Education). The State of Wisconsin requires three years school personnel or teaching experience to gain the Type 51, Type 10 or Type 80 licensure. In order for National College of Education to approve a program for certification, a minimum of six courses within one of the certification programs must be taken on a resident campus.

General Administrative Endorsement

<table>
<thead>
<tr>
<th>Instructional Leadership</th>
<th>12 SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL551 System and Staff Development</td>
<td>3</td>
</tr>
<tr>
<td>EDL552 Administration of Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDL553 Supervising Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDL554 System and Staff Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Management of Public Schools</th>
<th>12 SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL501 Educational Finance</td>
<td>3</td>
</tr>
<tr>
<td>EDL502 Educational Law and Governance</td>
<td>3</td>
</tr>
<tr>
<td>EDL506 Collective Negotiations and Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDL512 Communication Skills for School Leaders</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schools and Public Policy</th>
<th>4-6 SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL504 School-Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDL510 Administration and Organizational Development of Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

Educational Specialist Degree with Superintendent Endorsement

The Educational Specialist Degree in Administration and Supervision is designed to prepare individuals to serve in executive school leadership roles in the areas of administration, supervision, and curriculum. Tomorrow’s school leaders must blend the art, science, and craft dimensions of administration to be truly
successful instructional leaders. By combining course work and internship experiences, the program integrates theory, research, and practice into a cohesive course of study for educational leaders.

Entrance Requirements

Requirements for admission into the Educational Specialist degree program with Superintendent Endorsement are:

1. Two years of successful school supervisory or administrative experience, as documented in a statement from someone under contract as an administrator in the applicant’s school district.
2. Graduate Record Examination scores taken within the prior five years. (General Aptitude Section)
3. Four letters of recommendation from individuals who confirm the candidate’s potential as a central office administrator.
4. Official undergraduate and graduate transcripts.

Program Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL.601</td>
<td>School Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>EDL.602</td>
<td>Leadership and Management Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDL.603</td>
<td>Educational Planning and Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>EDL.604</td>
<td>Administrative Issues for Pluralistic Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDL.620</td>
<td>School Leadership: Policies and Politics</td>
<td>3</td>
</tr>
<tr>
<td>EDL.690</td>
<td>Educational Leadership Internship</td>
<td>6</td>
</tr>
<tr>
<td>EDL.693</td>
<td>Educational Leadership Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDL.622</td>
<td>Curriculum Planning Organization</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>and Evaluation</td>
<td></td>
</tr>
<tr>
<td>EDL.624</td>
<td>Professional Development and School Change</td>
<td>3</td>
</tr>
</tbody>
</table>

Internship

The Educational Leadership Specialist internship is designed for selected individuals whose education and experience allow them to develop professionally through the application of theory and research to administrative practice. Interns are placed in cooperating public school systems to test and refine the wide range of personal and professional competencies associated with effectiveness in district level administrative positions.

The intern’s responsibilities are defined by the cooperating district, the intern, and the program advisor. Participative and collaborative processes guide the intern’s interactions within the entire school community. The intern experience is concerned with planning, policy development, decision-making and resource allocation, program evaluation and improvements, community relations, staff relations, and board relations including the politics of governance and operations.

The internship is an ongoing activity taken during/upon completion of all course requirements for the Educational Leadership Specialist Degree. The internship is offered under three different options giving the intern an opportunity to select the option that best fits the intern’s personal and professional needs. A minimum of 800 clock hours of service in the cooperating district is required under each option. The options are:

- A. A full-time internship for one academic year with a stipend paid by the cooperating district. This is the preferred option of the Educational Leadership Department.
- B. A part-time internship for one year with one half of the intern’s time reserved for personal and professional commitments and the other half reserved for service in the cooperating district, which provides a partial stipend.
- C. An extended internship spanning two academic years. This option obligates the intern to work at times that minimize conflicts with personal and professional commitments but allow completion of special administrative projects assigned by the cooperating district.

Time Limit and Retention Policies

The Educational Specialist degree must be completed within a six-year time limit. Students receiving two C’s or lower in any of the program courses are dropped from the program. The student’s advisor is responsible for monitoring academic progress.

Exit Requirements

1. Satisfactory completion of course work necessary to meet the Educational Leadership Department’s requirements for the Type 75 General Administrative and General Supervisory Certificate.
2. Satisfactory completion of all required and elective courses in the Educational Specialist program.
3. Satisfactory completion of the internship.

Educational Psychology

The Educational Psychology programs are designed to help students integrate theory, research and practice in psychology and education. The programs focus on better understanding the nature of individuals’ learning and the conditions and contexts that maximize learning and development. Students take course work designed to examine psychological theories and research and engage in experiences that bridge theory, research and practice in learning environments.

The Educational Psychology programs offer course work leading to the Master of Education degree (M.Ed.), the Master of Science in Education degree (M.S.Ed.), the Educational Specialist degree (Ed.S.), and the Doctor of Education degree (Ed.D.). The Educational Psychology programs also offer studies in school psychology and sponsor a program for practicing school psychologists and educators leading toward the Certificate of Advanced Study (C.A.S.).
Educational Psychology/Human Learning and Development (M.Ed. and M.S.Ed.)

The M.Ed. and the M.S.Ed. programs in Educational Psychology/Human Learning and Development are applicable for practicing teachers interested in advanced graduate studies in psychology for the purpose of applying knowledge from psychology to their classroom practices. The program core provides students the opportunity to critically examine theory and research in human learning and development, and explore the interrelationship among theory, research and practice as it applies to classroom teaching and learning. Beyond the core requirements, students take electives designed to meet their own learning goals.

Entrance Requirements

Students must submit the following:
1. Completed application
2. Scores from the Miller Analogies Test or the Graduate Record Examination taken within the last five years
3. Three letters of recommendation (one must be from an academic)
4. Official undergraduate and graduate transcripts

Applications are received and reviewed on an on-going basis.

Retention Policies

Please see this catalog (page 261) for provisions regarding retention policies for M.Ed. and M.S.Ed. students.

Program Requirements

<table>
<thead>
<tr>
<th>Core Course Requirements</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M.Ed. M.S.Ed.</td>
</tr>
<tr>
<td>M.Ed. Core Courses</td>
<td>12 18</td>
</tr>
<tr>
<td>EPS500B</td>
<td>Human Development with a Focus on Elementary and Middle Childhood 2</td>
</tr>
<tr>
<td>EPS541</td>
<td>Cognition and Instruction 2</td>
</tr>
<tr>
<td>ESR506</td>
<td>Graduate Research: Interpretive/Critical 2</td>
</tr>
<tr>
<td>ESR507</td>
<td>Graduate Research: Empirical/Quantitative 2</td>
</tr>
<tr>
<td>FND504</td>
<td>History and Philosophy of Education 2</td>
</tr>
<tr>
<td>FND505</td>
<td>Perspectives on Contemporary Issues 2</td>
</tr>
<tr>
<td>M.S.Ed. Core Courses</td>
<td></td>
</tr>
<tr>
<td>EPS500B</td>
<td>Human Development with a Focus on Elementary and Middle Childhood 2</td>
</tr>
<tr>
<td>EPS541</td>
<td>Cognition and Instruction 2</td>
</tr>
<tr>
<td>ESR506</td>
<td>Graduate Research: Interpretive/Critical 2</td>
</tr>
<tr>
<td>ESR507</td>
<td>Graduate Research: Empirical/Quantitative 2</td>
</tr>
<tr>
<td>FND504</td>
<td>History and Philosophy of Education 2</td>
</tr>
<tr>
<td>FND505</td>
<td>Perspectives on Contemporary Issues 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESR506</td>
<td>Graduate Research: Interpretive/Critical 2</td>
</tr>
<tr>
<td>ESR507</td>
<td>Graduate Research: Empirical/Quantitative 2</td>
</tr>
<tr>
<td>FND505</td>
<td>Perspectives on Contemporary Issues 2</td>
</tr>
<tr>
<td>ESR509</td>
<td>Thesis 4</td>
</tr>
<tr>
<td>FND504</td>
<td>History and Philosophy of Education 2</td>
</tr>
</tbody>
</table>

Educational Psychology/Human Learning and Development Program Courses

<table>
<thead>
<tr>
<th>Core Course Requirements</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS503</td>
<td>Neuropsychology of Behavior and Learning 2</td>
</tr>
<tr>
<td>EPS517</td>
<td>Theory and Research in Social Psychology and Personality 3</td>
</tr>
<tr>
<td>ESR530</td>
<td>Measurement and Assessment in Educational Psychology 3</td>
</tr>
<tr>
<td>ESR539</td>
<td>Cognitive-Behavioral Interventions in Schools 2</td>
</tr>
<tr>
<td>EPS542</td>
<td>Observational Techniques for Teachers 2</td>
</tr>
<tr>
<td>EPS521</td>
<td>Theory and Application of Group Dynamics 3</td>
</tr>
<tr>
<td>EPD647</td>
<td>Advanced Human Development 3</td>
</tr>
</tbody>
</table>

Electives

| M.Ed. students | 4 |

Total Minimum Hours

| M.Ed. | 34 |
| M.S.Ed. | 36 |

School Psychology Certification Program

The professional training program in school psychology subscribes to the scientist-practitioner model and prepares individuals to engage in a broad range of activities as psychologists in schools and other educational settings.

Students may enroll in the school psychology certification program at the pre-doctoral or the doctoral level. At the pre-doctoral level, students need to complete the M.Ed. or M.S.Ed. in Educational Psychology and the Ed.S. degree in School Psychology. Students interested in obtaining the doctoral degree may apply to the doctoral program upon completion of the master’s degree. (Please also see information about the Educational Psychology Doctoral Program/School Psychology Option on page 282 of the catalog.) Students in both the pre-doctoral and the doctoral levels must apply to the School Psychology certification program and complete all School Psychology certification requirements to be eligible for the state of Illinois School Psychology certification.

Individuals who have completed a B.A. or B.S. degree in psychology, education, or a related field apply first to the School Psychology program and to the M.Ed. or M.S.Ed. degree in Educational Psychology. Please see Entrance Requirements below for information about applying to the School Psychology program at both the master’s and educational specialist level. Upon completion of the master’s requirements, students submit
an application to the Ed.S. degree. Students may enroll in Ed.S. level courses only after admission to the Ed.S. degree.

Individuals who apply to the School Psychology program after having completed a master’s degree in education, psychology or a related field do not need to complete another master’s degree. They apply directly to the Ed.S. degree. However, individuals who did not complete their master’s level studies at our School Psychology program will still need to take all courses required for School Psychology certification. The School Psychology program coordinator evaluates their transcripts and may approve prior course work as meeting the School Psychology program’s requirements if they are equivalent in content and if they have been taken within ten years of admission. Exception to this may be granted if the individual has taken courses more than ten years prior to admission, but has maintained his or her knowledge in the content area through on-going work. Undergraduate level courses will not be accepted as meeting the School Psychology program requirement.

All students must complete a research thesis as part of the School Psychology certification program. Students who completed a research thesis in other programs or institutions may submit it to the program for review. A prior thesis will be accepted if it meets the School Psychology certification program’s thesis requirements.

After admission to the School Psychology certification program, students meet with their advisor to complete the School Psychology Certification Requirements form and the Graduate Study Plan. Both the School Psychology Certification Requirements form and the Graduate Study Plan must be signed by the student, the student’s advisor, and the coordinator of the school psychology program. Waivers and substitutions for required School Psychology certification program courses must be approved by the coordinator of the School Psychology program. Students work closely with their advisors in planning their program to assure that it meets both degree and School Psychology certification requirements.

### Entrance Requirements

Applicants to the School Psychology certification program need to submit the following application materials:

1. Completed application and non-refundable application fee.
2. Scores from the General Aptitude Section of the Graduate Record Examination (GRE) taken within the last five years
3. Letters of recommendation
4. Official undergraduate and graduate transcripts

Admission files will not be reviewed until they are complete. Completed admission files are reviewed by faculty on an ongoing basis.

### Residency Policies

Students may attend the School Psychology certification program on a full- or part-time basis. A full-time course of study in School Psychology consists of two years (including summers) of course work and practica, and one academic-year-long, full-time internship. Students enrolling in part-time studies complete their course work in three to four years prior to undertaking a full-year, full-time internship. All students work closely with their advisors to design an approved course sequence in accordance with guidelines provided in the School Psychology handbook.

### Retention Policies

Students who receive two or more “C” or lower grades will be dropped from the program. Students may appeal such decisions to the Graduate Admission and Retention Council.

### School Psychology Certification Requirements

#### Psychological Foundations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS500B</td>
<td>Human Development with a Focus on Elementary and Middle School Aged Children</td>
<td>2</td>
</tr>
<tr>
<td>EPS503</td>
<td>Neuropsychology of Behavior and Learning</td>
<td>2</td>
</tr>
<tr>
<td>EPS507</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EPS517</td>
<td>Theory and Research in Social Psychology and Personality</td>
<td>3</td>
</tr>
<tr>
<td>EPS541</td>
<td>Cognition and Instruction</td>
<td>2</td>
</tr>
<tr>
<td>EPD647</td>
<td>Advanced Human Development</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Educational Foundations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>FND504</td>
<td>History and Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>FND505</td>
<td>Perspectives on Contemporary Issues in Education</td>
<td>2</td>
</tr>
<tr>
<td>SPE500</td>
<td>Introduction to Exceptional Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Methods Course</td>
<td>2-3</td>
</tr>
</tbody>
</table>

#### Interventions/Problem-Solving

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS520</td>
<td>Theories and Practices of Guidance and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EPS530</td>
<td>Diagnostic Testing/Individual Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EPS531</td>
<td>Assessment of Personality I</td>
<td>3</td>
</tr>
<tr>
<td>EPS532</td>
<td>Assessment of Cognitive Abilities</td>
<td>3</td>
</tr>
<tr>
<td>EPS535</td>
<td>Assessment of Infants and Preschool Children/School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EPS539</td>
<td>Cognitive-Behavioral Intervention in Schools</td>
<td>2</td>
</tr>
<tr>
<td>EPS561</td>
<td>Theory and Practice of School-Based Consultation</td>
<td>2-3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>SH</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>ESR506</td>
<td>Graduate Research: Interpretive/Critical</td>
<td>2</td>
</tr>
<tr>
<td>ESR507</td>
<td>Graduate Research: Empirical/Quantitative</td>
<td>2</td>
</tr>
<tr>
<td>EPS599</td>
<td>Thesis in Educational Psychology</td>
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</tr>
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</table>

**Professional School Psychology, Practica, and Internship**<br>19 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EPS540</td>
<td>Introductory Seminar in School Psychology</td>
<td>2</td>
</tr>
<tr>
<td>EPS593</td>
<td>Legal and Professional Issues in School Psychology</td>
<td>2</td>
</tr>
<tr>
<td>EPS562A,B,C</td>
<td>Practicum in School Psychology I: Reflective Observation of School Practices (1 semester hour each)</td>
<td>3</td>
</tr>
<tr>
<td>EPS562D,E,F</td>
<td>Practicum in School Psychology II: Integrating Clinical Services (2 semester hours each)</td>
<td>6</td>
</tr>
<tr>
<td>EPS590*</td>
<td>Internship in School Psychology</td>
<td>6</td>
</tr>
</tbody>
</table>

*Internship*<br>Each student must complete the equivalent of one academic-year-long, full-time internship in an approved site as a school psychologist. This may be completed as one year of full-time activity or two consecutive years of half-time activity. The intern is supervised by an approved on-site supervisor and a faculty member from the School Psychology program.

The internship occurs at the completion of the program sequence as the culminating experience. The intern, in conjunction with the on-site supervisor and the university faculty supervisor, writes the internship plan outlining the internship experience.

**M.Ed. Course Requirements for Students in the School Psychology Program**<br>34 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>FND504</td>
<td>History and Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>FND505</td>
<td>Perspectives on Contemporary Issues</td>
<td>2</td>
</tr>
<tr>
<td>ESR506</td>
<td>Graduate Research: Interpretive/Critical</td>
<td>2</td>
</tr>
<tr>
<td>ESR507</td>
<td>Graduate Research: Empirical/Quantitative</td>
<td>2</td>
</tr>
<tr>
<td>EPS500B</td>
<td>Human Development with a focus on Elementary and Middle Childhood</td>
<td>2</td>
</tr>
<tr>
<td>EPS503</td>
<td>Neuropsychology of Behavior and Learning</td>
<td>2</td>
</tr>
<tr>
<td>EPS507</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EPS517</td>
<td>Theory and Research in Social Psychology and Personality</td>
<td>3</td>
</tr>
<tr>
<td>EPS530</td>
<td>Diagnostic Testing/Individual Education Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EPS532</td>
<td>Assessment of Cognitive Abilities</td>
<td>3</td>
</tr>
<tr>
<td>EPS535</td>
<td>Assessment of Infant and Preschool Children</td>
<td>3</td>
</tr>
<tr>
<td>EPS539</td>
<td>Cognitive-Behavioral Interventions in Schools</td>
<td>2</td>
</tr>
<tr>
<td>EPS540</td>
<td>Introductory Seminar in School Psychology</td>
<td>2</td>
</tr>
<tr>
<td>EPS541</td>
<td>Cognition and Instruction</td>
<td>2</td>
</tr>
<tr>
<td>EPS562A,B,C</td>
<td>Practicum in School Psychology I: Reflective Observations of School Practices (1 each)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Ed.S. Degree Requirements**<br>34-35 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE500</td>
<td>Introduction to Exceptional Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>EPD647</td>
<td>Advanced Human Development</td>
<td>3</td>
</tr>
<tr>
<td>EPS520</td>
<td>Theories and Practices of Guidance and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EPS531</td>
<td>Assessment of Personality I</td>
<td>3</td>
</tr>
<tr>
<td>EPS561</td>
<td>Theory and Practice of School-Based Consultation</td>
<td>2</td>
</tr>
<tr>
<td>EPS562D,E,F</td>
<td>Practicum in School Psychology II: Integrating Clinical Services (2 semester hours each)</td>
<td>6</td>
</tr>
<tr>
<td>EPS593</td>
<td>Legal and Professional Issues in School Psychology</td>
<td>2</td>
</tr>
<tr>
<td>EPS599</td>
<td>Thesis in Educational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>EPS590*</td>
<td>Internship in School Psychology</td>
<td>6</td>
</tr>
</tbody>
</table>

*Internship: Please see the School Psychology Certification Program section above for a description of the Internship.

**Certificate of Advanced Study in Educational Psychology (C.A.S.)**

The Certificate of Advanced Study (C.A.S.) is designed for those students who already possess a graduate degree in Educational Psychology and who are interested in engaging in continued graduate study that will add a new career dimension to their current professional competencies. Examples might include course work in neuropsychology, counseling psychology, or advanced intervention techniques. Students seeking admission to the C.A.S. program must follow the steps in the admission procedures of the Graduate School discussed in another section of the catalog. Applications for the C.A.S. degree will be reviewed at the same time periods as the M.S.Ed. and the Ed.S. degrees.

**Doctor of Education in Educational Psychology (Ed.D.)**

Please see page 282 for a description of the doctoral program in Educational Psychology.
Elementary Education (M.A.T.)

The Master of Arts in Teaching degree in Elementary Education is designed for students with baccalaureate degrees who desire the Illinois Initial Elementary (K-9) teaching certificate. This is considered a basic program, with emphasis on entrance requirements to the profession. Advanced specialization in a subject area may be achieved within the elective hours. Professional study is combined with practical classroom experience. The focus of the program is on the preparation of prospective teachers who will provide learning opportunities for children, with concern for them as human beings and for their unique learning styles. The course work and degree requirements must be met within a six year period.

After having transcripts reviewed for general education requirements, students must meet with a program advisor within thirty days after admission to the graduate school in order to plan their degree program. Any general education deficiencies must be made up prior to taking corresponding methods course work in the M.A.T. program. Students cannot student teaching with remaining general education deficiencies.

**PLEASE NOTE:** The Elementary Education M.A.T. program is currently undergoing revisions. Students who begin the program during the 2005-2006 academic year will follow the program currently listed in this catalog unless otherwise notified.

### Traditional M.A.T. Course Requirements 40 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESR506</td>
<td>Graduate Research: Interpretive/Critical</td>
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<tr>
<td>ESR507</td>
<td>Graduate Research: Empirical/Qualitative</td>
<td>2</td>
</tr>
<tr>
<td>EPS500B*</td>
<td>Human Development: Elementary and Middle Aged Children</td>
<td>2</td>
</tr>
<tr>
<td>EPS510*</td>
<td>Theories of Teaching and Learning</td>
<td>2</td>
</tr>
<tr>
<td>FND504*</td>
<td>History and Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>ELE580*</td>
<td>Elementary Education: Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>SPE500*</td>
<td>Introduction to Exceptional Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>RLR500</td>
<td>Survey of Reading Methods and Materials</td>
<td>2</td>
</tr>
<tr>
<td>RLL480B</td>
<td>Methods for Teaching Language Arts</td>
<td>2</td>
</tr>
<tr>
<td>ELE581</td>
<td>Elementary Education: Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>MHE480B**</td>
<td>Methods for Teaching Elementary School Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>SCE480B</td>
<td>Methods for Teaching Elementary School Science</td>
<td>2</td>
</tr>
<tr>
<td>GIS480B</td>
<td>Methods for Teaching Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>ELE590</td>
<td>Student Teaching</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>(advisor approved)</td>
<td>7</td>
</tr>
</tbody>
</table>

*Only nine hours may be taken before admission to National College of Education’s Graduate School. For initial course selection, choose from these courses.

** Students may not register for MHE 480B until completing six semester hours of mathematics. This includes a two semester hour general education requirement and a four semester hour course prerequisite.

Electives are selected with advisor assistance to either develop breadth or specialization of professional expertise. Students must have advisor approval prior to enrollment. Due to the relatively limited number of elective hours, a MAXIMUM of four semester hours of workshop credits is allowed.

### Clinical Experiences

The State of Illinois requires 100 hours of preclinical experience before student teaching. Elementary Education M.A.T. students begin their preclinical experiences in schools with at least a 30 hour block of participation completed as part of the ELE 580 Practicum I course. This experience is arranged with the assistance of the Practicum I instructor. An additional 15 hour preclinical experience is completed in conjunction with SPE 500 Introduction to Exceptional Children and Adolescents.

Another 40-50 hours of preclinical experience is completed with the ELE 581 Practicum II course requirement. During this more advanced practicum experience and the formal student teaching term, students are mentored during visits from a University Supervisor. Each student’s growth as a teacher is encouraged and documented throughout the program through the development of clinical competencies and a Professional Portfolio.

Both the Practicum II and Student Teaching experiences are arranged by the University and require application two terms prior to the start of each experience.

### Criminal Background Checks

School districts around the State of Illinois are required by law to conduct criminal background checks for all employees and persons working in schools. National College of Education requires that all pre-service students have a name-based criminal background check done as part of the applications for clinical experiences. For information on how to request a name-based background check, please contact the Illinois State Police at (815) 740-5160. Once students receive the criminal background check from the State, they must submit a copy of it with their application for both Practicum II and Student teaching. The background check is good for one year.

### TB (Mantoux) Test:

Official results of a TB (Mantoux) Test must be on file with the Clinical Placement Office of the National College of Education prior to both Practicum II and Student Teaching. TB (Mantoux) Test results are valid for a one year period. One test will cover both experiences given that they fall within a one year time frame. A second test will be required ONLY IF the
two experiences span more than one year's time.

M.A.T. Student Teaching Policies

See the M.A.T. Student Teaching Handbook at: www2.nl.edu/elemed.

M.A.T. Program Policies

See the M.A.T. Program Handbook at: www2.nl.edu/elemed.

Elementary Education Subsequent Certification (non degree program)

Teachers who hold an Illinois teaching certificate in early childhood education, secondary education, or special education may add certification in elementary education through this standards-based sequence. Teachers who hold only a teaching certificate from another state or who hold only a temporary, substitute, or other specialized teaching certificate are not eligible for this program. Candidates for subsequent certification must be admitted to the graduate program for the certificate being sought.

Eligible candidates begin by completing ELE569 which includes the development of a college-approved electronic portfolio as a self-assessment of the extent to which they have met the state standards for elementary certification. The portfolio will be reviewed by a faculty team from the new certification area and additional requirements for the certificate will be determined. Candidates then meet with an advisor from elementary education to plan a personalized program. At the conclusion of this personalized program, candidates complete a practicum experience, ELE575, the extent of which is determined by the faculty team, taking into account candidates' previous experience and state standards. At the conclusion of the practicum, candidates may apply for state certification in elementary education.

Courses:

ELE569 Portfolio Development for Subsequent Certificates 4 SH

Courses selected in collaboration with an advisor to complete certification standards (courses and semester hours to be determined)

ELE575 Subsequent Certification Practicum 3-6 SH

Additional M.A.T Program Offerings

In addition to the Traditional M.A.T. Program in Elementary Education, the Elementary Education Department offers out-of-state and alternative certification programs. These program offerings are listed below. If you are interested in any of these programs, please consult an advisor in the M.A.T program. You will be put in touch with the appropriate program coordinator overseeing these special initiatives.

M.A.T. Program in Elementary Education - Wisconsin 40 SH

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESR506</td>
<td>Graduate Research: Interpretive/Critical</td>
<td>2</td>
</tr>
<tr>
<td>ESR507</td>
<td>Graduate Research: Empirical/Qualitative</td>
<td>2</td>
</tr>
<tr>
<td>EPS500B</td>
<td>Human Development: Elementary and Middle Aged Children</td>
<td>2</td>
</tr>
<tr>
<td>EPS510</td>
<td>Theories of Teaching and Learning</td>
<td>2</td>
</tr>
<tr>
<td>FND504</td>
<td>History and Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>ELE580</td>
<td>Elementary Education: Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>SPE500</td>
<td>Introduction to Exceptional Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>RLR500</td>
<td>Survey of Reading Methods and Materials</td>
<td>2</td>
</tr>
<tr>
<td>RLL480B</td>
<td>Methods for Teaching Language Arts</td>
<td>2</td>
</tr>
<tr>
<td>ELE581</td>
<td>Elementary Education: Practicum II</td>
<td>2</td>
</tr>
<tr>
<td>MHE480B</td>
<td>Methods for Teaching Elementary School Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>SCE480B</td>
<td>Methods for Teaching Elementary School Science</td>
<td>2</td>
</tr>
<tr>
<td>CIS480B</td>
<td>Methods for Teaching Social Studies</td>
<td>2</td>
</tr>
<tr>
<td>ELE590</td>
<td>Student Teaching</td>
<td>6</td>
</tr>
<tr>
<td>ELE591</td>
<td>Extended Student Teaching</td>
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</tr>
<tr>
<td>TIE500</td>
<td>Introduction to Technology</td>
<td>2</td>
</tr>
<tr>
<td>ELE583E</td>
<td>Workshop/Contemporary Indian Issues</td>
<td>1</td>
</tr>
<tr>
<td>ELE583F</td>
<td>Workshop/Environmental Education</td>
<td>1</td>
</tr>
</tbody>
</table>

*PLEASE NOTE: The M.A.T. Program in Elementary Education - Wisconsin leads to Elementary Teacher Certification in the State of Wisconsin in addition to a Master of Arts in Teaching (M.A.T.) Degree. This program meets the State of Wisconsin's requirements for Elementary teacher certification.
Alternative Route to Certification (ARC) for Bilingual Teachers 34 SH

Core Course Requirements 10 SH

- ESR506 Graduate Research: Interpretive/Critical 2
- ESR507 Graduate Research: Empirical/Qualitative 2
- EPS500B Human Development: Elementary and Middle Aged Children 2
- EPS510 Theories of Teaching and Learning 2
- FND504 History and Philosophy of Education 2

Program Requirements 24 SH

- SPE500 Introduction to Exceptional Children and Adolescents 3
- ELE540 Methods Across the Curriculum 4
- RLL540 Methods and Materials for Teaching Reading and Language Arts 3
- ELE593 Elementary Education: Seminar for ARC Internship 6
- Electives (Must be approved by advisor) 8

PLEASE NOTE: This program leads to teacher certification in Illinois in addition to a Master of Arts in Teaching (M.A.T.) Degree. This program is designed for Type 29 Bilingual Teachers seeking a Type 03 Elementary Education Certificate.

Interdisciplinary Studies in Curriculum and Instruction (M.Ed.)

Interdisciplinary Studies in Curriculum and Instruction offers an M.Ed. field-based program. This alternative approach to graduate study addresses educational needs that may not be adequately met through traditional programs. The program is especially designed for highly motivated, experienced K-12 teachers who seek professional growth as classroom practitioners, rather than seeking new certification or specialization. This program does not lead to certification. The program components provide an integrated experience of academic study, classroom application, reflective thinking, classroom research and professional development. Successful completion of the program, which leads to a Master of Education (M.Ed.) degree, requires that students:

- Maintain at least a “B” average in the program course work.
- Apply course content toward systematic reflection and innovation in their own classrooms.
- Prepare a written report regarding the outcomes of a classroom research project.

Program Requirements 26 SH

Term I 9 SH
- CIC528 Curriculum and Instruction I: Theories, Foundations, And Contexts 3
- EPS527 Group Theory and Classroom Applications 3
- ESR510 Action Research I: Purposes, Assumptions, and Practice 3

Term II 9 SH
- FND509 Educational Foundations 3
- EPS528 Human Development and Learning 3
- ESR511 Action Research II: Contextualizing and Analyzing 3

Term III 8 SH
- CIL531 Cross-Cultural Educational 3
- CIC529 Curriculum and Instruction II: Analysis and Application 3
- ESR591 Action Research III: Interpreting and Sharing 2

In addition to the nine required courses (26 semester hours), students must also complete six semester hours of electives approved by their advisor. Students can take these 6 elective hours within the program, with CIC591 (Field Study/Curriculum and Instruction) and/or CIC594 (Independent Study/Curriculum and Instruction).

Program Core Courses 26
Electives 6
IDS on-line

Interdisciplinary Studies in Curriculum and Instruction (IDS) is offering an on-line version of the M.Ed. field-based program. For over 20 years, the IDS field-based program has "gone to where the teachers are." With the expansion of Internet use, the IDS faculty has recently developed a way for their highly interactive program to go into the homes of those teachers who want the flexibility of on-line learning. The new IDS on-line M.Ed. program is essentially the same program as experienced in the field-based, face-to-face version, except it is entirely on-line. Like the IDS field-based program, the IDS online program is designed for highly motivated, experienced, K-12 teachers who seek professional growth as classroom practitioners, rather than new certification or specialization. This program does not lead to certification.

The on-line program is taught through a cohort model. The online process is highly interactive and develops a real sense of professional community within the cohort. The online program also supports an emergent curriculum that depends upon the experiences of the students in the cohort, the teachers. The experiences of the students determine the issues and challenges to be worked on in that cohort's unique version of the program. The unique feature of this IDS on-line delivery system is that it is flexible and adaptable to individual students and to individual cohorts and their instructors. As in the field-based program, cohort instructors and teachers develop their own themes, readings, processes, resources, and activities from week to week rather than follow a pre-ordained syllabus.

The major difference in the IDS online program is that it is scheduled around the quarter system of National-Louis University. This means that cohort groups of about 15 students begin when a university quarter begins, in September, January, April, or June. The 32 semester hour program is designed to cover seven quarters, with 11 courses and no electives. Once the decision on the start of a cohort group is made, students are guaranteed that all courses will meet and that the program can be completed on schedule.

Like the field-based program, every element of the IDS online program is designed to connect theory and practice. The program components provide an integrated experience of academic study, classroom application, reflective thinking, classroom research, and professional development. Successful completion of the program, which leads to a Master of Education (M.Ed.) degree, requires that students:

- maintain at least a "B" average in the program course work,
- apply course content toward systematic reflection and innovation in their classrooms,
- prepare a report describing the processes and lessons learned from a classroom research project.

IDS Blended Delivery

Interdisciplinary Studies in Curriculum and Instruction (IDS) is offering a Blended delivery of the M.Ed. field-based program. The Blended IDS M.Ed. delivers the same program as the field-based, face to face version, but it offers the best of two delivery systems--a field-based, face-to-face M.Ed. experience combined with the convenience and flexibility of half the coursework being online. Like the original IDS field-based program, the IDS Blended delivery is designed for highly motivated, experienced, K-12 teachers who seek professional growth as classroom practitioners, rather than new certification or specialization.

The Blended IDS M.Ed. is taught through a cohort model. The process is interactive in both its face-to-face and online modalities, developing an authentic professional community. Also, the program supports an emergent curriculum that depends upon experiences of teachers who are students in the cohort. Their experiences determine the issues and challenges to be worked on in that cohort's unique version of the program. As in the field-based program, cohort instructors and teachers develop their own themes, readings, processes, resources, and activities from week to week rather than follow a pre-ordained syllabus.

The desirability of this IDS blended delivery system is in its versatility--it offers the synergy of two dynamic learning modalities--through the face-to-face setting and through technology. What remains consistent throughout the original and blended versions is how the program is adaptable to individual students and to individual cohorts and their instructors.

The major difference in the IDS blended program is that it is scheduled around the quarter system of National-Louis University. This means that cohort groups of 15 or more students begin when a university quarter begins, in September, January, April, or June. The 32 semester hour program is designed to cover seven quarters, with 11 courses and no electives. Once the decision on the start of a cohort group is made, students are guaranteed that all courses will meet and that the program can be completed on schedule.

Every element of the IDS blended delivery is designed to connect theory and practice. The program components provide an integrated experience of academic study, classroom application, reflective thinking, classroom research, and professional development. Successful completion of the program, which leads to a Master of Education (M.Ed.) degree, requires that students:

- maintain at least a "B" average in the program course work,
- apply course content toward systematic reflection and innovation in their classrooms,
- prepare a report describing the processes and lessons learned from a classroom research project.
Program Requirements for the IDS Program 32 SH

Program Core Courses 18
EPS525 Group Dynamics and Leadership Applications 3
IDS560 Integrated Curriculum I: Philosophical and Theoretical Foundations 3
IDS561 Integrated Curriculum II: Practical and Political Aspects of Implementation 3
IDS590 Internship 1-4
ILD601 Culture of the School and Classroom 3
ILD604 Curriculum Evaluation 3

Internships 9
IDS590 Internship 1-4
ILD605 Instructional Implications of Staff Development 3
ILD604 Curriculum Evaluation 3

Electives 6

Leadership in Curriculum and Teaching (Ed.S.)

The Educational Specialist program, Leadership in Curriculum and Teaching, builds upon master’s degree programs in curriculum and instruction (and related areas) to address leadership by classroom teachers in curriculum and teaching. Teachers play a decisive role in all aspects of school life and their leadership, both formal and informal, is crucial to the success of every innovation, reform, or change in schools. This Ed.S. program is designed to help classroom teachers assume a variety of collegial leadership responsibilities in schools and districts. These teacher leaders do not become school administrators, nor end their roles as classroom teachers. Rather, they provide leadership and expertise as professional educators to their colleagues, schools, and communities in areas of program, curriculum, and staff development in both general areas of curriculum and teaching as well as traditional content fields. In the program, they examine various approaches for making the schooling experiences of students more meaningful, experiential, holistic, reflective, and collaborative. The program leads to an Educational Specialist degree (Ed.S.) but carries no certification or endorsement. Rather, it leads to increased personal involvement in issues and programs in the schools.

The program emphasizes teachers working collaboratively with colleagues. Therefore, most of the program’s course work takes place in an intensive, reflective experience with the same group of about 15 colleagues over two years. Opportunities, experiences, issues, and problems of teacher leadership are the substance of group discussion under the guidance of a team of instructors from National-Louis University. To enhance the continuity and clarity of ideas and experiences, the course work is deliberately integrated during three program terms of about eight months each. Six core courses, two per term, along with required internships, define the heart of the Ed.S. program. Through internships the teacher-leaders undertake leadership roles for various tasks and activities in the schools and districts. Ed.S. students are assisted in designing internships each term that are integrated into their course work.

Ed.S. students are also required to complete a limited number of elective (post-masters) courses that enrich their backgrounds. Electives are individual courses that do not necessarily coincide with the course work of the Ed.S. group in the terms of the program.

Program Requirements 33 SH

Term I

EPS525 Group Dynamics and Leadership Applications 3
IDS560 Integrated Curriculum I: Philosophical and Theoretical Foundations 3
IDS590 Internship 1-4

Term II

IDS561 Integrated Curriculum II: Practical and Political Aspects of Implementation 3
IDS590 Internship 1-4
ILD601 Culture of the School and Classroom 3

Term III

IDS590 Internship 1-4
ILD605 Instructional Implications of Staff Development 3
ILD604 Curriculum Evaluation 3

A total of nine semester hours of Internship (IDS590) must be successfully completed. Students may register for varying numbers of credits for each term’s internship, according to the schedule of their professional obligations and opportunities.

In addition to the six required core courses (18 semester hours) and three internships (9 semester hours), students must also complete six semester hours of electives, approved by their advisor.

Program Core Courses 18
Internship 9
Electives 6
Middle Level Education
(M.Ed. and C.A.S.)

The Middle Level Education Programs are designed for teachers who want to obtain a Masters Degree or a Certificate of Advance Study with a specialty in middle level education. The underlying goal of the program is to focus on the unique developmental characteristics of all young adolescents by creating a community of adults whose common and shared purpose is to provide educational success for all young adolescents as they prepare for productive adult lives.

Working with an NLU middle level faculty team, small intact groups of students move through the program together. Members of the faculty team work closely with middle school educational leaders, community agencies, young adolescents, and middle level specialists.

Students who have taken the two NLU Middle Level Endorsement classes MLE500 and MLE502 will not have to repeat these courses. However, they will be required to attend at least four seminar classes with their cohort in the first term and complete 6 semester hours of approved electives.

Semester Hours

<table>
<thead>
<tr>
<th>Core Course Requirements</th>
<th>M.Ed.</th>
<th>C.A.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.Ed. Core</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>ESR505 Educational Inquiry and Assessment</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FND511 Social and Cultural Politics of Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EPS541 Cognition and Instruction</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>C.A.S. Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDL546 Perspectives on and Administration of Educational Policies</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Program Requirements

| MLE506 Middle Level Coherent Curriculum I | 3     |
| MLE508 Middle Level Coherent Curriculum II | 3     |
| MLE516 Integrative Arts in Middle Level Curriculum | 2     |
| MLE510 Issues of Equity and Cultural Diversity in Middle Level Education | 3     |
| MLE512 Teaching Media/Technology/Popular and Cultural Literacy for Middle Level Students | 3     |
| MLE514 Connecting Middle Level Students with Families and Communities III | 3     |
| RLR516 Literacy Development in the Middle School | 3     |
| MLE524 Advocacy Skills for the Middle School Teacher | 2     |

In addition to the above Program Requirements, CAS students will take:

| RLL520 Survey of Literature for Children and Adolescents K-12 OR |
| RLL528 Survey of Multicultural Literature K-12 | 2     |

Total Minimum Hours 36 30

Reading and Language

Four programs fall under the Reading and Language umbrella: (1) Reading, which has M.Ed., M.S. and C.A.S. degrees; (2) Language and Literacy which also has M.Ed., M.S. and C.A.S. degrees; the Educational Specialist Program in Reading and Language (Ed.S.); and the Doctoral Program in Reading and Language (Ed. D). These programs combine research, theory, and practice to give teachers, supervisors, administrators, and other professionals an understanding of literacy acquisition, development, and instruction along with issues in professional development and research.

Reading Program
(M.Ed., M.S. Ed., C.A.S.)

The Reading Program is designed for teachers already holding initial certification who are interested in developing their teaching or in qualifying as Reading Teachers or Reading Specialists. The program meets the guidelines of the International Reading Association, NCATE and the State of Illinois for the preparation of reading teachers and reading specialists. The sequence of courses provides an in-depth understanding of the research, theory, and practice related to the reading process and reading instruction. Courses and experiences deal with the nature of reading and its development and then relate that foundation to instructional approaches, assessment, and instruction for developmental and divergent readers and staff development in the schools. Application of learning is ensured in practicum, classroom, and school-based experiences.

State Endorsement and Certification in Reading

- State Guidelines

The reading sequence fulfills the state of Illinois guidelines for the preparation of Reading Teachers and Reading Specialists. Candidates are referred to the website of the Illinois State Board of Education (www.isbe.net) for specific requirements, updates and amendments.

Reading Teacher Endorsement. Students who complete the 36 semester hour Reading Teacher option may apply the State of Illinois for endorsement on regular or special certificates. This requires prior certification, passing the Reading Teacher Content test and all other testing and other requirements of the state of Illinois. Candidates are encouraged
to monitor these requirements, and their updates and amendments on the Illinois State Board of Education website.

Reading Specialist. Students who complete the 36 semester hour Reading Specialist option may apply the State of Illinois for endorsement on regular or special certificates or for a Special type 10 certificate with endorsement. This requires prior certification, two years of experience, completion of all program and portfolio requirements, passing the Reading Specialist Content test and all other testing and other requirements of the state of Illinois. Candidates are encouraged to monitor these requirements, and their updates and amendments on the Illinois State Board of Education website.

• Reading Program Requirements

Reading options may be fulfilled within any of three degrees: Master of Education (M.Ed.-Total Program = 36 semester hours); Master of Science in Education (M.S. Ed-Total Program = 37 semester hours); Certificate of Advanced Study (option for candidates who already hold a Master's degree in Education-Total Program = 32 semester hours).

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>M.Ed.</th>
<th>M.S.Ed.</th>
<th>C.A.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Requirements</td>
<td>36</td>
<td>37</td>
<td>32</td>
</tr>
<tr>
<td>Institutional Core:</td>
<td>3</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>M.Ed.</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Inquiry and Assessment</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social and Cultural Politics of Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognition and Instruction</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>M.S.Ed.</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Design Analysis</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Research: Interpretive/Critical</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Research: Empirical/Quantitative</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History and Philosophy of Education</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contemporary Issues in Education</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis in Reading Education</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.A.S.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perspectives on and Administration of Educational Policies</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reading Program Core:

| Reading Teacher Option | 20 |
| Teaching Beginning Reading | 3 |
| Teaching Comprehension and Content Reading | 3 |
| Teaching Writing | 2 |

RLR520 Survey of Literature for Children and Adolescents (K-12) | 2 or
RLR528 Survey of Multicultural Literature K-12 | 2
RLR510 Diagnosis and Assessment of Reading | 3
RLR511 Corrective Reading | 3
RLR592A,B Practicum in Remedial Reading | 2.2

Reading Specialist Option 26 (23 for M.S.Ed.)

| M.Ed. | M.S.Ed. | C.A.S. |
| Teaching Beginning Reading | 3 |
| Teaching Comprehension and Content Reading | 3 |
| Teaching Writing | 2 |
| Survey of Literature for Children and Adolescents (K-12) | 2 or
| Survey of Multicultural Literature K-12 | 2 |
| Diagnosis and Assessment of Reading | 3 |
| Corrective Reading | 3 |
| Practicum in Remedial Reading | 2.2 |
| Leadership and Staff Development in Reading | 3 |
| Seminar in Reading Research | 3 |

(Seminar not included in M.S.Ed.)

Approved Electives: must be chosen with advisor

| M.Ed. | Reading Teacher | 8 |
| Reading Specialist | 2 |
| (to total 36 SH for degree) |
| M.S.Ed. | Reading Specialist only - no electives | 0 |
| (to total 37 SH for degree) |
| C.A.S. | Reading Teacher | 9 |
| Reading Specialist | 3 |
| (to total 32 SH for degree) |

Other requirements: Candidates must complete an electronic portfolio reflecting IRA/NCATE/ISBE standards and must be an active member of a professional literacy organization.

Students who receive more than one "C" grade in any courses may not continue in the program.

Courses needed to meet State of Illinois general and professional education courses and other state pre-requisite requirements are not included in this listing.
**Reading Recovery™ Program**

A Reading Recovery Teacher Leader training program is offered in at National-Louis University with the support of the Illinois State Board of Education. This program is open only to post-master’s applicants through special district-based arrangement with the Reading Recovery Program. 5 of the 9 Reading Recovery semester hours may be applied to a Master’s degree in Reading. All 9 semester hours may be applied to a CAS in Reading or Language and Literacy. All Reading Recovery students must have a complete application on file in the Office of Graduate Admission.

**Language and Literacy Program**
(M.Ed., M.S.Ed., C.A.S.)

The program in literacy is designed for classroom teachers interested in integrating language arts instruction. Such teachers, who are committed to teaching reading, writing, and language across the curriculum, will find the integrated emphasis both illuminating and directly applicable to the classroom. The focus in this program is on designing effective instructional strategies to develop literacy; for this, the oral base for learning to read and write is central. Students can choose 8 elective hours from any of the reading, writing, language arts, and literature courses. They can have specializations in Language and Literacy, Reading, Writing or Literature. They may also take courses from outside these areas with advisor approval.

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>M.Ed.</th>
<th>M.S.Ed.</th>
<th>C.A.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course Requirement</td>
<td>10</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Program Requirements</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

- RLL520 Survey of Literature for Children and Adolescents **OR**
- RLL528 Multicultural Literature
- RLL532 Integrating the Language Arts in the Classroom
- RLL533 Introduction to Linguistics
- RLR501 Teaching Beginning Reading
- RLR502 Teaching Comprehension and Content Reading
- RLW541 Teaching Writing *(OR appropriate upper level writing course)*
- Electives

An additional 4sh of electives to total 12sh of electives are required for the CAS degree. These electives are to be selected in consultation with student’s advisor.

**Total Minimum Hours**

<table>
<thead>
<tr>
<th></th>
<th>M.Ed.</th>
<th>M.S.Ed.</th>
<th>C.A.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Minimum Hours</td>
<td>34</td>
<td>38</td>
<td>30</td>
</tr>
</tbody>
</table>

**Secondary Education**

**Secondary Education (M.A.T.)**

The Master of Arts in Teaching degree in Secondary Education is designed for interested students with a baccalaureate degree and discipline courses and experiences who desire an Illinois secondary education certificate. This program will train teachers who can not only teach a subject well, but can connect and interweave it with other fields of knowledge, in the context of real problems of concern to young people. Students will become capable educators who can work with colleagues to create experiences that invite young people to identify questions, gather information, construct meaning, create products, share their understandings, make decisions and take action based upon what they have learned. Successful graduates of this program will earn a master of arts in teaching (MAT) degree, and Illinois secondary education certification in one of the following disciplines:

- Biological Sciences
- English/Language Arts
- Mathematics
- Physical Sciences
- Social Studies/History
- Foreign Languages

The secondary education MAT program is organized as a student-centered, standards-driven, progressive experience. Small, intact groups of students work together in a cohort through the certification and masters program. These groups will be made up of prospective teachers of English, Science, History or Mathematics who will work together throughout most of the program. This ensures constant opportunities to think beyond subject boundaries to learn about the concerns and approaches of different fields, and to gain experience planning multi-disciplinary units and programs. Group membership will be based upon geography and/or students’ preferred schedule for completing the program.

**Admission Criteria:**

1. Baccalaureate degree from a regionally Accredited Institution.
2. Written statement of academic and professional goals.
3. Millers Analogies Test or the General Aptitude section of the Graduate Record Exam.
4. Passing score on Illinois Basic Skills Test.
5. List of three references.
6. Broad based courses and experiences in a discipline.
7. Grade point average of 3.0.
8. Grade point average of 2.5 or better in area of certification.
9. Passing scores on in-house foreign language exam (for students with foreign language content area) and
Illinois State subject written test.

Program Requirements 31 SH

<table>
<thead>
<tr>
<th>Courses Required for Certification</th>
<th>31 SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE500 Introduction to Exceptional Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>FND504 History and Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>SEC502 Methods and Materials for Teaching at the Secondary Level</td>
<td>3</td>
</tr>
<tr>
<td>EPS500D Human Development with a Focus on Adolescents (11-18)</td>
<td>2</td>
</tr>
<tr>
<td>SEC510 Teaching Biology in the Secondary School* OR</td>
<td>3</td>
</tr>
<tr>
<td>SEC512 Teaching English in the Secondary School* OR</td>
<td>3</td>
</tr>
<tr>
<td>SEC514 Teaching Mathematics in the Secondary School* OR</td>
<td>3</td>
</tr>
<tr>
<td>SEC516 Teaching Physical Science in the Secondary School* OR</td>
<td>3</td>
</tr>
<tr>
<td>SEC518 Teaching Social Studies in the Secondary School* OR</td>
<td>3</td>
</tr>
<tr>
<td>SEC522 Classical Language Methodology* OR</td>
<td>3</td>
</tr>
<tr>
<td>SEC524 Communicative Language Teaching in the Foreign Language Classroom</td>
<td>3</td>
</tr>
<tr>
<td>SEC590A Student Teaching in the Secondary School/Biological Science OR</td>
<td>6**</td>
</tr>
<tr>
<td>SEC590B Student Teaching in the Secondary School/English/Language Arts OR</td>
<td>6**</td>
</tr>
<tr>
<td>SEC590C Student Teaching in the Secondary School/Mathematics OR</td>
<td>6**</td>
</tr>
<tr>
<td>SEC590D Student Teaching in the Secondary School/Physical Science OR</td>
<td>6**</td>
</tr>
<tr>
<td>SEC590E Student Teaching in the Secondary School/Social Science OR</td>
<td>6**</td>
</tr>
<tr>
<td>SEC590F Student Teaching in the Secondary School/Foreign Language</td>
<td>6**</td>
</tr>
</tbody>
</table>

* Students will choose ONLY ONE content area and enroll in the corresponding course with the appropriate course number.

** Students may register for a maximum of 6 sh each quarter.

Core Courses for MAT

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESR506</td>
<td>Graduate Research: Interpretive/Critical</td>
</tr>
<tr>
<td>ESR507</td>
<td>Graduate Research: Empirical/Quantitative</td>
</tr>
<tr>
<td>EPS510</td>
<td>Theories of Teaching and Learning</td>
</tr>
</tbody>
</table>

Electives for MAT (Choose One Area)

<table>
<thead>
<tr>
<th>Reading †</th>
<th>ESL †</th>
<th>Middle Level</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLR502 OR RLR503</td>
<td>CIL500</td>
<td>MLE500</td>
<td>SPE507</td>
</tr>
<tr>
<td>OR RLR522*</td>
<td>CIL505</td>
<td>MLE502</td>
<td>SPE527 OR SPE509</td>
</tr>
</tbody>
</table>

† Additional coursework will be needed to obtain an endorsement in this particular area.

Total Semester Hours 31

Secondary Education Subsequent Certification Program (non degree program)

Teachers who hold an Illinois teaching certificate in early childhood education, elementary education, or special education may add certification in secondary education through this standards-based sequence. Teachers who hold only a teaching certificate from another state or who hold only a temporary, substitute, or other specialized teaching certificate are not eligible for this program. Candidates for subsequent certification must be admitted to the graduate program for the certificate being sought.

Eligible candidates begin by completing SEC569 which includes the development of a college-approved electronic portfolio as a self-assessment of the extent to which they have met the state standards for elementary certification. The portfolio will be reviewed by a faculty team from the new certification area and additional requirements for the certificate will be determined. Candidates then meet with an advisor from elementary education to plan a personalized program. At the conclusion of this personalized program, candidates complete a practicum experience, SEC575, the extent of which is determined by the faculty team, taking into account candidates’ previous experience and state standards. At the conclusion of the practicum, candidates may apply for state certification in secondary education.

Courses:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC569</td>
<td>Portfolio Development for Subsequent Certificates</td>
</tr>
</tbody>
</table>

Courses selected in collaboration with an advisor to complete certification standards (courses and semester hours to be determined)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC575</td>
<td>Subsequent Certification Practicum</td>
</tr>
</tbody>
</table>

* See advisor for 1 semester hour course
Special Education (M.A.T., M.Ed., C.A.S.) with a concentration in Learning Behavior Specialist I

<table>
<thead>
<tr>
<th></th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course Requirements</td>
<td>10 10 3</td>
</tr>
<tr>
<td>Requirements for LBS I</td>
<td>38 31 31</td>
</tr>
</tbody>
</table>

(add 3 semester hours to M.Ed. and C.A.S if SPE500 has not been taken.)

Master of Arts in Teaching (M.A.T.) in Special Education with a concentration in Learning Behavior Specialist I (LBS I)

The M.A.T. program is designed specifically for individuals who do not have a teaching certificate.

Based on the ISBE Special Education Certification Structure and Content Area Standards and a multifaceted conceptual framework, this newly revised program is designed to facilitate the preparation for changing and increasingly complex professional roles in schools. You are qualified to teach in a variety of educational settings: an inclusive classroom as a co-teacher; a mainstreamed classroom as a collaborative-consultant; a resource room or self-contained classroom as a diagnostic teacher; and an alternative setting, such as a special public or private school.

The MAT program is designed specifically for individuals who have already earned an undergraduate degree in a field other than education and want to obtain a first teaching certificate in special education. Completion of this program results in a master's degree in Special Education. The state of Illinois has additional test requirements for certification.

The link between theory and practice marks the essence of graduate study at National-Louis University. Each of the 3 semester hour graduate courses for the masters degree have a clinical experience component of 15 clock hours. The clinical experience requirements are organized around the content of each course and represent a practical application of the material presented. In order to receive the MAT degree, students are required to fulfill the clinical experiences, Practicum I (requires a minimum of 30 clinical hours), and a full time student teaching in the public schools. For the MAT, student teaching can never be completed during the summer quarter.

General Education Requirements

The University mandates specific general education requirements for a first teaching certificate. If you have not met these requirements in undergraduate study, they must be satisfied before you are eligible to apply for student teaching. National-Louis University provides opportunities for you to meet general education requirement deficiencies. When you are admitted to the MAT in Special Education program, your transcripts will be evaluated.

Mandated Undergraduate General Education

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>2</td>
</tr>
<tr>
<td>Biological and Physical Sciences</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>2</td>
</tr>
<tr>
<td>Global/Multicultural Perspectives</td>
<td>2</td>
</tr>
<tr>
<td>Literature</td>
<td>2</td>
</tr>
<tr>
<td>Arts</td>
<td>2</td>
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<tr>
<td>Philosophy</td>
<td>2</td>
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</tbody>
</table>

MAT in Special Education

Core Course Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS500B</td>
<td>Human Development with a Focus on Elementary &amp; Middle School Age Children</td>
<td>2</td>
</tr>
<tr>
<td>ESR506</td>
<td>Graduate Research: Interpretive/Critical</td>
<td>2</td>
</tr>
<tr>
<td>ESR507</td>
<td>Graduate Research: Empirical/Quantitative</td>
<td>2</td>
</tr>
<tr>
<td>FND504</td>
<td>History and Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>FND505</td>
<td>Perspectives on Contemporary Issues in Education</td>
<td>2</td>
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</table>

Professional Certification Requirements for Special Education LBS I Through Entitlement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE500</td>
<td>Introduction to Exceptional Children and Adolescents*</td>
<td>3</td>
</tr>
<tr>
<td>SPE506</td>
<td>Frameworks and Perspectives in Special Education*</td>
<td>3</td>
</tr>
<tr>
<td>SPE572</td>
<td>Practicum I**</td>
<td>2</td>
</tr>
<tr>
<td>SPE545</td>
<td>Assistive Technology (Technology for Special Education)</td>
<td>2</td>
</tr>
<tr>
<td>SPE502</td>
<td>Language Development and Challenges in Children &amp; Adolescents OR</td>
<td>2</td>
</tr>
<tr>
<td>SPE503</td>
<td>Collaborative and Consultative Teaching and Teaching*</td>
<td>3</td>
</tr>
</tbody>
</table>
SPE508  Critical Literacy*  
SPE501  Educational and Diagnostic Assessment of Exceptional Children and Adolescents*  
SPE509  Clinical Literacy*  
SPE523  Diagnosis & Remediation of Mathematics Disabilities/Special Education*  
SPE507  Social/Emotional: Development, Teaching, and Support*  
SPE527  Individual Curriculum and Instruction*  
SPE592C  Practicum/Teaching Children and Adolescents with Special Needs  

* Each of these courses has a component of 15 clock hours of clinical experience.

** This course requires a minimum 30 hours of clinical experience.

Certification Requirements

In order to be certified in special education, you must complete the general education requirements, the professional education coursework, and clinical experiences, plus pass the State of Illinois examinations in basic skills, APT and LBS I.

Master of Education (M.Ed.) in Special Education with a concentration in Learning Behavior Specialist I (LBS I)

Based on the ISBE Special Education Certification Structure and Content Area Standards and a multifaceted conceptual framework, this newly revised program is designed to facilitate the preparation for changing and increasingly complex professional roles in schools. You are qualified to teach in a variety of educational settings: an inclusive classroom as a co-teacher; a mainstreamed classroom as a collaborative-consultant; a resource room or self-contained classroom as a diagnostic teacher; and an alternative setting, such as a special public or private school.

The M.Ed. program is designed specifically for individuals who already have a teaching certificate. Completion of this program results in a master’s degree in Special Education. The state of Illinois has additional test requirements for certification.

The link between theory and practice marks the essence of graduate study at National-Louis University. Each of the 3 semester hour graduate courses for the masters degree have a clinical experience component of 15 clock hours. The clinical experience requirements are organized around the content of each course and represent a practical application of the material presented. In order to receive the M.Ed. degree, students are required to fulfill a student teaching practicum in the public schools. Graduate students, in consultation with their faculty advisor, will choose one of the following options based on experiences, strengths, and needs: (1) collaborative student teaching practicum for full-time employed experienced teachers; (2) half-day student teaching practicum for less experienced teachers; (3) full-day student teaching practicum for those who have never taught on a certificate; and (4) summer student teaching practicum for less experienced and inexperienced teachers, and for some teachers who work full-time during the year (The summer option is limited.).

Offering of Classes

The majority of classes in the Special Education program are offered at National-Louis University’s Evanston, Lisle, and Wheeling campuses, with some courses offered at the Chicago and Elgin campuses. As a full-time student, you may complete the program requirements in as little as 2 years.

M.Ed. in Special Education

Core Course Requirements:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPS500B</td>
<td>Human Development with a Focus on Elementary &amp; Middle School Age Children</td>
<td>2</td>
</tr>
<tr>
<td>ESR506</td>
<td>Graduate Research: Interpretive/Critical</td>
<td>2</td>
</tr>
<tr>
<td>ESR507</td>
<td>Graduate Research: Empirical/Quantitative</td>
<td>2</td>
</tr>
<tr>
<td>FND504</td>
<td>History &amp; Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>FND505</td>
<td>Perspectives on Contemporary Issues in Education</td>
<td>2</td>
</tr>
</tbody>
</table>

Professional Certification Requirements for Special Education LBS I Through Entitlement  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE506</td>
<td>Frameworks and Perspectives in Special Education*</td>
<td>3</td>
</tr>
<tr>
<td>SPE 500</td>
<td>Introduction to Exceptional Children and Adolescents*</td>
<td>3</td>
</tr>
<tr>
<td>SPE545</td>
<td>Assistive Technology (Technology for Special Education)</td>
<td>2</td>
</tr>
<tr>
<td>SPE502</td>
<td>Language Development and Challenges in Children &amp; Adolescents OR</td>
<td>2</td>
</tr>
<tr>
<td>SPE503</td>
<td>Collaborative and Consultative Teaching*</td>
<td>3</td>
</tr>
<tr>
<td>SPE508</td>
<td>Critical Literacy*</td>
<td>3</td>
</tr>
<tr>
<td>SPE501</td>
<td>Educational and Diagnostic Assessment of Exceptional Children &amp; Adolescents*</td>
<td>3</td>
</tr>
<tr>
<td>SPE509</td>
<td>Clinical Literacy*</td>
<td>3</td>
</tr>
<tr>
<td>SPE523</td>
<td>Diagnosis and Remediation of Mathematics Disabilities/Special Education*</td>
<td>3</td>
</tr>
<tr>
<td>SPE507</td>
<td>Social/Emotional: Development, Teaching, and Support*</td>
<td>3</td>
</tr>
<tr>
<td>SPE527</td>
<td>Individual Curriculum and Instruction*</td>
<td>3</td>
</tr>
<tr>
<td>SPE592C</td>
<td>Practicum/Teaching Children and Adolescents with Special Needs</td>
<td>3</td>
</tr>
</tbody>
</table>
Certification Requirements

In order to be certified in special education, you must complete the general education requirements, the professional education coursework, and clinical experiences, plus pass the State of Illinois examinations in basic skills, APT and LBS I.

Certificate of Advanced Study (C.A.S.) in Special Education with a concentration in Learning Behavior Specialist I (LBS I)

Based on the ISBE Special Education Certification Structure and Content Area Standards and a multifaceted conceptual framework, this newly revised program is designed to facilitate the preparation for changing and increasingly complex professional roles in schools. You are qualified to teach in a variety of educational settings: an inclusive classroom as a co-teacher; a mainstreamed classroom as a collaborative-consultant; a resource room or self-contained classroom as a diagnostic teacher; and an alternative setting, such as a special public or private school.

The Certificate of Advanced Study is an option for students who, having completed a master’s degree in a specialized field, choose to engage in continued graduate study that will add a new dimension to their career in education. A minimum of 30 semester hours beyond the master’s degree is required to complete the Advanced Study program. In some instances, depending upon the student’s goals and objectives, additional course work may be required.

C.A.S. in Special Education

The C.A.S. program in Special Education is designed for individuals who have a master’s degree and a teaching certificate in areas other than special education and want to engage in continued graduate study that will add a special education dimension to their general education expertise. Receiving a C.A.S. gives students 30 hours past the master’s degree and could potentially provide opportunities for increased salary scales and options for leadership roles in teaching.

The link between theory and practice marks the essence of graduate study at National-Louis University. Each of the 3 semester hour courses for certification in special education has a clinical experience component of 15 clock hours. The clinical experience requirements are organized around the content of each course and represent a practical application of the material presented. These hours also fulfill the State of Illinois requirements for preclinical experiences.

In order to receive the C.A.S. degree, students are required to fulfill a student teaching practicum in the public schools. Graduate students, in consultation with their faculty advisor, will choose one of the following options based on experiences, strengths, and needs: (1) collaborative student teaching practicum for full-time employed experienced teachers; (2) half-day student teaching practicum for less experienced teachers; (3) full-day student teaching practicum for those who have never taught on a certificate; and (4) summer student teaching practicum for less experienced and inexperienced teachers, and for some teachers who work full-time during the year. (The summer option is limited.)

Offering of Classes

The majority of classes in the Special Education program are offered at National-Louis University’s Evanston, Lisle, and Wheeling Campuses, with some courses offered at the Chicago and Elgin Campuses. As a full-time student, you may complete the program requirements in as little as 18 months. The majority of graduate courses are offered in the evenings and a select few on Saturdays. Daytime courses are available through cluster groups.

C.A.S. in Special Education

Core Course Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FND546</td>
<td>Perspectives on and Administration of Educational Policies</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE506</td>
<td>Frameworks and Perspectives*</td>
<td>3</td>
</tr>
<tr>
<td>SPE500</td>
<td>Introduction to Exceptional Children and Adolescents*</td>
<td>3</td>
</tr>
<tr>
<td>SPE545</td>
<td>Assistive Technology (Technology for Special Education)</td>
<td>2</td>
</tr>
<tr>
<td>SPE502</td>
<td>Language Development and Challenges in Children &amp; Adolescents OR</td>
<td>2</td>
</tr>
<tr>
<td>SPE526</td>
<td>Best Practices in Word Finding</td>
<td>2</td>
</tr>
<tr>
<td>SPE503</td>
<td>Collaborative and Consultative Teaching*</td>
<td>3</td>
</tr>
<tr>
<td>SPE508</td>
<td>Critical Literacy*</td>
<td>3</td>
</tr>
<tr>
<td>SPE501</td>
<td>Educational &amp; Diagnostic Assessment of Exceptional Children and Adolescents*</td>
<td>3</td>
</tr>
<tr>
<td>SPE509</td>
<td>Clinical Literacy*</td>
<td>3</td>
</tr>
<tr>
<td>SPE523</td>
<td>Diagnosis and Remediation in Mathematics Disabilities/Special Education*</td>
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</tr>
<tr>
<td>SPE507</td>
<td>Social/Emotional: Development, Teaching, and Support</td>
<td>3</td>
</tr>
<tr>
<td>SPE527</td>
<td>Individualized Curriculum and Instruction*</td>
<td>3</td>
</tr>
<tr>
<td>SPE592C</td>
<td>Practicum/Teaching Children and Adolescents with Special Needs</td>
<td>3</td>
</tr>
</tbody>
</table>

PLUS: Any general education deficiencies.

Certification Requirements:

In order to be certified in special education, you must complete the general education requirements, the professional
Special Education Subsequent Certification Program (non degree program)

Teachers who hold an Illinois teaching certificate in early childhood education, elementary education, or secondary education may add certification in special education through this standards-based sequence. Teachers who hold only a teaching certificate from another state or who hold only a temporary, substitute, or other specialized teaching certificate are not eligible for this program. Candidates for subsequent certification must be admitted to the graduate program for the certificate being sought.

Eligible candidates begin by completing SPE569 which includes the development of a college-approved electronic portfolio as a self-assessment of the extent to which they have met the state standards for elementary certification. The portfolio will be reviewed by a faculty team from the new certification area and additional requirements for the certificate will be determined. Candidates then meet with an advisor from elementary education to plan a personalized program. At the conclusion of this personalized program, candidates complete a practicum experience, SPE575, the extent of which is determined by the faculty team, taking into account candidates’ previous experience and state standards. At the conclusion of the practicum, candidates may apply for state certification in special education.

Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE569</td>
<td>Portfolio Development for Subsequent Certificates</td>
<td>4</td>
</tr>
<tr>
<td>SPE575</td>
<td>Subsequent Certification Practicum</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Courses selected in collaboration with an advisor to complete certification standards (courses and semester hours to be determined)

Supervisory Endorsement Special Education

Students who earn the Special Education Certificate are eligible for the supervisory endorsement on their Special Education Certificate by adding two courses and meeting other state requirements. The two courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL510</td>
<td>Administration and Organization Development of Schools</td>
</tr>
<tr>
<td>SPE561</td>
<td>Administration and Supervision of Programs for Exceptional Children and Adolescents</td>
</tr>
</tbody>
</table>

The other state requirements are:

1. Special Education Certificate in three areas to be supervised
2. Master’s degree
3. At least two years of teaching experience in each area to be supervised
4. A minimum of eight semester hours of graduate professional education coursework which includes at least one course primarily and explicitly related to the supervision of personnel (see SPE 561 above), and one course primarily and explicitly related to the administration and organization of schools (see EDL 510 above).

Administrator Approval Special Education

Individuals who earn the Type 75 Administrative Certificate are eligible for the Administrator Approval by meeting the following state requirements:

1. Proper Administrative Certificate (Type 75)
2. Master’s degree
3. Required courses (30 semester hours distributed among these areas)
   * Introduction to Exceptional Children and Adolescents: SPE500
   * Special methods course in three areas of exceptionality: SPE507, SPE509, SPE527, SPE523, SPE502, SPE542
   * Educational psychological diagnosis and remedial techniques: SPE501
   * Guidance and counseling: EPS520
   * Administration and Supervision of Programs for Exceptional Children and Adolescents: SPE561

Individuals should already have taken an administration and organization of schools course (EDL510) for their Type 75 Certificate. It is recommended that students add SPE560 while earning the administrator approval.

Early Childhood Special Education

Students may earn an Early Childhood Special Education Approval on a Type 04 Early Childhood certificate or a Special Education certificate by having the following 4 courses required by the Illinois State Board of Education:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE512</td>
<td>Early Childhood Curriculum</td>
</tr>
<tr>
<td>EPS536</td>
<td>Diagnostic Evaluation of the Preschool Child</td>
</tr>
<tr>
<td>SPE500</td>
<td>Introduction to Exceptional Children and Adolescents</td>
</tr>
<tr>
<td>SPE510</td>
<td>Speech and Language Development in Early Childhood/Special Education</td>
</tr>
</tbody>
</table>
Technology in Education

The graduate program in Technology in Education (TIE) prepares technology specialists who can effectively integrate technology across the curriculum as well as facilitate the effective use of technology by other educators. The TIE program received approval from the State of Illinois Board of Education to offer Technology Specialist Certification in April 2004. Designed for teachers, resource persons, and administrators at all grade levels (K-12), the sequence in Technology in Education offers a unique opportunity to develop comprehensive knowledge and experience in the educational applications of computers and related technology. The program is committed to providing access to technology so that hands-on experience is offered throughout. Graduates of the program will be qualified as technology resource persons for their schools or districts.

Specifically, the Technology in Education program will prepare P-12 technology specialists/facilitators who:

1. Use and model research-based best practice in the integration of technology in the curriculum.
2. Mentor and provide assistance to teachers in their planning for, implementation of, and assessment of student-centered engaged learning environments that make effective use of technology. Such student-centered learning environments will address diverse needs (cognitive, physical, social, and emotional) of students while meeting local, state, and national standards.
3. Practice collaborative inquiry as students and professionals, assessing, reflecting, and taking action to improve the use of technology in the learning environment and the infrastructure to support that use, promoting equitable access to current technologies, and addressing social and ethical issues surrounding the use of technology in schools.
4. Increase their roles as professionals in the area of educational technology through participation in professional associations and professional development activities in their school settings.

The Technology in Education program is available to students who wish to pursue the Master of Education or the Master of Science in Education. For teachers who have master’s degrees, the Certificate of Advanced Study offers the Technology in Education program as an option. TIE courses may provide a specialization within the Curriculum and Instruction program or may be taken as electives in the Master of Arts in Teaching degree in Elementary Education. Technology in Education may also be an area of minor concentration within the Doctor of Education degree in Curriculum and Social Inquiry.

<table>
<thead>
<tr>
<th>Core Course Requirements</th>
<th>M.Ed.</th>
<th>M.S.Ed.</th>
<th>C.A.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course Requirements for M.Ed.</td>
<td>8</td>
<td>12</td>
<td>3</td>
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<tr>
<td>EPS541 Cognition and Instruction</td>
<td>2</td>
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<tr>
<td>ESR506 Graduate Research: Interpretive/Critical</td>
<td>2</td>
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<tr>
<td>ESR507 Graduate Research: Empirical/Quantitative</td>
<td>2</td>
<td></td>
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<tr>
<td>FND505 Contemporary Issues in Education</td>
<td>2</td>
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<tr>
<td>Program Requirements</td>
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<td>24</td>
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<tr>
<td>TIE532 Computer/Technology Systems and Related Peripherals in Instructional Settings</td>
<td>2</td>
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<td>TIE533 Application Tools for Inquiry Learning</td>
<td>3</td>
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<td>TIE536 Integrating Technology Across the Curriculum</td>
<td>3</td>
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<td>TIE542 Learning Experiences on the Internet K-12</td>
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<td>TIE544 Curriculum Applications of Hypermedia/Multimedia</td>
<td>3</td>
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<td>TIE547 Creating Web-based Instructional Environments</td>
<td>3</td>
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<td>TIE553 Digital Images and Video as Classroom Resources</td>
<td>1</td>
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<td>TIE557 Understanding Networking in the Schools</td>
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<tr>
<td>TIE592 Portfolio Development Seminar</td>
<td>1</td>
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<td>TIE593 Seminar Technology in Education</td>
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<tr>
<td>Electives</td>
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<td>3</td>
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<tr>
<td>TIE550 Desktop Publishing for the Classroom</td>
<td>1</td>
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<tr>
<td>TIE583 Wkshp/TIE/Contemporary Issues</td>
<td>1</td>
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<tr>
<td>TIE584 Wkshp/TIE/Curriculum Materials</td>
<td>1</td>
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<tr>
<td>TIE585 Wkshp/TIE/Instructional Practices</td>
<td>1</td>
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<tr>
<td>TIE594 Independent Study/Technology in Education</td>
<td>1-3</td>
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<tr>
<td>TIE595 Selected Topics/Technology in Education</td>
<td>1-5</td>
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<tr>
<td>SPE545 Assistive Technology</td>
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<tr>
<td>Program Offerings for Non Majors</td>
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<tr>
<td>TIE510 Microcomputers for Information Management</td>
<td>2</td>
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<tr>
<td>TIE511 Applications Software in the Curriculum</td>
<td>2</td>
<td></td>
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<tr>
<td>TIE512 Problem Solving with Microcomputers</td>
<td>2</td>
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<td>TIE535 Teaching with Technology Across the Curriculum</td>
<td>2</td>
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<td>TIE546 Telecommunications in the Schools: Advanced Topics</td>
<td>2</td>
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<tr>
<td>TIE585C Using Technology in Teaching Science</td>
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<tr>
<td>TIE585L Using Technology in Teaching Mathematics</td>
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<td>TIE585N The World Wide Web as an Educational Resource</td>
<td>1</td>
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<table>
<thead>
<tr>
<th>Total Minimum Hours</th>
<th>M.Ed.</th>
<th>M.S.Ed.</th>
<th>C.A.S.</th>
</tr>
</thead>
</table>

276 NATIONAL COLLEGE OF EDUCATION
Doctor of Education (Ed.D.)

The National College of Education offers doctoral programs in five main areas:

- Curriculum and Social Inquiry
- Disability and Equity in Education
- Educational Leadership
- Educational Psychology
  - School Psychology Concentration
  - Human Learning and Development Concentration
- Reading and Language

These doctoral programs have been built on a tradition of excellence in teacher education stretching over 100 years. Through advanced studies, the programs extend National-Louis and it’s National College of Education’s tradition of providing quality education for educational practitioners, academic scholars, and researchers.

Doctoral Program Philosophy and Conceptual Framework

The NCE doctoral program comprises of carefully constructed learning environments that (1) initiate and sustain both students and faculty into a variety of discourse communities, while (2) developing the grounds for a critique of knowledge and practice from a variety of disciplinary perspectives.

The doctoral program’s conceptual framework evolves around critical reflective thinking about three interconnected key domains: theory, research, and practice. Specifically, students and faculty in the doctoral program engage in critical reflection in these key domains, and explore their inter-relationships through course work, research, and writings. To this end, faculty and students form a diverse community of learners, in order to continuously examine each of following elements and their interconnections:

1. Creation of a community of learners who are knowledgeable about and active in a variety of discourse communities
2. Development of critical reflective perspectives
3. Exploring the complexities of issues and the problems which surface from a critical reflective orientation
4. Development of multiple and interdisciplinary perspectives
5. Building on previous undergraduate and graduate work
6. Exploring the implications of ideas from diverse individual, social, psychological, cultural, political, and historical perspectives
7. Interrogating multiple ways of knowing: raising epistemological and ontological questions
8. Building a capacity to consider and/or engage in social action in a variety of settings
9. Contributing to our knowledge/understanding in disciplinary fields
10. Developing habits of scholarship in a variety of areas: teaching, research, writing, publication, presentations, leadership in professional organizations, etc.

The above orientation to doctoral studies distinguishes our program locally and places it at the cutting-edge nationally. The conceptual framework is imbedded into each of the four doctoral programs, which further develop the above conceptual framework in accordance to the specific disciplinary perspective.

Admission Procedure

Admission Criteria

Admission decisions are based on the following evidence: the completed application form, the applicant’s academic record, professional experience, letters of reference, Graduate Record Examination (GRE) scores, and an interview. Some programs also require a writing sample. The process of admission occurs in two stages. First, the application, undergraduate and graduate transcripts, a resume that includes a description of professional experiences, letters of reference, and GRE scores are submitted to the Office of Admissions. In completing the application, it is important that the applicant responds comprehensively to the program’s request for written statements. Each program has prepared its own set of questions and assessment criteria. Applicant responses are considered carefully, along with all other evidence, in determining the applicant’s potential for success in pursuing the Ed.D. degree in NCE. Individual programs may require additional materials not mentioned here. Applications are reviewed by faculty from the respective doctoral programs.

A grade point average of 3.25 or better in master’s level courses is required of all applicants. Letters of reference are to be completed on the forms provided. Two of the four required letters should be completed by persons associated with the applicant’s recent graduate work and two by persons supervising the applicant’s professional work.

All applicants to the doctoral program are required to take the General Aptitude Section of the GRE. Applicants should allow approximately four weeks for pencil and paper scores to be reported to the Office of Admissions. The testing schedules and registration materials can be obtained by calling the Educational Testing Service at 800/GRE-CALL (800/473-2255) or go online, www.gre.org. The GRE institution code for National-Louis University is 1551.

Results from previously taken GRE tests are acceptable. Scores must be officially verified, either by Educational Testing Service or by the Registrar of a college or university to which the results were previously submitted.

Because of the limited size of the doctoral programs, only a small number of applicants are selected to participate in the second stage of the admission process, which consists of an interview with the faculty of the program to which application has been made. The objectives of the interview process are to establish that applicants have clearly defined goals for pursuing doctoral study, to determine that the applicants’ goals may be
met through the doctoral programs, to gain further information about the applicants and to clarify areas of concern, to provide an opportunity for applicants to ask questions about the programs, and to enable applicants to acquaint themselves with faculty in the programs.

Application Deadlines

Applications for admission to the doctoral programs are considered twice a year. The deadlines for submission of all application materials, including GRE scores, are October 15 for spring admission and April 15 for the summer and fall admission. Applicants are notified generally within a month of the admission deadline whether or not they have been selected for the second phase of the admission process, consisting of the interview. Applicants are informed generally within two months concerning their admission status.

Financial Aid

Students admitted to the doctoral programs are eligible to apply for financial support in the form of the NCE Doctoral Scholarship. Because a major purpose of the doctoral program scholarship fund is to encourage students to take a year off from regular employment for full-time study, highest priority is given to students who plan to undertake doctoral study on a full-time basis for a given academic year. Such students may be eligible for full or half tuition scholarship for one academic year if need is demonstrated. In addition, teaching, staff development, clinical, and research opportunities may be available to full-time doctoral students.

Remaining scholarship funds are available for new and continuing doctoral students who register for a half-time course load (four semester hours) or more. The typical award covers half of the tuition during each of the three quarters. Because the size of the scholarship fund is limited, priority is given to doctoral students on the basis of need first, and then on the basis of merit.

Academic Policies

Residency Statement: Becoming a Member of a Community of Scholars and Learners

The doctoral program view of residency is consistent with the values expressed in the doctoral program’s conceptual framework. Doctoral students become members of the NLU learning community, and the wider academic education community, by continuously engaging in a variety of course work, such as the doctoral core and other scholarly activities throughout their studies. Students reflect on their own current and previous educational practices through conversations and communications with faculty and peers concerning new and ongoing research. Each program determines other meaningful ways to involve students with faculty to ensure that the spirit of residency is maintained.

Time Limit

The doctoral degree must be completed in eight years from the date of admission. Within this time frame, a student is expected to make regular and consistent progress, which is subject to periodic review.

Enrollment Requirements and Leave of Absence

It is expected that doctoral students will be continuously registered until the completion of their degree. When unforeseen circumstances require a student to temporarily withdraw from their doctoral studies, the student must submit a Request for a Leave of Absence form in the first quarter of becoming inactive (see Doctoral Handbook). A leave of absence may be approved for up to one year. Please note that the eight-year time limit for completing doctoral studies remains the same even if a leave is granted. Students who are granted a leave of absence must still complete the program within the eight-year time limit.

Students who have been inactive for three consecutive quarters and are not on an approved leave will be considered withdrawn from the Doctoral program. Students desiring to be reinstated must submit a written petition stating the reason for the inactivity to the Graduate Admissions and Retention Council.

Transfer of Credit

Transfer credit for 12 semester hours of post-master’s course work from National-Louis University or other institutions offering graduate degrees is approved by the directors of the Doctoral Programs. Approval for transfer credit beyond 12 semester hours is obtained through petition to the Graduate Admission and Retention Council. Credit for courses taken more than 6 years prior to the time the student was admitted to the doctoral program must also be approved through petition to the Graduate Admission and Retention Council.

Educational Specialist (Ed.S.) Credits

The doctoral program requirements may be reduced by a maximum of 33 semester hours when a student has completed an Ed.S. degree and, as part of that program, has completed course and/or internship requirements that are also Ed.D. requirements. For students completing Ed.S. degrees at institutions other than National-Louis University, the reduction must not exceed 18 semester hours. Eligible students are to petition to the Director of the doctoral program to which they have been admitted. Requests will be reviewed on a case-by-case basis to determine the number of semester hours by which the doctoral program requirements may be reduced. Credit for courses and/or internships taken more than 6 years prior to the time a student was admitted to a doctoral program are to be approved through petition to the Graduate Admission and Retention Council. Final approval for the program reduction must be obtained from the Director of Doctoral Programs and submitted with the National College of
Education Doctoral Study Plan to the Registrar.

**Doctoral Handbook**

Additional procedures and policies regarding the doctoral programs are included in the Doctoral Handbook. Students are to consult both the catalog and the Doctoral Handbook to determine program requirements. The Handbook is available on the NCE website at www3.nl.edu/academics/nce/programs/Doctoral/index.cfm.

**Degree Requirements**

Each doctoral student is required to take core courses and research and dissertation courses. These required courses and their semester hour commitments are listed below. This common core represents areas of knowledge which the graduate faculty considers essential for all doctoral candidates in education.

**Doctoral Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCD610A</td>
<td>Doctoral Core Seminar I</td>
<td>2</td>
</tr>
<tr>
<td>CCD610B</td>
<td>Doctoral Core Seminar II</td>
<td>2</td>
</tr>
<tr>
<td>CCD610C</td>
<td>Doctoral Core Seminar III</td>
<td>2</td>
</tr>
</tbody>
</table>

The core experience is in revisions. Please refer to the Quarterly and the NCE Doctoral Web pages for updates on core requirements.

**Research, Dissertation**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESR604</td>
<td>Dissertation Proposal Seminar</td>
<td>2</td>
</tr>
<tr>
<td>ESR610</td>
<td>Paradigms of Research</td>
<td>2</td>
</tr>
<tr>
<td>ESR612</td>
<td>Empirical/Analytic Research I</td>
<td>3</td>
</tr>
<tr>
<td>ESR614</td>
<td>Interpretive and Critical Research I</td>
<td>3</td>
</tr>
<tr>
<td>ESR616</td>
<td>Empirical/Analytic Research II OR</td>
<td>3</td>
</tr>
<tr>
<td>ESR618</td>
<td>Interpretive and Critical Research II</td>
<td>3</td>
</tr>
<tr>
<td>CCD699</td>
<td>Dissertation</td>
<td>8</td>
</tr>
</tbody>
</table>

**Comprehensive Qualifying Examinations**

Each program will administer a comprehensive qualifying examination or its equivalent. The examination, designed to help students integrate knowledge gained from the program, covers content of the area of concentration and the core courses. Further specification of examination format and timing is made by the faculty of each program (see the description of comprehensive qualifying examinations under each program).

**Dissertation Requirements**

Doctoral students should demonstrate the competencies associated with a traditional dissertation including: (1) the ability to analyze, synthesize, interpret, and discuss the implications of existing literature on a well-defined question; (2) the ability to formulate, pose and justify a researchable problem or issue; (3) the ability to develop an appropriate research design and methodology; and (4) the ability to interpret, analyze, synthesize and discuss the assumptions, contributions and limitations of existing as well as one's own research.

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**Curriculum and Social Inquiry Doctoral Program**

The Curriculum and Social Inquiry Program is designed to prepare high level scholar-practitioners to provide leadership in curriculum in schools and other educational settings. The program emphasizes engagement in processes of critical reflection about issues of curriculum in relation to a variety of educational environments and society. The CSI program is founded on the belief that curriculum is best understood not simply in terms of classrooms and schools, but as connected to larger social, cultural, political and historical contexts. Processes of critical reflection are characterized by the identification of complex problems and issues, intellectual engagement with a broad range of ideas and perspectives, the valuing of personal experience, and a sense of teaching and curriculum as a political and cultural struggle.

Issues of content and teaching flow from essential curriculum questions: What knowledge is of most value? How is knowledge personally and socially constructed? In the distribution of knowledge, whose interests are being served? Curriculum is regarded in its broadest sense, as the constructing of a learning environment, with activities ranging from teaching to political activity. The CSI program encourages both micro- and macro-level analyses of curriculum, especially as they interact with each other, and attention is given to the theoretical, practical and interdisciplinary dimensions of curriculum study.

This program serves the needs of those people who are interested in influencing teachers, school communities, and other educational environments and settings. Students are encouraged to see their work as combining theory and practice, and themselves as activists, effecting change within education and beyond.

**Admission Requirements**

In addition to admission requirements set forth by the Foster G. McGaw Graduate school, candidates for doctoral study in Curriculum and Social Inquiry must demonstrate strong evidence of leadership in an educational field. During the admission interview, applicants are asked about their background, career goals, and the applicability of this program to their goals.

**Program Requirements**

<table>
<thead>
<tr>
<th>Program Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctoral Core</td>
<td>6</td>
</tr>
</tbody>
</table>
Research, Dissertation 21
Curriculum and Social Inquiry Core 21
Minor Concentration 15

In addition to the core and research requirements, students will complete two types of course requirements specific to the program: the Curriculum and Social Inquiry core, and a minor area of concentration.

Curriculum and Social Inquiry Core

CSI600 Curriculum Theory: Historical, Philosophical, and Political Issues 3
CSI601 Cultures of Schools and Communities 3
CSI602 Curriculum Theory: Contemporary Issues and Practice 3
CSI603 Curriculum Planning, Organization and Evaluation 3
CSI605 Professional Development and School Change 3
CSI693 Curriculum Seminar 6

All of the courses, with the exception of Curriculum Seminar, in the 21-semester-hour Curriculum and Social Inquiry core, include a one-semester-hour field application designed to bridge theory and practice.

Minor Concentration

Each student is to choose at least one minor from areas which may include the following: Administration and Supervision, Early Childhood Education, Educational Psychology, Mathematics Education, Reading and Language, Science Education, Special Education, Superintendent Endorsement, and Technology in Education, and will complete at least 15 semester hours within the minor concentration.

Comprehensive Examination

The Curriculum and Social Inquiry Doctoral Program refers to the comprehensive examination as the Qualifying Exam. It is taken after completion of the doctoral, research, and program core classes (with the exception of the last research course). The Qualifying Exam is to be passed by the student prior to formal work on the dissertation and advancement to candidacy for the Ed.D. degree.

Disability and Equity in Education Doctoral Program

The doctoral program in Disability and Equity in Education is designed is designed for individuals interested in exploring the historical, political, social, cultural, pedagogical and philosophical values, beliefs and processes that have constructed disability in education. The interdisciplinary nature of this program opens up the possibilities for inquiry into theoretical, practical and/or policy studies. The program encourages activism that envisions and creates equitable educational communities. It prepares individuals for continued practice as teachers and educational leaders, or for roles in teacher education, community leadership or disability-related policy. Minor concentrations are available and include: curriculum and social inquiry, reading and language, language and literacy, educational leadership, educational psychology, technology and education, and other options.

Admission Requirements

In addition to admission requirements set forth by the Foster G. McGaw Graduate school, candidates for doctoral study in Disability and Equity in Education must show evidence of leadership in the educational field. During the admission interview, applicants are asked about their background, career goals, and the applicability of this program to their goals.

Program Requirements

Each doctoral student is required to take doctoral core courses and research and dissertation courses. These required courses and their semester hour commitments are listed below. This common core represents areas of knowledge that the graduate faculty considers essential for all doctoral candidates in education. In addition to the core and research requirements, students will complete two types of course requirements specific to the program: the Disability and Equity in Education core, and a minor area of concentration.

Doctoral Course Requirements

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Core</td>
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<td>6</td>
</tr>
<tr>
<td>Research, Dissertation</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Disability and Equity in Education Core</td>
<td></td>
<td>21</td>
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<tr>
<td>Minor Concentration</td>
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<tr>
<td>Total Degree Requirements</td>
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<td>63</td>
</tr>
</tbody>
</table>

Doctoral Core

CCD610A Doctoral Core Seminar I 2
CCD610B Doctoral Core Seminar II 2
CCD610C Doctoral Core Seminar III 2

Research and Dissertation

ESR610 Paradigms of Research: Alternative Ways of Knowing 2
ESR612 Empirical/Analytical Research I 3
ESR614 Interpretive and Critical Research I 3
ESR616 Empirical/Analytical Research II OR 3
ESR618 Interpretive and Critical Research II 3
ESR604 Dissertation Proposal Seminar 2

Disability and Equity in Education Core

DEE601 Traditions, Assumptions, and Paradigms 3
DEE602 Disability Policy Analysis 3
DEE603 Activism, Education, and Disability 3
DEE604 Politics of Assessment 3
Each student is to choose at least one minor from areas that enhance the student’s doctoral program and which may include the following: Curriculum and Social Inquiry, Reading and Language, Language and Literacy, Educational Leadership, Educational Psychology, Technology in Education. Other minor concentrations are available and can be planned with the doctoral advisor.

Qualifying Inquiry

The qualifying inquiry (sometimes referred to as the qualifying exam), is taken after completion of the doctoral, research, and program core classes (with the exception of the last research course). The qualifying inquiry is to be passed by the student prior to formal work on the dissertation and advancement to candidacy for the Ed.D. degree.

Educational Leadership Doctoral Program

The Educational Leadership Doctoral Program is designed to prepare individuals to serve in school and school district leadership roles in the areas of administration and supervision. Based upon an articulated set of student outcomes, a set of belief statements and principles, and a model of instruction for its faculty, the program emphasizes the relationship between leadership and management. By combining course work and internship experiences, the program integrates theory, research, and practice into a cohesive plan of study for educational leaders. (Meets Illinois Type 75 and Superintendent endorsement)

Admission Requirements

In addition to admission requirements set forth by the Foster G. McGaw Graduate School, applicants for doctoral study in Educational Leadership are to document evidence of at least two years of leadership in the educational field. During the admission interview, the applicant is asked to share educational background, experience, career and research interests, and applicability of this program to the applicant’s goals.

If the applicant does not possess a Type 75 Administrative Certificate upon entrance to the program, it must be earned by the program’s completion.

Program Requirements  

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Doctoral Core</td>
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<tr>
<td>Research and Dissertation</td>
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</tr>
<tr>
<td>Educational Leadership Core</td>
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<tr>
<td>Internship</td>
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Educational Leadership Core 30 SH  

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>EDL601 School Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>EDL602 Leadership and Management Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDL603 Education Planning and Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>EDL604 Administrative Issues for Pluralistic Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDL620 School Leadership: Policy and Politics</td>
<td>3</td>
</tr>
<tr>
<td>EDL622 Curriculum Planning, Organization, and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDL624 Professional Staff Development and School Change</td>
<td>3</td>
</tr>
<tr>
<td>EDL690 Internship</td>
<td>6</td>
</tr>
<tr>
<td>EDL693 Educational Leadership Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Internship

The internship is designed for individuals to develop professionally in administrative practice through the application of theory and research. The intern’s responsibilities are defined by the cooperating administrator, intern, and academic advisor. The intern experience provides an opportunity for program planning, policy development, school improvement, community and staff relations, board relations, politics of governance and operations, and research.

The internship is offered under three options:

1. Full time for one academic year with a stipend paid by the cooperating organization
2. Part time for one academic year with one-half of the intern’s time reserved for personal and professional commitments and the other half reserved for service in the cooperating organization, which provides a partial stipend
3. Extended two academic years with the intern completing administrative projects assigned by the cooperating organization. The extension minimizes conflicts with personal and professional commitments.

Relation to Educational Specialist Program

The Educational Leadership Doctoral Program may be reduced by 30 semester hours if a student has completed an Ed.S. degree in the Educational Leadership Department at National-Louis University. A reduction of no more than 18 semester hours may be granted to students completing the Ed.S. degree at other institutions. Any reduction must be approved by the Educational Leadership Doctoral Program Coordinator.

Comprehensive Examination

Students must pass the Educational Leadership comprehensive examination is to be passed by the student prior to formal work on the dissertation and advancement to candidacy for the Ed.D. degree.
The Educational Psychology Doctoral Program

The Educational Psychology Doctoral Program is designed to help students integrate theory, research, and practice in the field of psychology and education. Through critical reflection on the literature and the practices in these fields, students gain a deeper understanding of the growth processes of individuals as well as those of learning communities. The Educational Psychology Doctoral Program encompasses two program options: (1) Educational Psychology/School Psychology and (2) Educational Psychology/Human Learning and Development.

Educational Psychology/School Psychology

The doctoral level School Psychology program subscribes to the Scientist-Practitioner model and prepares individuals to work as psychologists in schools and other educational settings, to engage in research, to pursue clinical work in schools or other clinical settings, and to pursue academic teaching posts. Individuals completing this option may be eligible to apply to sit for the Illinois Clinical Psychology licensing examination.

In addition to the doctoral level coursework described below, students must complete all coursework required for School Psychology certification. Please see pages 260-262 for additional information about the School Psychology professional training program and certification requirements.

Course Requirements

Each doctoral student is required to take doctoral core courses and research and dissertation courses. These required courses and their semester hour commitments are listed below. This common core represents areas of knowledge which the graduate faculty considers essential for all doctoral candidates in education. In addition to the core and research requirements, students will complete three types of course requirements specific to the program: the Educational Psychology/School Psychology core, internships, and minor areas of concentration.

<table>
<thead>
<tr>
<th>Doctoral Course Requirements</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Core</td>
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</tr>
<tr>
<td>Research/Dissertation</td>
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<tr>
<td>School Psychology Core</td>
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<tr>
<td>Internship/School Psychology*</td>
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<td>Internship/Educational Psychology*</td>
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<tr>
<td>Minor Concentration</td>
<td>12-13</td>
</tr>
<tr>
<td>Total Degree Requirements</td>
<td>63</td>
</tr>
</tbody>
</table>

*Please see Internship section below for a description of the two internships.

Educational Psychology/School Psychology

<table>
<thead>
<tr>
<th>Doctoral Core</th>
<th>SH</th>
</tr>
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<tbody>
<tr>
<td>EPD662A Doctoral Seminar I: History and Systems of Psychology</td>
<td>2</td>
</tr>
<tr>
<td>EPD662B Doctoral Seminar I: Views of Self and Self Development</td>
<td>2</td>
</tr>
<tr>
<td>EPD662C Doctoral Seminar I: Views of Relationships and Relational Development</td>
<td>2</td>
</tr>
<tr>
<td>EPD662D Doctoral Seminar I: Views of Community and Community Development</td>
<td>2</td>
</tr>
<tr>
<td>EPD663A Doctoral Seminar II: Prevention Models and Community Development</td>
<td>1</td>
</tr>
<tr>
<td>EPD663B Doctoral Seminar II: Prevention Models and Relational Development</td>
<td>1</td>
</tr>
<tr>
<td>EPD663C Doctoral Seminar II: Prevention Models and Individual Development</td>
<td>1</td>
</tr>
<tr>
<td>EPD664 Advanced Practicum in Educational Psychology</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Minor Concentration

Students take six semester hours in each of two minor concentrations, such as Neuropsychology, Human Development, Special Education, Reading and Language, or Curriculum and Social Inquiry. These minor concentrations are designed to provide breadth of knowledge in areas relevant to School Psychology.

Internship

The internship experience is composed of two parts and requires a total of 9 semester hours. Of the 9 hours, 6 must be taken as part of the academic year-long School Psychology supervised internship in a school setting. This part of the internship must meet all state certification internship requirements.

An additional 3 hours of internship may include research, clinical or teaching experiences. Together with his or her program advisor, the student develops an additional internship experience designed to meet the student’s professional and educational goals. The student can choose any Educational Psychology faculty member with whom to complete the internship. The student should contact the faculty member to discuss the specific internship and complete an internship proposal form. The faculty member will submit the proposal to the Program Director of the Educational Psychology Doctoral Program for approval.

Relation to Educational Specialist Program

The Educational Psychology/School Psychology Doctoral Program
Program may be reduced by up to 33 semester hours if a student has completed an Ed.S. degree in School Psychology at National-Louis University. Reduction of doctoral program requirements must be approved by the student’s advisor, the director of the student’s doctoral program, and the Director of Doctoral Programs.

Educational Psychology/
Human Learning and Development

The Educational Psychology/Human Learning and Development Program is designed to prepare individuals for leadership and research positions in a broad range of educational settings, universities, and continuing education programs for adults. Throughout the program, students critically reflect upon theory, research, and practice related to learning and development across the life span. Individuals whose undergraduate and masters degrees are not in psychology may be required to complete prerequisites in addition to the program requirements below.

Course Requirements

Each doctoral student is required to take doctoral core courses and research and dissertation courses. These required courses and their semester hour commitments are listed. This common core represents areas of knowledge which the graduate faculty considers essential for all doctoral candidates in education. In addition to the core and research requirements, students will complete four types of course requirements specific to the program: the Human Learning and Development core, an internship, minor areas of concentration, and electives.

<table>
<thead>
<tr>
<th>Doctoral Course Requirements</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Core</td>
<td>6</td>
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<tr>
<td>Research/Dissertation</td>
<td>21</td>
</tr>
<tr>
<td>Human Learning and Development Core</td>
<td>14-15</td>
</tr>
<tr>
<td>Internship/Educational Psychology</td>
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<tr>
<td>Minor Concentration</td>
<td>12-13</td>
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<tr>
<td>Total Degree Requirements</td>
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</table>

Educational Psychology/Human Learning and Development Doctoral Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>SH</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPD662A</td>
<td>Doctoral Seminar I: History and Systems in Psychology</td>
<td>2</td>
</tr>
<tr>
<td>EPD662B</td>
<td>Doctoral Seminar I: Views of Self and Self Development</td>
<td>2</td>
</tr>
<tr>
<td>EPD662C</td>
<td>Doctoral Seminar I: Views of Relationships and Relational Development</td>
<td>2</td>
</tr>
<tr>
<td>EPD662D</td>
<td>Doctoral Seminar I: Views of Community and Community Development</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

Minor Concentration

Students take six semester hours in each of two minor concentrations, such as Neuropsychology, Special Education, Reading and Language, or Curriculum and Social Inquiry. These minor concentrations are designed to provide breadth of knowledge in areas relevant to Educational Psychology.

Internship

The internship experience requires a total of 3 semester hours, which may include research or teaching experiences. Together with his or her program advisor, the student develops an internship experience designed to meet the student’s professional and educational goals. The student may choose any Educational Psychology faculty member with whom to complete the internship. The student should contact the faculty member to discuss the specific internship and complete an internship proposal form. The faculty member will submit the proposal to the Program Director of the Educational Psychology Doctoral Program for approval.

Additional procedures and policies regarding Educational Psychology/School Psychology and Educational Psychology/ Human Learning and Development are included in the Doctoral Handbook. Students must consult both the catalog and the Doctoral Handbook to determine program requirements.

Reading and Language Doctoral Program

The doctoral program in Reading and Language is designed to prepare graduates who are interested in school-based leadership positions, advanced clinical work, or college teaching. It is distinguished by a close blending of theoretical and practical courses and experiences so that graduates are prepared as professionals with the competence to make a difference in their jobs. Rigorous course work and carefully supervised internships in clinical supervision, teaching, research, staff development and evaluation constitute the core of the preparation experience.

Admission Requirements

Prior reading course work, teaching experience, and/or
certification are required for entry to the Reading and Language Program.

These requirements include one graduate course in beginning reading, a second graduate course in comprehension or secondary/content area reading, a course in linguistics and a course in writing instruction.

For promising candidates not demonstrating such preparation, appropriate course work is required as a pre- or post-admission requirement.

Program Requirements 63 SH

<table>
<thead>
<tr>
<th>Component</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Core</td>
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<tr>
<td>Research, Dissertation</td>
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<td>Reading and Language Core</td>
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</tr>
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<td>Internship</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>7</td>
</tr>
</tbody>
</table>

Program Requirements 63 SH

In addition to the doctoral core and research and dissertation requirements of the Graduate School, doctoral students in Reading and Language are to complete four types of course work: a core of six courses on topics central to the study of reading and language; a variety of internships; advanced reading and language electives; and general electives. Individualization of programs occurs in the design of appropriate internship experiences and in the selection of advanced reading and language courses and electives. The course of study is planned by each student in consultation with the student’s program advisor in accord with the needs and objectives of each student.

Reading and Language Core

RLD600 Language, Linguistics, and Literacy 3
RLD601 Orthography and Word Recognition 3
RLD602 Reading Comprehension: Research and Application 3
RLD607 Theory and Research in Writing 3

Plus two of the following courses:

RLD603 Historical Issues in Literacy Research 2
RLD604 Current Issues in Literacy Research (may be taken more than once) 2
RLD606 Instruction and Staff Development in Reading and Language 3

The Reading and Language Core provides basic knowledge concerning the history of reading research, current issues, and research methodology, with intensive study of such topics as language development, early reading acquisition, comprehension, writing, and staff development in a small seminar format.

Internship

A total of six semester hours is required in internships, which may include diagnostic teaching, staff development, publishing and research experiences in such settings as the classroom, the school, the University, the reading clinic or the private sector. Internships provide the opportunity for a student to acquire and apply knowledge about reading in a practical setting under close supervision.

Graduate Electives

A minimum of seven semester hours graduate electives must be reading and language graduate courses. Additional 500 or 600-level reading and language course work are selected on the basis of the student’s professional goals.

Students who do not hold a Type 10 Reading Certificate on Type 10 Special Education Certificate, or who have not trained as Reading Recovery teachers may be required to complete a clinical sequence in literacy instruction. Such coursework may be included as electives. Students may petition the program if they have other clinical coursework in literacy.
Course Descriptions

This section provides descriptions of all courses offered by National College of Education in the undergraduate and graduate programs. At the time of admission to graduate study, students, in consultation with an assigned advisor, select a program of study that best fits their needs and interests for which they have entrance qualifications.

The first three alpha designations are codes for department or discipline (ex. ECE222). The fourth character indicates level (ex. ECE222). 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.

300-399 Middle to upper level undergraduate courses

Courses with these numbers typically constitute the junior portions of an undergraduate program leading to the bachelor's degree.

400-499 Upper to advanced level undergraduate courses

Courses with these numbers typically constitute the senior portions of an undergraduate program leading to the bachelor's degree. Upon designation of the department, or approval of the student's advisor only, a 400-level course may be taken for graduate credit.

500-599 Master’s level

600-699 Doctoral level

Department/Discipline Codes

CCD-Doctoral Core
CIG-Curriculum and Instruction - Core
CIG-Curriculum and Instruction - Education of the Gifted
CHH-Curriculum and Instruction - Humanities Education, Art and Music Education Education
CII - Instructional Media and Library Services
CIL-Curriculum and Instruction - Language Minority Education
CIN-Curriculum and Instruction - School Nurse
CIS-Curriculum and Instruction - Social Studies Education
CIT-Curriculum and Instruction - Teaching for Conceptual Integration
CIW-Curriculum and Instruction - Health Education
CSI-Curriculum and Social Inquiry
DEE-Disability and Equity in Education
ECE-Early Childhood Education
EDL-Educational Leadership
ELE-Elementary Education
EPD-Educational Psychology, Doctorate
EPS-Educational Psychology
ESR-Educational Statistics and Research
FND-Foundations
IDS-Interdisciplinary Studies
MHE-Mathematics Education
MLE-Middle Level Education
RLD-Reading and Language, Doctorate
RLL-Reading and Language - Literacy
RLR-Reading and Language - Reading
RLW-Writing
SCE-Science Education
SEC-Secondary 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.

581-589 Workshop

A workshop is intended to provide students with direct and focused experiences on specific topics, materials and/or approaches. A maximum of 6 semester hours of workshop credit may be applied toward a degree. The appropriateness of acceptability of workshops for degree credit should be determined in consultation with the student's advisor.
594 Independent Study

An independent study provides an opportunity for students to pursue advanced scholarly study in special areas where they seek further information, or wish to investigate a practical school problem. Special forms may be obtained from the Graduate Administrative Office and must be signed by the student's instructor, the student's advisor, and the dean of the graduate school. Prerequisite: Admission to degree program. On-campus registration.

599 Thesis

A thesis, required of all Master of Science in Education students, is a formal written document which investigates a theory or particular point of view and which is the result of disciplined inquiry. The student should present the thesis proposal signed by all members of the student's committee at the time of registration for thesis credit. Prerequisite: CCD610A or consent of instructor. CCD610A prerequisites: admitted doctoral student or consent of instructor. CCD610B prerequisites: CCD610A or consent of instructor. CCD610C prerequisites: CCD610B or consent of instructor. On-campus registration.

699 Dissertation

Required of all doctoral students. The dissertation is initiated and produced by the student under the guidance of a dissertation committee. Guidelines for dissertation proposal and final document are outlined in the Doctoral Program Handbook. Prerequisites: Satisfactory completion of comprehensive doctoral exam and ESR604.

CCD-Doctoral Core

CCD610A, CCD610B, CCD610C

Doctoral Core Seminar
The doctoral core seminar provides an interdisciplinary forum for National College of Education doctoral students to critically examine how themes of equity, multiculturalism, social justice, progressive education, and democracy interface with one or more current issues in educational theory, research and practice. Students enroll in this core seminar for three consecutive quarters during the academic year or, when offered, as an intensive summer experience. Students begin the doctoral core in the fall quarter and take the core in consecutive quarters. CCD610A prerequisites: admitted doctoral student or consent of instructor. CCD610B prerequisites: CCD610A or consent of instructor. CCD610C prerequisites: CCD610B or consent of instructor. 2 semester hours each

CCD690 Seminar: Special Topics in Education
A doctoral seminar dealing with current issues in education. Students can take the seminar for up to 6 sh. If taken more than one time, students must register for seminar on different topics. Prerequisite: Doctoral standing or consent of instructor. 1-3 semester hours

CCD699 Dissertation
An independent study course in which the student works on a research dissertation under the supervision of faculty members. Prerequisite: Doctoral standing and consent of instructor. 1-4 semester hours

CIC-Curriculum and Instruction - Core

CIC500 Curriculum Theory: Historical and Philosophical Perspectives
This course is concerned with the theoretical foundations of the field of curriculum and their applications. 2 semester hours

CIC504 Instructional Decision Making
This course examines the critical role of the teacher in the instructional decision making process. Focus is placed on analyzing various teaching practices in relation to their underpinning assumptions and current research. Prerequisite: CIC503 1-3 semester hours

CIC517 The New Teacher as a Reflective Practitioner
This workshop is designed to prepare new teachers to reflect on their teaching, to assess the strengths and weaknesses of their performance, and to identify factors to consider and techniques to utilize in order to bring about improvement. Participants will assemble written documentation providing evidence of classroom performance related to the Illinois Professional Teaching Standards. Emphasis will be placed on use of subject matter to determine learning goals, adaptation and modification of curriculum, design of activities and selection of materials to align with standards, and design of activities and implementation of successful assessment strategies. Completion of the course will lead to eligibility for the Standard Teaching Certificate. Prerequisite: Initial Teaching Certificate. 1-4 semester hours

CIC528 Curriculum and Instruction I: Theories, Foundations and Contexts
Participants examine the theoretical, historical, multicultural, social, and political foundations of curriculum, which serve as frameworks for examining the curriculum and instruction experienced by students and teacher in classrooms. The course consistently investigates the personal dimensions of curriculum decision making and instruction methodology as contexts for interpreting these frameworks. Participants develop and support a professional development plan documented by a professional portfolio. Participants explore ways to integrate technology into their professional work while enhancing their own technology skills. (Offered in the Interdisciplinary Studies program only.) 3 semester hours

CIC529 Curriculum and Instruction II: Analysis and Application
Students extend and apply conceptual frameworks of curriculum and instruction to more focused areas of study. These focused areas of study may occur in: (1) special topics or themes such as assessment, grouping practices/tracking,
inclusion, integrative curriculum, technology; (2) concentrated research and application in selected content areas; and (3) exploration of primary, intermediate, middle, secondary, and/or adult levels as contexts for curriculum and instruction. Participants develop and support a professional development plan documented by a professional portfolio. Participants integrate technology into their professional work while enhancing their own technology skills. (Offered in the Interdisciplinary Studies program only.) 3 semester hours

CIC583 Workshop/Curriculum and Instruction/Contemporary Issues
1-4 semester hours

CIC584 Workshop/Curriculum and Instruction/Curriculum Materials
1-4 semester hours

CIC585 Workshop/Curriculum and Instruction/Instructional Practices
Cooperative learning theory and the effectiveness of cooperative learning methodology will be reviewed. Participants will experience cooperative learning throughout the course by means of cooperative strategies, heterogeneous grouping, team and class building, skill development, scoring and recognition, as well as classroom and lesson management. An emphasis will be placed on cooperative learning for multilingual and multicultural classes. Prerequisite: CIC500. 3 semester hours

CIC587 Workshop/Curriculum and Instruction/Management and Discipline
1-4 semester hours

CIC591 Field Study/Curriculum and Instruction
Provides teachers with an opportunity for an organized exploration of a relevant topic, issue or problem related to their current field of work (i.e., classroom, school or district). Teachers are encouraged to work with colleagues in the field-based program and/or with teaching colleagues on site where they pursue their exploration. 3 semester hours

CIC592 Seminar: Educational Inquiries
This course provides an integrating experience for students in the various Curriculum and Instruction program concentrations. Students analyze the interrelatedness of relevant educational issues and engage the skills of reflective practice as they examine their professional goals, understandings, development, and contributions to the profession. Prerequisites: ESR505, EPS541, CIC503, CIC504. Because this is an integrating experience, within the cluster format, 1 semester hour is taken at the beginning of the course sequence, with the remaining 2 semester hours taken as a culminating experience. Students outside the cluster format must take the 3 semester hours course among the last three courses in their program, preferably in their final term. All exceptions must receive program director approval. 1-3 semester hours

CIC594 Independent Study/Curriculum and Instruction
Provides participants with the opportunity to investigate a topic, problem, or issue of specific relevance to their work with singular focus and depth. The topic(s) of choice may or may not be directly linked to classroom practice but should be of relevance to their individual goals and aspirations as a professional. 1-3 semester hours

CIC595 Selected Topics in Curriculum and Instruction
This course provides the student with the opportunity to explore current or specialized topics in the field of curriculum or instruction. 1-6 semester hours

CIC599 Thesis
Required of all Master of Science in Education students; a formal written document that integrates a theory or particular point of view and results from disciplined inquiry. 4 semester hours

CIG-Curriculum and Instruction - Education of the Gifted

CIG500 Identification and Characteristics of Gifted and Talented
This course provides a foundation for understanding the gifted and talented child and adolescent. It includes identification and characteristics of the gifted, history and philosophy of gifted education, investigation of the research on the talented, the gifted, and an overview of instruments for measurement of intelligence. 3 semester hours

CIG513 Contemporary Issues in Gifted Education
This course includes the study of the special needs of gifted students, counseling and guidance of the gifted, as well as of diverse populations in gifted; i.e., bilingual, handicapped, disadvantaged, highly gifted. Current research in gifted education is also studied. Prerequisite: CIG500. 3 semester hours

CIG585 Workshop/Gifted Education/Instructional Practices
1-4 semester hours

CIG594 Independent Study/Education of the Gifted
1-3 semester hours

CIG595 Special Topics in Gifted Education
Provides the student with the opportunity to explore current or specialized topics in the field of education for the gifted. 1-3 semester hours
CIH-Curriculum and Instruction - Humanities Education, Art and Music Education

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

CIH582 Workshop/Art Education/Topic
1-4 semester hours

CIH583 Workshop/Art Education/Art History and Culture
1-4 semester hours

CIH585 Workshop/Humanities Education/Instructional Practices
1-4 semester hours

CIH587 Workshop/Music Education/Instructional Practices
1-4 semester hours

CIH591A Field Study/Art Education
An original exploration of a problem of issues in the field of art education. 1-6 semester hours

CIH594 Independent Study/Humanities Education
1-3 semester hours

CIH595 Selected Topics/Humanities Education, Art and Music Education
1-4 semester hours

CIL-Curriculum and Instruction - Language Minority Education

CIL500 Foundations in Language Minority Education
This course provides participants with an understanding of the historical, political, sociocultural, and educational concepts and issues that affect linguistically and culturally diverse students in the schools. This interdisciplinary approach illuminates the formation of local, state, and federal policies regarding entitlement and appropriate school services for language minorities. Current theories of Second Language Acquisition (SLA), bilingualism, and sociocultural theories are explored for their pedagogical relevance, and specific program models are examined for their contribution to academic achievement. 3 semester hours

CIL501 Introduction to Linguistics for TESOL
This course introduces the following dimensions of linguistics: language and the brain, first and second language acquisition, major components of linguistics (phonetics, phonology, morphology, syntax, semantics, and sociolinguistics); cognition and learning, and communicative competence. Emphasis is placed on implications for ESL and bilingual education teachers. 3 semester hours

*Note: This course may be substituted for RLR512 Bilingualism & Reading: Linguistic Considerations in the ESL approval.

**For Adult TESOL, please note: If you need graduate coursework and/or a knowledge base for teaching adults, the recommended courses are CIL501, CIL505, and CIL531.

CIL504 ESOL Instructional Methods and Materials
This course will focus on the instructional practices that help children acquire a second language and master subject matter. Students will learn appropriate methodology, adapt and integrate Best Teaching Practices, and learn how to adapt units and lessons for LEP students in elementary and middle school. Sociocultural theories are explored for their pedagogical relevance, and specific program models and materials are examined for their contributions to academic achievement. 2 semester hours

CIL505 Methods & Materials for Teachers of English to Speakers of Other Languages (TESOL)
Designed to prepare teachers in methodology for English to Speakers of Other Languages (ESOL). Participants consider theories of Second Language Acquisition, pedagogy, and language methodology as applied to classroom situations. Participants are guided in observing, preparing a teaching unit, and presenting lessons based on various theoretical schools and approaches: Content-Based Cognitive-Code Language Learning, Comprehension-Based, Communicative-Interactionist. Participants also discuss the selection, use, and evaluation of ESOL books and materials as well as classroom arrangements and management. This course is required for ESL, Bilingual & BIL Spec Ed. 3 semester hours

CIL506 Methods and Materials for Teaching Bilingual Students
A variety of instructional strategies appropriate for language minority students (K-12) will be reviewed. The process of becoming bilingual will be examined. Topics include cultural learning styles, teaching in content areas (science, social studies, math, and language arts), content area assessment, curriculum and program development, Dual Language models and implementation strategies and multi-level classrooms. Bilingual Required. 3 semester hours

CIL510 Assessment of ESL and Bilingual Education Students
Participants explore issues of assessment of second language learners as they are situated within larger historical, social, cultural, and political contexts. Participants use theoretical
models that account for the intersection of second language acquisition and academic achievement as a basis for creating and evaluating appropriate instruments for second language learners. Participants analyze the ways that second language learners are diverse and discuss issues in equitable assessment of diverse learners. Participants examine and review relevant state standards for content matter learning and language proficiency, and examine how those are assessed in mandated, large-scale assessment and in classroom assessment (traditional and alternative). 3 semester hours

CIL531  Cross Cultural Education
Examines the role of culture in the American educational system and how various ethnolinguistic groups contribute to the cultural dynamics of a classroom are discussed. Participants examine their own cultural assumptions and biases, and those of their students, and how they impact teaching and learning in their professional environment. Participants explore issues of equity and access, including technology, and examine potential for promoting cross-cultural understandings. Ideas are generated on how to promote learning through effective multicultural classroom communities. 3 semester hours

CIL532  Technology Applications for Linguistically and Culturally Diverse Students
The use of computers and interactive media in linguistically and culturally diverse classrooms is discussed in relation to current research. The selection and use of software and interactive media for use within content area instruction is also presented. Demonstrations of software programs and hands-on activities are incorporated into this course to provide teachers with the information necessary to successfully integrate technology into their classrooms. Prerequisite: CIL500. 3 semester hours

CIL533  Workshop/Bilingual and Multicultural Education/Contemporary Issues
I-4 semester hours

CIL534  Workshop/Bilingual and Multicultural Education/Curriculum Materials
I-4 semester hours

CIL535  Workshop/Bilingual and Multicultural Education/Instructional Practices
I-4 semester hours

CIL536  Independent Study in Bilingual and Multicultural Education
Provides an opportunity for students to pursue advanced scholarly study or investigate a practical school problem related to bilingual and multicultural education. I-4 semester hours

CIL537  Topics in Bilingualism and Education
I-3 semester hours

CIN-Curriculum and Instruction - School Nurse

CIN500  Introduction to Public Health Nursing—Theory and Practice
This two-semester hour course consists of classroom experience plus practicum components. It offers concurrent theory and nursing experience in community health nursing. The focus of the community health nursing component is on the role of the nurse in settings other than in-patient hospital settings. These settings allow for nursing practice at all levels in the provision of holistic health care and the ability to effectively communicate with others. 2 semester hours

CIN508  Community Health: Nursing Practice, Theory and Contemporary Problems
This course consists of both classroom and supervised practicum components. It offers concurrent theory and nursing experience in community health nursing. It is also designed to assist the student to identify leading health problems in the community. The focus of the community health nursing component is on the role of the nurse in settings other than in-patient hospital settings. These settings allow for nursing practice at all levels in the provision of holistic health care and the ability to communicate with others. The course further allows the student to observe in a variety of health agencies in order to acquire and understanding of the different functions and services offered in community agencies in the public, private and voluntary sectors. 3 semester hours

CIN500  Issues in School Nursing
In this culminating course, students will have the opportunity to review and synthesize course material and to consolidate internship experiences. The focus will be on the legal and organizational aspects of the public schools, the administration of the school health program, and the role of the school nurse as a health educator. This course is taken concurrently with the school nurse internship. 2 semester hours

CIN582A  Workshop for Nurses (R.N.'s) Working in the Schools
This workshop is designed as an orientation or an update for Registered Nurses working in the school health office. The content of the workshop addresses areas with which the nurse should be familiar in order to serve the health needs of the children in the school. Other areas include: record keeping, writing reports, communication with parents, faculty, and staff, and the coordination of services with the Certified School Nurse. I-3 semester hours

CIN590  School Nurse Internship
A ten-week supervised experience providing the school nurse intern an opportunity to explore school nursing methods, materials, and programs in public schools under the direct supervision of a certificated school nurse. An issues-related course in School Nursing is taken concurrently. Placement is in consultation with the program coordinator. 4 semester hours
CIS-Curriculum and Instruction - Social Studies

Education

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

CIS480B  Methods for Teaching Social Studies
This course applies methods of teaching social studies in the elementary school curriculum. Students will learn to demonstrate social studies methods related to effective instruction in and for a pluralistic democracy. Year long planning, unit planning and lesson implementation with a pattern of varied instructional strategies designed for student success is stressed. Admission to M.A.T. program or consent M.A.T. program director required. Prerequisite: EPS500, EPS510, FND 504. 2 semester hours

CIS500  Methods and Materials for Teaching Social Studies in the Elementary School
Provides awareness of the currently developing trends in the broad area of the social studies in elementary education. Special attention is given to ways of fostering the basic skills required in group cooperation, the understanding and use of abstract concepts, the interpretation of social data and its application to social living, the techniques of social inquiry, and the assessment of values. Students are encouraged to pursue special studies related to individual concerns in teaching. 2 semester hours

CIS502  Trends in Teaching Social Studies
This seminar explores current issues and trends in social studies education within the contexts of education generally and American society. Students will examine the development of social studies historically with special emphasis on the last several decades. 3 semester hours

CIS504  Asian Cultures/Language & Education
2 semester hours

CIS505  Asian American Experience: A Historical Perspective
2 semester hours

CIS506  Geographic Perspectives: Human Environmental Interaction
This course examines the ways that people have interacted with the natural environment over time in different places related to the social studies curriculum in grades 6-12, especially world history and culture and American history. Through readings, discussion, and written assignments that include instructional planning and implementation, students will learn how human-environmental interaction affected the history, geography, political systems, economic systems, and social systems of various cultures. Learning content and applying it to the classroom is stressed. 3 semester hours

CIS507  Studying the World
From an international perspective, this course explores various topics and themes related to the teaching of world history and cultures in grades 6-12. Students will learn important world history and cultures concepts and content through readings, discussion, and written assignments that include instructional planning and implementation. Learning content and applying it to classroom instruction is stressed. 3 semester hours

CIS508  Democracy and Diversity in the United States
This course provides students with an opportunity to develop a research project on a topic related to democracy and diversity. The interplay between these two concepts has been a major dynamic in the development of the United States and a primary theme of the study and teaching of American history and culture. Learning content, conducting professional social science research, and applying findings to curriculum and instruction will be stressed. 3 semester hours

CIS509  Technology and Innovation in United States and World Civilizations
In this course, students will conduct research on the interplay between technology and innovation. The interplay between these two concepts has been a major dynamic in the development of the world and an increasingly prominent theme in the study and teaching of history and culture. Learning content, conducting professional social science research, and applying findings to curriculum and instruction will be stressed. 3 semester hours

CIS510  Concepts in Social Science/Economics
Exercises and activities make economic concepts meaningful and useful to elementary and middle school teachers.  2 semester hours

CIS511  Concepts in Social Science/Anthropology
Culture, language, race, diffusion, and change as key ideas for understanding diverse groups within the United States and around the world. Practice in using and adapting for the classroom the research tools of anthropology. 2 semester hours

CIS512  Concepts in Social Science/Geography
Students will study the five themes of geography: location, place, human interaction with the environment, movement, and region. 2 semester hours

CIS515  Teaching United States History and Culture
This course explores significant content topics and themes related to the teaching of United States history and cultures in grades 6-12. Students will learn important history and cultures concepts and content through readings, discussion, and written and/or media assignments that include instructional planning and implementation. The emphasis is on learning disciplinary content and applying it to classroom instruction that accommodates the needs to build literacy, thinking, and communication abilities as well as to infuse technology into instruction, to differentiate
instruction, to meet standards, and to assess all aspects of the teaching and learning process, especially student performance.

Prerequisite: six semester hours of U.S. History. 3 semester hours

CIS516 Teaching the Local Community
This course explores various topics related to the teaching of local community history and culture in grades 6-12. Local community is defined as the neighborhood and the municipal form of government, most particularly suburb or city. Special emphasis is placed on the city of Chicago and the surrounding metropolitan area. Students will learn important history and cultural concepts and content through development of curricular materials and activities. 2 semester hours

CIS 520 Area Study
Provides an understanding of the peoples of a particular cultural region, noting social, political, economic, religious, and aesthetic similarities as well as diversities. Includes enough history to understand contemporary affairs and foreign policy. 2 semester hours

CIS583 Workshop/Social Science Education/Contemporary Issues
1-4 semester hours

CIS585 Workshop/Social Science Education/Instructional Practices
1-4 semester hours

CIS587 Workshop/Social Science Education/Cultural Studies
1-4 semester hours

CIS591 Field Study / Social Science Education
1-4 semester hours

CIS591A Field Study/Social Science Education/Mexico
This course provides factual knowledge, along with direct observational experiences, and the honing of reflective and interpretive skills for understanding and teaching Mexican Americans, the largest language minority group in the United States, through their heritage culture: ancient Mesoamerican and the history, cultures, and geography of Mexico. The course begins with an orientation and class meetings in the United States (e.g., Chicago). Then participants travel as investigative explorers to Mexico where the coursework continues, and they learn to relate their knowledge to intercultural education and communication with Mexican Americans in the United States. 1-4 semester hours

CIS594 Independent Study/Social Science Education
Issues, perspectives, and practices in different cultural, geographic, and socioeconomic learning environments are identified and compared. 1-3 semester hours

CIS595 Selected Topics in Social Studies Education
Provides the student with the opportunity to explore current or specialized topics in the field of social services education. 1-4 semester hours

CIT - Curriculum and Instruction – Teaching for Conceptual Integration

CIT501 Teaching for Conceptual Integration in Reading / Language Arts and Mathematics
The course focuses on how student learning can be enhanced when a teacher blends together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of reading/language arts and mathematics. Assertions that cross these school subjects include: sign systems (language and mathematics) are used to represent ideas and to communicate to others; thought and sign systems are related and have levels of abstraction; language and figures of speech are used to facilitate the understanding of mathematical concepts; sign systems cross cultures; sign systems facilitate problem solving. This course is designed primarily for M.Ed., M.S.Ed, C.A.S. students. M.A.T. students need approval of TCI Concentration Coordinator. 3 semester hours.

CIT502 Teaching for Conceptual Integration in Science and Social Studies
The course focuses on how student learning can be enhanced when a teacher blends together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of science and social studies. Assertions that cross these two school subjects include: concepts such as systems and order can be blended across physical, biological and social systems; connections between scientific literacy and informed decision making should be investigated; the relationship between science and society, science in society should be examined. This course is designed primarily for M.Ed., M.S.Ed, C.A.S. students. M.A.T. students need approval of TCI Concentration Coordinator. 3 semester hours.

CIT503 Teaching for Conceptual Integration in Reading / Language Arts and Social Studies
This course focuses on how student learning can be enhanced when a teacher blends together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of reading/language arts and social studies. Assertions that cross these school subjects include: individuals view events from multiple perspectives; major participants/characters exhibit qualities that set them apart from others; similar themes cross multiple historic and fictional events; authors construct texts based on the information they are trying to communicate; constants in life and literature include time, continuity and change. This course is designed primarily for M.Ed., M.S.Ed, C.A.S. students. M.A.T. students need approval of TCI Concentration Coordinator. 3 semester hours
CIT504  Teaching for Conceptual Integration in Mathematics and Science
The course focuses on how student learning can be enhanced when a teacher blends together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of mathematics and science. Assertions that cross these school subjects include: science inquiry and mathematical problem solving can be blended; processes should be enacted in context to build understanding of concepts; students should experience the progressive development of explanations of concepts and the progressive unfolding of connections from simple to more complex. This course is designed primarily for M.Ed., M.S.Ed, C.A.S. students. M.A.T. students need approval of TCI Concentration Coordinator. 3 semester hours

CIT505  Teaching for Conceptual Integration in Reading Language Arts and Science
The course focuses on how student learning can be enhanced when teachers blend together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of reading/language arts/science. Assertions that cross these school subjects include: evidence to find, generate, and support understanding; strategic reading and reflective science as metacognitive processes; communication requires consideration of audiences; conceptual understanding requires creative and divergent thinking; understanding results from analysis of the perspective and the evidence; conceptual understanding results from consideration of misconceptions, discrepant events, and existing knowledge; language and science sign systems facilitate the understanding of scientific concepts. This course is designed primarily for M.Ed., M.S.Ed, C.A.S. students. M.A.T. students need approval of TCI Concentration Coordinator. 3 semester hours

CIT506  Teaching for Conceptual Integration in Mathematics and Social Studies
The course focuses on how student learning can be enhanced when a teacher blends together instructional methods that help students integrate concepts, ideas, processes, and contexts from the curricular areas of mathematics and social studies. Assertions that cross these school subjects include: inquiry in social studies and mathematical problem solving can be blended; in the social sciences data is collected, analyzed, and used as evidence to draw conclusions, make decisions, and as a way of explaining phenomena; social phenomena can be represented and modeled mathematically; investigating cross-cultural and historical development of mathematical ideas can build understanding of concepts. This course is designed primarily for M.Ed., M.S.Ed, C.A.S. students. M.A.T. students need approval of TCI Concentration Coordinator. 3 semester hours

CIW-Curriculum and Instruction - Health Education

CIW505  Sexuality Education
This course is designed to provide a basic foundation for individuals who will be educating others in the area of human sexuality, particularly within a health education curriculum. Participants will investigate values and beliefs concerning sexuality and the development of gender identities. The course is also designed to increase participant comfort level and knowledge of various topics in a human sexuality course. Emphasis will also be placed on ways in which educators can present sexuality information and lessons to the K-12 population of students. 3 semester hours

CIW507  Theories and Concepts in Health Education
This course focuses on recent developments in health education. The intent is first to examine health education as one of the core professions responsible for health promotion in a multitude of settings and second to look at health education as a movement toward multilevel intervention approaches targeting specific populations. The student will explore methods by which to expand the health knowledge of the individual/group and assist learners in making self-directed health-related decisions. Emphasis will be placed on lifelong learning as well as raising awareness for responsible social action as it relates to health. 3 semester hours

CIW508  School Health Education
This course is designed to provide health educators with the ability to be able to defend and describe the difference between a coordinated school health program and a comprehensive one. This course will provide the tools necessary to implement both programs within the school setting. It is also designed to provide health educators with a knowledge and an awareness of both the National and State Standards in health. Participants will become familiar with pre-written health programs. 3 semester hours

CIW509  First Aid, Safety, and Injury Prevention
This course is designed to foster an understanding of safety rules and injury prevention in the home, school and community and prepare the student to act in an emergency. Basic principals of First Aid, Cardiopulmonary Resuscitation (CPR) and how to use an Automated External Defibrillator (AED) will be taught. Upon completion of this course, the student will receive an American Red Cross Standard First Aid card. 2 semester hours

CIW510  Curriculum Development and Evaluation in Health Education
This course focuses on the process of curriculum development in health education K-12 as part of a coordinated school health program. The philosophies behind the comprehensive school health program and the state and national standards for health education curricula will be discussed. An overview of the ten content areas within a school health program will be presented as it relates to the risk behaviors of today’s society. The scope and sequence of the health curriculum will be explored and the writing of goals and objectives practiced. Methods for evaluating health curricula and instruction will also be included. Prerequisites: CIW507, CIC 503, or permission of Health
CIW515 Consumer Health
In this course, the students will learn to distinguish between reliable and unreliable health information. They will be able to recognize the differences between good and fraudulent advertising. The course will help students learn how to make better, informed choices when it comes to the areas of nutrition, fitness, diet, drugs, and product safety. It will provide students with "Bill of Rights" as consumers in the market place. Activities for classroom use that are age appropriate will also be discussed. 2 semester hours

CIW516 Environmental Health
This course will provide students with a review of the causes, effects and solutions to environmental problems that impact human health. Students will explore the relationships between human population growth, natural resources, environmental pollution and decreasing biodiversity. Emphasis will be placed on actions and strategies individuals may adopt for protecting and improving the environment. Resources and teaching techniques for presenting a unit/program in environmental health will be explored. Prerequisites: CIW 507 or permission of Health Education Coordinator. 2 semester hours

CIW517 Drug Education
This course is designed to foster an understanding of the pharmacological principles of drugs and how they react in the body, as well as the addictive process. It allows for these principles to be applied to all aspects of the major drug groups. The course will also provide students with grade appropriate educational methods to further foster these principles in the classroom. 2 semester hours

CIW518 Community Health
This course looks at modern concepts and practices of health and healthful living applied to the community. It includes an examination of the philosophy and practice of public and community health, including economic, sociologic, cultural and legal justifications. This course will examine contemporary community health problems that affect the community and provide an overview of community agencies that can lend assistance in the development and presentation of health education programs. 2 semester hours

CIW519 Mental Health
This course will explain the importance of mental health in all aspects of life and specifically in learning. Focus will be on how the personality is shaped and the health educator’s role in helping to develop students’ emotional health. The classifications of mental disorders will be discussed with reference to the DSM-IV -TR. Resources for treatment of mental illness will be explored as well as preventative measures. 2 semester hours

CIW525 Nutrition and Dietary Patterns
This course will provide the health educator information to analyze the nutritional controversies of various dietary patterns. Focus will be on nutrition principles and their application including the biological foundations of nutrition without assuming previous knowledge. Emphasis will be placed on the nation’s nutrition objectives for Healthy People 2010, application of nutrition information related to food choices, cultural food traditions, defensive dining, choosing vitamin-rich foods and diet as preventative medicine. Various internet activities will build critical thinking skills by investigating reputable nutrition web sites. Participants will be challenged to move toward solutions for environmental degradation and hunger. 2 semester hours

CIW526 Disease Prevention and Control
This course provides the basic information about the disease process, classifications of diseases, and prevention of disease. Specific diseases affecting each system of the body will be analyzed including their incidence, cause, symptoms, risk factors, predispositions, treatments, and prevention. Students will explore methods of instruction and resources for programs or units on disease. Emphasis will be placed on lifestyle behaviors and choices that impact the development or prevention of diseases. Prerequisites: CIW507 or permission of Health Education Coordinator. 2 semester hours

CIW583 Workshop/Health Education/Contemporary Issues
1-4 semester hours

CIW594 Independent Study/Health Education
1-3 semester hours

CIW595 Special Topics/Health Education
Provides the student with the opportunity to explore current or specialized topics in the field of health education. 1-4 semester hours

CSI-Curriculum and Social Inquiry

CSI600 Curriculum Theory: Historical, Philosophical, and Political Issues
This course explores curriculum theories as they were created in particular historical and political contexts in the United States. Highlighted in this course will be an examination of changing and broadening concepts of curriculum, an understanding of beliefs and assumptions underlying various curriculum theories and practices, and an introduction to historical inquiry in the area of curriculum. 3 semester hours

CSI601 Cultures of Schools and Communities
This course examines school communities as complex socio-cultural settings affected by political, sociological and historical contexts. Students will integrate theoretical readings with fieldwork to analyze dynamics that affect teaching and learning within the institutional settings of schools, families, and communities. 3 semester hours
CSI602  Curriculum Theory: Contemporary Issues and Practice

Through this course students consider contemporary curriculum theories in relation to the social, cultural, political and historical movements in which they are embedded and the possibilities that curriculum theory offers for transforming educational practice. 3 semester hours

CSI603  Curriculum Planning, Organization and Evaluation

The purpose of this course is to identify and explore ways of thinking about curriculum planning, organization, and evaluation. Those areas will be considered through examination of contemporary curriculum proposals and ideas drawn from those prominent during any cycle of the course. The course will involve a field research project as well as group deliberation regarding whether and how various proposals and ideas might be included in ongoing curriculum plans in a school or district. 3 semester hours

CSI605  Professional Development and School Change

This course focuses on the nature, dimensions, and contexts of professional development in the field of education. Such professional development is examined within a framework of school change and recent history of school reform efforts. The course explores the instructional implications of professional development within this context. 3 semester hours

CSI693  Curriculum Seminar

Curriculum Seminar provides doctoral students with an opportunity to further immerse themselves in curriculum and social inquiry studies through selected readings, discussions, speakers, and related activities. Seminar also provides students with an ongoing community as they engage in scholarly work. Seminar is taken for 1 semester hour per quarter for a total of 6 semester hours. Three of the 6 semester hours must be completed in consecutive quarters. All 6 semester hours must be completed prior to the final dissertation hearing. Seminar is taken for a Pass or Fail grade which will be assigned after the completion of all 6 semester hours. 1 semester hour

DEE-Disability and Equity in Education

DEE601  Traditions, Assumptions and Paradigms

This course explores historical and current theoretical models and paradigms that have shaped educational beliefs and values about disability. Its purpose is to provide participants with several of the multiple epistemological frames that underlie pedagogy of disability. Among the paradigms to be considered will be behavioral and social learning theories, medical models, and cognitive and psychodynamic theories. Emphasis will be placed on the contributions and implications for practice of each paradigm. The course also examines and critiques the consequences and tensions between the beliefs inherent in each, the social meanings of disability in each, and the resulting policies and practices. 3 semester hours

DEE602  Disability Policy Analysis

This course covers the basic tools utilized in the social analysis of policy and to analyze and critique the assumptions, ideologies, politics, and implications of policy for disabled people in education. Students will be given opportunities to socially analyze and critique policy from their chosen field (e.g., curriculum, special education, teacher education, literacy, leadership). Assignments will encourage students to observe, analyze, and critique policy making in action; develop a scholarly stance toward policy analysis; recognize the connections between justice for disabled people, social action, policy, and practice; and formulate ideas and strategies for being change-agents in their chosen educational context. 3 semester hours

DEE603  Activism, Education and Disability

This course explores processes of activism and change across a variety of contexts. The primary focus is on the means necessary to foster personal, social, institutional and legislative changes necessary to promote the inclusion of people with disabilities into every aspect of social and educational life. The roles and processes of advocacy, consciousness raising, activism, service learning, emancipatory research, and critical pedagogy are addressed. Psychological, social, and educational processes involved in constructing marginal "others" and in being a change agent is considered. Insights gained and strategies used in prominent social movements, including the disability rights movement, is investigated. 3 semester hours

DEE604  Politics of Assessment

This course critically explores implications, meanings, and uses of educational and psychological assessment in the social construction of ability/disability. Historical, philosophical, and scientific foundations of assessment will be explored and interrogated. Historical and contemporary theories and practices of assessment will be considered from positions of race, ethnicity, gender, social class and disability. Social and political uses of assessment will be evaluated from anthropological, sociological, educational and psychological perspectives. Stipulations regarding assessment in IDEA will be addressed and problematized. Uses of assessment in diagnosis and remediation, educational planning, labeling and maintenance of existing social hierarchies will be examined. 3 semester hours

DEE605  History of Disability in Education

This course critically examines the foundational grand narratives of progress and emancipation evident in a traditional or modernist conception of disability in education. Course participants will draw from the critical perspectives of postmodernism and poststructuralism to explore the assumptions, conceptions and discontinuities evident in laws, teacher training, school practices and personal experiences related to educational structure and practices surrounding disability. The course readings and assignments represent a variety of critical research paradigms that serve as examples for student research projects and theses. 3 semester hours
DEE690 Seminar: Special Topics in Disability and Equity
A doctoral seminar dealing with issues in education as they relate to disability and equity. 3 semester hours

DEE693 Disability Studies Seminar
This seminar provides students with opportunities to explore and critique the history, contemporary issues, theories, politics, and debates in disability studies, and the applications of disability studies to educational research, policy, and practice. The course uses an interdisciplinary and international literature base. Students are encouraged to complete assignments that empower learners and teachers to work toward social justice in their chosen educational context; to build relationships with practitioners, disabled people and/or policy makers; and to understand and explore the dialectics between practice and disability studies in education. 3 semester hours

ECE-Early Childhood Education

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 of three designed to introduce students to the Early Childhood profession. Students will observe in 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

ECE 330 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
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

ECE460  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

ECE470  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

ECE495  Early Childhood/September Field Experience (0-01)

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. Advisors have the option of assigning this course, if needed. (For undergraduates this course is ECE390.)

ECE500  Early Childhood Instructional Methods/Kindergarten

This course focuses on current research, trends, and instructional methodology in the education of kindergarten-aged children. It is designed for those desiring to implement practices that reflect current research on “developmentally appropriate practice,” and create curricula for young children that reflects the most recent research on effective schools, “readiness,” anti-bias education, and the politics of educational decision making. Techniques for working with computers in kindergartens and for including children with special needs will also be examined. Prerequisite: EPS500A. 2 semester hours

ECE501  Early Childhood Instructional Methods/Primary/Language Arts and Social Studies

This course is a comprehensive study of instructional and evaluational methods for teaching language arts and social studies in the K-3 classroom emphasizing creating a community of learners. It includes methods and technology for working with children with special needs and children in a multicultural setting. Field experiences are required. Prerequisite: EPS500A. 2 semester hours

ECE502  Early Childhood Infant/Toddler Experiences

Students will study infants and toddlers, including the development of the self, temperamental differences, social interactions, and play development, and will also evaluate classroom management systems in a childcare setting, strategies for guidance and teaching, and interaction with diverse families and children with special needs. In addition, students will increase their skill in making observations and creating anecdotal records. Fifteen hours of observation in accredited, diverse infant-toddler settings is required, along with 10 additional hours of observation of children’s play: total observation hours is 25. 2 semester hours.

ECE505  Early Childhood Instructional Methods/Preprimary/Language Arts, Literature, Art, Music and Movement

This course is a survey of instructional materials and methods and supportive learning environments for teaching language arts, literature, art, music, and movement to children in pre-primary settings. Students identify, select, demonstrate, and evaluate appropriate activities and teaching strategies for infants, toddlers, and preschool-aged children. It includes discussions of multicultural education and the adaptation of the curriculum for children challenged with special needs. Ten hours of observation of children ages three to five in a university-approved site are required. Prerequisite: EPS500A. 2 semester hours
ECE506 Early Childhood Instructional Methods/Preprimary/Mathematics, Science, and Social Studies
This course provides survey of instructional materials and methods for teaching math, science, and social studies to young children. Students identify, select, develop, demonstrate, and evaluate appropriate activities and instructional strategies for infants, toddlers, and preschool-aged children. Students will also design and evaluate environments that support development of mathematics, scientific, and social studies concepts. Includes discussions of multicultural understandings and adaptation of experiences for children challenged with special needs. Ten hours of observation of children ages three to five in a university-approved site are required. Prerequisite: EPS500A. 2 semester hours

ECE510 Child, Family and Community
This course presents theoretical structures for examining the dynamics of family life and its impact on the development of children, for understanding the cultural contexts in which children live and for examining the relationship between parents, schools, and community agencies. The current status of children and their families as it relates to health, safety and child guidance, and the economic and social crises that face them will also be discussed. Students will have an opportunity to look at the personal and cultural filters through which they view children and the process of schooling. They will also have an opportunity to study existing community agencies that support children and families and to discuss the issue of public and personal advocacy. Prerequisite EPS500A or equivalent. 3 semester hours

ECE512 Early Childhood Curriculum
This course is designed to acquaint students with the basic concepts and principles of the early childhood curriculum. The emphasis of topics and readings is on numerous definitions of curriculum, orientations toward curriculum, curriculum models in early childhood education, and the philosophical underpinnings of approaches to teaching the young child. Emphasis is given to the concept of “developmentally appropriate practices,” including an analysis of the historical development and current criticisms of the concept. Finally, students are taught the role of the curriculum planner and approaches to child guidance, assessment, and curriculum evaluation. 2-3 semester hours

ECE513 Organization and Administration of Early Childhood Programs
An overview of organizational policies, procedures, and ethics of the profession as they relate to the administration of educational programs for children from birth to eight years old. Evaluates current licensing standards, laws, and regulations regarding health, safety, and nutrition. Examines space and equipment usage for meeting program goals. Emphasizes the development of financial management and program evaluation skills related to overall program quality. Includes opportunities to apply key administrative/management concepts to practical experiences in the field. 3 semester hours

ECE514 Social Policies and Advocacy in Early Childhood Education
This course provides an integrated study of the role of public policy with respect to services for young children and their families. Students will evaluate various coalition-building strategies and analyze existing political, regulatory, and legislative processes as they relate to children’s issues and those concerning their families. Emphasis is on field experiences that help students develop effective advocacy skills to influence social policy at the local, state, and federal level. 3 semester hours

ECE515 Financial and Legal Aspects of Child Care Management
This course examines the financial and legal issues pertinent to establishing and operating child and family service programs. Emphasis is given to the development of sound fiscal policy that adequately addresses the issues of quality, compensation, and affordability. The course includes a survey of laws and regulations pertaining to licensing, insurance, children’s records, affirmative action and employment provisions, inclusion of special needs children, parental rights, child abuse, and custody. Students will also analyze the legal requirements and tax provisions that relate to the operation of programs with differing legal status (e.g., sole proprietorship, partnership, or a not-for-profit corporation). 3 semester hours

ECE524 Fundamentals of Public Relations and Grantwriting
This course introduces the fundamentals of promoting and maintaining a positive public image in the community to prospective supporters, donors, and clients. It provides an overview of potential income sources as well as effective fundraising strategies. Methods for conducting ongoing needs assessment and writing grant proposals will also be covered. Includes opportunities for students to gain proficiency in using public relations and grant-writing skills in their respective roles in different educational organizations. 3 semester hours

ECE525 Strategies for Supervision and Staff Development
This course focuses on the human relations side of administering early childhood programs. It analyzes the objectives and functions of supervision and presents guidelines for recruiting, hiring, training, and evaluating personnel. Examines different conceptual models for understanding job satisfaction and the career stages through which teachers progress. Explores various individual and organizational strategies for reducing stress and promoting optimal performance. Provides opportunities for students to apply models of supervision and staff development in their respective educational settings. 3 semester hours

ECE530 Children’s Play
This course explores the nature of play and its role in the cognitive, social, emotional, physical, language, and creative development of children, birth through age eight. In addition, it examines the major theories of play, current research on play
behavior, environments that support play, and the role of adults in facilitating play activity. Attention is given to the cultural contexts of play and the importance of play for children challenged by special needs. 2 semester hours

ECE532 Advocating for Children with Special Needs
This course is designed to allow students to build on their knowledge about special education and to expand their understanding of the networks available for addressing the needs of the children in an early childhood setting. Knowledge areas will relate to state and federal guidelines, legal issues, interpreting IEPs and IFSPs, and identifying the characteristics of children with special needs. Community networks will be analyzed for their ability to meet the needs of young children, and to serve an advocacy role for families of children with special needs. Classroom management, staff development, and teacher support will be discussed. The students enrolled in this course will determine the special needs discussed in the class. 2 semester hours

ECE534 Technology in Child Care Administration
This course provides an introduction to computer technology as an administrative tool in the management of child care programs. Participants will learn how to select computer systems for their organization and develop criteria for choosing hardware, software, and peripherals. Hands-on experience in word processing, spreadsheets, presentation graphics, and database management software will be provided. Also included will be an introduction to the Internet and electronic networking as well as a discussion about legal, ethical, and equity issues as they relate to technology. Previous experience with computers is not necessary. 2 semester hours.

ECE535 Technology in Child Care Administration II
This course provides intermediate instruction to computer technology as an administrative tool in the management of child care programs. Participants will learn the higher-level features of operating systems, word processing, spreadsheets, presentation graphics, and database management software. In addition, students will be shown extensive searching techniques for locating and sharing child care information by accessing the Internet. The software will be developed and will also be introduced to personal management, desktop publishing, and photo editing software. The course will conclude with a demonstration of additional hardware devices (e.g., scanners, digital cameras) that complement several of the software packages previously discussed. Prior knowledge of word processing experience with computers will be required. 2 semester hours

ECE536 The Director as Child Care Advocate
This course will provide an overview of the legislative process at the federal and state levels and suggest ways that early childhood directors can effectively lobby for change. Current state and national legislative issues pertaining to the health, education, and welfare of children will be discussed as well as recent activities of prominent advocacy organizations. A field experience will provide the opportunity to implement a child advocacy action plan. 1-2 semester hours

ECE538 The Early Childhood Administrator: Individual and Organizational Perspectives
This course will examine key issues in adult development and socialization as they relate to the early childhood administrator's professional life and growth. Life-span and life-course literature from the fields of psychology, sociology, and anthropology will provide the theoretical framework. Topics covered will include personal dispositions and temperament, ethics and moral development, role perception and role stress, crisis and transition, autonomy vs. inclusion, and the changing nature of relationships over the life-span. The analysis, application, and integration of these themes will be done through narrative journal reflections, metaphoric analysis, and dialogue. 2 semester hours

ECE540 Grantwriting and Fundraising for Early Childhood Programs
This course will examine grantwriting and fundraising as an integral part of an organization's strategic plan. Participants will develop short-range and long-range fundraising goals as they relate to program mission and philosophy. Topics included will be potential revenue sources and effective fundraising strategies for early childhood programs. Students will learn the components of an effective grant proposal and the reasons why many proposals fail to get funded. Field experiences will provide an opportunity for students will gain proficiency in conducting a fundraising event or writing a grant proposal for their early childhood program. 1-2 semester hours

ECE542 Public Relations and Marketing of Early Childhood Programs
This course introduces the fundamentals of effective marketing, the strategic marketing process, strategic marketing planning, and the components of an organization's marketing program. The importance of promoting and maintaining a positive public image to parents, supporters, and prospective donors will be stressed. Included will be strategies for writing effective promotional literature, handbooks, newsletters, and press releases. Field experiences will provide an opportunity for students to develop a strategic marketing plan for their early childhood center. 1-2 semester hours

ECE544 Early Childhood Environments: Design & Facilities Management
This course focuses on the physical environment of child care centers and how facility design affects the behavior of both children and adults. The principles of environmental psychology will provide the framework for assessing both indoor and outdoor environments. Topics also include health and safety considerations and the importance of implementing effective facility management systems. Field experiences will provide an opportunity for students to evaluate design elements of different facilities. 1-2 semester hours

ECE545 Strategies for Effective Coaching and Mentoring
This course provides structured opportunities to build and refine mentoring and coaching skills. Students will learn the
elements of effective coaching including goal alignment, active listening, asking questions, and giving feedback. The course examines how different communication styles impact interpersonal relationships both on and off the job. Special emphasis is given to issues relating to workplace diversity and their impact on the early childhood leader’s role as mentor and coach. A clinical experience is included. 2 semester hours.

ECE546  Presentation Skills for Early Childhood Leaders
This course provides the essentials tools early childhood leaders need for planning and presenting high-impact workshops and formal presentations. Students will learn how to develop training objectives, sequence ideas, prepare visuals, set up the learning environment, and organize presentation materials. Emphasis will be given to delivering presentations with clarity, poise, and confidence. 2 semester hours.

ECE569  Portfolio Development for Subsequent Certificates
This is the initial course designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in early childhood education. A portfolio documenting knowledge and experiences encompassing the certification standards for the certificate being sought will be created. This course is required for all candidates seeking subsequent certificates through the focused program. 4 semester hours.

ECE 575  Subsequent Certification Practicum
This course is designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in early childhood education. The candidate will be required to complete between 75 and 150 hours in a classroom setting that is represented in the subsequent certificate. The candidate will also meet for seminar with a faculty member in the subsequent certificate area. Enrollment in this class requires advance application and approval. 3-6 semester hours.

ECE580  Early Childhood Education Practicum
This course introduces candidates for early childhood certification to the roles and responsibilities of teachers in grades K through 3. The course combines university and field experiences focusing on active involvement with a cooperating teacher and his or her class. Candidates gain an understanding of environments that encourage learners and of the role of constructivist methods in facilitating learning, and of their own skill in working with individuals and groups in an instructional setting. This course requires 30 hours of supervised classroom work with children in a university-specified setting. 2 semester hours.

ECE582C  Workshop/ECE/Early Childhood Program Evaluation
Evaluation has assumed increased importance in early childhood education as program accountability has become a dominant theme for funding agencies. This course is designed for directors and administrators of early childhood programs who want to become better acquainted with the methodology of evaluating and improving programs through action research. It will provide an overview of the role and purpose of evaluation as well as firsthand field experience in using three instruments to assess program quality. 2 semester hours.

ECE582D  Workshop/ECE/The Administration of School-Age Child Care Programs
This workshop examines the characteristics of quality programming for school-age child care. The advantages and disadvantages of different community models as well as funding and implementation issues relating to the management of school-age child care programs will be addressed. Students will gain field experience assessing the quality of school-age child care programs using one of several program evaluation instruments. This workshop may span more than one quarter. 2 semester hours.

ECE582E  Workshop/ECE/Implementing a Family Responsive Program
This workshop examines the social, economic, and technological factors which impact upon families in contemporary society and the role of child care centers in supporting these families. Topics will include the director’s role in achieving and maintaining quality, the principles of family friendly service, and Total Quality Management as it relates to family responsive policies and practices. Emphasis will be given to developing a mission statement as well as marketing, recruitment, and enrollment literature that promotes a positive family responsive image. Field experiences will assist students in exploring innovative ways to make their centers a part of a community-wide support system for parents. This workshop may span more than one quarter. 2-3 semester hours.

ECE582F  Workshop/ECE/The New Director
This workshop provides an overview of organizational policies and procedures as they relate to the administration of educational programs for young children from birth to eight years of age. It is designed for new directors or assistant directors of early childhood programs. Topics include current licensing standards, laws, and regulations regarding health, safety, and nutrition. Issues pertaining to the use of space and equipment, financial management, and program evaluation will also be covered. Includes opportunities for students to apply key administrative/management concepts to practical experiences in the field. 2-3 semester hours.

ECE582G  Workshop/ECE/Writing and Editing for Effective Communication
This workshop is designed for early childhood program administrators who want to improve their written communication. Participants will learn how to increase the readability, emphasis, and appeal of letters, memos, reports, handbooks, and promotional literature. A review of grammar, APA format, and editing symbols will also be included. 1 semester hour.

ECE582H  Workshop/ECE/The Art of Leadership: A World View
This workshop provides a structured opportunity for participants of
the World Forum in Early Care and Education to meet together to reflect on their connections, experiences, and insights gained from the conference. Topics will include cross-cultural approaches to the delivery of center-based early childhood services, contrasting leadership models, variations in training and staff development, financing of early childhood programs in different countries, and the impact of violence, deprivation, poverty, and AIDS on children living in different parts of the world. 3 semester hours

ECE582 I Workshop/ECE/Administration/Leadership Connections
This workshop provides a structured opportunity for participants of the Leadership Connections Directors’ Conference to reflect on the knowledge, experience, and insight gained from the conference and to achieve specific competencies required for the Illinois Director Credential. Attendees will have the opportunity to attend a policy forum, skill-building clinic, and seminar on focused topics relating to the competency areas addressed in the Illinois Director Credential. During an online discussion group following the conference, participants will share the outcomes of a field project relating to their area of concentration. This workshop may be taken more than once. 2-6 semester hours

ECE582 J Workshop/ECE/The Administration of Infant/Toddler Programs
This workshop examines the characteristics of high-quality care and education for infant and toddler center-based programs. A model for integrating developmental theory with best practices for infants and toddlers will be presented. The unique needs of infant/toddler teachers will be addressed along with administrative supports needed to maintain high-quality programming. This workshop may span more than one quarter. 2 semester hours

ECE584 A Workshop/ECE/Multicultural and Anti-Bias Education
This workshop will assist early childhood educators in assessing and developing multicultural and anti-bias curriculum for their classrooms and programs. The meaning and context for multicultural and anti-bias education will be presented and explored with critical thinking and personal self-reflection utilized as the primary tools of evaluation. Historical, personal, and social implications of multicultural and anti-bias education will be examined. Participants will be encouraged to creatively brainstorm their own personal and professional motivations toward the topic. 1 semester hour

ECE585 R Workshop/ECE/The Reggio Emilia Approach
This workshop covers the fundamentals of the Reggio Emilia approach. Themes include: images of the child; collaboration between teachers, children, parents, and community; and planning using an emergent curriculum. Adaptations inspired by Reggio Emilia will also be covered. 2 semester hours

ECE590 Student Teaching in Early Childhood Education
The student teaching experience provides an opportunity to develop and refine teaching skills with children from birth through eight years of age. Placement is made in consultation with the faculty advisor in accordance with student’s career goals and experience. Supervised experiences must be in approved programs. Students should make arrangements with their faculty advisor for placement two quarters before registering for student teaching credit. Prerequisites: Degree status, completion of methods course work and preclinical hours, and consent of department. 2-5 semester hours

ECE593 Seminar in Early Childhood Education
This course is a culmination of advanced-level course work in early childhood education. It is designed to advance the research, inquiry, writing, and presentation skills of students as they prepare an extensive paper on a topic of their choice and make oral presentations of their findings. Their topic must have relevance to practitioners and leaders in the field of early childhood. In addition, students will discuss the theoretical foundations of practice, current issues, and recent research in the field. 2 semester hours

ECE594 Independent Study/Early Childhood Education
Provides students in degree programs an opportunity to pursue advanced scholarly study in special areas of early childhood education or to investigate practical problems relating to early childhood programs. Must be done under supervision of a full time faculty member. 1-3 semester hours

ECE596 Early Childhood Education/ Primary/Full Day 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 address problems, issues, and concerns of beginning teachers. Successful completion of this experience is based on a variety of competencies, including full responsibility for a classroom for at least 2 weeks. 5 semester hours

ECE597 Early Childhood Education/ Preprimary/Half Day Student Teaching
This course provides a full morning or full afternoon in a preprimary classroom (birth to prekindergarten) for ten weeks. Weekly seminars are conducted for all student teachers and address problems, issues, and concerns of beginning teachers. Successful completion of this experience is based on a variety of competencies, including full responsibility for a classroom for at least 2 weeks. 3 semester hours

EDL-Educational Leadership

EDL501 Educational Finance
The educational finance course is a practice oriented experience which informs the student about the historical perspective of
funding schools and the significant role which the local property tax has played in school funding. The role of state and federal funding along with increasing state and federal control is reviewed. The purposes of general and categorical aid are discussed along with a review of the various categorical aid programs available through the state and federal governments. Issues of equity, adequacy and appropriateness in relation to the roles of local property taxes, as well as federal and state funding are identified. The ability and willingness to pay are reviewed. Students are required to review local and state budget documents, understand current technologies and formulate a school district budget as part of the course requirements. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. 2-3 semester hours

**EDL502 Educational Law and Governance**

The law and governance course presents the legal and legislative bases of public education. The school code, federal and state court decisions, and federal and state legislation are studied and analyzed in this course. Along with general educational legislative issues, specific items such as substance abuse, employee discipline and dismissal procedures, and faculty and students rights are addressed. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. 2-3 semester hours

**EDL504 School and Community Relations**

This course provides students with the knowledge and skills necessary for understanding the interaction between schools and their communities: initiating and maintaining effective communications among school personnel, families, students, and other community members; and developing educational policies and programs which best reflect the community’s needs and desires. Interactive, participatory communications are emphasized to reduce isolation and increase responsiveness between constituency groups and the schools. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. 2-3 semester hours

**EDL506 Collective Negotiations and Personnel Administration**

This course prepares the student to manage differences among individuals and groups in educational settings and to promote and maintain collaborative employer-employee relationships. Particular emphasis is given to the knowledge, strategies and skills needed for interest-based and strategic collective negotiation processes and outcomes, effective contract analysis and administration, and the appropriate involvement of employee organizations and leadership in educational renewal and decision making. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. 2-3 semester hours

**EDL510 Leadership and Organizational Development of Schools**

This course acquaints each student with theories and strategies of leadership affecting administration and organizational development of schools. Specific attention is given to change theory, long range planning, decision-making process, motivational and social systems theories. This course provides students with a solid foundation in the research and practice of effective leadership in schooling. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. 2-3 semester hours

**EDL512 Communication and Technological Skills for School Leaders**

Communication skills play an essential role in leading a school system. Listening, diagnosing, analyzing and responding skills are critical elements of quality leadership behavior. Specific communication strategies are suggested to enhance the effectiveness of the school leader at the organizational and individual levels. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. 2-3 semester hours

**EDL546 Perspectives on and Administration of Educational Policies**

This course focuses on the conceptualization, adoption, implementation, and assessment of educational policies. It involves the analysis of policies in relationship to their suitability for achieving preferred aims of education, particularly through the use of a case study approach. It is attentive to the ways historical, political, legal, social, and institutional contexts shape administrators’ and other policy makers’ ability to initiate, implement, modify, or resist given policies. Special attention is devoted to policy making at the local level. Toward this end, authority relations within school systems are examined, and relationships between the formal mechanisms of school governance and various stakeholders are explored. 3 semester hours

**EDL551 System and Staff Development**

This course focuses on the leadership roles and responsibilities related to personal and professional development of staff within the school organization. The process of change for individuals and organizations is examined. Program planning models are reviewed and evaluated. Each student will apply skills in conducting needs assessments and developing planned change strategies for individuals and organizations. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. 2-3 semester hours

**EDL552 Administration of Curriculum**

This course focuses on the roles and responsibilities of the administrator as an instructional leader and facilitator of the curriculum development process. Curriculum development theory is explored and existing models of curriculum planning are examined. Systemic change is addressed as a need for
curriculum revisions or additions to meet the aspirations of an increasingly diverse and global society. Students will be exposed to a large body of knowledge focused on cognitive development, leadership styles, assessment processes, research data collection and analysis, resource allocation and collaborative decision-making focused on the task of instructional leadership and facilitation. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations.

EDL553 Supervising Instruction
In this course the student operationalizes the assumptions of nondirective and collaborative evaluation processes. The skills needed for effective supervision that result in professional development are developed and intensively practiced, including joint planning, observation and data collection, analysis of teaching and learning, and feedback. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. 2-3 semester hours

EDL554 System and Staff Evaluation
Summative evaluation of and within any system is critical to demonstrate continuous improvement of the system. Various skills and tools are needed to determine growth and informed decision making to improve the quality of evaluation. Understanding systems, educational and instructional, and how to improve them using quality process strategies are demonstrated within this course. Each student is to complete at least 15 hours of clinical internship work outside of class and attend one additional class session to meet clinical expectations. 2-3 semester hours

EDL581 Workshop/Educational Leadership/Leadership Strategies
1-4 semester hours

EDL582 Workshop/Educational Leadership/Supervision and Evaluation
1-4 semester hours

EDL587 Workshop/Educational Leadership/Policy Implementation
1-4 semester hours

EDL588 Workshop/Educational Leadership/Organizational Development
1-4 semester hours

EDL589 Workshop/Educational Leadership/Politics and Law
1-4 semester hours

EDL590A Clinical Internship/Educational Leadership/Early Childhood
EDL590B Clinical Internship/Educational Leadership/Middle School
EDL590C Clinical Internship/Educational Leadership/Secondary
EDL590D Clinical Internship/Educational Leadership/Exceptional Children

The Educational Leadership Clinical Internship is designed to meet the Florida program requirement for individuals whose training and experience allows them to develop professionally through the application of theory and research to administrative practice. Each student will take a total of six hours focused on either Early Childhood, Middle School, Secondary Education or Exceptional Children in conjunction with EDL501; EDL504; EDL510; EDL512; EDL552 and EDL553. Students will work in cooperating public school systems to test and refine the wide range of personal and professional competencies associated with effective leadership in district level administrative positions. Prerequisite: Admission to Educational Leadership Program. 1-4 semester hours

EDL591 Field Study/Educational Leadership
1-4 semester hours

EDL593 Seminar in Educational Leadership
An advanced seminar dealing with current issues in administrating and supervising schools K-12. 2 semester hours

EDL594 Independent Study/Educational Supervision
Provides participants with the opportunity to explore a topic of their own choice related to professional development and growth, educational supervision and educational leadership. (Offered in the Interdisciplinary Studies program only.) 3 semester hours

EDL601 School Financial Management
This course acquaints the student with the operational procedures and structures of public school finance in Illinois. It reviews the social, economic, and political consideration in financing education. The roles of federal, state, and local governmental financial support are also examined. 3 semester hours

EDL602 Leadership and Management Strategies
This course is designed to assist leaders in the management of change and deals with the developing strategies of implementing change. The theories and strategies discussed center on the individual, group, and organization. Each student is made aware that successful organizational change depends on effective diagnosis of subsystems within the organization, the organization’s culture, and environmental forces. Strategies for team building, improving decision making in the system, and changing the culture of the organization are examined as a result of the diagnosis. 3 semester hours
EDL630 Educational Planning and Decision-Making
This course examines planning and decision making at both the policy and operational levels. It emphasizes individual, group, and organizational decision making. This course reviews decision-making theory, social, political and economic influences on planning and decision making, and the P.I.E. (planning, implementing, and evaluating) cycle of decision making. 3 semester hours

EDL604 Administrative Issues for Pluralistic Schools
This course is designed to develop in students an awareness of the pluralistic society in which we live and the impact of pluralism on schools. Students are expected to analyze and/or develop district policies relative to cultural pluralism in the schools. A field experience requires the student to make administrative recommendations to a school district regarding appropriate policies and procedures in a pluralistic setting. 3 semester hours

EDL620 School Policy and Politics
This course focuses on understanding political dimensions involved in building local, state, and national support for education. Policy, process, and political actions at the district level are to be analyzed and assessed. A field application analyzing policy and political systems at the school level is required in the course. 3 semester hours

EDL622 Curriculum Planning, Organization and Evaluation
The purpose of this course is to identify and explore ways of thinking about curriculum planning, organization and evaluation. Those areas will be considered through examination of contemporary curriculum proposals and ideas drawn from those prominent during any cycle of the course. The course will involve a field research project as well as group deliberation regarding whether and how various proposals and ideas might be included in ongoing curriculum plans in a school or district. 3 semester hours

EDL624 Professional Development and School Change
This course focuses on the nature, dimensions, and contexts of professional development in the field of education. Such professional development is examined within a framework of school change and recent history of school reform efforts. The course explores the instructional implications of professional development within this context. 3 semester hours

EDL690 Educational Leadership Internship
The Educational Leadership Doctoral Specialist Internship is designed for selected individuals whose training and experience allows them to develop professionally through the application of theory and research to administrative practice. Interns will be placed in cooperating public school systems to test and refine the wide range of personal and professional competencies associated with effective leadership in district level administrative positions. The intern will engage in administrative activities directly related to district level functions such as finance, operations, personnel, and curriculum and instruction. Each student in the Educational Leadership Program is required to register for a total of 6 semester hours. 1-4 semester hours, variable credit per quarter.

EDL693 Educational Leadership Seminar
The Educational Leadership Doctoral Specialist intern seminar provides an opportunity for administrative interns to integrate practical experience with theoretical models addressed in the program course work. Students meet with the seminar professor to review the activities in which the interns are involved, share experiences, and products, discuss the degree of success achieved, analyze administrative styles of cooperating administrators, analyze interpersonal relationships and integrate these with the theoretical modes, processes and skills. Each student in the Educational Leadership Program is required to register for a total of 3 semester hours. 1-3 semester hours, variable credit per quarter.

ELE-Elementary Education

ELE200 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 practicum 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 EPS301). Prerequisites: none. 2 quarter hours

ELE220 Methods of Arts Education/Drama
Methods in Arts Education/Drama is designed to introduce students to drama as a mode of teaching. Students are introduced to dominant trends, strategies and forces in the area of creative drama. The course culminates in students researching, designing and leading a curriculum-related drama lesson for use in the elementary classroom. Prerequisites: none. 2 quarter hours

ELE222 Methods of Arts Education/Art
This course focuses on theory, curriculum and methods of instruction in art and on approaches to relating art to other areas of the curriculum. Prerequisites: LAU110 2 quarter hours

ELE224 Methods of Arts Education/Music
This course focuses on an integrated approach to methodology, curriculum development and resources for the elementary school music program, combined with a study of the basic elements of music and their practical applications to the teaching of music by the classroom teacher. Prerequisite: LAU110 2 quarter hours
ELE315 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 quarter hours required for certification. Prerequisite: none. 3-5 quarter hours.

ELE345 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

ELE347 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

ELE444 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 of C or better) of RLL480A, MHE480A, SCE480A, CIS480A 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

ELE540 Elementary Methods Across the Curriculum
This course will address pedagogy and recent developments in theory, curriculum, methods, materials, and instructional issues related to teaching and learning of science, mathematics, and social studies in the elementary classroom. It is designed to develop beginning knowledge, skills and dispositions that will
ELE545  Methods of Teaching Arts Education
This course provides M.A.T. program candidates with 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: Admission to the M.A.T. Program in Elementary Education.  

ELE547  Methods of Teaching Health and Physical Education
This course provides elementary education M.A.T. program candidates with 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. The course will orient the interrelationships and connections between health and physical education. Prerequisites: Admission to the M.A.T. Program in Elementary Education.  

ELE569  Portfolio Development for Subsequent Certificates
This is the initial course designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in elementary education. A portfolio documenting knowledge and experiences encompassing the certification standards for the certificate being sought will be created. This course is required for all candidates seeking subsequent certificates through the focused program.  

ELE575  Subsequent Certification Practicum
This course is designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in elementary education. The candidate will be required to complete between 75 and 150 hours in a classroom setting that is represented in the subsequent certificate. The candidate will also meet for seminar with a faculty member in the subsequent certificate area. Enrollment in this class requires advance application and approval.  

ELE580  Elementary Education: Practicum I
This course introduces elementary education teacher candidates to the roles and responsibilities of teachers in grades K-8. The course combines university and field experiences focusing on active involvement with a cooperating teacher and his/her class. The course orients candidates to the profession through study and application of instruction to support the learning of individuals and groups. Candidates gain an initial understanding of environments that encourage learners and collegial relationships in the school. The course is to be taken early in the program. The course is a prerequisite for ELE581 Elementary Education: Practicum II.  

ELE581  Elementary Education: Practicum II
This course continues the professional development of elementary education teacher candidates concerning the roles and responsibilities of teachers in grades K-8. The course combines university and field experiences focusing on active involvement with a cooperating teacher and his/her class. The course advances candidate’s engagement in the profession through study and application of instruction to support the learning of individuals and groups. Candidates advance their understanding of environments that encourage learners and collegial relationships in the school. The course is a prerequisite for ELE590 Student Teaching. All placements are made by the University. Prerequisites: Admission to the M.A.T. program, EPS500B*, EPS510*, FND504, SPE300, ELE580 and any two methods courses.  

ELE583  Workshop/Elementary Education/Contemporary Issues
1-4 semester hours  

ELE583A  Workshop/Elementary Education/Beginning Teachers
This course is designed for beginning teachers, those in their first three years of teaching, aimed at providing support and assistance during this crucial time in the development of a teaching career. It is also intended to encourage continued professional growth. The class meets for the entire year; it begins Fall Quarter only and continues through Spring Quarter. (Cannot apply toward an M.A.T. degree.) Prerequisites: standard teaching certificate, current teaching position.  

ELE585  Workshop/Elementary Education/Instructional Practices
1-4 semester hours  

ELE587  Resident Teacher Practicum In Elementary Education
Resident Teacher Practicum is a course of directed observation and participation in an elementary school setting aimed at providing a variety of in-depth education experiences prior to student teaching. The course integrates field-based experiences with on-site seminars for pre-service teacher candidates who are working full-time as teacher assistants in K-6 classrooms. During the course, students (residents) complete 30 observation hours at another school site. They also complete an additional 40 hours in a classroom in their school at a different grade level than their own work assignment. Prerequisites: Acceptance in the M.A.T. Elementary Education Program. Acceptance in a full-time resident program as a teacher assistant.  

ELE588  Methods of Teaching Health and Physical Education
This course continues the professional development of elementary education teacher candidates concerning the roles and responsibilities of teachers in grades K-8. The course combines university and field experiences focusing on active involvement with a cooperating teacher and his/her class. The course orients candidates to the profession through study and application of instruction to support the learning of individuals and groups. Candidates gain an initial understanding of environments that encourage learners and collegial relationships in the school. The course is to be taken early in the program. The course is a prerequisite for ELE581 Elementary Education: Practicum II.
ELE590  Student Teaching
This course concludes the pre-service professional development of elementary education teacher candidates concerning the roles and responsibilities of teachers in grades K-8. The course combines university and field experiences focusing on active involvement with a cooperating teacher and his/her class. The course advances candidate engagement in the profession through study and application of instruction to support the learning of individuals and groups. Candidates advance their understanding of environments that encourage learners and collegial relationships in the school. All placements are made by the University. Prerequisites: Admission to the M.A.T. program, completion of all professional education requirements, four or fewer general education requirements to be completed. 6 semester hours

ELE591  Extended Student Teaching
This course is designed for students in the Elementary Education M.A.T. Program in Wisconsin to be taken in conjunction with ELE 590. This course helps students meet the required weeks of student teaching for the State of Wisconsin. Prerequisites: Admission to the M.A.T. Program in Elementary Education in Wisconsin and ELE 590. 3 semester hours.

ELE592  Elementary Education Alternative Certification: Internship
This seminar is required for alternatively certified teachers currently teaching in Chicago Public Schools as a part of the National-Louis University, Teach For America, Chicago Public Schools Partnership. The seminar provides the student-practitioners an opportunity to describe and reflect upon their knowledge, skills and dispositions for teaching; to evaluate and integrate theory and practice; to examine implications of practice for themselves, students and community. Also, each student-practitioner is mentored in the classroom by an experienced, certified teacher and a university supervisor. Students enroll in seminar for the three consecutive terms to total 6 semester hours during their first year of teaching. Prerequisites: The student-practitioner must be working as an alternatively certified elementary school teacher through the National-Louis University, Teach For America, Chicago Public Schools partnership. 1-6 semester hours.

ELE593  Seminar in Elementary Education for the ARC Program
The seminar provides ESL/Bilingual non-certified teachers, who are currently teaching in elementary schools and seeking the Elementary Education certification (Type 03) and ESL/Bilingual approvals, with an opportunity to describe and reflect upon their knowledge, skills, and dispositions for teaching and learning; to evaluate and integrate theory and practice; and to examine implications of practice for themselves, their students, and their community. Also, each student-practitioner is mentored in the classroom by an experienced, certified teacher and a university supervisor. Seminar is taken for two semester hours per quarter for three consecutive quarters during which the student-practitioners are teaching. Prerequisites: The student must be working as an elementary school teacher under a Type 29 certificate. 6 semester hours

ELE594  Independent Study/Elementary Education
I-4 semester hours

ELE595  Selected Topics/Elementary Education
I-4 semester hours

ELE 597  Resident Student Teaching in Elementary Education
The key purpose of full-time, university supervised student teaching is to enable pre-service teachers to make the transition into the profession of teaching. Beyond time spent in a classroom with students, teacher candidates build relationships with colleagues, administrators, and parents as well as focus on their own individual development. A monthly student teaching seminar is an integral part of the student teaching experience. The purpose of the seminar is to provide teacher candidates with a framework of support, reflection and instruction as they meet the responsibilities of student teaching and fulfill the NCE Elementary Education Program requirements for this course. Prerequisites: Successful completion of ELE 587 Resident Teacher Practicum in Elementary Education. Pass the Illinois Elementary Education State content test (03), or its equivalent (for out of state students). 6 semester hours.

EPD-Educational Psychology, Doctorate

EPD647  Advanced Human Development
This course is designed to enhance doctoral students and advanced school psychology students understanding of current developmental theories and research and the implications of these to psychological and educational practice. The course focuses on selected key theories and research related to the interaction of biological, cognitive, social, educational, familial and cultural factors influencing development during infancy, early childhood, middle childhood, adolescence and adulthood. Students explore an area or topic of their choice in depth through selected readings, class discussions, oral presentation, and integrative paper. 3 semester hours

EPD648  Human Development: Adulthood
Through this course students explore theory and research in human development from early adulthood through all adult years. An emphasis is placed upon the examination of sequences of life tasks inherent in a pluralistic society. Topics may include: history and research; biological, physical, and health issues; theories of adult development; cognitive functioning; social relationships; marriage; parenthood; and occupations and careers. Prerequisites: EPS500 or equivalent. 3 semester hours

EPD649  Human Development: Adolescence
Through this course students explore current research on the emotional, physical, social, and intellectual development of adolescents in pluralistic societies. Students are encouraged to critically examine literature on developmental challenges to youth at middle school and secondary school levels such as
establishing an integrated identity, sex-role identification, peer group involvement, family relationships, values orientation, achievement motivation and career-vocational planning. Prerequisites: EPS500 or equivalent. 3 semester hours

EPD650  Human Development: Infancy and Early Childhood
The course involves an in-depth study of selected current topics in the areas of biological, cognitive, emotional, and social development in the early years of life. The latest trends in quantitative and qualitative research will be explored and the implications for educational intervention will also be considered. An emphasis will be placed on the development of children within the context of their family and diverse cultural communities. Prerequisites: EPS500 or equivalent. 3 semester hours

EPD651  Applied Clinical Neuropsychology
Designed to review neuropsychological theory and function with particular emphasis on higher cortical processes. Attention will be given to a wide range of formal and informal nondiscriminatory assessment tools and their relationship to school-related problems. The neuropsychology of reading, language, and learning disabilities will also be discussed. Prerequisite: EPS503, or consent of instructor. 2 semester hours

EPD652  Advanced Clinical Neuropsychology
Designed to review neuropsychological theory and function as it relates to Luria’s model. Emphasis will be placed on the administration, scoring, interpretation, and clinical utility of the Luria Neuropsychological Battery and its screener. Issues of assessment bias will be addressed. Prerequisites: EP503, EPS500, or consent of instructor. 2 semester hours

EPD653  Personality Assessment II: Uses of the Rorschach Test
Students will gain supervised experience in administering, scoring, and interpreting the Rorschach test. Theoretical, developmental, and multicultural issues applied to personality assessment are covered. Rorschach data will be integrated with other types of test data in report writing. Prerequisites: EPS517 and EPS531, or consent of instructor. 3 semester hours

EPD655  Child and Adolescent Psychopathology
This course covers psychopathology in children and adolescents. It includes current knowledge and issues about etiology, symptomatology, classification, and intervention from a variety of theoretical perspectives. Multicultural aspects of disorders are addressed. Prerequisites: EPS507 or equivalent, or consent of instructor. 3 semester hours

EPD656  Communication and Personality Change
This course is an introduction to Neurolinguistic Programming. Neurolinguistic Programming is based on principles derived from neuropsychology, psycholinguistics, communication theory, and computer theory. It elicits strategies of information processing and facilitates rapport, information gathering, and learning more effective communications skills and change techniques. Prerequisite: Consent of instructor. 3 semester hours

EPD657  Psychopharmacology for School Personnel
Designed to review the most current models of the biochemical, pharmacological, and medical insights relevant to usage of the most widely used prescription drugs that school personnel encounter and should understand. This course will place emphasis on the critical review of literature, related use of drugs as well as their side effects, and alternative natural forms of therapy. It is not intended to be a medical course. Ethical issues relevant to school personnel will be emphasized. Prerequisites: EPS503, EPD651, EPD652, or consent of instructor. 2 semester hours

EPD658  Brief Therapy and Interventions in Educational Settings
In this course students examine forms of brief therapeutic interventions which can be applied in educational settings. Students explore theories, research, and applications of short-term therapeutic methodologies. Topics include different cognitive therapies, neurolinguistic programming, and solution-focused therapy. Students apply these therapies for interventions with students, teachers, and families within educational systems. Prerequisites: admitted school psychology student, EPS520, EPS522, E.F., or consent of instructor. 3 semester hours

Educational Psychology Doctoral Courses

EPD662A  Doctoral Seminar I: History and Systems of Psychology
This seminar focuses on the evolution of psychology as a field of study. Students read both foundational and contemporary theory and research to understand the historical progression of major schools of thought in psychology. Students examine the interrelationship between theory and research as it relates to human growth and development and those practices that promote healthful human functioning. This seminar is first in a sequence of seminars for Educational Psychology doctoral students, and is open to other students with advanced standing. 2 semester hours

EPD662B  Doctoral Seminar I: Views of Self and Self Development
This doctoral seminar focuses on healthy human functioning, development, and learning through theory and research on the self. Students read, discuss, and critically reflect upon foundational literature and contemporary theory and research on the topic. An emphasis is placed on developmental and contextual processes promoting healthy individual functioning and the prevention of mental health problems. This seminar is required for Educational Psychology doctoral students, and is open to other students with advanced standing. 2 semester hours

EPD662C  Doctoral Seminar I: Views of Relationships and Relational Development
The purpose of this doctoral seminar is to provide students with a forum for studying relationships and the role of relationships
in human development and learning. Students critically examine theory and research on different types of relationships in order to understand the significance of a relational frame for conceptualizing individual needs and educational practices and problems. An emphasis is placed on relational issues to schooling and mental health. This seminar is required for Educational Psychology doctoral students, and is open to others with advanced standing. 2 semester hours

EPD662D Doctoral Seminar I: Views of Community and Community Development
The doctoral seminar focuses on healthy human functioning, development, and learning using a contextual systems framework. An emphasis is placed upon culture and community as a context for individual development and adaptation. Students read, discuss, and critically reflect upon contemporary literature on developmental systems theory and cultural psychology. This seminar is required for Educational Psychology doctoral students, and is open to other students with advanced standing. 2 semester hours

EPD663A Doctoral Seminar II: Prevention Models and Community Development
The doctoral seminar focuses on community-based programs and practices for promoting healthy adaptation, learning, and development. Students investigate psychological and educational practice models promoting resiliency and healthy development in individuals, families, and community. Students also explore models of early intervention and risk reduction. This seminar must be taken in conjunction with the Educational Psychology Advanced Practicum (EPD664). This seminar is required for School Psychology doctoral students and is open to other students with advanced standing. 1 semester hour

EPD663B Doctoral Seminar II: Prevention Models and Relational Development
This doctoral seminar focuses on psychological and educational practices for promoting healthy relationships among children, youth, educators and parents. Students explore a variety of intervention and prevention approaches for helping individuals understand and manage the challenges of initiating and maintaining relationships. An emphasis is placed on preventive interventions designed to promote a pro-social orientation among children and youth in educational settings. This seminar must be taken in conjunction with the Educational Psychology Advanced Practicum (EPD664). This seminar is required for School Psychology doctoral students and open to other students with advanced standing. 1 semester hour

EPD663C Doctoral Seminar II: Prevention Models and Individual Development
This doctoral seminar focuses on psychological and educational practices designed to promote healthy adaptation and coping in individuals. Students explore a variety of intervention and prevention approaches within educational contexts. An emphasis is placed on preventive interventions that use a developmental/systems framework and that promote resiliency and a pro-social orientation for children and youth at risk. This seminar must be taken in conjunction with the Educational Psychology Advanced Practicum (EPD664). This seminar is required for School Psychology doctoral students and is open to other students with advanced standing. 1 semester hour

EPD664 Advanced Practicum in Educational Psychology
This practicum offers students an opportunity to gain experience in the schools with prevention services. Students spend one half day per week in the field to develop and implement programs that promote healthy development and learning. This practicum is intended for doctoral students with advanced standing. Students enroll for one semester hour over three consecutive quarters. This practicum must be taken in conjunction with the Educational Psychology Doctoral Seminar II (EPD663A, B, C) (Students register for 1sh per quarter) 1-3 semester hours

EPD665 School Psychology Supervision Practicum
This practicum is intended for advanced school psychology doctoral students and certified school psychologists interested in gaining knowledge and skills in the supervision of beginning school psychology students. Participants mentor practicum and intern school psychology students as they gain experience in their field sites and the university clinic. (Students register for 1sh per quarter) 1-3 semester hours

EPD690A Internship in Educational Psychology
Prerequisite: Consent of instructor. 1-6 semester hours

EPD694 Independent Study in Educational Psychology
1-3 semester hours

EPD695 Selected Topics in Educational Psychology
1-3 semester hours

EPS-Educational Psychology

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

EPS500A Human Development with a Focus on Early Childhood
This course introduces development from birth through adolescence, with a special focus on early childhood development
Human Development with a Focus on Elementary and Middle Childhood

This course introduces human development from birth to adolescence with a special focus on development during ages 5 through 11. Emphasis is placed on the physical, intellectual, emotional/social, and cultural development of the child and the implications on living and learning. A study of learning issues commonly identified during this period will be discussed, as well as issues concerning social-emotional well-being and health issues of middle childhood. Students will also critically examine, explore, and discuss changes in the social roles of youth, including peer and family relations and school influences on learning and development. An observational component will be required of all students. Please note that only one version of EPS500 may be counted toward a degree. 

2 semester hours

Human Development with a Focus on Young Adolescence (10-14)

This course introduces human development with a special focus on young adolescent development from 10-14 years old. Students examine and develop an appreciation of the unique needs of development during this growth. Emphasis is placed on the physical, intellectual, emotional/social, spiritual, and cultural development of the young adolescent and the implications on living and learning. An in-depth study of young adolescent health issues is also an essential part of this course. Students critically examine, explore, and discuss changes adolescents experience that might involve them in risky behaviors, possibly jeopardizing their current health status, but also possible life-long health status. Students learn the value of developing collaborative relationships with community health resources. Please note that only one version of EPS500 may be counted toward a degree.

3 semester hours

Human Development with a Focus on Adolescence

This course introduces human development with a special focus on adolescent development from 11-18. Students examine and develop an appreciation of the unique developmental needs of adolescents as nested within the broader framework of human development. Emphasis is placed on the implications of physical (including adolescent health issues), cognitive, emotional/social, spiritual, and cultural development of the adolescent for living and learning. Students critically examine, explore, and discuss developmental changes adolescents experience that might lead them to become involved in risky behaviors, possibly jeopardizing them both in the present and the future. Students learn the value of developing collaborative relationships with community resources to provide comprehensive services for adolescents. Please note that only one version of EPS500 may be counted toward a degree.

2 semester hours

Contemporary Survey of Child Development

Explores current research and major theoretical positions in child development. Course content includes the study of children’s cognitive, social, emotional, physical, language, moral, and perceptual development with special emphasis place on understanding the integration of these developmental processes in normal and exceptional child development. Includes field observations. Students learn to critique child development research and use the resources of the library and different computerized databases to write a review of the literature on a selected topic. Please note that only one version of EPS500 may be counted toward a degree.

[This course is available only in the Early Childhood Leadership and Advocacy Program] 3 semester hours

Neuropsychology of Behavior and Learning

This course helps students develop an understanding of the basic structures, functions, and physiology of the central nervous system thought to underlie behavior and learning. The overall goal is to help students gain a better understanding of brain mechanisms and related physiological systems which mediate developmental, adaptive, and dysfunctional behavior.

2 semester hours

Abnormal Psychology

This course discusses psychopathology and abnormal modes of human functioning throughout the lifespan. Psychopathology will be examined from an integrated cultural, genetic, neurophysiological, psychogenetic, and social perspective. Etiology, symptomatology, and therapeutic interventions related to various psychopathologies will be examined critically. The use of DSM-IV for diagnosis and understanding of psychopathology will be discussed. Prerequisites: EPS500 or EPS510 or equivalent.

3 semester hours

Foundational Studies II: Diverse Experiences of Learning and Schooling

This course is the second in a three-part alternative core of courses that is offered in select cluster groups. This course, along with FND506 and ESR509 must be taken in sequence and no substitution is allowed. In these courses students explore educational issues from historical, social, psychological, and philosophical perspectives through this integrated interdisciplinary forum. A problem-based inquiry approach enables students to link theory and practice at multiple levels, including that of the individual, the classroom, the school
community, and the larger society. Students use the literature from educational psychology and educational foundations to actively examine educational issues and to critique their own assumptions about human learning and development and a proper educational experience. Through interpretive and empirical inquiry, students further expand their understanding of these issues as well as their understanding of educational research processes.

Drawing from the foundational framework developed in Term I, students in EPS508 explore issues of diversity and education. Students critically examine the dynamic interactions between society, community, family, classroom, and the individual as they relate to processes of schooling, learning and human development. 2 semester hours

EPS510  Theories of Teaching & Learning
This course explores theories and current research in educational psychology as they relate to questions of teaching and learning. As they examine and discuss literature in the field, students also have an opportunity to reflect upon their own experiences and assumptions regarding teaching/learning. Questions of assessment, diversity, classroom management, and motivation will also be explored. Students will critically analyze theoretical constructs and apply them to simulated educational situations and field experiences. 2 semester hours

EPS517  Theory and Research in Social Psychology and Personality
The purpose of this course is to provide students with a foundation in personality and social psychology. Students review major principles and research regarding the individual in a culturally diverse society. Broad topic areas include personality theory, social interaction and communication, group process, and community relations. Students also explore applications of this work to current issues in education.
Prerequisites: EPS500 or equivalent. 3 semester hours

EPS520  Theories and Practices of Guidance and Counseling
This course provides graduate students with an understanding of the role of guidance and counseling in a variety of public and private settings. An in-depth presentation of different therapeutic strategies will be explored in order to provide the student with an opportunity to understand which treatment approaches are most appropriate given the individual and family problems which are frequently presented in counseling and/or therapeutic relationships. Students will have an opportunity to practice these strategies within the context of the class. Emphasis will be placed on how the psychologist working in the schools can integrate counseling techniques to facilitate therapeutic change. The application of counseling approaches to culturally diverse populations will also be explored. 3 semester hours

EPS521  Theories and Applications of Group Dynamics in Educational Settings
This course provides students with the opportunity to examine and apply theories of group dynamics as they affect children and adults in diverse educational and therapeutic settings. Students will be encouraged to reflect on their own group experiences and will be required to analyze and communicate how group dynamics affect the functioning of individuals and groups as a whole within various cultural contexts.
Prerequisites: graduate student standing, EPS500 or equivalent, or consent of instructor. 3 semester hours

EPS523  Short-Term Family Therapy
In this course students examine general systems theory as applied to short-term family intervention strategies. Students critically evaluate current research and theories on which various forms of therapy are based. Short-term models of therapeutic interventions applicable for educational settings will be examined.
Prerequisites: admitted school psychology student, EPS520, EPS562D,E,F, or consent of instructor. 3 semester hours

EPS524  Guidance Skills for the Middle School Teacher
Helps teachers develop practical, basic counseling skills that can be used within their own classrooms. Basic contents include: decision-making strategies, group dynamics and leadership theories, specific guidance techniques, and related literature, values clarification procedures, program design, diagnosis of individual needs, problem-solving techniques, self and peer evaluations, classroom climate development, guidance principles, and review of literature related to middle school students. Teachers in this course are asked to implement the skills in their classrooms and analyze the results. 2 semester hours

EPS526  Organizational Theory, Group Dynamics, and Leadership Applications
An analysis of social interaction in groups. Using Systems Theory as an integrating paradigm, this course is designed to deepen the student’s awareness of how s/he affects and is affected by others in different group situations. Personal assessment is continuous throughout the course as students examine different ways of working effectively in groups as both leader and group member. Includes an analysis of leadership style and principles of organizational climate as they relate to the organizational context of early childhood education. Provides opportunities for students to apply the concepts of group dynamics and models of leadership in their respective educational settings. (This course is also offered in the Early Childhood Leadership and Advocacy Program, EPS526F.) 3 semester hours

EPS527  Group Theory and Classroom Applications
Students explore ways of working effectively in groups as a member and facilitator. Building on theoretical bases of social psychology and group dynamics, participants examine the functioning of groups in classrooms, schools and their own M.Ed. groups. A purpose is to deepen students’ self-awareness, how they effect and are effected by others in group situations, and how member and leader roles interconnect. 3 semester hours
EPS528 Human Development and Learning
Encourages participants to bring a critical perspective to the study of major theories of human development and learning with particular attention paid to how such theories help teachers understand the contemporary issues and problems facing their students. Teachers will use field experiences and classroom application to sharpen their critical understanding of the place of such theories in their professional work. 3 semester hours

EPS529 Human Development and Learning II: Contemporary Issues
An analysis of contemporary issues and concepts in human development and learning. Students will conduct a project that investigates the impact of these issues and concepts on classrooms, schools, and community. (Offered in the Interdisciplinary Studies program only). 3 semester hours

EPS530 Diagnostic Testing/Individual Educational Assessment
This is an introductory course in the theories of psychological and educational assessment. Students critically examine the psychometric properties of a variety of assessment practices and procedures. Particular emphasis is placed on discussion of issues such as: bias in assessment, cultural and ethnic differences in test use and interpretation, ethical practices, reliability, validity, and test norms. Additional topics include: trends in assessment, such as portfolio and curriculum-based assessment; teacher-made tests; and classification of tests by purpose and by data collection means. Prerequisites: graduate student standing or consent of instructor. 3 semester hours

EPS531 Assessment of Personality I
This course is an introduction to personality assessment where students learn personality assessment practices used in school settings. These include projective tests, rating scales, and checklists. Students learn to write reports incorporating assessment data. Issues of diversity and bias in assessment will be explored. Prerequisites: admitted school psychology student, EPS517, EPS530, or consent of instructor. 3 semester hours

EPS532 Assessment of Cognitive Abilities
This course examines diverse models and methods of assessing cognitive abilities. Students practice and develop skills in the administration and scoring of the better developed and most commonly used cognitive ability measures. Non-discriminatory use and interpretation of intelligence measures, report writing, and the integration of information from multiple sources will be emphasized. Applications for special populations will be explored. Prerequisites: admitted school psychology student and EPS530, or consent of instructor. 1-3 semester hours

EPS535 Assessment of Infants and Preschool Children/School Psychology
This course is designed to explore a wide variety of developmental and psychoeducational assessment procedures and techniques for use with infants and preschool children. This course prepares school psychologists to conduct developmental assessments through the use of a variety of observational techniques, evaluation of play and the administration of cognitive ability measures. Instruments and techniques for evaluation of social, emotional, adaptive behavior, fine and gross motor and speech and language development will also be explored. Non-discriminatory use and interpretation of cognitive measures, the integration of information from multiple sources and report writing will be emphasized. Prerequisites: admitted school psychology student, EPS530 or consent of instructor. 3 semester hours

EPS536 Diagnostic Evaluation of the Preschool Child/Early Childhood Education
The purpose of this course is to provide deeper insight into the growth patterns of the preschool child and the types of diagnostic tests that will enable the student to determine a child's maturity level, stage of development, and possible impairment. Contemporary methods of child study that focus on all aspects of the developing child will be discussed. Non-discriminatory use of standardized tests, rating scales, screening batteries, and diagnostic play techniques will be reviewed. Prerequisite: EPS500. 2 semester hours

EPS537 Psychological Assessment of Students from Diverse Cultures and Language Backgrounds
This course is designed to address the issues and procedures related to assessment of diverse populations, particularly bilingual students. The impact of language and culture, as well as the legal aspects of assessing limited English proficient (LEP) children will be investigated. This course is designed to meet the partial requirements of the state of Illinois for certification as a bilingual psychologist. Prerequisites: EPS530, EPS532, or consent of instructor. 3 semester hours

EPS538 Family Assessment and Intervention
This course includes an assessment of family’s strengths, difficulties, and needs which relate to the child’s development beginning in infancy. Topics include assessment techniques, interventions, and projected outcomes. Issues of diversity and bias in assessment and intervention will be explored. Prerequisites: EPS500 or equivalent. 3 semester hours

EPS539 Cognitive-Behavioral Intervention in Schools
The purpose of this course is to enhance student understanding of cognitive-behavioral change programs for children and adolescents. Students review psychological theory on the connection between culture, cognition, and action as it relates to child behavior in the classroom. Students also apply this information to critique and develop culturally responsive intervention programs to support child or adolescent learning. Prerequisites: EPS500, EPS541, or their equivalents. Students in school psychology certification program must take this course concurrently with EPS562C. 2 semester hours

EPS540 Introductory Seminar in School Psychology
The purpose of the School Psychology seminar is to involve students in the examination of the field of School Psychology from historical, cultural, and contextual perspectives. The emergence of School Psychology from within the broader field
of professional psychology is examined. An exploration of multicultural issues in the practice of School Psychology occurs from both historical and contemporary perspectives. The seminar also introduces students to the ethical and professional issues in assessment, research and practice, and to roles and functions of the School Psychologist. Prerequisite: admitted school psychology student. Must be taken concurrently with EPS562A. 2 semester hours

EPS541 Cognition andInstruction
This course is designed to provide students with an in-depth look at cognition as it relates to schooling in a diverse society. Different theoretical viewpoints regarding cognition and cognitive development are examined as well as empirical research. Critical discussion focuses on the relation of theory and research to instructional and assessment practices and to interdisciplinary efforts to create optimal contexts for all children's cognitive growth. Students in School Psychology Certification Program must take this course concurrently with EPS562B. 2 semester hours

EPS542 Observational Techniques forTeachers
The purpose of this course is to explore a wide variety of observational techniques available for use to teachers of diverse classrooms. Through the discussion and practical experience in the field students will examine different methods of data collection in relation to stated goals and objectives. The data will be analyzed reflectively for potential applications which are grounded in theories of child development. Ways of communicating the outcomes effectively to a variety of audiences will also be addressed. Prerequisites: a course in Child Development. 2 semester hours

EPS561 Theory and Practice of School-BasedConsultation
This course is designed to examine psychological consultation models from several theoretical and applied perspectives. Students examine consultee- and program-centered consultation models from both the behavioral/ecological and the mental health perspectives. Students explore the delivery of school psychological services within a consultation framework as a means of promoting adaptive cognitive and psycho-social functioning of children and adolescent and preventing or remediating learning and adjustment problems. Issues of cultural diversity in the delivery of consultation services are examined and discussed. Prerequisites: admitted school psychology student, EPS520, or consent of instructor. This course must be taken concurrently with EPS562B. 2-3 semester hours

EPS562A, EPS562B, EPS562C
Practicum in School Psychology I:Reflective Observation of School Practices
This practicum series provides a variety of structured observational experiences in cooperating schools for school psychology students. Over a three quarter period, students observe and interview various school professionals concerning their roles and practices, observe a variety of classroom practices, interview teachers regarding their goals for various activities, and reflect upon and analyze in-depth a sample of these practices. An emphasis is placed upon understanding appropriate practices in culturally diverse contexts. Individual and group supervision is provided by NLU faculty and approved field-based supervisors. Prerequisites: admitted school psychology student. EPS562A must be taken concurrently with EPS540; EPS562B must be taken concurrently with EPS541; EPS562C must be taken concurrently with EPS539. 1 semester hour each

EPS562D, EPS562E, EPS562F
Practicum in School Psychology II:Integrating Psychological Services
This practicum series is designed for students seeking state certification in school psychology. It provides a variety of clinical experiences consistent with the role of practicing school psychologists and with an emphasis on promoting an understanding and a responsiveness to human diversity. Over a three quarter period, students will engage in classroom observations, clinical interviews, consultation, diagnostic assessment of children experiencing learning difficulties, and individual and group counseling interventions with children. These experiences occur in the University’s Center for Learning and/or cooperating school districts. Individual and group supervision is provided by NLU faculty and approved field-based supervisors. Prerequisites: admitted school psychology student, EPS520, EPS530, EPS531, EPS532, EPS540, or consent of instructor. EPS562E must be taken with EPS561. 2 semester hours each

EPS581 Workshop/Educational Psychology/Humanistic Education
1-4 semester hours

EPS582 Workshop/Educational Psychology/Human Development
1-4 semester hours

EPS586 Workshop/Educational Psychology/Assessment
1-4 semester hours

EPS587 Workshop/Educational Psychology/Behavior Management
1-4 semester hours

EPS588 Workshop/Educational Psychology/Therapy with Children
1-4 semester hours

EPS590 Internship in School Psychology
1-6 semester hours

EPS593 Legal and Professional Issues in School Psychology
This is the second in a two professional School Psychology
courses (the first is EPS540) designed to critically examine historical, current, and emerging models of school psychological practices and legal issues. Students examine in-depth the following issues: ethical principles and codes of conduct guiding school psychological practices; legal history and mandates related to assessment, diagnosis, and intervention; and examination of multiculturalism and bias in assessment and other school related practices. Prerequisites: EPS540, last year in the School Psychology certification program prior to the internship. 2 semester hours

EPS594 Independent Study in Educational Psychology 1-4 semester hours

EPS595 Selected Topics in Educational Psychology 1-3 semester hours

EPS599 Thesis in Educational Psychology 1-4 semester hours

ESR-Educational Statistics and Research

ESR503 Research Design Analysis
Brings together principles of research design and statistical procedures for the interpretation of education data and planning of educational studies. The course has two major objectives: learning intermediate level statistics, and writing the first draft of the thesis proposal. Students are strongly encouraged to discuss with their advisor a possible topic for their thesis before taking the course. This course should be taken as soon as possible after ESR507. 2 semester hours

ESR505 Educational Inquiry and Assessment (for M.Ed. students)
Students explore research paradigms and methodologies by studying their own educational settings and contexts. Students investigate topics that are of interest to them and learn how to retrieve, critique, and summarize published research. They produce and evaluate their own data to understand their classrooms and their students’ achievement, behaviors, and attitudes. Working collaboratively and independently on small projects and assignments, students learn different approaches to data collection and evaluation, considering issues of credibility, reliability, and validity. This course is taken in lieu of ESR506 and ESR507. Students who have taken ESR506 and ESR507 may not receive degree credit for ESR505. 3 semester hours

ESR506 Graduate Research: Interpretive/Critical
Students explore the distinctions and relationships within and between the interpretive and critical paradigms. Various data collection methods such as observation, interview, document, analysis, and narrative examination are introduced and practiced in order to gain insight into the educational setting. Students plan, conduct, and present a research project. Students are expected to attend a library session prior to or during the first three weeks of this course to learn how to use the library resources. 2 semester hours

ESR507 Graduate Research: Empirical/Quantitative
Students acquire skills that enable them to conduct research in their own classrooms or educational settings and to extend their ability to critique research studies using quantitative measures. The course includes a discussion of the empirical/quantitative paradigm and its advantages and limitations. The course focuses on the use of quantitative methods that may be used by educators conducting research and reflecting on educational practice. Students plan and carry out a small-scale research study in their own area of interest using Windows-based computer software to analyze data by generating appropriate descriptive and inferential statistics. Topics related to assessment, such as norms, reliability, and validity, will also be introduced. Prerequisite ESR506. 2 semester hours

ESR508 Research for School Leaders
Students explore the distinctions and relationships between research paradigms used to facilitate school change. Various data collection methods specific to the paradigms are introduced and practiced in order to gain insight into their application for leaders in educational settings. Topics related to assessment and technology-based strategies are introduced to support and facilitate the use of research and research-based decision-making in these settings. Students work collaboratively to plan, conduct and present research projects representing each paradigm. The research projects are school-based, done in conjunction with their required internship component, and are consistent with guidelines suggested by the Educational Leadership Constituent Consortium. 3 semester hours

ESR509 Foundational Studies III: Changing Instructional Systems
This course is the third in a three part alternative core of courses that is offered in select cluster groups. This course, along with FND506 and EPS506 must be taken in sequence and no substitution is allowed. In these courses Students explore educational issues from historical, social, psychological, and philosophical perspectives through this integrated interdisciplinary forum. A problem-based inquiry approach enables students to link theory and practice at multiple levels, including that of the individual, the classroom, the school community, and the larger society. Students use the literature from educational psychology and educational foundations to actively examine educational issues and to critique their own assumptions about human learning and development and a proper educational experience. Through interpretive and empirical inquiry, students further expand their understanding of these issues as well as their understanding of educational research processes. In ESR509 students continue to develop their foundational framework to include democratic and ethical principles. Students explore current curricular processes and instructional systems to understand school reform and to envision constructive change processes. 2 semester hours

ESR510 Action Research I: Purposes, Assumptions and Practice
The course introduces traditions and conceptions of action and
interpretive research. It emphasizes the role of teachers as researchers of their own practices and contexts. Participants explore their classrooms as complex systems shaped by interpersonal, cultural, and political/structural dynamics. Participants build a framework as they begin their action research project. Participants explore ways to incorporate their knowledge of technology through their research experience. (Offered only in the Interdisciplinary Studies Program.) 3 semester hours

ESR511  Action Research II: Contextualizing and Analyzing
To help participants experience their classrooms as dynamic places of interaction, this course focuses on the teacher as the instrument of research. Participants conduct an action research project. Through recursive cycles of planning, implementing, observing, reading, conversing and interpreting, they analyze their data as a means to make meaning of classroom experience. Participants explore ways to incorporate their knowledge of technology through their research experience. (Offered only in the Interdisciplinary Studies Program.) 3 semester hours

ESR512  Educational Research I: Design
This course provides an overview of the structure of educational research, construction of problem statements and hypotheses, utilizing resources, research design and methodology. Students develop a research proposal related to their own classroom or professional work environments and begin collecting data. They are guided in the use of library resources, various bibliographic tools, computer word processing and ethical research practices to aid them in their research project. 3 semester hours.

ESR513  Educational Research II: Application
Culmination of the field research project. This course provides the student with the research tools needed to organize, analyze, interpret, and present qualitative and quantitative data, using descriptive and inferential statistics. Also, research ethics are examined for their importance in early childhood education. Implications of educational research for professional practice in different educational settings is an integral focus of the course. 2 semester hours.

ESR514  Research in Action: Becoming Practitioner Researchers (for MAT students)
Students explore research paradigms with an emphasis on practitioner research and its role in education. Students examine their own educational views, histories and values, and, choose topics for small-scale projects and assignments that introduce them to different research designs and methodologies. Data from several sources will be collected and analyzed. Course readings are used to exemplify various methods and styles of conceptualizing, conducting and presenting research. Students will learn about ethical considerations in educational inquiry and the skills necessary to critique research. Students who have taken ESR 506 and ESR 507 may not receive degree credit for ESR514. 3 semester hours

ESR591  Action Research III: Interpreting and Sharing
This course marks the transition from conducting a systematic active research study to a more conscious awareness of the integrated nature of daily teaching and informal researching. Participants reflect on their data, construct patterns, note changes in their practices and prepare a product communicating what they have learned. They explore ways to continue in an on-going fashion, the self-assessment process of reflective practitioners. Participants explore ways to incorporate their knowledge of technology through their research experience. (Offered in the Interdisciplinary Studies program only.) 2 semester hours

ESR592  Extending Action Research
This course provides the student with the opportunity to explore current or specialized topics in the field of educational research. The emphasis is on action research projects, writing for publication, presenting results of research at professional meetings and extending professional contacts through a collegial teacher research support group. This course assumes students have background knowledge in research. 3 semester hours

ESR594  Independent Study
1-4 semester hours

ESR595  Special Topics in Research
This course provides the student with the opportunity to explore current or specialized topics in the field of educational research. 3 semester hours

ESR604  Dissertation Proposal Seminar
This course is currently under revision. Consult your Doctoral Program Director for current information. Prerequisites: ESR610, ESR612, ESR614, ESR616 or ESR618. The completion of comprehensive qualifying examinations is also recommended. 2 semester hours

ESR610  Paradigms of Research: Alternative Ways of Knowing
This team-taught course situates educational research and knowledge within a philosophy of science framework. This approach necessitates an examination of epistemologies - alternative ways of knowing the world - and how each in turn shapes and is shaped by the practice of education. The course is organized around three distinct paradigms in social science research: the empirical-analytic, interpretive and critical. This course explores the implications of these paradigms for critiquing, conceptualizing and conducting research in education. Prerequisite: ESR506 or equivalent. 2 semester hours

ESR612  Empirical/Analytic Research I
This course will take a case-based approach to exploring the assumptions and techniques of empirical/analytic research. Students will examine in detail one or two cases of research to understand how researchers develop questions and examine data that arise from an empirical study. Inferential statistical techniques will be discussed in the context of a research case.
ESR614 Interpretive and Critical Research I
This course is intended as an introduction to the theoretical, conceptual and methodological genres that constitute interpretive and critical approaches to research. These traditions and genres will be exemplified, compared and critiqued through individual research projects, written and visual case studies, and course readings. Various research methods, such as observation, interviews, document and narrative analysis will be introduced and practiced. Prerequisite: ESR506 or equivalent, ESR610. 3 semester hours

ESR616 Empirical/Analytic Research II
This course uses a case-based approach to explore issues that arise in empirical/analytical studies when multiple measures are available from individuals or groups. The course builds on the discussion of the previous course ESR612 to examine inferential statistical techniques for multivariate data. The assumptions, design and limitations of empirical/analytical studies that use multiple measures will be addressed. Multivariate statistical techniques will be discussed in the context of one or two cases of data and data generated by students. Prerequisite: ESR610, ESR612. 3 semester hours

ESR618 Interpretive and Critical Research II
In this course, which builds on the understandings and skills emphasized in ESR614 (Interpretive and Critical Research I), students have the opportunity to conceptualize, propose, conduct, analyze, interpret and present, in written and oral forms, a course-long research project. The empirical bases that interpretive and critical research provide for a holistic understanding and critique of educational settings and processes are examined. Presentations by students, of their work-in-progress, the course organization as research issues and methods are addressed and analyzed as they emerge. Prerequisite: ESR610, ESR614. 3 semester hours

FND-Foundations

FND503 Historical and Philosophical Foundations of Early Childhood
This course explores the rich historical and philosophical antecedents of programs for young children. Its scope extends from Plato to the present day with comparisons and contrasts made between earlier educators and leading theorists of the present era. Some cross-cultural comparisons are included. Early childhood educators are provided with the context for developing a coherent personal philosophy as the basis for ethical professional practice and decision making. (This course is also offered in the Early Childhood Leadership and Advocacy Program.) 3 semester hours.

FND504 History and Philosophy of Education
The course examines key turning points in United States educational history. It locates educational transformation within social, political, and economic developments, and emphasizes the complex relationship between leading educators’ ideas and educational change. For all master’s degree students. 2 semester hours

FND505 Contemporary Issues in Education
This course introduces students to major debates about contemporary educational issues in the United States and explores the obstacles and challenges faced by educators. Students will critically examine the basic assumptions and social forces that influence the current educational policy making and reform efforts with an emphasis on their socio-cultural, economic, and political underpinnings. The course encourages ongoing reflective practice and dialogue concerning social justice issues and the role of education in a democracy. 2 semester hours

FND506 Foundational Studies I: Schooling, Knowing, and Childhood
This course is the first in a three part alternative core of courses that is offered in select cluster groups. This course, along with EPS508 and ESR509 must be taken in sequence and no substitution is allowed. In these courses students explore educational issues from historical, social, psychological, and philosophical perspectives through this integrated interdisciplinary forum. A problem-based inquiry approach enables students to link theory and practice at multiple levels, including that of the individual, the classroom, the school community, and the larger society. Students use the literature from educational psychology and educational foundations to actively examine educational issues and to critique their own assumptions about human learning and development and a proper educational experience. Through interpretive and empirical inquiry, students further expand their understanding of these issues as well as their understanding of educational research processes.

In this first course, FND506, students develop a framework involving the macro processes of schooling, micro processes of individual human development, and educational research processes. Students lay the foundation for the development of their own personal educational philosophy and build a perspective for examining current issues in education. 2 semester hours

FND509 Educational Foundations
In this course, teachers will examine their own educational beliefs, personal values, and instructional practices in light of historical issues and approaches to education. This course will emphasize that the structural condition of schools and what gets taught in schools is deeply embedded in the social and political context of a particular time. There will be an emphasis on teachers making connections between current and historical practices in order to analyze alternatives to current practices. Through dialogue, interviews, readings and other activities, teachers will explore issues of equity and social justice for all children. (Offered only in the Interdisciplinary Studies Program.) 3 semester hours
FND510  Social Justice Perspectives on the History and Philosophy of American Education (for MAT Students)
This course critically examines the social, cultural, political, and economic forces, and the philosophies of education that have influenced policy, laws, school structure, and practices throughout the history of American education. Issues addressed include ability and disability, race, ethnicity, gender, and class. Students lay the foundation for the development of a personal philosophy of education and reflectively examine issues of education from legal and social justice perspectives. This course includes a field project requiring at least 15 hours of work outside of class. 3 semester hours

FND511  Social and Cultural Politics of Education: Personal and Contextual Perspectives (for MEd, Students)
In this course, students will examine current social, cultural, political, and economic factors that affect American education and schooling. These factors will be examined in relation to students’ personal, professional and social identities, beliefs, and experiences. The intent is for educators to understand the socio-political, historical, philosophical, and cultural contexts of their practice and their abilities and responsibilities that help shape those contexts. Students will engage in ongoing discussion of and reflection on the moral and ethical responsibilities of educators who also will construct and implement a plan of action that reflects a commitment to democratic schools and social justice. This course includes a field project requiring at least 15 hours of work outside of class. 3 semester hours

FND590  Internship in Curriculum and Teaching
The Internship in Curriculum and Teaching is designed specifically for students enrolled in the Leadership in Curriculum and Teaching Educational Specialist Field Program. The internship is an integrated part of the intact group experience comprising one strand among several. Rather than a culminating experience, the internship is intended to parallel coursework in group theory, leadership, classroom culture, curriculum theory and evaluation, and staff development. Interns are encouraged to work collaboratively on meaningful projects intended to affect change in school policies and procedures. NLU faculty, school personnel associated with the internship site, and participating interns will be responsible for monitoring the internship. Each student in the Curriculum and Teaching Specialist Field Program is required to register for a total of nine semester hours. Prerequisites: Acceptance into the Curriculum and Teaching Educational Specialist Field Program and enrollment in Term I. I-4 semester hours. Variable credit per quarter.

MHE-Mathematics Education

MHE450  Mathematics for Elementary School Teachers
This is a mathematics content course for prospective and inservice elementary school teachers. It addresses the concepts of a comprehensive elementary and middle school mathematics curriculum through reasoning and problem solving in the areas of patterns, number, geometry, measurement, data, and chance. 3 semester 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 quarter hours of mathematics, college algebra level and above. 4 quarter hours
MHE480B  Methods for Teaching Elementary School Mathematics
This course is intended for students preparing to become certified teachers. It addresses pedagogy, materials, and instructional issues related to the learning and teaching of mathematics in elementary school. It is designed to help future teachers develop knowledge, skills and beliefs that will enhance their ability to teach mathematics to children. Admission to National College of Education required. Prerequisite: six semester hours of mathematics, college algebra level and above. 2 semester 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

MHE482  Methods for Teaching Primary Grade Mathematics and Science
This course, intended for students preparing to become certified teachers, addresses methods, materials, and instructional issues involved in teaching mathematics and science in the primary grades. It is designed to help future teachers develop knowledge, skills, and beliefs that enhance their ability to teach mathematics and science to young children. Prerequisite: EPS500. 2 semester hours

MHE485  Advanced Methods for Teaching Middle School Mathematics
This course builds upon the 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 (grades 6-8). This fulfills the methods course requirement for the state endorsement in middle school mathematics on the type 03 (K-9) certificate. Prerequisite: MHE480A, MHE480B or equivalent. 5 quarter hours/3 semester hours

MHE501  Topics in Mathematics for Teachers: Number Concepts and Operations in the Elementary and Middle School Mathematics Curriculum
This is a mathematics course for prospective and inservice teachers. It addresses the concepts of number and its operations as they occur in a comprehensive elementary and middle school mathematics curriculum using reasoning, problem solving, and technology to understand its historical development as well as its applications in the areas of geometry, measurement, and data and chance. Opportunities to see how number is essential to understanding other subject areas are included. Prerequisite: MHE450 or equivalent. 3 semester hours

MHE502  Topics in Mathematics for Teachers: Algebra
This course is designed to strengthen teachers’ conceptual understanding of important ideas of algebra and to examine how they are best taught and learned. A problem-solving emphasis is used to study algebra from four perspectives (language and representation, functions, modeling, and structure) and its applications in various contexts and branches of mathematics (number, geometry, measurement, data, and chance). The course will examine the use of technology in building understanding of algebraic concepts. Prerequisite: Intermediate Algebra. Students are expected to bring a graphing calculator. 3 semester hours

MHE503  Issues and Directions in Mathematics Curriculum, Learning and Instruction
This course examines current and past trends and issues in mathematics education. In particular, the course focuses on research related to the mathematics curriculum, students’ learning, mathematics teaching, assessment, and classroom environment as well as how these areas work together to promote the development of students’ mathematical understanding. 3 semester hours

MHE510  Topics in Mathematics for Teachers: Geometry
This investigative study of geometry involves an active examination of geometric concepts and thinking from several perspectives including: patterns and relationships, shapes in space and the plane, transformations, measurement, and geometric representations of concepts in various strands of mathematics. The course helps students to develop problem solving, spatial thinking, and inductive and deductive reasoning as they explore, make conjectures, test their ideas, and formalize conclusions, using appropriate technologies. Prerequisite: MHE450 or equivalent. 3 semester hours

MHE511  Topics in Mathematics for Teachers: Number Theory
This course focuses on number theory content which is relevant to the school mathematics curriculum. Number theory is taught via a problem-solving approach with connections to geometry, logic and probability. Explorations with and conjecturing about number patterns provide experiences from which students study various topics including: factors, primes, and prime factorization; counting techniques; greatest common factor (GCF) and least common multiple (LCM); divisibility; number patterns (e.g., Pascal’s triangle, polygonal numbers, Pythagorean triples; Fibonacci numbers); Diophantine equations; remainder classes and modular arithmetic; iteration, recursion, and mathematical induction. Prerequisites: MHE450 or equivalent; or consent of program advisor. 3 semester hours

MHE512  Topics in Mathematics for Teachers: Statistics and Probability
This course focuses on statistics and probability content that is relevant to the school mathematics curriculum. Statistics and
probability theory are taught with an emphasis on the development of an intuitive understanding of statistics and a critical approach to their use. Students will gain a strong sense of the importance of statistical applications to real world problems and will have opportunities to evaluate the use and misuse of statistics. Quantitative literacy will be developed by experimentation and the generation, investigation and analysis of data. Topics include: survey design and analysis, sampling procedures, data analysis, data representation, inference, reliability and validity, bias, randomness, statistical significance, fairness of games, theoretical probability and counting techniques, confidence statements, simulations, central limit theorem, normal distribution, and measures of central tendency. Prerequisite: MHE450 or equivalent and high school algebra or equivalent or consent of program advisor. 3 semester hours

MHE522 Advanced Methods and Materials in Teaching Mathematics
A survey of current curriculum, instructional strategies, and materials in mathematics is provided for the practicing elementary school teacher. For certified teachers only. Prerequisite: MHE450B or course equivalent. 2 semester hours

MHE582 Workshop/Math Education/Topic 1-4 semester hours

MHE584 Workshop/Math Education/Curriculum Materials 1-4 semester hours

MHE585 Workshop/Math Education/Instructional Practices 1-4 semester hours

MHE586 Workshop/Math Education/Students with Special Needs 1-4 semester hours

MHE591 Field Study/Math Education 1-4 semester hours

MHE593 Seminar in Mathematics Education
This seminar is a culminating experience that is designed to help students integrate learning and develop depth and perspective in the field of mathematics education. The structure of the seminar is dependent on the program experiences of the participants and is organized to foster independent research and integrating experiences. Prerequisites: MHE503, ESR506, ESR507 or consent of program advisor. 3 semester hours

MHE594 Independent Study/Mathematics Education 1-3 semester hours

MHE599 Thesis in Mathematics Education 4 semester hours

MLE-Middle Level Education

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 advisor. 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

MLE500 The Middle School: An Overview
This introductory course provides an interactive classroom experience which models and examines the history and philosophy in middle level education with an emphasis on the development of the 10-14 year-olds’ unique schooling needs. 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 relationships between the developmental characteristics of young adolescents, young adolescent culture, and middle level educational best practices, and prepares the middle level educator for the multifaceted role as a facilitator, guide, collaborator, and advisor. 3 semester hours

MLE502 Middle School Curriculum
This course explores curricula appropriate for middle-level students. Practical aspects of parallel, interdisciplinary, multidisciplinary, integrated, core, student inquiry, and integrative curricula for middle-level classroom are examined. Students develop strategies for teaching and learning in diverse classrooms.
The course also addresses the essential role of the arts and other special classes and involves students in a variety of arts, mass media – technological experiences.

Alternative assessments are examined. Students develop strategies to assess curriculum programs and student learning, with respect to national, state, and local standards and evaluate effectiveness of curricula approaches, using information from students, parents, and community. Prerequisite: MLE500. 3 semester hours

MLE506 Middle Level Coherent Curriculum I
In this course students study curricular models appropriate for young adolescents. The practical aspects of discipline based, parallel, interdisciplinary, multidisciplinary and integrative curriculum for the middle level classroom are examined. Students develop lesson plans and units in teacher teams based on young adolescent issues and questions. Content skills, learning strategies, National Middle School Association standards, and middle level state standards are integrated to create a developmentally appropriate curriculum. Students will examine published materials and analyze the components of effective materials. Emphasis is at the classroom and team level, as students develop strategies for differentiating instruction and assessment in diverse classrooms. 3 semester hours

MLE508 Middle Level Coherent Curriculum II
In this course students develop strategies to assess curriculum programs and students’ learning, within their school settings, and with respect to national, state and local standards. Students develop skills to evaluate effectiveness of curriculum approaches using information from students, parents, and community. Alternative means of assessment are investigated as appropriate aspects of middle school curriculum that address the needs of diverse learners and special needs learners. Students examine the larger context of middle level curriculum and the articulations between middle level and the elementary and high school levels in districts. Prerequisite: MLE 506 3 semester hours

MLE510 Issues of Equity and Cultural Diversity in Middle Level Education
In this course students are challenged to examine their own views of culturally diverse populations and their perceptions of gender and special needs students as they develop and assess curriculum and work with young adolescent students. Students explore laws and regulations of equity, current, historical, philosophical, sociological, psychological, and physiological influences that young adolescents, men/women, boys/girls, and diverse populations experience. Curricular materials and programs are examined to determine if bias is evident or implied. Students create a philosophy of non-violent curriculum with their young adolescent students so each middle level student can recognize harassment, effectively respond and help create a safe learning environment. 3 semester hours

MLE512 Teaching Media/Technology Popular Cultural Literacy for Middle Level Students
This course provides an in-depth study of the essential role of media/technology and popular cultural literacy for middle school students. The course helps to inform middle level teachers of resources available and involves the students in a variety of media and technological experiences and research of popular culture. This course provides a historical perspective of the status of children in society and the impact of media and technology on the young adolescent. Students develop skills for exploring popular culture and teaching media literacy, critical thinking and consumer education that engage students in proactive media consumerism consistent with middle level goals. 3 semester hours

MLE514 Connecting Middle Level Schools with Families and Communities III
In this course students examine the collaboration of families, teachers, community resources and middle level students in the meaningful education of young adolescents. Students learn about the resources in their schools and their communities and how they need to work together to assist students and families. Students conduct research, interviews, and field experiences that contribute to an understanding of building strong communities for young adolescents. Students volunteer twenty hours in an identified community agency that works with the young adolescent population. 3 semester hours

MLE516 Integrative Arts at the Middle Level
This course highlights the essential role of the arts for middle school students and informs prospective middle level teachers of resources available to integrate arts experiences into their classrooms. The course will provide opportunities to investigate local arts organizations and curriculum projects that have been successful in middle schools. Students will actively experience art activities that are appropriate for middle level students and which are consistent with middle level curriculum goals. 2 semester hours

MLE524 Advocacy/Advisory Skills for the Middle Level Teacher
This course is designed to assist students in developing practical advocacy skills that address the needs of young adolescents (PIESS+) to be implemented in all middle level classrooms. Students examine current research concerning needs of young adolescents and also explore successful programs and strategies that enhance meeting the diverse needs of young adolescents. Students develop strategies and skills in facilitating advocacy programs that promote life-skills which promote positive health practices, problem-solving techniques and effective communication skills with their classmates, families, teachers and friends. Students implement strategies in their own classrooms, analyze the results, and share their findings. 2 semester hours
RLD-Reading and Language, Doctorate

RLD600 Language, Linguistics, and Literacy
An advanced course in reading that reflects current research and theory of language acquisition and development as they relate to reading. Topics include phonology, syntax, semantics, text analysis, and sociolinguistics. Prerequisite: Advanced standing and a course in language development or consent of instructor. 3 semester hours

RLD601 Orthography and Word Recognition
An advanced seminar in reading which examines research and theory on the psychological processes involved in word recognition and the acquisition of orthographic knowledge and explores the influence of instruction on the development of orthographic knowledge and word recognition. Prerequisites: Advanced standing and RLR501 or consent of instructor. 3 semester hours

RLD602 Reading Comprehension: Research and Applications
This course examines issues in reading comprehension research and instruction. By reading research and theoretical position papers of historical and contemporary significance, participants identify seminal strands of work, critique and evaluate them, and draw instructional implications. Prerequisite: Advanced standing and RLR502 or consent of instructor. 3 semester hours

RLD603 Historical Issues in Literacy Research
An advanced seminar in literacy, which attempts to acquaint the student with historical trends in literacy research as well as highlighting issues of major significance. It provides the students with opportunity to read and discuss seminal works in literacy that forms the basis for contemporary concerns. Prerequisite: Advanced standing. 2 semester hours

RLD604 Current Issues in Literacy Research
This topical seminar is designed to provide students with some in-depth reflections on key issues of contemporary research in reading. Awareness of issues and arguments is developed as well as familiarity with seminal studies and their critical evaluation. Prerequisite: Advanced standing. 2 semester hours

RLD606 Instruction and Staff Development in Reading and Language
This seminar is designed to help students develop frameworks that identify the critical factors of school literacy programs and the variables central to the process of staff development. Major research programs and theoretical perspectives that have contributed to our knowledge about instruction and staff development in the literacy field are studied. 3 semester hours

RLD607 Theory and Research in Writing
An advanced seminar in writing, based on a social-cognitive theory, with emphasis on the relationship of the process to cognitive theory, with emphasis on the relationship of the process to cognitive growth, on the functions of writing in the diverse sociocultural and linguistic contexts in which it develops, and on research-sensitive practice that creates communities in and outside the classroom where writing can flourish. Prerequisites: Advanced standing and a course in writing or consent of instructor. 3 semester hours

RLD608 Instructional Inquiry in Literacy
This course is for educators who want to become more reflective about their own instructional practice through generating their own research questions, setting up procedures for gathering and recording information about their own educational settings, analyzing and interpreting their findings, and pondering, sharing, and discussing the insights they have gained. Prerequisite: Advanced standing. 1-4 semester hours

RLD609 Advanced Internship in Literacy
This field-based experience involves the participant in an applied problem-solving project related to literacy. Possible settings include classrooms, schools, the University, clinic or private sector where the involvement may be in diagnostic/clinical processes, teaching, staff development, research, and publication. Participants take responsibility for defining a literacy-focused problem, planning and executing an approach, and evaluating and summarizing outcomes. Prerequisite: Advanced standing. 1-3 semester hours

RLD690 Independent Study/Reading and Language
1-3 semester hours

RLL-Reading and Language - Literacy

RLL480A 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

RLL480B Methods for Teaching Language Arts
Survey of recent developments in theory and practice of language arts instruction in the elementary school. Special attention to contributions of psycholinguistics and the use of library resources as well as to the integration of the language arts in the curriculum. Prerequisite: Admission to the M.A.T. program or consent of M.A.T. program director; EPS500, EPS510. 2 semester hours

RLL481 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

RLL482 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 RLL 480A. 5 quarter hours

RL.520    Survey of Literature for Children and
Adolescents (K-12)
This introductory course is designed to provide an overview of
trade books written for children from preschool through
adolescence, K-12. Emphasis is on selecting and evaluating
books that are appropriate for developmental stages and
curricular connections. Activities that enhance children’s
knowledge and appreciation of literature are presented and
modeled. Attention is given to literature appropriate in our
multicultural society. (This is the basic literature course for
Reading Specialist Certification). 2 semester hours

RL.521    Children’s Literature
This course is designed to provide an in-depth study of trade
books appropriate for children from preschool through age 11.
An emphasis is placed on the development of criteria for
selecting literature that can be used to stimulate critical reading
and thinking. Literature will also be considered as a reflection
of values in this and other societies. Prerequisite: RL.520 or
consent of instructor. 2 semester hours

RL.522    Adolescent Literature
This course is designed to provide an overview of young adult
literature (for ages 12-16). Reading interests are analyzed from
the perspective of readers’ development. Guidelines are
provided for selection, evaluation, and use of young adult
literature in the classroom. Prerequisite: RL.520, or graduate
or undergraduate children’s literature course taken within the
past 5 years, or consent of instructor. 2 semester hours

RL.523    Storytelling
Using the art of storytelling to develop children’s interest in
literature. Story sources and program planning are included.
Storytelling practice: use of puppets, music and other aids.
Special programs for children with learning disabilities or
physical handicaps. Prerequisite learning: Some familiarity with
techniques for handling groups of children and with children’s
literature desirable. 2 semester hours

RL.524    History of Children’s Literature
This course provides a look at children’s literature from the
Anglo-Saxon period to the present. The influences on that
literature, particularly the educational thought of each period
will be discussed. Particular attention is paid to the authors and
illustrators who shaped the field. The preponderance of
the course focuses on children’s literature since the 19th century.
Prerequisite: RL.520 or consent of instructor. 2 semester hours

RL.525    Creative Dramatics in the Classroom
Students are introduced to informal and improvised dramatic
activities and techniques, and prepared to lead drama with
children of all ages as a way to explore various areas of
curriculum. The focus is on unscripted role-playing, not on
performing for an audience. 2 semester hours

RL.526    Dramatic Arts in the Elementary School
A study of various dramatics activities in the elementary school.
Basic elements of play production as well as creative dramatics
and informal drama in the classroom. Research in costume,
scenery, integration of dance, music, and other arts related to the
school pageant and play are included. 2 semester hours

RL.527    From Drama to Writing
An exploration of drama structure, teaching in role, and
strategies for questioning and discovering meaning through
drama. Demonstration of role playing and other dramatic
strategies as heuristics for writing. Experience in accessing
long-term memory and focusing attention on elemental tasks long
enough for the ritual of the work to take on a rhythmic and
archetypal meaning. Insights from this experience then are
captured in words and presented in a formal theatrical setting
and finally published as a book. 2 semester hours

RL.528    Survey of Multicultural Literature K-12
This course is designed to provide an in-depth study of
multicultural literature, K - 12. For the purpose of this course,
multicultural literature is defined as literature by and about people
of ethnic and racial diversity. Guidelines for selecting and
evaluating culturally authentic literature will be an essential
component of this course. Emphasis is placed on fostering
understanding of various population groups of our society through
discussion that stems from quality multicultural children’s books.
Prerequisite: RL.520 or basic children’s literature course, taken
within the last five years or consent of instructor. 2 semester hours

RL.530    Advanced Methods and Materials for
Teaching Language Arts
Survey and critical appraisal of programs, practices, and trends
in the teaching of language art: reading, oral and written
expression, listening, spelling, and handwriting. For certified
teachers only. 2 semester hours

RL.532    Integrating the Language Arts in the
Classroom
This course is an introduction to literacy development in the
classroom through the integration of reading, writing, speaking,
and listening. Teachers will examine the integrated approaches to
literacy instruction and be introduced to theories and research that
support such approaches. This course will emphasize specific
classroom strategies for implementing language arts instruction,
selection of materials, management of the process, and ways to
evaluate student literacy acquisition. 2 semester hours

RL.533    Introduction to Linguistics: Language and
Literacy
This course focuses on the relationship between language
acquisition research and the teaching of literacy. Various
dimensions of linguistics will be introduced including: language development, communication competence, cognition and learning and structure and history. 2 semester hours

**RLL534 Reading and Writing Relationships**
This is an advanced course designed to explore the relationships between reading and writing. The similarities and differences in reading and writing will be examined through the inquiry cycle, literature discussions and writing workshop. Current instructional suggestions for integrating reading and writing across the curriculum will be examined and evaluated. Prerequisite: RLL532 and/or a course in reading or a course in writing. 2 semester hours

**RLL540 Methods and Materials for Teaching Reading and Language Arts: Alternate Certification**
3 semester hours

**RLL541 Computers in the Writing and Reading Program**
Students in this course will explore the ways in which computers and other technologies support and enhance literacy programs. Computer work will include new word processing programs, CD-ROMs, multimedia, and an overview of available software for both writing and reading development. Prerequisites: course work in writing or reading, and beginning word processing skills, or consent of instructor. 2 semester hours

**RLL544 Classroom Foundations for Literacy for the ESL/Bilingual Student-Practitioner**
This course is intended only for non-certified teachers working in elementary schools who are seeking a Type 03 certificate in Illinois in conjunction with ESL/Bilingual Approval. It addresses pedagogy and recent developments in theory, curriculum, methods, and materials for literacy instruction with a focus on reading and language arts. It is designed to help student-practitioners reflect on their current practices and further develop knowledge, skills, and dispositions that support their students’ learning (K-9). The student-practitioners will be mentored by experienced, certified teachers and elementary education university supervisors. Prerequisites: CIL500, EPS500, CIC504, ELE533, and be concurrently enrolled in ELE534. 2 semester hours

**RLL560A, RLL560B, RLL560C Reading Recovery Practicum**
A practicum in the instruction procedures used in Reading Recovery: The instructional framework, and underlying rationale. This course focuses on introducing the basic procedures. Prerequisite: Consent of the instructor. 3 semester hours each

**RLL562 Reading Recovery: Research on the Acquisition of Literacy**
The first in a three-course sequence that examines research related to the acquisition of literacy, including the development of oral language and its relation to reading and writing. Emphasis in the first course is on relating key features of Reading Recovery instruction to research on the basic cognitive processes implicated in the acquisition of reading and writing. Prerequisite: Consent of the instructor. 3 semester hours

**RLL563 Reading Recovery: Models and Theories of Literacy Development**
The second in a three-course sequence that examines research related to the acquisition of literacy. Emphasis in the second course is on exploring models of the reading and writing processes and their instructional implications, and on development of comprehension skills, with particular reference to the development of strategies and metacognitive awareness. Prerequisite: Consent of the instructor. 3 semester hours

**RLL564 Reading Recovery: The Classroom and Social Contexts for Literacy Development**
The third in a three-course sequence that examines the research related to the acquisition of literacy. Emphasis in the third course is on the classroom and social contexts of literacy acquisition with particular attention to the effects of these contexts on students. Prerequisite: Consent of the instructor. 3 semester hours

**RLL566A, RLL566B, RLL566C Reading Recovery: Seminar in Teacher Leadership**
The first in a three-course sequence providing practicum experience in training and supervising Reading Recovery Teachers. Emphasis is on exploring three main aspects of the Teacher Leader Role: presenting the Reading Recovery procedures, leading discussion focused on direct observation of teacher and child behaviors, and making site visits to Reading Recovery teachers. Prerequisite: Consent of the instructor. 2 semester hours

**RLL583 Workshop/Literacy/Contemporary Issues**
1-4 semester hours

**RLL584 Workshop/Literacy/Programs and Materials**
1-4 semester hours

**RLL585 Workshop/Literacy/Instruction**
1-4 semester hours

**RLL585AA, RLL585AG, RLL585AH Workshop/Literacy/Instruction/Latin Pedagogy Lvl I, II, and III**
1-4 semester hours

**RLL586 Workshop/Literacy/Assessment**
1-4 semester hours

**RLL587 Workshop/Literacy/Staff Development**
1-4 semester hours

**RLL593 Seminar in Literacy Studies**
Seminar is an integrated experience for students at the end of their program. Research will be read, critiqued, synthesized and engaged in through teacher-research. Students will also critique current practice in light of research and literacy theories.
Prerequisite: RLL532, RLL533, and completion of most of the Language and Literacy Masters Program coursework. 2 semester hours

RLR594 Independent Study/Language Arts 1-3 semester hours

RLR595 Selected Topics/Language Arts 1-4 semester hours

RLR-Reading and Language - Reading

RLR460 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

RLR500 Survey of Reading Methods and Materials K-12
Introduces key issues in reading research and instruction K-12. Students become familiar with materials, develop theoretically sound, research based instructional strategies and the understanding of how these materials are grounded within a developmental framework. Students are also involved in self-reflection and the development of a critical stance with respect to controversial issues in literacy education. Required for K-9 certification. 2 semester hours

RLR501 Teaching Beginning Reading
Teaching Beginning Reading introduces various methods and materials for teaching beginning reading. The course emphasizes reading methods that capitalize on the spoken language competence and emergent literacy children bring with them to school. Phonemic awareness and phonics are considered within the framework of a comprehensive, contextually-based reading approach. Oral language development, developmental spelling, and fluency are also considered. Classroom strategies for learners of diverse cultures, languages and learning styles are introduced with varying methodologies including literature based instruction. Prerequisite: Basic undergraduate or graduate reading methods course or RLR500. Admission to Early Childhood Program required for 2sh registration. 2-3 semester hours.

RLR502 Teaching Comprehension and Content Reading
This course introduces theories and models of comprehension and implications of these constructs for the teaching of reading comprehension and content reading across grades 1-12 in classrooms containing students of diverse languages, cultures and learning styles. It develops familiarity with issues related to questioning, text structures, metacognitive monitoring, and guided reading strategies. It examines teaching methods that develop strategic reading of both narrative and informational texts and the importance of writing and oral language in the development of active comprehension strategies. Prerequisite: Basic undergraduate or graduate reading methods course or RLR500. 3 semester hours

RLR503 Teaching Content and Advanced Reading
This course focuses on the development of mature reading, particularly reading to learn from expository text materials and the development of study skills. Teaching methods that develop strategic reading of informational texts and the assimilation and accommodation of new ideas will be explored. The ways that middle and secondary schools can best provide such reading instruction across the curriculum will be considered. Prerequisite: Basic undergraduate or graduate reading methods course or RLR500. 3 semester hours

RLR510 Diagnosis and Assessment of Reading
This course on diagnosis introduces a framework for thinking about reading difficulty and its diagnosis. Students learn how to administer and interpret literacy assessments and use other diagnostic techniques with a diverse populations. They interpret evidence from various diagnostic instruments in order to identify reading levels and areas of instructional focus and communicate this information in professional reports. The advantages and limitations of standardized reading tests and other assessment devices are also considered as are issues related to diagnostic options within the school team including those used in special education. Students learn about researching issues and assessments including library and technological tools. Prerequisites: RLR501 or an equivalent post-certification course or consent of instructor. 3 semester hours

RLR511 Corrective Reading
This course introduces a theoretical perspective on instruction and teaching techniques to use with readers experiencing difficulty (grades 1 through 12). A series of case studies (students at different reading ability levels) are presented and analyzed during the course. Additional attention is given to readers for whom English is a second language and for diversity of culture and learning style. Based on initial diagnostic information, a teaching program is planned and hypothetically carried out, with careful attention being given to specific teaching strategies and the sequencing of instruction over time and the development of a strategic, constructive model of learning. Prerequisites: Admission to the Reading Program, RLR501, RLR502, RLR510, RLR541, RLR520/528 or consent of Program Director. 3 semester hours

RLR512 Bilingualism and Reading: Linguistic Consideration
The process of reading in a first language is compared to the process of reading in a second language. Methods of developing second language reading skills and specific strategies for use in the classroom are described. Selection of second language
reading materials and reading in the content areas are discussed. Development of writing skills in a second language is also discussed. Prerequisite: CIL 505. 3 semester hours

RLR513 Diagnosis and Correction for the Older Student

This course focuses on the diagnosis and correction of reading difficulties typical in the older child. Students will learn how to administer and interpret an informal reading inventory and expand their interpretation through diagnostic teaching and by use of other informal instruments. Corrective techniques will be learned and practiced with older students in a clinical setting. Prerequisite: RLR502, RLR503, RLL560C or permission of instructor. 3 semester hours

RLR516 Literacy Development in the Middle School

This course focuses on the development of reading, writing, and oral language at the middle level with particular attention to the range of reading and writing tasks, purposes and strategies for learning, the role of talk and discussion, and expectations found across the middle school curriculum. Constructing meaning from both expository and narrative materials in all content courses is central to this course. Emphasis includes both (1) what the learner must know and be able to do and (2) what the teacher’s instructional role should be in motivating and scaffolding students’ meaning making, self-reflection and critical thinking. Prerequisites: Basic reading course for certification or RLR500. 3 semester hours

RLR518 Leadership and Staff Development in Reading

The responsibilities of the reading specialist and supervisor are described and examined with an emphasis on leadership in the development and monitoring of reading and writing programs. Standards testing and evaluation, program improvement, staff development, materials selection, collaboration of specialists, and community-professional relations will be addressed. Students examine their own leadership patterns and strengths and develop a vision for how to serve as instructional team members and school leaders. Prerequisite: RLR592 or consent of instructor. 3 semester hours

RLR533 Workshop/Reading/Contemporary Issues

1-4 semester hours

RLR534 Workshop/Reading/Programs and Materials

1-4 semester hours

RLR535 Workshop/Reading/Instruction

1-4 semester hours

RLR536 Workshop/Reading/Assessment

1-4 semester hours

RLR537 Workshop/Reading/Staff Development

1-4 semester hours

RLR590 Internship/Reading Specialist

On-the-job experience with a counterpart to explore the variety of roles required of reading specialists including supervised responsibility for diagnosis, small group instruction in a curriculum setting, and work on a school team. 1-4 semester hours

RLR591 Field Study/Reading Education

An in-depth, organized exploration of some aspect of reading education in an area or location removed from the typical university class site. Observation, advanced study, and participatory activities may be included. 1-4 semester hours

RLR592A Practicum in Remedial Reading – A

This is the first supervised application of diagnostic and corrective techniques in a clinical situation. It emphasizes assessment, instructional planning, evaluation and reflection in the design of programs for students with reading problems. It includes differentiation of instruction for students of diverse cultures, languages and learning styles. The course also emphasizes working as a diagnostic team with teachers and other educational professionals. Prerequisite: Admission to the Reading Program, RLR501, RLR502, RLR510, RLR511, RLR541, RLR520/528 AND consent of program director. 2 semester hours

RLR592B Practicum in Remedial Reading – B

This is the second supervised application of diagnostic and corrective techniques in a clinical situation. It emphasizes assessment, instructional planning, evaluation and reflection in the design of programs for students with reading problems. It includes differentiation of instruction for students of diverse cultures, languages and learning styles. The course also emphasizes working as a diagnostic team with teachers and other educational professionals. Prerequisite: Admission to the Reading Program, RLR501, RLR502, RLR510, RLR511, RLR541, RLR520/528 AND consent of program director. 2 semester hours

RLR593 Seminar in Reading Research

Historical trends in reading research are examined. Different theoretical models will be examined in light of current research findings and perspectives on research based practice. Students will be encouraged to use this information in synthesizing their own models of the reading process and of reading instruction. Each participant will investigate one area of research in depth and prepare both an oral and written report of findings. Prerequisite: RLR592 or consent of instructor. 3 semester hours

RLR594 Independent Study/Reading Education

Provides graduate students in reading education degree programs with an opportunity to pursue advanced scholarly study in special areas or to investigate a practical school problem. Special forms must be obtained from the Graduate Administrative Office and completed before registration can take place. Prerequisite: Admission to the Reading Specialist Program. 1-3 semester hours

RLR595 Selected Topics in Reading

An advanced seminar dealing with current issues in reading and
language development. 1-3 semester hours

RLR599  Thesis in Reading Education
Required of all Master of Science in Education students. The thesis is a formal written document that is the result of disciplined, scholarly inquiry. The student must present the signed Thesis Proposal document at the time of registration for this course. Prerequisites: ESR503 and admission to the Reading Specialist Program. 4 semester hours

RLW-Writing

RLW541  Teaching Writing
Survey of various types of activities involved in the process of writing: various ways children learn to write, emphasizing individual differences; effective teaching strategies; and current issues in the teaching of writing. Designed for elementary, middle and high school teachers. 2 semester hours

RLW542  The Teacher as Writer
Provides an opportunity to develop competence and confidence in one’s own composition by writing, critiquing, and revising in the context of in-class interaction; and by receiving relevant feedback on one’s own writing, and to reflect on the implications of this experience for the teaching of writing. Designed for elementary, middle, and high school teachers. 2 semester hours

RLW543  Instructional Strategies in the Writing Process
An advanced course focused on exemplary practices in writing instruction. Includes consideration of instructional programs designed by key theorists as well as experiences in developing one’s own classroom models. Special attention is given to the implementation and successful management of: assignment design, prewriting activities, conferencing, peer editing, publishing of student work, teacher response and evaluation, balance among expressive, poetic and transactional modes of discourse, and writers’ workshop activities. Designed for elementary, middle, and high school teachers. Prerequisite: RLW541. 2 semester hours

RLW544  Analysis and Assessment of Writing
Overview of alternate ways to analyze the quality of student writing, with emphasis on the role of portfolios as a stimulus to self-evaluation, reflection, and goal setting; and ways teachers can facilitate improvement through conferences. Students will critically examine alternate valid methods of summative evaluation of writing including analytical scales, such as the Illinois Goals Assessment Program, and holistic or general impression marking, and ways to achieve inter-rater reliability. Prerequisite: RLW541. 2 semester hours

RLW551  Writing Across the Curriculum
Strategies for using writing as a tool of teaching and learning in all subject areas across the curriculum. Among the methods stressed are: designing and using a variety of short classroom writing-to-learn activities; improving the design of more formal, extended reports, essays, and papers in content areas; and using alternative approaches to the evaluation and grading of student writing in subject fields. Prerequisite: RLW541. 2 semester hours

RLW552  Designing In-service Programs to Improve Writing
Guidance in the designing of a series of in-service workshops and other kinds of programs to acquaint teachers with the value of writing as a mode of learning and a means of assimilating and understanding the content of any curricular area. Designed for elementary and/or high school teachers. Prerequisites: RLW542, RLW541. 2 semester hours

RLW583  Workshop/Writing/Contemporary Issues
1-4 semester hours

RLW584  Workshop/Writing/Programs and Materials
1-4 semester hours

RLW585  Workshop/Writing/Instruction
1-4 semester hours

RLW586  Workshop/Writing/Assessment
1-4 semester hours

RLW587  Workshop/Writing/Staff Development
1-4 semester hours

RLW594  Independent Study/Writing
1-4 semester hours

RLW595  Selected Topics/Writing
1-4 semester hours

SCE-Science Education

SCE480A  Methods of Teaching Science
This course investigates the components of effective science instruction. Effective science instructional practices will be integrated into developing teaching styles. The course will increase comfort, confidence, and competence in science teaching methods, and relate it to children’s perceptions of science and the world around them. This will be achieved through examination of personal skill development and practice. Personally meaningful constructs of good science teaching and the resources to support them will emerge. Prerequisite: Admission to the Elementary Education program. 3 quarter hours

SCE480B  Methods of Teaching Elementary School Science
This course encourages the active exploration of the question, "What is effective science teaching?" Students construct their own ideas about effective science instruction so those ideas can inform their developing science teaching styles. Aims to increase student comfort, confidence, and competence in using effective science teaching methods by relating the nature of science to the way children develop an understanding of the science of nature, introducing practical, applicable models of best practice techniques, providing opportunities to experiment with those
techniques in risk - free setting, and enriching understanding of critical science concepts. Personally meaningful constructs of good science teaching will emerge. Prerequisite: Admission to the Elementary Education MAT program. 2 semester hours

SCE481 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

SCE485 Advanced Methods of Middle School Science
This course will explore exemplary science instruction for middle school. There is an in-depth focus on exemplary science instruction, fluency with middle level instructional content, and appropriate use of diverse instructional strategies. Students will increase competence, resources, and technologic abilities through investigation of effective science teaching methods for middle school. They will experiment with best practice middle-level techniques in a risk-free setting. They will also be encouraged to enrich understanding of critical science concepts. Personally meaningful constructs of middle level science teaching will emerge. Prerequisite(s): SCE480A, SCE480B, or equivalent. 3 semester hours

SCE500 Science, Technology, and Society
Study of science as a whole, emphasizing its history and philosophy. Includes scientific values, epistemological issues in science (e.g., sources of authority, nature of progress), historical exemplars illustrating relationships (e.g., between theory and inventions, between science and historical events), and effects of social norms on science. Also considers current local and global situations and ethical issues to develop perspective on the interaction of science, technology, and society. 3 semester hours

SCE501 Advanced Methods and Materials for Teaching Science
Study of curriculum and instruction related to the K-8 science curriculum. Includes program goals and objectives and teaching models and methods. Examines a variety of teaching materials and resources. Considers scope and sequence of content and problems involved in children’s conceptual development in science. Includes needs of special children and problems of particular contexts, such as the urban school. Also involves assessing achievement and evaluating instruction. 2 semester hours

SCE504 Teaching for Conceptual Development in Science
Conceptual change is a powerful idea for transforming science education. Emerging from the history and philosophy of science as a way of understanding the difficulties people experience in changing from one explanatory framework to another, conceptual change offers crucial insights into meaningful learning in science for young children as well as instructional practices that facilitate conceptual development of essential science content. This course critically examines theories and models of conceptual change in science and their relationship to the scientific literacy imperative, explores constructivist links, and considers implications that conceptual change theory might have for learning and teaching in science. 3 semester hours

SCE510 Physics for Teachers
As science educators journey through their development as exemplary science education practitioners, it is important for them to investigate different models of instruction. This course is designed to develop the use of Physics First as an instructional strategy through course delivery in the conceptual change model. The course will investigate the content of physics, and further develop the educational practice of instruction through conceptual change. Students will relate the use of Physics First, and the use of conceptual change, to their quest for Best Practice as an exemplary science educator. Prerequisites: SCE 504 or permission of instructor 2-3 semester hours

SCE511 Earth Science for Teachers
Surveys content in earth science representative of the K-8 science curriculum using a laboratory-based approach. Although other instructional methodologies will be examined, this course will focus on using an STS (Science, Technology & Society) format as an exemplary model for teaching and learning earth science. Topics include: physical geology and oceanography in the context of earth history, environmental issues, major organizing concepts and principles, recent discoveries and current knowledge in geology, oceanography, and all related fields of earth science. Prerequisites: SCE 510 or permission of instructor. 2-3 semester hours

SCE512 Biology for Teachers
This course examines content in the biological sciences representative of the K-8 science curriculum using a constructivist, laboratory-based approach, including the study of organisms and their anatomy, physiology, and genetics. Special attention is given to new developments and discoveries in various fields, such as genetic engineering. Opportunities provided for in-depth investigation of a particular area. Prerequisites: SCE 510 or permission of instructor. 2-3 semester hours

SCE520 Applied Chemistry for Teachers
This course investigates the basic principles of chemistry considered in the context of everyday life using a laboratory-based approach. Although other instructional methodologies will be examined, this course will focus on using an inquiry approach as an exemplary model for teaching and learning chemistry. Topics include: chemistry of the air, land and water;
SCE521  Astronomy for Teachers
Exploring selected topics in astronomy and cosmology relevant to the K-8 science curriculum using a laboratory-based approach. Although other instructional methodologies will be examined, this course will focus on using a traditional lecture/lab format as an exemplary model for teaching and learning astronomy. Topics include: observation of the nighttime sky, study of constellations, applications of physics concepts, historical development of concepts and theories, recent discoveries and current notions about space-time, electromagnetic radiation, the structure of the universe, the development of stars and the solar system. Considers technology of and issues in space exploration. Prerequisites: SCE 510 or permission of instructor.  2 semester hours

SCE522  Meteorology for Teachers
Surveys topics in the atmospheric sciences, meteorology and climatology, relevant to the elementary and middle school curriculum using a laboratory-based approach. Includes evolution, structure, and dynamics of the atmosphere; fronts and frontal weather, and observational methods involving meteorological instruments and forecast maps. Considers appropriate teaching methods and activities. Prerequisites: SCE 510 or permission of instructor.  2 semester hours

SCE523  Environmental Education
Interdisciplinary exploration of interrelationships between organisms and their environments using a laboratory-based approach. Local environments are studied in perspective of ecological principles and global environmental problems and issues. Includes history of human relationship to the environment and development of concept of environment in various disciplines. Examines methods for developing motivations, skills, attitudes, and values related to the environment.  2 semester hours

SCE524  Human Biology for Teachers
An exploration of selected topics in human biology relevant to K-8 teachers using a laboratory-based approach. Includes discussion of major concepts and principles, recent discoveries, application of knowledge in the medical and health care fields, and consideration of current problems and issues, such as AIDS and genetic engineering. Includes in-depth investigation of a particular topic and relevant field trip. Prerequisites: SCE500 and SCE512, or consent of instructor.  2 semester hours

SCE525  Learning Science Using Informal Sites
Professional development for teachers of science requires learning essential science content through the perspectives and methods of inquiry. This course facilitates the active investigation of critical science concepts by engaging teachers in collaborative inquiry using the resources of informal sites and museums. Through interactions with the laboratory environments established at these sites, students pose questions of personal and professional significance, interact with authentic phenomena, gather and interpret data, gain deeper understanding of scientific ideas through their own conceptual development process, reflect on the nature of scientific inquiry and its role in exemplary science teaching, and share their discoveries with colleagues.  2 semester hours

SCE526  Learning Science Using Informal Sites: Advanced Study
Learning science using informal sites: Advanced study
In this course students select one of the information sites available (Lincoln Park Zoo, Brookfield Zoo, the Field Museum, Chicago Botanic Gardens, Adler Planetarium or the Shedd Aquarium) and spend a minimum of 40 hours utilizing this site as a laboratory from which to learn science. Students will select a specific science discipline, ie: life, physical, or other, as the focus of their learning. Various hypotheses will be formulated and tested in cooperation with scientists and educators in residence at the informal site. Science as inquiry will be the thread that weaves the student’s own science learning at the informal sites with the science content relevant to the elementary and middle school curriculum.  2 semester hours

SCE529  Applied Zoology
Zoology is the study of mammals. This course will explore the scientific concepts in zoology relevant to the elementary and middle school curriculum. In this laboratory and field base experience, students will explore the question what is an animal. There will be an emphasis on mammals. This study of mammals will be conducted in a zoo. Students will study the concepts of conservation (species preservation), habitat (natural and zoo environments), animal behavior (in the wild and in zoos), and urban nature (animal adaptation in city environments). Prerequisites: SCE510 or permission of instructor.  2 semester hours

SCE582  Workshop/Science Education/Topic
1-4 semester hours

SCE585  Workshop/Science Education/Instructional Practices
1-4 semester hours

SCE590  Internship in Community Science Education
Provides an opportunity to develop both scientific knowledge and instructional skills in novel community settings. Internships available in informal science education institutions, such as science/natural history museums, zoos, aquaria, planetaria, environmental education centers, etc., or in corporate and governmental research and development laboratories. Placement made in consultation with the faculty advisor in accordance with student’s career goals and experience. Supervised experiences must be in approved programs. The internship is supervised by an approved on-site mentor and a faculty member from Science Education department. Arrangements made with faculty advisor two quarters before registering for internship credit. Prerequisites: SCE500 or consent of program coordinator.  5-7 semester hours
SCE593  Seminar in Science Education: Issues and Trends
This course is designed to facilitate the analysis, synthesis, and integration of ideas, values, and concepts acquired throughout the science education program. That emerging synthesis will act as a fulcrum for exploring current and historical issues, research, theory, and practice in science education, curriculum changes, reform, and trends in school science, and as a basis for reflection and discussion about the implications for teaching and learning in science. The course also provides professional development opportunities designed to encourage students to assume roles of leadership and advocacy for the improvement of science education practices in their schools, districts, and communities. Prerequisites: Admission to National College of Education, admission to the program, SCE 525. 3 semester hours

SCE594  Science Education Independent Study
Independent inquiry into a science topic can guide participants to a deeper understanding of science content and concept. This understanding can then be put to use in an educational setting, as science educators practice the instructional model of doing science as a scientist does. Through use of individualized investigatory practices, science educators will more deeply examine content and instructional practices that facilitate understanding of essential science content. Through this course, the science educator is required to critically examine theories and models of instructional science, and their relationship to real world classroom implementation of science instruction. Prerequisites: SCE 510 or consent of instructor. 1-3 semester hours

SCE599  Thesis in Science Education
4 semester hours

SEC-Secondary Education

SEC502  Methods and Materials for Teaching at the Secondary Level
Introduction to teaching in the secondary school course includes issues and trends affecting teaching at the secondary level; curriculum development and integration, community building and maintenance, and constructing disciplinary knowledge. With attention paid to reform mandates and assessments, a variety of instructional models will be discussed, critiqued and practiced. 3 semester hours

SEC510  Teaching Biology in the Secondary School
This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Biology as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students’ ability to teach Biology to secondary school students. 3 semester hours

SEC512  Teaching English in the Secondary School
This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of English as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students’ ability to teach English to secondary school students. 3 semester hours

SEC514  Teaching Mathematics in the Secondary School
This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Mathematics as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students’ ability to teach Mathematics to secondary school students. 3 semester hours

SEC516  Teaching Physical Science in the Secondary School
This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Physical Science as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students’ ability to teach Physical Science to secondary school students. 3 semester hours

SEC518  Teaching Social Studies in the Secondary School
This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Social Studies as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students’ ability to teach Social Studies to secondary school students. 3 semester hours

SEC522  Classical Language Methodology
This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Classical Language Methodology as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students’ ability to teach Classical Languages to secondary school students. 3 semester hours

SEC524  Communicative Language Teaching in the Foreign Language Classroom
This course, intended for students preparing to be certified secondary school teachers, addresses the content and discipline of Communicative Language Teaching in the Foreign Language Classroom as it pertains to general goals of secondary education. Pedagogical content knowledge, materials, instructional issues and methods will be developed to enhance students’ ability to teach Foreign Languages to secondary school students. 3 semester hours

SEC569  Portfolio Development for Subsequent Certificates
This is the initial course designed for teachers currently certified...
in Illinois who wish to secure a subsequent Illinois certificate in secondary education for science, social sciences, English language arts, or mathematics; or K-12 foreign language. A portfolio documenting knowledge and experiences encompassing the certification standards for the certificate being sought will be created. This course is required for all candidates seeking subsequent certificates through the focused program. 4 semester hours

SEC575 Subsequent Certification Practicum
This course is designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in secondary education for science, social science, English language arts, or mathematics; or K-12 foreign language. The candidate will be required to complete between 75 and 150 hours in a classroom setting that is represented in the subsequent certificate. The candidate will also meet for seminar with a faculty member in the subsequent certificate area. Enrollment in this class requires advance application and approval. 3-6 semester hours

SEC590A Student Teaching in the Secondary School Biological Science
This field-based experience is required of all students seeking professional certification as a secondary school Biological Science teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school. All placements are made by the College of Education. Prerequisites: Admission to the MAT Secondary Education Program. Students may register for a maximum of 6 semester hours each quarter. 1-9 semester hours

SEC590B Student Teaching in the Secondary School Language Arts/English
This field-based experience is required of all students seeking professional certification as a secondary school Language Arts/English teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school. All placements are made by the College of Education. Prerequisites: Admission to the MAT Secondary Education Program. Students may register for a maximum of 6 semester hours each quarter. 1-9 semester hours

SEC590C Student Teaching in the Secondary School Mathematics
This field-based experience is required of all students seeking professional certification as a secondary school Mathematics teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school. All placements are made by the College of Education. Prerequisites: Admission to the MAT Secondary Education Program. Students may register for a maximum of 6 semester hours each quarter. 1-9 semester hours

SEC590D Student Teaching in the Secondary School Physical Science
This field-based experience is required of all students seeking professional certification as a secondary school Physical Science teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school. All placements are made by the College of Education. Prerequisites: Admission to the MAT Secondary Education Program. Students may register for a maximum of 6 semester hours each quarter. 1-9 semester hours

SEC590E Student Teaching in the Secondary School Social Studies
This field-based experience is required of all students seeking professional certification as a secondary school Social Studies teacher. Student teaching offers supervised opportunities to develop and refine teaching skills in a secondary school. All placements are made by the College of Education. Prerequisites: Admission to the MAT Secondary Education Program. Students may register for a maximum of 6 semester hours each quarter. 1-9 semester hours

SEC590F Student Teaching in the Secondary School Foreign Languages
This field-based experience is required of all students seeking professional certification as a secondary school foreign language teacher. Student teaching offers supervised opportunities to develop and refined teaching skills in a secondary school or a middle school. All candidates will have clinical experience with diverse student populations prior to and during student teaching. A minimum of 10 weeks of full-day student teaching is required. The dates of student teaching depend on the school placement. In addition, a Cluster and/or content area seminar will meet for a minimum of five sessions during the quarter. The College of Education makes all placements. Prerequisites: Admission to the MAT Secondary Education Program. Students may register for a maximum of 6 semester hours each quarter. 1-9 semester hours

SPE-Special Education

SPE300 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. 3 quarter hours

SPE500 Introduction to Exceptional Children and Adolescents/ Special Education
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. Fifteen clinical observation hours are
required as part of this course. 3 semester hours

SPE501  Educational Diagnostic Assessment of
Exceptional Children and Adolescents

This course provides an overview of the process of collecting
information for the purpose of specifying learning
strengths/challenges and making appropriate educational
decisions. Legal, ethical, sociological, and historical
considerations are explored. Implications of cultural/linguistic
assessment issues are addressed. Particular attention is given to:
psycho-metric aspects of instruments, the role of ongoing
observation, issues of assessment bias, and selection of an
appropriate assessment battery. Special emphasis is directed
towards interpreting test results and connecting assessment to
instruction. The role of the special educator as a collaborative
consultant and multidisciplinary team member is considered. A
minimum of 15 hours of clinical experiences required. 3 semester hours

SPE502  Language Development and Challenges
in Children & Adolescents

In this course, the theoretical, clinical and pedagogical issues
concerning speech and language delays and disorders are explored.
The relationship between language and communication challenges
and learning is studied, along with the features and demands of
conversational, narrative, instructional and classroom discourse.
Etiological theories, biological bases and characteristics of various
language difficulties are reviewed. Assessment models,
intervention approaches, and compensatory strategies are studied,
as is the special education specialist and speech-language
professionals' role in implementing and managing language
intervention. The education of students with language disorders,
as well as the distinction between language differences and
disorders will be considered throughout. 2 semester hours

SPE503  Collaborative and Consultative
Teaming and Teaching

This course is designed to focus on collaborative structures in the
educational realm. Participants will develop a systematic plan for
introducing innovative collaborative structures, planning and
teaching into a school system. Learning styles and intelligences of
students, as well as teaching styles of adults will be addressed,
Inclusion strategies such as curriculum planning, adaptations,
modifications, differentiated instruction, teambuilding, problem
solving, lesson design and evaluation will be emphasized. Student
collaboration methodology will be discussed and applied.
Communication techniques will be taught. Students are required
to complete a minimum of 15 hours of clinical experiences as part
of this course. 3 semester hours

SPE506  Frameworks and Perspectives in Special
Education

Designed to provide the beginning graduate student with the
foundational frameworks and perspectives of special education
and their implications for the resulting implications for and
problems of policy and practice. Epistemological frameworks
are explored as are the resulting practical implications and
problems. Throughout this course, students will interpret the
discourses of disability from a variety of frameworks and
perspectives and to understand the influences of those
frameworks and perspectives on the everyday lives of teachers
and students. Major issues of special education theory and
practice are addressed, including: curriculum, pedagogy,
legal/ethical/political issues, cultural diversity, and the impact
of values and beliefs on special education practice. 3 semester hours

SPE507  Social/Emotional Development Teaching
and Support

This course is designed to explore social and emotional
components of behavior and learning. Historical, political, social,
and cultural factors which impact the student and teacher in
school and home environments will be examined. Legal issues,
evaluation, and ethical considerations in relationship to students' social and emotional growth and classroom behavior will be
explored. Multiple theoretical positions and pedagogical
approaches to individual and school relationships will be
discussed. The importance of viewing behavior as
communication will be emphasized. The interaction of various
disabilities and behavior will be explored. Cultural and ethical
issues relative to the educational process are considered
throughout. All students will be required to complete 15 hours of
fieldwork as part of this course. 3 semester hours

SPE508  Critical Literacy

This course is designed to introduce students to critical and
foundational perspectives for teaching literacy to students with
disabilities as well as to introduce them to content area literacy
teaching and learning. It examines contemporary
understandings of literacy as involving listening, speaking,
writing, and reading, as well as other forms of communication
(e.g., gestures, communicative behavior) and their usefulness in
facilitating literacy learning. The course approaches literacy
learning with a particular emphasis on preparing students to
use literacy to learn in order to gain access to the general
education curriculum whenever possible. Emphasis is placed in
the inherent right of all students to literacy for use in self-
expression and communication. 3 semester hours

SPE509  Clinical Literacy

This course is designed to address the assessment and instruction
of literacy skills for students with disabilities from a clinical
Included in this course will be exploration of hardware and software developed specifically for people with disabilities, as well as hardware and software that can be adapted for use with people with disabilities. Prerequisite: SPE500 or consent of instructor. 2 semester hours

SPE523 Diagnosis & Remediation of Mathematics Disabilities/Special Education
This course explores the diagnosis of mathematical disabilities and the teaching of major mathematical topics to students with learning challenges. Knowledge about how students learn mathematics is presented. Methods, materials, and instructional issues specific to teaching and adapting mathematics for students with special needs in the K-12 curriculum will be addressed. The impact of NCTM standards on students who are challenged is considered. Students are required to complete a minimum of 15 hours of fieldwork as part of this course. 3 semester hours

SPE526 Best Practice in Child Word Finding: Academic Accommodations for Students with Expressive Language Difficulties
This course provides a study of best practice for students with word finding difficulties through a self-study of ones own word finding skills. Content areas include: 1) comparative study of definition and characteristics of typical and atypical word finding in children and adults; 2) adapted models of lexical retrieval for oral and written language to explain the interactive nature of word finding, reading, and writing; 3) the impact of word finding difficulties on academic learning; and 4) appropriate accommodations in academic instruction, evaluation, classroom discourse, and curriculum selection for students challenged with word finding. 15 preclinical hours are required as part of this course. 2 semester hours

SPE527 Individualized Curriculum and Instruction
This course is designed to address the formulation, implementation, and evaluation of individualized curriculum and instruction. Specifically, emphasis is placed on current best practices in individualizing curriculum and instructional methods for students with disabilities. It will focus on a planning and implementation process for incorporating general education learning standards, differentiated instruction, curricular adaptations to the general education curriculum, ecological assessment, IEP development, systematic instruction, self-advocacy and self-determination, and provide instruction in general education and community settings. All students will be required to complete 15 hours of fieldwork as part of this course. 3 semester hours

SPE545 Assistive Technology
(Technology for Special Education)
This class will provide a hands-on examination of the use of instructional and assistive technology as they relate to teaching and learning and successful integration of people with disabilities. Included in this course will be exploration of hardware and software developed specifically for people with disabilities, as well as hardware and software that can be adapted for use with people with disabilities. Prerequisite: SPE500 or consent of instructor. 2 semester hours

SPE561 Administration and Supervision of Programs for Exceptional Children and Adolescents
This course explores administrative leadership and instructional supervision in the successful operation of a Special education program. Examining the nature and function of administrator and supervisor as instructional leaders and discusses supervisory techniques and strategies leading to organizational efficiency and effectiveness. Programmatic and academic solutions to unique problems will be identified and discussed for possible implementation relating to exceptional children and adolescents. This course covers special education laws and regulations (Federal & State), policies (Federal, State & District), public and private organizations, personnel (certified and non-certified), budgets, delivery of service systems, collaboration, evaluation, accountability, parent relationships, and issues and trends. 3 semester hours

SPE569 Portfolio Development for Subsequent Certificates
This is the initial course designed for teachers currently certified in Illinois who wish to secure a subsequent certificate in special education for LBS1. A portfolio documenting knowledge and experiences encompassing the certification standards for the certificate being sought will be created. This course is required for all candidates seeking subsequent certificates through the focused program. 4 semester hours

SPE572 Practicum I
A special education introductory course of directed observation and participation in a special education school setting aimed at providing an overview of teaching, learning and special education as a profession. The course serves as an orientation to the student’s graduate study and to the special education program at NLU. This course integrates field-based experience with on-campus seminars held during the quarter. SPE 572 is a prerequisite for ELE 581 and SPE 592C. A minimum of 30 clock hours of field experience are completed while enrolled in this course. 2 semester hours

SPE575 Subsequent Certification Practicum
This course is designed for teachers currently certified in Illinois who wish to secure a subsequent Illinois certificate in special education for LBS1. The candidate will be required to complete between 75 and 150 hours in a classroom setting that is represented in the subsequent certificate. The candidate will also meet for seminar with a faculty member in the subsequent certificate area. Enrollment in this class requires advance application and approval. 3-6 semester hours
SPE592C  Practicum/Teaching Children and Adolescents with Special Needs
This course serves as the culminating experience in the special education graduate program. Students are given opportunities to integrate theory and practice and engage in best practices with children and adolescents challenged with special needs. Supervised experiences are provided in public and private schools by exemplary teachers who are appropriately certified to teach by the State of Illinois, have at least three years of successful teaching experience in their field of specialization and who model best professional practice. In all settings, the collaborative-consultation model is practiced. Students must make arrangements for practicum six months prior to registration. 3-5 semester hours

SPE594  Independent Study/Special Education
Provides graduate students in a special education degree program an opportunity to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical school problem. Special forms may be obtained from the Graduate Administrative Office and must be signed by the student's instructor, faculty advisor, department chair, and associate dean of the graduate school. On-campus registration. Prerequisite: Degree status in Special Education. 1-3 semester hours

SPE595  Selected Topics/Special Education
2 semester hours

SPE599  Thesis in Special Education
Required of all Master of Science in Education students. The thesis by the student is a formal written document that investigates a theory or particular point of view and is the result of disciplined inquiry. The student should present the thesis proposal signed by all members of the Thesis Committee at the time of registration for the course. On-campus registration. Prerequisite: Research Design Analysis and degree status in Special Education. 4 semester hours

TIE-Technology in Education

TIE300  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: ELE200. 3 quarter hours

TIE500  Introduction to Technology in Education
This survey course provides the educator with a broad base of knowledge about the uses of computers in education. Students will have hands-on experience with word processing, databases, spreadsheets, graphics software, instructional software, and teacher utilities. Other topics include software evaluation, hardware selection, and telecommunications. Prerequisite: None. 2 semester hours

TIE510  Microcomputers for Information Management
This course will focus on the selection and utilization of microcomputer software appropriate for school and classroom management tasks. Students will act as consultants and use applications software to design a software system for a specific educational application, i.e. scheduling, budgeting, inventory, classroom management, instructional management. This is an elective for non-TIE majors. Prerequisite: TIE500 or equivalent. 2 semester hours

TIE511  Applications Software in the Curriculum
This course provides specific ways to use databases, word processors, spreadsheets, graphing utilities and telecommunications to teach subject area objectives in the curriculum. Students will plan lessons and activities appropriate for their subject area and grade level. This is an elective for non-TIE majors. Prerequisite: TIE500 or equivalent. 2 semester hours

TIE512  Problem Solving with Microcomputers
This course will examine and evaluate the role of computers in facilitating the development of problem solving and higher order thinking skills. Students will review research on teaching problem solving with computers and survey their own district's status on this issue. Using a theoretical framework, students will critically review problem solving software and then develop and teach a unit of study utilizing appropriate software as well as off-line activities and materials. This is an elective for non-TIE majors. Prerequisite: TIE500 or equivalent. 2 semester hours

TIE532  Computer/Technology Systems and Related Peripherals in Instructional Settings
This course provides the educator with an overview of personal computer hardware and digital electronics. The emphasis is on understanding how computers work and interface with networks and use peripheral devices to enhance student learning. Topics include computer logic; planning, selection and utilization of personal computer devices and peripherals; hardware and software troubleshooting and maintenance. Prerequisite(s): TIE500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T). 2 semester hours

TIE533  Application Tools for Inquiry Learning
This course will explore the use of productivity tools and instructional software for curricular and administrative applications. Students will use advanced features of productivity tools to evaluate artifacts and data for instructional decision-making, and they will use the knowledge base on integrating technology to guide application of specific strategies in support of problem-based curricula. In addition, students will assist one or more teacher(s)/colleague(s) in using recommended tools and strategies. Students may not receive credit for TIE510 or TIE511 or TIE512 and TIE533. Prerequisite(s): TIE500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T). 3 semester hours
334 TIE535 Teaching with Technology Across the Curriculum
This course will focus on strategies for integration of technology experience into classroom practice. Students will explore a variety of teaching strategies for using technology across the curriculum. They will design and implement lessons demonstrating appropriate ways to use computer technology to meet existing curricular objectives, to expand curricular options and to enhance the learning environment. This is an elective for non-TIE majors. Prerequisites: TIE542 and either TIE511 or TIE512. 2 semester hours

TIE536 Integrating Technology Across the Curriculum
This course will focus on strategies for integration of technology into classroom practice. Students will explore a variety of teaching strategies and pedagogical approaches for implementing technology use across the curriculum. The student will design and implement lessons demonstrating appropriate ways to use technology to meet existing curricular objectives and to expand curricular options. Students will design and implement professional development plans for helping other teachers develop these skills. Students are expected to complete a minimum of 15 hours of field experiences as part of this course. These hours are a part of the program benchmark assignment completed in this course. Students may not receive credit for both TIE535 and TIE536. Prerequisites: TIE533, TIE544, and TIE542 or equivalent. Non-TIE majors who wish to register for this course must have prior permission of instructor. 3 semester hours

TIE542 Learning Experiences on the Internet K-12
This course examines the ways the Internet is used in educational settings. Students use the Internet to search for and access online resources for instructional use and personal professional development. Students use online communication tools to communicate and share information worldwide. Students use technology-enhanced instructional strategies and plan and develop instructional activities that appropriately integrate the Internet into the curriculum. Prerequisite(s): TIE500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T). Non-TIE majors who wish to register for this course must have prior permission of instructor. Students may not receive credit for both TIE585N and TIE542. 2 semester hours

TIE544 Curriculum Applications of Hypermedia/Multimedia
In this course, students use authoring tools to develop hypermedia learning activities, applying instructional design principles. Students review trends, research, and copyright issues in use of hypermedia/multimedia in educational settings. Students apply concepts and knowledge to assist P-12 students and teacher colleagues in using authoring tools and instructional strategies. Prerequisite(s): TIE532 or permission of instructor. It is recommended that TIE544 be taken in conjunction with TIE553. 3 semester hours

TIE546 Telecommunications in the Schools: Advanced Topics
This course deals with advanced topics as students continue to examine the ways telecommunications can be utilized in education. Students will understand the technical considerations of connectivity and differentiate types of telecommunication connections. Students will further explore and use a wider variety of Internet services, such as Internet Relay chat, video conferencing and Usenet groups. Issues of publishing content on the World Wide Web will be addressed. Students will also plan and implement instructional activities that integrate telecommunications into the curriculum, as well as plan and implement staff development programs. Students will seek out information concerning grants and funding for school telecommunications projects. This is an elective for non-TIE majors. Prerequisite: TIE500 and TIE542. 2 semester hours

TIE547 Creating Web-Based Instructional Environments
Students participate in online collaborative curricular projects and team activities to build samples of web-based instruction. Students explore methods for teaching concepts and skills that support use of web-based authoring tools in a school environment. Students use design principles to create web-based materials to support personal and professional development. Students may not receive credit for both TIE546 and TIE547. Prerequisite(s): TIE 500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T). Non-TIE majors who wish to register for this course must have prior permission of instructor. 3 semester hours

TIE550 Desktop Publishing for the Classroom
Students will use desktop publishing software to prepare school newsletters, instructional materials and other desktop publishing products that are useful in a school environment. They will consider the principles of design and layout for print media and explore the many ways in which teachers and students can utilize desktop publishing in the classroom. Prerequisite: TIE500 or equivalent. 1 semester hour

TIE553 Digital Images and Video as Classroom Resources
Students will select and create digital images and video to represent information and communicate ideas that will be used in a curricular application to meet diverse P-12 student needs. Students will use color scanners, digital cameras, photo CD’s, image and video editing software, and download photos and movies from online services. Prerequisite(s): TIE532 or permission of instructor. It is recommended that TIE553 be taken in conjunction with TIE544. 1 semester hour

TIE555 Advanced Networking in the Schools
In this course students will encounter and analyze the factors involved in enhancing and expanding network infrastructure in their institutional setting. Hands-on experience, technical research and project planning and development will be the primary instructional strategies. The knowledge base, process and technical skills used in this class will empower the students
to become key participants at the school and/or district level. Prerequisite: TIE557 or equivalent. 2 semester hours

TIE537 Understanding Networks in Schools
This course provides educators with an overview of issues related to the selection, installation, and maintenance of computer networks in school settings. Students identify, describe, and analyze procedures related to basic troubleshooting, preventive maintenance, and procurement of networking services. Students explore ways of working with technology support personnel to maximize the use of technology resources to improve student learning. Students research, evaluate, and develop a needs assessment and a proposal used to determine what specifications are needed to fulfill district/school requirements. Students may not receive credit for both TIE554 and TIE557. Prerequisite(s): TIE 500 or evidence of meeting the National Educational Technology Standards for Teachers (NETS-T). Non-TIE majors who wish to register for this course must have prior permission of instructor. 3 semester hours

TIE583 Workshop/TIE/Contemporary Issues
1 semester hour

TIE584 Workshop/TIE/Curriculum Materials
1 semester hour

TIE585 Workshop/TIE/Instructional Practices
1 semester hour

TIE585C Workshop/TIE/Instructional Practices/Using Technology in Teaching Science
Students will explore and evaluate a variety of computer-based technologies for teaching science in the elementary and middle school classroom. They will develop criteria for making curricular decisions for including technology in school science programs. Students will explore how computers and technology improve science literacy and help the visualization of scientific concepts and principles. Prerequisite: TIE 500 or equivalent. This workshop is not intended for students in the Technology in Education program. 1 semester hour

TIE585L Workshop/TIE/Instructional Practices/Using Technology in Teaching Mathematics
Students will explore and evaluate a variety of computer-based technologies for teaching mathematics in the elementary and middle school classroom. They will develop criteria for making curricular decisions for including technology in school math programs. Students will explore how computers and technology support and enhance math instruction and assist in the visualization of mathematics concepts. Prerequisite: TIE 500 or equivalent. This workshop is not intended for students in the Technology in Education program. 1 semester hour

Using a World Wide Web Browser, students will explore and search the vast informational resources of the Internet. Students will develop instructional activities which appropriately integrate telecommunications on the Information Superhighway into the curriculum and consider the ethical issues involved in tapping this virtual library of information resources. Prerequisite: TIE500 or equivalent. This workshop is not intended for students in the Technology in Education program. 1 semester hour

TIE587 Workshop/Computer Education/Programming
2 semester hours

TIE592 Portfolio Development Seminar
This course will assist students in selecting and organizing the contents of electronic portfolios to document students’ professional growth during the TIE program. The seminar will consist of at least five sessions held throughout the program. During seminar sessions, students will share, discuss, edit, and present artifacts selected for the portfolio and related written reflections. Students attend their first portfolio session within the first six semester hours of the program. The last session is held during the quarter in which TIE593, Seminar in Technology Education, is taken. Students will enroll for the Portfolio Seminar credit during that quarter. Prerequisite(s): Either completion of or concurrent enrollment in TIE593. This course is only open to TIE majors. 1 semester hour

TIE593 Seminar in Technology in Education
This course provides a culminating experience for students in Technology in Education program. Emphasis is on current trends and issues, seminal readings, and research findings related to the use of technology in education. Issues related to curriculum planning, program development and evaluation, and staff development at the school and district level will be addressed. Students are required to complete a minimum of 15 hours of field experiences as part of this course. Prerequisite(s): Completion of 12 semester hours of Technology in Education courses, including TIE536. M.Ed. and M.S. Ed. students should also have completed ESR506 and ESR507. This course is open only to TIE majors. 3 semester hours

TIE594 Independent Study/Technology in Education
Independent study provides an opportunity for degree-seeking students to pursue advanced scholarly study in special areas where they seek further information, or to investigate a practical school problem. 1-3 semester hours

TIE595 Selected Topics/Technology in Education
1-3 semester hours

TIE599 Thesis/Technology in Education
Required of all M.S.Ed. students. The thesis produced by the student is a formal written document which investigates a theory or particular point of view and which is the result of disciplined inquiry. Prerequisites: ESR506, ESR507, TIE593. On-campus registration. 2 semester hours
Award recipients at the Reach for the Stars Gala, 2005:
From back left to right: David Riches, Andrew Bowe, Toni Freeman,
Bill Vaananan, Andrew Farley and Kumiko Watanuki
From front left to right: Leslee Stein-Spencer, Katherine Lowrie, Pat Cassin Graft and Clint Mabie

Alumni Board Member Eunice Joffee and Distinguished Alumni Award winner Leslee Stein-Spencer '86 and husband Michael.

Dr. McCray and award winner Andy Bowe at the 2005 Reach for the Stars gala.

Provost Katherine Tooredman presents the Time-Honored Alumna Award to Katherine Lowrie '26 while Trustee Greg White and hotel staff look on.

Dean of CAS Martha Casazza presents the Humanitarian Service Award to Toni Freeman '78.

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Tammy Haggerty Jones, National-Louis alumna who received her Master of Arts in Teaching degree in 1994 from the National College of Education, was selected from more than 150,000 nominees to be recognized as a 2004 DisneyHand Teacher Awards honoree. DisneyHand honorees were chosen by a national selection committee composed of distinguished educators. The teachers were honored at a gala held at the DisneyLand Resort in Anaheim, California, in 2004.

College of Management and Business alumnus Special Agent William B. Borden III received his BSM in 1999 and MBA in 2001. He attended National-Louis’ Northern Virginia/Washington D.C. campus. This campus serves 300 new military students each year and approximately 500 new and continuing students annually. Borden’s successful career in military investigations shows how a business degree from National-Louis can expand horizons and broaden opportunities. He works for the Department of Defense in the U.S. Air Force Office of Special Investigations.

Marlo McManus (above third from left), a 2004 graduate of National-Louis’ Master of Arts in Teaching program, was an award recipient in the Eighth Annual Suave Performance Plus Awards that honors Chicago Public School Teachers. Students themselves nominate, judge and select the award recipients. The ceremony to honor McManus and other outstanding teachers was held in May, 2004, at the Harold Washington Library in Chicago.
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## Index

<table>
<thead>
<tr>
<th>Academic Advising, Undergraduate</th>
<th>75</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Appeals, Policy on</td>
<td>64-65</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>18-16</td>
</tr>
<tr>
<td>Academic Computing</td>
<td>75</td>
</tr>
<tr>
<td>Academic Credit Load Policy</td>
<td>36</td>
</tr>
<tr>
<td>Academic Honesty, Policy on</td>
<td>59-61</td>
</tr>
<tr>
<td>Academic Policies</td>
<td></td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>124</td>
</tr>
<tr>
<td>Limitation on Credits Earned</td>
<td>124</td>
</tr>
<tr>
<td>Required Course Waiver</td>
<td>124</td>
</tr>
<tr>
<td>Study Plan</td>
<td>124</td>
</tr>
<tr>
<td>Transfer Between Graduate</td>
<td>124</td>
</tr>
<tr>
<td>Programs</td>
<td>124</td>
</tr>
<tr>
<td>College of Management and Business</td>
<td>211-212</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>212</td>
</tr>
<tr>
<td>Required Course Waiver</td>
<td>212</td>
</tr>
<tr>
<td>Transfer Between Graduate</td>
<td>211</td>
</tr>
<tr>
<td>Programs</td>
<td>211</td>
</tr>
<tr>
<td>National College of Education</td>
<td>246-248, 278-279</td>
</tr>
<tr>
<td>Academic Policies, Doctor of</td>
<td>278</td>
</tr>
<tr>
<td>Education (Ed.D.)</td>
<td>278</td>
</tr>
<tr>
<td>Comprehensive Qualifying</td>
<td>279</td>
</tr>
<tr>
<td>Examinations</td>
<td>279</td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>279</td>
</tr>
<tr>
<td>Dissertation Requirements</td>
<td>279</td>
</tr>
<tr>
<td>Doctoral Handbook</td>
<td>279</td>
</tr>
<tr>
<td>Educational Specialist (Ed.S.)</td>
<td>278-279</td>
</tr>
<tr>
<td>Credits</td>
<td>278-279</td>
</tr>
<tr>
<td>Enrollment Requirements</td>
<td>278</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>278</td>
</tr>
<tr>
<td>Residency Statement</td>
<td>278</td>
</tr>
<tr>
<td>Time Limit</td>
<td>278</td>
</tr>
<tr>
<td>Transfer of Credit</td>
<td>278</td>
</tr>
<tr>
<td>Application of Course Work</td>
<td>247-248</td>
</tr>
<tr>
<td>Toward Degree Programs</td>
<td>247-248</td>
</tr>
<tr>
<td>Core Course Waiver</td>
<td>247</td>
</tr>
<tr>
<td>Course by Arrangement/Independent</td>
<td>247</td>
</tr>
<tr>
<td>Study Limitations</td>
<td>247</td>
</tr>
<tr>
<td>Educational Specialist Degree</td>
<td>248</td>
</tr>
<tr>
<td>Graduate Admission and Retention</td>
<td>248</td>
</tr>
<tr>
<td>Council</td>
<td>248</td>
</tr>
<tr>
<td>Hours Prior to Admission</td>
<td>248</td>
</tr>
<tr>
<td>Program Substitutions</td>
<td>248</td>
</tr>
<tr>
<td>Residency Requirements</td>
<td>248</td>
</tr>
<tr>
<td>Study Plan</td>
<td>246-247</td>
</tr>
<tr>
<td>Teacher Education Programs</td>
<td>247</td>
</tr>
<tr>
<td>Time Limitations for Fulfilling</td>
<td>247</td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>247</td>
</tr>
<tr>
<td>Requirements</td>
<td>247</td>
</tr>
<tr>
<td>Transfer of Credit</td>
<td>247</td>
</tr>
<tr>
<td>Withdrawal from Program</td>
<td>248</td>
</tr>
<tr>
<td>Academic Program Overview</td>
<td>82-85</td>
</tr>
<tr>
<td>Graduate</td>
<td>83-85</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>82-83</td>
</tr>
<tr>
<td>Academic Programs</td>
<td></td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>124-139</td>
</tr>
<tr>
<td>Graduate</td>
<td>124-139</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>93-122</td>
</tr>
<tr>
<td>College of Management and Business</td>
<td></td>
</tr>
</tbody>
</table>

| Graduate                          | 212-215 |
| Undergraduate                      | 194-209 |
| National College of Education     |    |
| Graduate                          | 249-277 |
| Undergraduate                      | 235-239 |
| Academic Review, Standards for    | 39-41 |
| Accelerated Degree Completion      | 39 |
| All Graduate Students              | 40 |
| All Undergraduate Students         | 40 |
| Limited English Proficient Students | 39 |
| On-Campus Students                 | 39 |
| Program Standards                  | 40 |
| Academic Standards, College        | 202-212 |
| of Management and Business         |    |
| Academic Support Services          | 75 |
| Academic Computing                 | 75 |
| Interactive Video Classrooms       | 75 |
| Libraries and Audiovisual          | 75-76 |
| Undergraduate Academic             | 75 |
| Advising                          | 75 |
| Undergraduate                      | 249-277 |
| Academic Support Services          | 75 |
| Academic Computing                 | 75 |
| Interactive Video Classrooms       | 75 |
| Libraries and Audiovisual          | 75-76 |
| Undergraduate Academic             | 75 |
| Advising                          | 75 |
| Undergraduate Students              | 249-277 |
| Academic Review, Standards for     | 39-41 |
| Accelerated Degree Completion      | 39 |
| All Graduate Students              | 40 |
| All Undergraduate Students         | 40 |
| Limited English Proficient Students | 39 |
| On-Campus Students                 | 39 |
| Program Standards                  | 40 |
| National College of Education      | 249-277 |
| Undergraduate                      | 235-239 |
| Accreditation                      | 200 |
| Administration                     |    |
| Baker Demonstration School         | 346 |
| Campus Administration              | 348 |
| College of Arts and Sciences       | 341 |
| College of Management and Business | 343 |
| National College of Education      | 344 |
| University Library                 | 347 |
| University Officers                | 340 |
| Administrative Officers            | 340 |
| Admission to Graduate Programs     |    |
| Classification of Students         | 25 |
| Degree-Seeking Students            | 25 |
| Nondegree-Seeking Students         | 25 |
| Students Whose Previous Work Was   | 25 |
| Not in the United States           | 25 |
| International Students             | 26-27 |
| Readmission of Former Students     | 26 |
| Student Right-To-Know and Campus   | 27 |
| Security Act                       | 27 |
| Veterans                           | 26 |
| Admission to Undergraduate Programs|    |
| Dual Admissions and Articulation   | 23 |
| Agreements                         | 23 |
| Enrollment Requirements            | 25 |
| Freshman Admission                 | 22 |
| High Potential Students            | 23 |
| International Student Admission    | 23-24 |
| Non-degree Status (Visiting Students) | 23 |
| Program Admission                  | 22 |
| Re-entry                           | 24-25 |
| Student Right-To-Know and Campus   | 25 |
| Security Act                       | 25 |
| Veterans                           | 26 |
| Students Whose Previous Academic   | 25 |
| Work Was Not in the United States  | 23 |
| Transfer Admission                 | 22 |
INDEX

Unclassified Students .......................................................... 23
Veterans ........................................................................... 23
Admission Policies and Requirements
College of Arts and Sciences
Graduate........................................................................... 123
Undergraduate ................................................................ 92
College of Management and Business
Graduate........................................................................... 210
Undergraduate ................................................................ 194
National College of Education
Doctoral.............................................................................. 279
Graduate.............................................................................. 244
Undergraduate ................................................................ 234-235
Submission of Fraudulent, Incorrect, or Misleading
Information Pertaining to Admissions, Policy on ....... 69
Adult, Continuing, and Literacy Education Programs
Doctoral ............................................................................ 125-126
Graduate ............................................................................. 124-128
Undergraduate .................................................................. 92-93
Alcohol and Substance Abuse Policy ......................... 71
Advising, Undergraduate .................................................. 75
Alumni Statement ................................................................. 15
Anthropology, Undergraduate Programs .................... 118-122
Appeal, Process of (NCE) .................................................... 235
Application for Graduation ............................................. 42
Applied Behavioral Sciences, Undergraduate Programs ... 93-95
Applied Economics, Undergraduate Programs ............. 121
Applied Language/Language Institute, Undergraduate
Programs ........................................................................... 128-129
Approvals, State ................................................................. 11
Assessment Skills ................................................................. 33
Attendance ......................................................................... 46
Baker Demonstration School ........................................ 14, 56, 248, 346
Art, Undergraduate Programs .......................................... 96-97
Biology (see Science)
Board of Trustees ............................................................... 339
Business
Undergraduate Programs .................................................... 194-201
Graduate Programs ............................................................. 212-213
Campus Locations ............................................................. 3, 13-15
Career Services .................................................................. 45-46
Center for Academic Development ................................ 74-75
Chicago Campus ................................................................. 3, 13
Class Attendance ................................................................. 46
Classification of Students .................................................. 25
Clubs and Organizations ..................................................... 78
Cluster Groups .................................................................... 244
College of Arts and Sciences ............................................ 87-189
College of Management and Business ...................... 191-229
Computer Information Systems Undergraduate Program .... 199
Council on Student Affairs/Student Guidebook ............ 76
Counseling, Graduate Programs ........................................ 131-132, 134-136
Counseling Services ........................................................... 46, 77
Course Descriptions
College of Arts and Sciences ............................................ 140-189
College of Management and Business ...................... 216-229
National College of Education ........................................ 286-335
Credit
Academic Credit Load Policy .......................................... 36
Limitation on Credits Earned Before Admission ............ 76
Transfer of ................................................................. 76, 116, 138, 166
Types of
Airforce Credit ................................................................ 34
Basic Training Credit ......................................................... 34
Credit by Examination ....................................................... 35-36
Credit by Portfolio .............................................................. 35
Credit by Proficiency .......................................................... 36
Coursework ....................................................................... 34
Graduate Credit ................................................................. 34
Transfer ............................................................................. 33
Undergraduate Credit ......................................................... 34
Military Experience & Training Credit Acceptance
Policy ................................................................................ 34
Transfer Credit Policy for Satisfactory/No Credit and
Pass/Fail Credit ............................................................... 35
Curriculum and Instruction Graduate Program ............ 249-253
Curriculum and Social Inquiry Doctoral Program ......... 279-280
Deferments ........................................................................ 29
Developmental Studies (see Adult, Continuing, and Literacy
Education)
Directory ........................................................................... 337-347
Disruptive Classroom Behavior Policy ......................... 65
Doctor of Education (Ed.D.), General Information ...... 243, 277
Drug-Free Schools and Communities Act ..................... 74
Early Childhood Education
Undergraduate Program .................................................... 235-237
Graduate Programs ............................................................. 253-257
Early Childhood Special Education Approval ............... 275
Educational Leadership
Doctoral Program ............................................................... 281
Graduate Programs ............................................................. 258-259
Educational Psychology
Doctoral Program ............................................................... 282-283
Graduate Programs ............................................................. 259-262
Educational Specialist (Ed.S.), General Information ...... 243
Elementary Education
Undergraduate Program .................................................... 237-238
Graduate Programs ............................................................. 263-265
Elgin Campus ................................................................. 13
Email, Student ................................................................. 55
English/Written Communication
Undergraduate Program ..................................................... 98
Graduate Programs ............................................................. 129-130
Enrollment Requirements ................................................ 25, 202, 248, 278
Entitlement Approval (NCE) .............................................. 234, 240
ESL/Bilingual Education .................................................... 250
Evaston Campus ............................................................... 13, 14
Evaston Center for Learning .......................................... 248
Executive Directors, Out-of-State Operations ............... 347
Facilities
Chicago Campus ............................................................... 13
Elgin Campus ................................................................. 13
Evaston Campus ............................................................ 13, 14
Florida Regional Campus ............................................... 14
INDEX

President's Welcome ................................................................. 9
Process of Appeal - College of Education ......................... 235
Professional Assistant Center for Education (PACE) ............... 238-239, 249
Professional Development Facilities
  Baker Demonstration School ........................................ 248
  Evanston Center for Learning .................................... 248
  Middle Level Curriculum and Teaching Center .............. 249
  Professional Assistant Center for Education (PACE) ...... 249
Reading Center .................................................................... 248
Professor Emeriti .................................................................. 342, 345
Programs, Academic (see Academic Programs)
  Psychology
    Graduate Programs ............................................ 136-139
    Undergraduate ............................................. 109-113
  Reading and Language
    Doctoral Program ............................................. 283-284
    Graduate Programs ....................................... 268-270
    Reading Center ............................................. 248
    Reading Recovery Program ............................ 270
    Readmission .................................................. 22, 40-41
    Records, Maintenance of .................................. 56-56
    Refund Policy ................................................ 31-32
  Registration
    Academic Credit Load Policy ................................ 36
    Audit ............................................................. 37
    Classifications ............................................... 36
    Registration for Thesis .................................... 36
    Regulations .................................................... 36
    Undergraduate Registration in Graduate Courses ...... 36
    Withdrawals from Accelerated Degree
      Completion Programs ...................................... 37
      Withdrawals from On-Campus Programs ............. 37
    Release Policy .................................................. 56
    Residence Hall Living ........................................ 50
    Residence Life Programs .................................... 77-78
    Review of Research Involving Human Participants .... 74
    School Nurse Concentration ............................. 252
    School Psychology Program ............................... 282-283
    School Psychology Certification, Graduate Program ... 260-262
    Science ................................................................ 113-117
    Science Education Concentration .......................... 252
  Secondary Education
    Graduate Program ............................................. 270-271
    Undergraduate Program .................................... 97-98, 108
    Service Members Opportunity Colleges (SOC) ........... 13
    Sexual Harassment, Policy on ............................ 68-69
    Skills Assessment ............................................. 77
    Social and Behavioral Studies Undergraduate Program 102-103
    Social Science .................................................. 117-122
    SOC (see Service Members Opportunity Colleges) ......
    Special Education Graduate Programs .................... 272-275
  Standards for Academic Review
    Accelerated Degree Completion Students ................ 39
    All Graduate Students ..................................... 40
    All Undergraduate Students .............................. 40
    Limited English Proficient Students .................... 39
    On-Campus Students ........................................ 39
    Program Standards ........................................... 40
  Standards of Satisfactory Academic Progress for Financial Aid Eligibility Undergraduate Students ........... 29-30
  State Approvals .................................................... 11
  State Endorsement and Certification in Reading ......... 266-269
  Statement of Mission ............................................. 10
  Student Affairs ..................................................... 76-78
  Student Clubs and Organizations ........................... 78
  Student Guidelines and Policies ................................ 43-74
  Student Judicial Process ...................................... 65-69
  Student Information and Regulations ......................... 44-51
  Student Ombudsperson ............................................ 77
  Student Programs, Events and Activities .................. 48, 78
  Student Right to Access ....................................... 57
  Student Right-To-Know and Campus Security Act ..... 25, 27, 69
  Student Rights and Appeals Process ....................... 102, 133
  Student Rights and Responsibilities ....................... 44
  Student Services Center ........................................ 50
  Students with Disabilities Grievance Procedures ........ 65
  Study Plan, Graduate .......................................... 42, 123-125, 246-247, 261
  Submission of Fraudulent, Incorrect, or Misleading
    Information Pertaining to Student Admission, Policy on ........................................ 69
    Technology in Education Graduate Programs .......... 276
    Theatre Arts ..................................................... 122
    Transcript ....................................................... 41
    Transfer Between Graduate Programs ................... 124, 211
    Transfer of Credit
      College of Arts and Sciences ................................ 124
      College of Management and Business ................. 211
      National College of Education ........................ 247, 278
    Transferability of Credit ..................................... 41
    Trustee Fellowships .......................................... 246
    Tuition and Fee Schedule .................................... 18-19
    Tutoring ......................................................... 92-246
    Unclassified Students, Admission of .................... 23
    University Expenses ........................................ 18-19
      FOCUS Term .................................................. 19
      General Fees ............................................... 19
      Room and Board ........................................... 19
      Tuition and Fee Schedule ................................ 18-19
    University Library ............................................. 75-76, 347
    University Officers ........................................... 340
    Veterans, Admission of ..................................... 23-26
    Waiver of Right to Access ................................... 57
    Wheeling Campus ............................................. 15
    Withdrawal
      from a course ............................................. 31
      from a program, NCF .................................... 248
      from Accelerated Degree Completion Programs ...... 37
      from on-campus programs ............................. 37
      from the University .................................... 31
      Grading ......................................................... 37
      Procedures for Processing Withdrawal
        Requests for Students Deployed Under Military
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orders</td>
<td>70</td>
</tr>
<tr>
<td>Student Withdrawal and Return (Loss) of Federal Title IV Funds</td>
<td>29</td>
</tr>
<tr>
<td>Written Communication Graduate Program</td>
<td>129-130</td>
</tr>
</tbody>
</table>